

**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
REGULAR BOARD MEETING
WEDNESDAY, AUGUST 18, 2021, 6:00 PM**

The Regular Board Meeting will be held at the
Academic Resource Center
301 South Wabena Avenue
Minooka, Illinois 60447

Per the Governor's Mask Mandate, all attendees will be required to wear a properly fitted mask. In order to make a public comment, please sign up 5 minutes prior to Roll Call. To view the meeting via YouTube, click [here](#).

AGENDA

1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Communications / Recognition** - Girls Softball Team for placing 4th at the 2021 IHSA State Championship
5. **Public Comments** - (Per Board Policy 2:230, comments shall be limited to 5 minutes.) **4**
6. **Administrative Reports**
 - A. Superintendent **7**
 - B. Principal **10**
 - C. Assistant Superintendent of Business **11**
 - D. Director of Curriculum & Instruction **14**
 - E. Community Relations Director **15**
7. **Consent Agenda**
 - A. Approval of Open Session Minutes **17**
 - B. Approval of Financial Reports **25**
 1. Payment of Bills/Total
 2. Employee Payroll
 3. Imprest Fund Report/Total
 4. Activity Fund Report
 5. Treasurer's Report (Cash/YTD - Exp/Rev)
 - C. Approval to Submit the Land Cash Request **154**
8. **Committee Reports**
 - Buildings & Grounds (Shepard) - Wednesday, August 11, 2021, 5:30 p.m.
 - Co-Curricular (Spivey) - None
 - Curricular (Grzetich) - None
 - Finance (Crye) - Wednesday, Wednesday, August 11, 2021, 5:30 p.m.

- Personnel (Brozovich) - Wednesday, August 11, 2021, 5:30 p.m.
- Policy (Grzetich) - Wednesday, August 11, 2021, 5:30 p.m.
- Special Education (Heap) - None
- Technology (Spivey) - None
- Transportation (Shepard) - None
- GAVC (Hrechko) - None
- GCSEC (Heap) - None
- Equity & Diversity (Crye, Brozovich)

9. Discussion Items

A. Educational Foundation Update	156
B. Strategic Plan Update	157
C. Policy Review	158
D. AP Manual - Preparation for Second Reading/Adoption	159
E. PRESS Pkt 107 - Preparation for Second Reading/Adoption	812
F. Committee Assignments	849
G. Tentative Budget	850
H. Laptop lease/purchase	851
I. Disposal of computers	852
J. School Maintenance Grant	
K. Parliamentary procedure	

10. Action Items

A. Consideration and Possible Approval of Resolution for Purchase of Morris Hospital Building (Condition #1 – building is not intended to be used for instructional purposes.)	853
B. Consideration and Possible Approval of proposal to purchase laptops as presented	
C. Consideration and Possible Approval of disposal of equipment as presented	
D. Consideration and Possible Approval of second reading and adoption of AP Manual	
E. Consideration and Possible Approval of second reading and adoption and policy recommendations from PRESS Pkt 107	
F. Consideration and Possible Approval of School Maintenance Grant as presented	

11. Executive Session - To adjourn the meeting to executive session for discussion on matters related to minutes; the appointment, compensation, discipline, dismissal, employment and performance of specific employees of the District; litigation; student discipline; and collective bargaining. **855**

12. Action Items Following Executive Session

A. Consideration and Possible Approval of Closed Session Minutes	
B. Consideration and Possible Acceptance of Resignation(s)	

- C. Consideration and Possible Approval of Paid/Unpaid Leave Request(s)
- D. Consideration and Possible Approval of Employment
- E. Consideration and Possible Approval of Volunteers
- F. Consideration and Possible Approval of a settlement agreement as presented
- G. Consideration and Possible Approval of individual student discipline

13. Announcements and Communications

14. Adjourn



Michele Williamson <mwilliamson@mchs.net>

Fwd: Special Meeting 8/9 Public Comment

1 message

Kenny Lee <klee@mchs.net>

Mon, Aug 9, 2021 at 9:29 AM

To: Colleen Ward <cward@mchs.net>, Michele Williamson <mwilliamson@mchs.net>

----- Forwarded message -----

From: **Mike Brozovich** <mbrozovich@mchs.net>

Date: Sat, Aug 7, 2021 at 12:57 PM

Subject: Fwd: Special Meeting 8/9 Public Comment

To: Kenny Lee <klee@mchs.net>

Sent from my iPhone

Begin forwarded message:

From: John Guistat <johnguistat@gmail.com>**Date:** August 7, 2021 at 10:10:46 AM CDT**To:** mbrozovich@mchs.net**Subject:** Special Meeting 8/9 Public Comment

Good Morning,

I am emailing you today to voice my support for a resolution to be issued by Minooka District #111 that makes masks OPTIONAL for all MCHS students for the 2021-2022 school year. In addition, I would also like to voice my support for District #111 to pursue legal remedy against Governor Pritzker and the State of Illinois.

Every child has unique situations that cannot be met with blanket, all-incumbasing policies; that is why masking/vaccination (along with all health and care related decisions) should be left up to a parent/guardian because they are the only ones who know what is best for their individual children.

Again, I am in full support of District #111 suing the Governor/State of Illinois for legal remedy against all mandates AND for a resolution to be passed that makes masks OPTIONAL for all MCHS students.

Thank you,

John Guistat

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Michele Williamson <mwilliamson@mchs.net>

Re: Regarding the Special Board Meeting August 9th

1 message

Kenny Lee <klee@mchs.net>

Mon, Aug 9, 2021 at 9:32 AM

To: Lynnette Kunkle <lynnette.kunkle@gmail.com>, Mike Brozovich <mbrozovich@mchs.net>, Colleen Ward <cward@mchs.net>, Michele Williamson <mwilliamson@mchs.net>

Good Morning,

Per BOE Policy 2:230 this correspondence will be added to the next BOE meeting packet.

Have a nice day,

Kenny

On Sun, Aug 8, 2021 at 2:33 PM Lynnette Kunkle <lynnette.kunkle@gmail.com> wrote:

Please feel free to read or enter this email into the public comment section as you see fit.

To the Board and Staff at MCHS:

I was greatly disappointed to see on the agenda for the next school board meeting "Consideration and possible approval of a resolution to make MCHS masks optional" and "Consideration and possible approval to proceed with a lawsuit".

The Governor of this State has put into consideration the health of our children more so than their place of education. It is ridiculous to think that the people who are supposed to educate our children can possibly think that ignoring science and a statewide mandate would set a great example to their community. In addition, previous lawsuits have been filed and set aside. I feel it is a great misuse of taxpayer funds to forge ahead with this option.

Additionally, I have been advised by our physician, that since the State has issued a mandate, and if by choice, this district issues policy against that mandate, it would be very simple for me to file suit against the school district if my child should become ill or die with a covid infection due to an outbreak at the school. The reason – the district is showing negligence in the standard of care, by choosing to ignore a statewide mandate. The district should have an interest in keeping the health and safety of all students.

I STRONGLY encourage the board to abide by the statewide mandate. I want the school to urge it's students and staff to get the vaccine. I applaud the steps of large employers such as Google, Tyson and Walmart who are mandating the vaccine as a condition of employment. The administration of the vaccine to as many people as possible will be the way to calm this disease. If we continue to let COVID run rampant, the variants will work around the vaccine. As a SCHOOL, you should be listening to the SCIENCE of the disease. You shouldn't be making school policies based on the feedback from the loud minority of this community.

Do the right thing, keep the kids and staff masked. And DO NOT file a lawsuit. Use the money FOR THE CHILDREN. Not to quiet the voices of the loud parents!!!!

Thoughtfully,

Lynnette Kunkle

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Superintendent Report BOE Meeting 08.18.21

Principal

Institute Day Summary

Our teachers and staff had productive professional learning days. They were welcomed back with a pep rally led by our marching band and greeted by four student leaders. Thank you to **Gina Wych** and **Kyle Adelman** for a fun way to begin the year and the start of a new school year tradition. Additionally, thank you to student leaders **Katelyn Fink**, **Megan Hugunin**, **Hailey Benfield** and **Gabriella Roussos** for providing a welcome message of appreciation to our teachers.

Communication Tools

There are several ways to stay up-to-date by using our social media platforms, [website](#), and [school calendar](#). Facebook, Twitter, and Instagram can be found using @mchsdistrict111 and our website is www.mchs.net. Additionally, our coaches and sponsors were trained for the use of Classroom Intercom led by our Activities Director, **Hillary Holden** to share information and highlights using social media. Furthermore, each classroom teacher is continuing their use of Google Classroom.

#MCHSproud

Thank you to our **Registrar, Stephanie Ledesma** and **Assistant Registrar, Jen Mayfield** for welcoming our new students. MCHS welcomed 114 new students for the school year and both Stephanie and Jen were instrumental in supporting their quick and successful transition.

- First Day Enrollment: 2,911
- Freshman :765
- Sophomore: 744
- Junior: 665
- Senior: 734

Curriculum and Instruction

Instruction Team

The Instruction Team met to review the purpose of the team, current COVID guidelines, remote students, and students in quarantine. The main focus of our meeting was to discuss a process for students and staff when a student is quarantined. This team provided feedback on the importance of communication between MCHS and home. As a result, a procedure was established along with a template for teachers, students, and parents to utilize. Thank you to the members of the 2021-2022 Instruction Team: Jon Monti, Erik Milnes, Matt Shanahan, Michelle Erickson, Nicole Lehning, Hannah Keppner, Pat Watson, Mike Butterbach, Mike Groark, Chris Williamson, and Angie Ferro.

AP Scores

Advanced Placement (AP) exams were administered last spring. Four administrations were scheduled, and the results of the first two administrations were released on July 21, 2021. The results of the final two administrations will be released on August 16, 2021. Once all scores are released, the results will be shared in a presentation with the Board of Education.

Finance

Audit - Our auditors will be visiting on August 18th to conduct the field work for their annual audit.

Morris Hospital Property Inspection - On Tuesday, August 10th our inspector, Parthenon Commercial, conducted an inspection of the property. They will provide us with a report of their findings in 7-10 days. A second environmental inspection is also being scheduled. Once we receive the results we will share them with the Board.

Community Relations

Freshmen Experience Day:

On Friday, August 6th we welcomed the Freshmen Class of 2025 to MCHS with Freshmen Experience Day. We were on hand to promote and document the day through video and photos on our social media channels. The promotion ahead of the event had a combined reach of **6,966** and when adding in the video and photos throughout the day of the event, the combined reach of Freshmen Experience Day was **16,258**.

Walk-In Registration:

The Walk-In Registration Day (Save the Date Reminder) was posted to our social media accounts weeks and days before the event and generated a total reach of **5,659**. We then posted photos throughout the day of the actual Walk-In Registration event on our social media channels so parents, students, and the community could gain an insider view of the registration day. Those posts had a combined reach of **10,479**.

Class Intercom

Launched a social media management program called Class Intercom with the MCHS Coaches and Club Sponsors during a recent teacher institute session. This software program will allow our coaches, sponsors, teachers, department chairs, and more, to post those exciting and memorable moments that occur between the hours of 8-3 in the classrooms, while also celebrating things during club/activities events, athletic competitions, etc. Class Intercom is an easy way to build their brand, while continuing to share the MCHS story that happens every day. Please follow us on Facebook, Twitter, and Instagram.



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

Mission: Strengthen *Mastery*, *Collaboration*, *High Expectations*, and *Success* for All Students.

To: Dr. Kenny Lee, Board of Education
From: Dr. Bryan Zwemke
Date: August 18, 2021
Subject: August Board Report

Institute Day Summary

Our teachers and staff had productive professional learning days. They were welcomed back with a pep rally led by our marching band and greeted by four student leaders. Thank you to **Gina Wych** and **Kyle Adelman** for a fun way to begin the year and the start of a new school year tradition. Additionally, thank you to student leaders **Katelyn Fink**, **Megan Hugunin**, **Hailey Benfield** and **Gabriella Roussos** for providing a welcome message of appreciation to our teachers.

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- First Day Enrollment: 2,911
- Freshman :765
- Sophomore: 744
- Junior: 665
- Senior: 734

Upcoming Dates

- August 23: MCHS Open House
- September 7-11: Homecoming Week

John Troy
Assistant Superintendent & General Counsel

Board Report

August 13, 2021

1. Audit - Our auditors will be visiting on August 18th to conduct the field work for their annual audit.
2. Morris Hospital Property Inspection - On Tuesday, August 10th our inspector, Parthenon Commercial, conducted an inspection of the property. They will provide us with a report of their findings in 7-10 days. A second environmental inspection is also being scheduled. Once we receive the results we will share them with the Board.
3. School Maintenance Grant - The State just announced that a \$50,000 dollars school maintenance grant is available. The grant requires that the district commit funds to match the \$50,000 grant. The grant application is completed and awaiting board approval. I planned on using the funds for our bathroom renovations next summer to include replacing galvanized pipe and asbestos insulation on pipes.







MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

Mission: Strengthen Mastery, Collaboration, High Expectations, and Success for All Students.

To: Dr. Kenny Lee, Board of Education

From: Jamie Soliman

Date: August 21, 2021

Subject: August Board Report

Instruction Team

The Instruction Team met to review the purpose of the team, current COVID guidelines, remote students, and students in quarantine. The main focus of our meeting was to discuss a process for students and staff when a student is quarantined. This team provided feedback on the importance of communication between MCHS and home. As a result, a procedure was established along with a template for teachers, students, and parents to utilize. Thank you to the members of the 2021-2022 Instruction Team: Jon Monti, Erik Milnes, Matt Shanahan, Michelle Erickson, Nicole Lehning, Hannah Keppner, Pat Watson, Mike Butterbach, Mike Groark, Chris Williamson, and Angie Ferro.

Curriculum Review

This fall, we will begin the curriculum review process with our Social Studies department. Chris Pendergast, Social Studies Department Chair, and I will work with teams of teachers to identify common criteria and assessments, based on learning standards, to monitor student achievement.

AP Scores

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Assessment

Due to changes to mandated assessment administrations in the Spring of 2021, MCHS did not administer the Illinois Science Assessment (ISA) to all 11th grade students. Therefore, all 12th grade students will be required to take this assessment in the Fall of 2021. The testing window is open and information will be sent out to students, staff, and families in the next few weeks.

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) will be held on October 13, 2021 and is open to all 10th and 11th grade students. Each year, MCHS administers this test to approximately 400 students. Registration will open in September and testing will take place at both Central and South Campus.



MINOOKA

COMMUNITY HIGH SCHOOL

Director of Community Relations Report To The Board Of Education *Brent Edwards - August 18, 2021*

A. Student Recognitions

- Girls Varsity Softball Team – 4th in State

B. Processed FOIA Requests

- **Smartprocure (received 7/23/2021 | responded 7/27/2021)**
...requesting any and all purchasing records from November 3, 2020 to current.

C. Social Media Update – (Last 28 days)

1. Facebook*

Followers:	5,034
New Followers:	144
Reach:	26,739
Post Engagement:	13,761
Videos:	2,391

2. Twitter**

Followers:	2,455
Impressions:	28.5K

3. Instagram

Followers:	2,098
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4. MCHS.net***

Google Analytics update. No records available.

5. YouTube

Subscribers	423
Views	1,221
Impressions	17.2K

D. Update Item

1) Freshmen Experience Day:

On Friday, August 6th we welcomed the Freshmen Class of 2025 to MCHS with Freshmen Experience Day. We were on hand to promote and document the day through video and photos on our social media channels. The promotion ahead of the event had a combined reach of **6,966** and when adding in the video and photos throughout the day of the event, the combined reach of Freshmen Experience Day was **16,258**.

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accounts weeks and days before the event and generated a total reach of **5,659**. We then posted photos throughout the day of the actual Walk-In Registration event on our social media channels so parents, students, and the community could gain an insider view of the registration day. Those posts had a combined reach of **10,479**.

3) Class Intercom

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Additional Items

- Routine website maintenance and uploading information
- Homepage and Social Media banner designs
- 11 Facebook Posts
- 5 School Messenger posts to MCHS families
- 23 Tweets and Re-Tweets

*Facebook terms: (Reach) Number of people who had any posts from our page enter their screen. (Post Engagement) Number of times people have engaged with our posts through likes, comments, shares, and more. (Video) Number of times our videos were played for at least 3 seconds.

**Twitter terms: (Impressions) Number of times users saw the tweet.

***MCHS.net (Unique Pageviews) Unique Pageviews is the number of sessions during which the specified page was viewed at least once.

**MINOOKA COMMUNITY HIGH SCHOOL
DISTRICT #111
COMMITTEE OF THE WHOLE MEETING
WEDNESDAY, JULY 14, 2021**

CALL TO ORDER

The committee meeting was called to order at 5:30 p.m. by Vice-President Dustin Heap. The meeting was held at Minooka Community High School-Central Campus in the ARC (Academic Resource Center). Members of the public were welcome to attend in person (with social distancing measures in place). Public comments were accepted in person or via email. A physical quorum was present with the following board members answering roll call:

	<u>YES</u>	<u>NO</u>
• Mike Brozovich		X
• Dustin Heap	X	
• Laura Hrechko	X	
• Dee Crye		X
• Jim Grzetich		X
• Matt Shepard	X (excused at 6:30 p.m.)	
• Terry Spivey	X	

Additionally present were:

- | | |
|----------------|---|
| • Bryan Zwemke | X |
| • John Troy | X |
| • Kenny Lee | X |
| • Colleen Ward | X |

PUBLIC COMMENTS

There were no comments from the audience.

DISCUSSION

POLICY

2021/2022 School Year:

Discussion took place regarding communication indicating the ISBE adopts CDC Guidance for CoVid Prevention. Additionally discussed were a resolution to the Governor requesting to give local control as well as a resolution regarding IDPH Guidance for CoVid Prevention.

AP Manual - Draft:

The draft AP Manual was provided in the board packets. It is anticipated to be presented as a first reading at the regular board meeting.

PRESS Pkt 107:

Recommendations from PRESS Packet 107 were provided in the board packets and it is anticipated that the first reading will be held at the regular board meeting.

Committee Assignments:

Further discussion on the committee assignments will be held at the regular board meeting.

Cultural Assessment Recommendations:

Information was provided regarding the special task force recommendations and timelines as well as equity and diversity initiatives for training for the 2021/2022 school year. The estimated cost for the training is \$43,000. It is anticipated to be presented for approval at the regular board meeting.

B & G

RFP – Weight Room, Wellness Center, Dance Studio Refurbishment:

Discussion took place regarding the bid for epoxying the hallway floors in the weight room, wellness center, dance studio area. Consensus was reached to present the recommendation for approval at the regular board meeting to accept the bid from Naperville Painting at a cost of \$35,700.

Baseball Scoreboard:

Information was provided regarding the purchase of a new scoreboard for the baseball field through Activity Funds. Consensus was reached to present the recommendation for approval at the regular board meeting.

FINANCE COMMITTEE

Financial Reports:

Financial reports were provided in the board packet and reviewed.

Will County Economic Development Discussion:

Discussion took place regarding an Agreement for Property Tax Abatement with Lion Electric Company. The request is for 50% abatement for five years. John Troy reported that the modified version contains clawback provisions to protect the District. Additionally, the agreement contains language to allow three student internships with the company and for collaboration with the CTE department in the way of guest speakers, field trips, etc. Consensus was reached to proceed with possible approval at the regular board meeting.

EXECUTIVE SESSION

MOTION: by Hrechko, seconded by Shepard, to adjourn the meeting to executive session for the purpose of discussing personnel, collective bargaining, litigation, and individual student discipline. Voting Aye: Hrechko, Shepard, Heap, and Spivey. Motion carried. Time: 6:30 p.m.

At this time, 6:30 p.m., Mr. Shepard was excused from the meeting.

RETURN TO OPEN SESSION

MOTION: by Hrechko, seconded by Spivey, to return to open session. Voting Aye: Hrechko, Heap, and Spivey. Motion carried. Time: 7:08 p.m.

ADJOURNMENT

MOTION: by Hrechko, seconded by Spivey, to adjourn the meeting. Voting Aye: Hrechko, Heap, and Spivey. Motion carried. Time: 7:08 p.m.

**MINOOKA COMMUNITY HIGH SCHOOL
DISTRICT #111
REGULAR MEETING
WEDNESDAY, JUNE 16, 2021**

CALL TO ORDER

The regular meeting was called to order at 6:00 p.m. by President Mike Brozovich. The meeting was held at Minooka Community High School-Central Campus in the ARC (Academic Resource Center). Members of the public were welcome to attend in person (with social distancing measures in place). Public comments were accepted in person or via phone or email. A physical quorum was present with the following board members answering roll call:

	<u>YES</u>	<u>NO</u>
• Mike Brozovich	X	
• Dustin Heap	X	
• Laura Hrechko	X	
• Dee Crye	X (via speakerphone)	
• Jim Grzetich	X	
• Matt Shepard	X	
• Terry Spivey	X	

Additionally present were:

- Brent Edwards X
- Jamie Soliman X
- Bryan Zwemke X
- John Troy X
- Kenny Lee X
- Colleen Ward X

The Pledge of Allegiance was recited.

COMMUNICATIONS/RECOGNITION

Girls 4x800 All-State Track Team and Boys State Runners-Up Track Team:

Board members were pleased to recognize the Girls and Boys Track Team members on their accomplishments.

PUBLIC COMMENTS

Morris resident Ted Trujillo addressed the board regarding his concerns with the school mascot as well as the self-reporting of members of the task force to be tribal members.

Parent Chuck Owen addressed the board regarding negative effects of wearing masks.

ADMINISTRATIVE REPORTS

Administrative reports were provided to the board members in the packets.

CONSENT AGENDA

MOTION: by Heap, seconded by Hrechko, to approve the consent agenda as presented:

- A. Open Session Minutes
 - 1. June 9, 2021 – Committee Meeting
 - 2. June 16, 2021 – Budget Hearing
 - 3. June 16, 2021 – Regular Meeting
- B. Financial Reports
 - 1. Payment of Bills/Total
 - 2. Employee Payroll
 - 3. Imprest Fund Report/Total
 - 4. Activity Fund Report
 - 5. Treasurer’s Report (Cash/YTD – Exp/Rev)

Voting Aye: Hrechko, Grzetich, Crye, Shepard, Heap, Spivey, and Brozovich. Motion carried. Time: 6:35 p.m.

DISCUSSION ITEMS

Educational Foundation Update:

It was reported that the foundation is currently reviewing options for the location of their annual Ugly Christmas Sweater event. The event is planned to be held on December 3, 2021.

Strategic Plan Update:

It was reported that Strategic Goal Leaders will be setting meetings with their teams in the near future, and Dr. Lee will be laying out check points throughout the year, so Goal Leaders can share their progress with each other.

Policy Review:

Policy information was provided as part of an ongoing review of the Board of Education policy manual.

First Reading of AP Manual:

A first reading of the AP Manual was held.

First Reading of PRESS Packet 107:

A first reading of the recommendation in PRESS Packet 107 was held.

Committee Assignments:

It was noted that committee assignments are anticipated to be ready soon and will be communicated out.

2021/2022 School Year:

Resolutions were provided for requesting local control and regarding IDPH Guidance for CoVid-19 Prevention in Schools.

Cultural Assessment Recommendations:

Information was provided in the board packets for timelines of recommendations. Additionally, information was provided for scope of work proposal for equity and diversity training.

ACTION ITEMS

Will County Abatement Proposal:

MOTION: by Grzetich, seconded by Hrechko, to consider and approve a five (5) year fifty (50%) property Tax Abatement Agreement with Lion Electric as presented subject to attorney review of a landlord/owner indemnification provision/agreement. Voting Aye: Crye, Spivey, Shepard, Heap, Hrechko, Grzetich, and Brozovich. Motion carried. Time: 6:51 p.m.

E & D Training Agreement:

MOTION: by Hrechko, seconded by Spivey, to approve the agreement with the Walker-Thomas Group for 2021/2022 training as presented. Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetich, and Brozovich. Motion carried. Time: 6:52 p.m.

Task Force Recommendations:

MOTION: by Crye, seconded by Heap, to approve the Special Task Force recommendations as presented. Hearing no objections, the motion was approved. Time: 6:52 p.m.

Resolutions Regarding CoVid Guidelines:

20

MOTION: by Grzetich, seconded by Spivey, to approve the resolution requesting local control as presented. Hearing no

objections, the motion was approved. Time: 6:53 p.m.

MOTION: by Hrechko, seconded by Shepard, to approve the resolution regarding CDC/IDPH Guidelines as presented. Hearing no objections, the motion was approved. Time: 6:53 p.m.

Purchase of Baseball Scoreboard through Activities:

MOTION: by Hrechko, seconded by Crye, to approve the purchase of a new baseball scoreboard through Student Activity as presented. Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetich, and Brozovich. Motion carried. Time: 6:54 p.m.

Hallways in Weight Room, Wellness Center, and Dance Studio Refurbishing Project:

MOTION: by Grzetich, seconded by Crye, to award the bid for epoxying the hallway floor of the weight room, wellness center, and dance studio refurbishing project to Naperville Painting at a cost of \$35,700 (not including moulding) as presented. Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetich, and Brozovich. Motion carried. Time: 6:55 p.m.

EXECUTIVE SESSION

MOTION: by Hrechko, seconded by Heap, to adjourn the meeting to executive session for the purpose of discussing matters related to minutes; the appointment, compensation, discipline, dismissal, employment and performance of specific employees of the District; pending litigation; student discipline; and collective bargaining. Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetich, and Brozovich. Motion carried. Time: 6:55 p.m.

RETURN TO OPEN SESSION

MOTION: by Heap, seconded by Hrechko, to return the meeting to open session. Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetich, and Brozovich. Motion carried. Time: 8:19 p.m.

ACTIONS FOLLOWING EXECUTIVE SESSION

Closed Session Minutes

MOTION: by Grzetich, seconded by Heap, to approve the closed session minutes as presented:

- June 9, 2021, Committee Meeting
- June 16, 2021, Budget Hearing
- June 16, 2021, Regular Meeting

Hearing no objections, the motion was approved. Time: 8:23 p.m.

Personnel

Resignations:

MOTION: by Heap, seconded by Shepard, to accept the following resignation(s) as presented:

- Brian Petrovic - Golf--Boys Head Coach - eff. 7/7/21
- Sheena Roach - Teacher-Special Education - eff. 5/24/21
- Lenora Murphy - Teacher-English - eff. 5/24/21
- Lauren Mosterd - Teacher-Science- eff 5/24/21
- Jon Monti - Teacher-Science- eff 6/30/26 (due to retirement)
- Dawn Lehr - Accounts Payable Clerk - eff 7/23/21
- Mason Hunt - Technology Aide - eff 7/19/21
- Susan Roberts - Bus Aide - eff 7/2/21
- Teresa Clower - Bus Aide - eff 6/30/21
- Russell Soliman - Campus Monitor - eff 7/15/21

Hearing no objections, the motion was approved. Time: 8:23 p.m.

Employment:

MOTION: by Hrechko, seconded by Heap to approve the employment of the following certified staff member(s) for the 2021/22 school year as presented, pending proper paperwork and background check deemed favorable by the MCHS #111 Administration:

- Maureen Holt - First-year Probationary Teacher-French (MA+30/Step 5 - \$53,300)
- Edson (Tripp) Burton - First-year Probationary Teacher-English (MA/Step 4 - \$49,615)
- Malarie Baumann - First-year Probationary Teacher-Science (MA/Step 7 - \$54,295)
- Brendan Acosta - First-year Probationary Teacher-Special Education (MA/Step 1- \$45,339.00)

Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetich, and Brozovich. Motion carried. Time: 8:24 p.m.

MOTION: by Hrechko, seconded by Heap, to approve the employment of the following support staff member(s) as presented, pending proper paperwork and background check deemed favorable by the MCHS #111 Administration:

- Traci Rader - Bus Driver (Transfer to Regular Route Bus Driver \$94.58/route)
- Brooke Brenczewski - Adm Asst to the Deans (\$15.64/hr.)
Jennifer Mayfield - Registrar Asst (\$16.60/hr.)
- Colleen Ward - Software/HR Specialist (\$76,631.72 Annually, as an at-will employee)
- Michele Williamson - Adm Asst to Supt./BOE (\$52,500 Annually, as an at-will employee; plus board meeting stipend of \$95/mtg., plus Exception Granted to the Policy for Vacation Days - 15 days)
- Jodi Burian - Bus Driver - (Transfer to 8-hr Driver \$19.89/hr.)
- Brai Munson - Receptionist to the Deans' Office (\$13.32/hr.)
- Joanna Pilon - Receptionist to the Main Office-Central Campus (\$13.32/hr.)
- Mary Hamiti - Receptionist to the Main Office-South Campus (\$13.32/hr.)
- Richard Flamm - Bus Driver (Spec Ed Bus Driver \$118.21/route)

Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetich, and Brozovich. Motion carried. Time: 8:25 p.m.

MOTION: by Hrechko, seconded by Heap, to approve the following extracurricular appointments for the 2021/22 school year as presented, pending proper paperwork and background check deemed favorable by the MCHS #111 Administration:

Andrew Jones	Football	Asst. Coach	Group I/2 (Shared)	\$2,373.10
Nick Martiniak	Indoor Percussion	Volunteer		
Christine Adelman	Band	Volunteer		
Jessica Boese	Band	Volunteer		
Tyler White	Band	Volunteer		
Robyn Clarke	Band	Volunteer		
James Karavites	Band	Volunteer		

Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetich, and Brozovich. Motion carried. Time: 8:26 p.m.

Minutes

MOTION: by Grzetich, seconded by Heap, to approve that all of the closed session minutes reviewed from the time period of January 2020 through June 2020 and the summary of previous review of minutes of September 2003 through December 2019 remain closed and not subject to public examination as there is a need for confidentiality which still exists, and to approve that the audio recordings from July 2019 through December 2019 are no longer required by law to be maintained and can be destroyed. It is noted that 18 months have passed since being made and the board has approved the particular minutes of those meetings. Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetich, and Brozovich. Motion carried. Time: 8:27 p.m.

MOU

MOTION: by Grzetich, seconded by Shepard, to approve the MOU permanently adjusting the salary level of the Assistant Registrar position from Level 2 to Level 1 in the Support Staff Contract as presented. Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetich, and Brozovich. Motion carried. Time: 8:28 p.m.

ADJOURNMENT

MOTION: by Heap, seconded by Shepard, to adjourn the meeting. Voting Aye: Hrechko, Heap, Crye, Shepard, Spivey, Grzetic, and Brozovich. Motion carried. Time: 8:28 p.m.

**MINOOKA COMMUNITY HIGH SCHOOL
DISTRICT #111
BOARD MEMBER TRAINING
MONDAY, JULY 12, 2021**

CALL TO ORDER

The workshop was called to order in the Academic Resource Center by President Mike Brozovich at 3:40 p.m. Members of the public were welcome to attend in person (with social distancing measures in place). Public comments were accepted in person or via phone or email. The following board members answered roll call:

	YES	NO
• Mike Brozovich	X	
• Dustin Heap		X
• Laura Hrechko		X
• Dee Crye		X
• Jim Grzetich	X	
• Matt Shepard	X	
• Terry Spivey	X	

Additionally present was Kenny Lee.

PUBLIC COMMENTS

There were no comments from the audience.

BOARD MEMBER TRAINING

New board members were presented with information regarding policies, facilities, curriculum and instruction, contracts, finances, and community relations.

ADJOURNMENT

MOTION: by Grzetich, seconded by Shepard, to adjourn the hearing. Hearing no objections, the motion was approved.
Time: 4:26 p.m.

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
2080 Media Inc		1584	DML	School broadcast program - annual participation	03/31/2021		1,500.00
				<i>School broadcast program - annual</i>		<i>1,500.00</i>	
				<i>10 E 1500 4100 30 300 000017</i>		<i>1,500.00</i>	
2080 Media Inc			1,500.00				
A&M Products		68188	DML	Plaques, Medals & Ribbons	07/27/2021		475.00
				<i>Plaque Varsity Champions</i>		<i>40.00</i>	
				<i>Varsity - Runner-Up</i>		<i>39.00</i>	
				<i>Varsity - 3rd Place</i>		<i>38.00</i>	
				<i>Bronze Medal</i>		<i>279.00</i>	25
				<i>Varsity Ribbons</i>		<i>65.10</i>	
				<i>Shipping</i>		<i>13.90</i>	
				<i>10 E 1500 4100 30 300 000021</i>		<i>40.00</i>	
				<i>10 E 1500 4100 30 300 000021</i>		<i>39.00</i>	
				<i>10 E 1500 4100 30 300 000021</i>		<i>38.00</i>	
				<i>10 E 1500 4100 30 300 000021</i>		<i>279.00</i>	
				<i>10 E 1500 4100 30 300 000021</i>		<i>65.10</i>	
				<i>10 E 1500 4100 30 300 000021</i>		<i>13.90</i>	
A&M Products			475.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
ABM		1111842	DML	Custodial Services August 2021	08/01/2021		53,078.00
				<i>Custodial Services August 2021</i>			53,078.00
				<i>20 E 2540 3900 00 302 000001</i>			53,078.00
ABM			53,078.00				
Acacia Academy		43389	DML	Cody Cave Tuition	06/30/2021		2,851.60
				<i>Cody Cave Tuition</i>			2,851.60
				<i>10 E 1912 6700 00 300 000000</i>			2,851.60
Acacia Academy			2,851.60				
ADT Commercial	0002200001	140665715	DML	Football Field Security Cameras. Please email Purchase Order to Robert Horvath (RHorvath@adt.com)	07/27/2021		7,716.02
				<i>Football Field Security Cameras. Please</i>			7,716.02
				<i>80 E 2546 5400 00 300 000000</i>			7,716.02
ADT Commercial Security			7,716.02				
Alarm Detection		163593-1030	DML	Quarterly Charges Sept - Nov	08/08/2021		3,445.83
				<i>Quarterly Charges Sep-Nov</i>			3,445.83
				<i>80 E 2365 3900 00 300 000002</i>			3,445.83
Alarm Detection Systems Inc			3,445.83				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Albertsons / Safeway		185499 7/24/2021	DML	Invoices - May June July	07/24/2021		611.30
				<i>BOE 7/21</i>		39.86	
				<i>BOE 7/14</i>		39.86	
				<i>BOE 6/16</i>		53.12	
				<i>BOE 6/9</i>		47.54	
				<i>District Water</i>		36.00	
				<i>District Water</i>		39.00	
				<i>FACS Supplies</i>		40.27	
				<i>FACS Supplies</i>		21.38	27
				<i>FACS Supplies</i>		8.06	
				<i>FACS Supplies</i>		81.24	
				<i>FACS Supplies</i>		204.97	
				<i>10 E 2321 4100 00 300 000000</i>		39.86	
				<i>10 E 2321 4100 00 300 000000</i>		39.86	
				<i>10 E 2321 4100 00 300 000000</i>		53.12	
				<i>10 E 2321 4100 00 300 000000</i>		47.54	
				<i>10 E 2321 4100 00 300 000000</i>		36.00	
				<i>10 E 2321 4100 00 300 000000</i>		39.00	
				<i>10 E 1420 4100 09 300 000000</i>		40.27	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				10 E 1420 4100 09 300 000000			21.38
				10 E 1420 4100 09 300 000000			8.06
				10 E 1420 4100 09 300 000000			81.24
				10 E 1420 4100 09 300 000000			204.97
Albertsons / Safeway			611.30				
Amazon Capital	0002100065	1qMg-c6cq-6yT3	DML	Neopost ink cartridge	08/06/2021		149.95
				Neopost ISINK34 Surejet # 4135554T			149.95
				10 E 2410 3400 00 300 000000			149.95
Amazon Capital	0002200002	11WV-67X6-H44W	dml	Manilla file folders - Kristina Brown Study Max: Improving Study Skills in Grades 9-12 1st edition - Kristina Brown Disposable Face Masks Disposable;2000 - John Troy Roundup QuickPro - Sam Greco	07/27/2021		205.08 28
				Study Max: Improving Study Skills in			39.95
				Roundup QuikPro Weed Killer			38.99
				Disposable Face Masks Disposable -			39.50
				Amazon Basics 1/3-Cut Tab, Assorted			86.64
				10 E 2120 4100 00 302 000001			39.95
				20 E 2540 3000 00 302 000001			38.99
				20 E 2540 4100 00 302 000000			39.50
				10 E 2120 4100 00 302 000001			86.64

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Amazon Capital	1022200020	11WV-67X6-H44W	DML	Ipad for Dr. Zwemke with keyboard. This will replace his laptop.	07/27/2021		169.98
				<i>Apple Smart Keyboard Folio for iPad Air</i>		169.98	
				<i>10 E 2225 5400 00 300 000000</i>		169.98	
Amazon Capital	1022200022	11WV-67X6-H44W	dml	Monitors for Central and South new employees Hard drive upgrade	07/27/2021		444.23
				<i>SK hynix Gold P31 PCIe NVMe Gen3</i>		134.99	
				<i>Sceptre IPS 27-Inch Business Computer</i>		309.24	
				<i>10 E 2225 4100 00 300 000000</i>		134.99	
				<i>10 E 2225 4100 00 300 000000</i>		309.24	29
Amazon Capital	1022200024	1Y7N-RJHT-GHN1	DML	Docks for new employees and replacement for broken dock - CC Dean - Admin Office - Broken Replacement Lenovo Chargers for Chromebook cart 2 Chargers for HP laptops	08/03/2021		881.33
				<i>HP USB-C Dock G4 - Docking Station -</i>		779.97	
				<i>90W AC Adapter Laptop Charger for HP</i>		29.36	
				<i>45W AC Adapter Power Cord for Lenovo</i>		72.00	
				<i>10 E 2225 4100 00 300 000000</i>		779.97	
				<i>10 E 2225 4100 00 300 000000</i>		29.36	
				<i>10 E 2225 4100 00 300 000000</i>		72.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Amazon Capital	1022200026	1Y7N-RJHT-GHN1	DML	Projector Screens for Presentations (Gyms, libraries, etc.)	08/03/2021		179.98
				<i>Powerextra Projector Screen with Stand:</i>			179.98
				<i>10 E 2225 4100 00 300 000000</i>			179.98

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Amazon Capital	1042200001	11WV-67X6-H44W	DML	Homecoming Purchase please take out of Student Council account	07/27/2021		968.97
				<i>12 Pack Thickened Hawaiian Leis Floral</i>			25.98
				<i>Creative Converting Roll Plastic Table</i>			51.56
				<i>Inflatable Beach Balls 5 inch for The</i>			59.98
				<i>Newcreativetop 24" Adult's Flowered</i>			53.97
				<i>Tytroy 9ft Reusable Green Grass</i>			26.98
				<i>Inflatable Flying Parrot Tropical</i>			38.97
				<i>Get Out! Wooden Limbo Game for Kids</i>			33.99
				<i>Flip-Flop Accents Colorful Flip-Flop</i>			23.98
				<i>4E's Novelty Water Bomb Splash Balls</i>			131.92
				<i>Stren SHIQS12-15 High Impact, 12 lb /</i>			8.49
				<i>Green Kraft Paper Roll 24" x 200'</i>			45.98
				<i>Amscan 391727 Mini Inflatable Tropical</i>			34.05
				<i>16" Rainbow Color Party Pack Inflatable</i>			27.98
				<i>Jumbo Gigantic Wacky Sunglasses for</i>			18.09
				<i>Gold Balloons Metallic Chrome Balloons,</i>			8.29
				<i>mekoo 4 Pieces Inflatable Flying Parrot</i>			41.97
				<i>Creative Converting Touch of Color</i>			17.24
				<i>Creative Converting Ivory Tablecover</i>			86.56

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				<i>Beistle Party Supplies, 14", Multicolored</i>			10.14
				<i>Aloha Surfboard Cut Outs, Set of 5 -</i>			40.20
				<i>Bunch O Balloons - 350 Rapid-Fill Water</i>			23.68
				<i>Creative Converting Roll Plastic Table</i>			46.42
				<i>Jumbo Roll Party Crepe Streamer Kiwi</i>			13.60
				<i>Adorox 12 pc Tropical Green Leaves</i>			63.96
				<i>Exquisite 54 Inch X 300 Feet Brown</i>			34.99
				<i>11 E 1999 4100 70 300 900048</i>			25.98
				<i>11 E 1999 4100 70 300 900048</i>			51.56
				<i>11 E 1999 4100 70 300 900048</i>			59.98
				<i>11 E 1999 4100 70 300 900048</i>			53.97
				<i>11 E 1999 4100 70 300 900048</i>			26.98
				<i>11 E 1999 4100 70 300 900048</i>			38.97
				<i>11 E 1999 4100 70 300 900048</i>			33.99
				<i>11 E 1999 4100 70 300 900048</i>			23.98
				<i>11 E 1999 4100 70 300 900048</i>			131.92
				<i>11 E 1999 4100 70 300 900048</i>			8.49
				<i>11 E 1999 4100 70 300 900048</i>			45.98
				<i>11 E 1999 4100 70 300 900048</i>			34.05
				<i>11 E 1999 4100 70 300 900048</i>			27.98

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				11 E 1999 4100 70 300 900048			18.09	
				11 E 1999 4100 70 300 900048			8.29	
				11 E 1999 4100 70 300 900048			41.97	
				11 E 1999 4100 70 300 900048			17.24	
				11 E 1999 4100 70 300 900048			86.56	
				11 E 1999 4100 70 300 900048			10.14	
				11 E 1999 4100 70 300 900048			40.20	
				11 E 1999 4100 70 300 900048			23.68	
				11 E 1999 4100 70 300 900048			46.42	
				11 E 1999 4100 70 300 900048			13.60	33
				11 E 1999 4100 70 300 900048			63.96	
				11 E 1999 4100 70 300 900048			34.99	
Amazon Capital	1062200001	11WV-67X6-H44W	dml	400 foo tape measure	07/27/2021		55.18	
				<i>Champion Sports Open Reel Measuring</i>			55.18	
				20 E 2540 4100 00 300 000001			55.18	
Amazon Capital	1062200002	1Y7N-RJHT-GHN1	DML	Disposable Masks	08/03/2021		126.00	
				<i>Disposable Face Masks, Breathable</i>			126.00	
				20 E 2540 4100 00 300 000000			126.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Amazon Capital	1062200003	1Y7N-RJHT-GHN1	DML	Disposable Masks	08/03/2021		194.00
				<i>Litepak 500pcs Premium Disposable</i>		194.00	
				<i>20 E 2540 4100 00 300 000000</i>		194.00	
Amazon Capital	1062200004	1FHN-1V6F-73KG	DML	masks 3000	08/10/2021		137.94
				<i>Disposable Face Masks Disposable -</i>		137.94	
				<i>20 E 2540 4100 00 300 000000</i>		137.94	
Amazon Capital	1122200020	1FHN-1V6F-73KG	DML	Junior Leadership Books	08/10/2021		325.00
				<i>Developing the Leader Within You 2.0</i>		325.00	34
				<i>10 E 1130 4100 50 300 000000</i>		325.00	
Amazon Capital	1122200021	1FHN-1V6F-73KG	DML	Rolling Speakers	08/10/2021		488.94
				<i>Portable Bluetooth PA Speaker System -</i>		428.97	
				<i>Allstate B2B 3-Year Portable Electronics</i>		59.97	
				<i>10 E 1130 4100 50 300 000000</i>		428.97	
				<i>10 E 1130 4100 50 300 000000</i>		59.97	
Amazon Capital Services, Inc.			4,326.58				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
American Building		4039506	DML	Locksets	07/22/2021		14,516.40
				<i>Locksets</i>			<i>14,516.40</i>
				<i>80 E 2546 4100 00 300 000000</i>			<i>14,516.40</i>
American Building Services			14,516.40				
AMP Print Co	1002200001	1785	DML	Short Sleeve T-Shirts - per estimate #16 attached	08/04/2021		515.50
				<i>36 Short Sleeve T-Shirts per Estimate</i>			<i>515.50</i>
				<i>10 E 2410 4100 00 300 000001</i>			<i>515.50</i>
AMP Print Co			515.50				
Aqualab Water		7112	DML	Water Treatment Chemicals	08/01/2021		375.00
				<i>Water Treatment Chemicals</i>			<i>375.00</i>
				<i>20 E 2540 3900 00 302 000000</i>			<i>375.00</i>
Aqualab Water Treatment,			375.00				
Aramark Uniform		610000167548	DML	Uniforms	08/04/2021		258.00
				<i>Uniforms</i>			<i>258.00</i>
				<i>40 E 2552 4100 00 300 000001</i>			<i>258.00</i>

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Aramark Uniform		910007010	DML	Multiple Invoice	07/29/2021		1,538.94
				<i>Invoice 610000104624</i>		77.99	
				<i>Invoice 610000101058</i>		147.36	
				<i>Invoice 610000129342</i>		149.36	
				<i>Invoice 610000135840</i>		147.36	
				<i>Invoice 610000132859</i>		43.00	
				<i>Invoice 610000135840</i>		147.36	
				<i>Invoice 610000132859</i>		43.00	
				<i>Invoice 610000145672</i>		43.00	36
				<i>Invoice 610000151753</i>		43.00	
				<i>Invoice 610000161187</i>		147.36	
				<i>Invoice 610000158057</i>		43.00	
				<i>Invoice 610000154927</i>		147.36	
				<i>Invoice 610000142549</i>		147.36	
				<i>Invoice 610000164419</i>		43.00	
				<i>Invoice 610000167546</i>		169.43	
				<i>40 E 2550 3220 00 300 000000</i>		77.99	
				<i>40 E 2550 3220 00 300 000000</i>		147.36	
				<i>40 E 2550 3220 00 300 000000</i>		149.36	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				40 E 2550 3220 00 300 000000			147.36
				40 E 2550 3220 00 300 000000			43.00
				40 E 2550 3220 00 300 000000			147.36
				40 E 2550 3220 00 300 000000			43.00
				40 E 2550 3220 00 300 000000			43.00
				40 E 2550 3220 00 300 000000			43.00
				40 E 2550 3220 00 300 000000			147.36
				40 E 2550 3220 00 300 000000			43.00
				40 E 2550 3220 00 300 000000			147.36
				40 E 2550 3220 00 300 000000			147.36
				40 E 2550 3220 00 300 000000			43.00
				40 E 2550 3220 00 300 000000			169.43
Aramark Uniform Services			1,796.94				
Athletic Boosters		July 2021	DML	Retrak Activity Athletic Booster Membership	08/03/2021		15.00
				Retrak Activity Athletic Booster			15.00
				10 E 1500 3000 70 300 000014			15.00
Athletic Boosters			15.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Batavia High School		Entry Fees	DML	Entry Fees	08/12/2021		800.00
				<i>Golf Batavia Invite 9/10/21</i>		325.00	
				<i>Volleyball Invite 9/18</i>		225.00	
				<i>Batavia Invite 10/2</i>		250.00	
				<i>10 E 1500 3900 30 300 000000</i>		325.00	
				<i>10 E 1500 3900 30 300 000000</i>		225.00	
				<i>10 E 1500 3900 30 300 000000</i>		250.00	
Batavia High School			800.00				
Beavis, Monica		2160062	DML	Overpayment Lunch Account	07/26/2021		64.75
				<i>Overpayment of Lunch Acct.</i>		64.75	
				<i>10 R 1612 0000 00 000 000000</i>		64.75	
Beavis, Monica			64.75				
Belden, David A		Ancestry.com	DML	Annual Subscription Ancestry.Com	05/18/2021		189.00
				<i>Annual Subscription Ancestry.Com</i>		189.00	
				<i>10 E 1130 4100 15 300 000000</i>		189.00	
Belden, David A			189.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Bertocchi, Nicole M		UDA	DML	Varsity Assistant Dance Coach - Travel Expenditures	08/02/2021		325.86
				<i>Varsity Assistant Dance Coach - Travel</i>			325.86
				<i>10 E 1500 6400 30 300 000000</i>			325.86
Bertocchi, Nicole M			325.86				
Blick Art Materials		6733647	DML	Stroke Coat Glaze	07/21/2021		29.33
				<i>Stroke Coat Glaze</i>			29.33
				<i>10 E 1130 4100 02 300 000000</i>			29.33
Blick Art Materials			29.33				
Blue Cross Blue Shield		8/2/2021	DML	July BCBS Invoice	08/02/2021		377,831.07
				<i>July BCBS Invoice</i>			377,831.07
				<i>10 E 1130 2220 00 000 000000</i>			319,677.21
				<i>20 E 1130 2220 00 000 000000</i>			20,205.58
				<i>40 E 1130 2220 00 000 000000</i>			5,813.70
				<i>80 E 1130 2220 00 000 000000</i>			13,873.86
				<i>10 E 1130 2230 00 000 000000</i>			17,188.35
				<i>20 E 1130 2230 00 000 000000</i>			506.23
				<i>40 E 1130 2230 00 000 000000</i>			476.67
				<i>80 E 1130 2230 00 000 000000</i>			89.47
Blue Cross Blue Shield of IL -			377,831.07				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
BMO Harris		P-card July	DML	July Pcard purchases	08/06/2021		5,753.34
				<i>Kenneth Lee - IASB</i>		119.00	
				<i>IASB</i>		125.00	
				<i>IASB new board member training</i>		125.00	
				<i>Dunkin Donuts</i>		21.24	
				<i>Tollway</i>		80.00	
				<i>GO daddy</i>		899.98	
				<i>Bulbs for Sam</i>		431.84	
				<i>Intuit</i>		120.00	40
				<i>Zoom</i>		358.98	
				<i>Outdoor Fishing Supplies</i>		132.07	
				<i>Haase - Secretary of state</i>		30.00	
				<i>Rosatis - transportation meeting</i>		34.09	
				<i>Haase Dunkin transportation meeting</i>		128.48	
				<i>Board Water - zwemk</i>		75.00	
				<i>English Dept Interviews</i>		43.70	
				<i>Illinois Principals - Wikoff</i>		399.00	
				<i>Walmart</i>		44.50	
				<i>Jewel Osco</i>		69.40	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Giardanos			518.66
				Jimmy Johns			458.90
				Reg office education			200.00
				Activities Student Council Charge			226.70
				Holden Hobby Lobby			40.44
				Holden Party City			16.97
				Holden Best Buy			376.97
				Holden Amazon			229.50
				Holden Hobby Lobby			21.73
				Holden Target			20.62
				Holden Michaels			35.95
				Pacetti - Water			3.99
				Water			27.92
				Pearson			240.00
				Staple			44.77
				Wal-Mart			33.41
				Dollar Tree			19.53
				10 E 2321 6400 00 300 000000			119.00
				10 E 2321 6400 00 300 000000			125.00

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				10 E 2321 6400 00 300 000000			125.00
				10 E 2321 4100 00 300 000000			21.24
				40 E 2550 6400 00 000 000000			80.00
				10 E 2225 4700 00 300 000000			899.98
				20 E 2540 4100 00 302 000000			431.84
				10 E 2225 4700 00 300 000000			120.00
				10 E 2225 4700 00 300 000000			358.98
				10 E 1130 4100 50 300 000000			132.07
				40 E 2550 6400 00 000 000000			30.00
				40 E 2552 4100 00 300 000000			34.09
				40 E 2552 4100 00 300 000000			128.48
				10 E 2310 4100 00 300 000000			75.00
				10 E 2410 4100 00 300 000001			43.70
				10 E 2410 6400 00 300 000001			399.00
				10 E 2410 4100 00 300 000001			44.50
				10 E 2410 4100 00 300 000001			69.40
				10 E 2410 4100 00 300 000001			518.66
				10 E 2410 4100 00 300 000001			458.90
				10 E 2410 6400 00 300 000000			200.00
				10 E 1500 4100 70 300 000021			226.70
				10 E 1500 4100 70 300 000007			40.44

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				10 E 1500 4100 70 300 000007			16.97	
				10 E 1500 4100 70 300 000021			376.97	
				10 E 2410 4100 00 300 000001			229.50	
				10 E 1500 4100 70 300 000007			21.73	
				10 E 1500 4100 70 300 000007			20.62	
				10 E 1500 4100 70 300 000007			35.95	
				10 E 2134 4100 00 300 000000			3.99	
				10 E 2134 4100 00 300 000000			27.92	
				10 E 1200 4100 00 300 000002			240.00	
				10 E 2100 4000 00 302 000000			44.77	43
				10 E 2100 4000 00 302 000000			33.41	
				10 E 2100 4000 00 302 000000			19.53	
	BMO Harris		5,753.34					
BSN Sports Inc		912226153	DML	Polo, legging, 1/4 zip, zip top, short	04/03/2021		256.73	
				<i>Polo, legging, 1/4 zip, zip top, short</i>			256.73	
				11 E 1999 4100 30 300 910011			256.73	
BSN Sports Inc		912258455	DML	Football Compression	04/07/2021		5,916.00	
				<i>Football Compression</i>			5,916.00	
				11 E 1999 4100 30 300 910014			5,916.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
BSN Sports Inc		912769287	DML	Softball Supplies	05/21/2021		1,919.00
				<i>Softball Supplies</i>			1,919.00
				<i>10 E 1500 4100 30 300 000011</i>			1,919.00
BSN Sports Inc		912796600	DML	Wrestling Tees	05/25/2021		1,292.00
				<i>Wrestling Tees</i>			1,292.00
				<i>10 E 1500 4100 30 300 000000</i>			1,292.00
BSN Sports Inc		912866982	DML	Volleyball Scorebook	06/03/2021		48.00
				<i>Volleyball Scorebook</i>			48.00
				<i>10 E 1500 4100 30 300 000013</i>			48.00
BSN Sports Inc		912882822	DML	Football Varsity Jerseys	06/05/2021		4,881.00
				<i>Football Varsity Jerseys</i>			4,881.00
				<i>10 E 1500 4100 30 300 000018</i>			4,881.00
BSN Sports Inc		912920021	DML	Custom Baseball Jackets	06/10/2021		3,213.69
				<i>Custom Baseball Jackets</i>			3,213.69
				<i>10 E 1500 4100 30 300 000036</i>			3,213.69

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
BSN Sports Inc		913084073	DML	Varsity Football - Orange Shirts	07/02/2021		2,046.00
				<i>Varsity Football - Orange Shirts</i>		2,046.00	
				<i>10 E 1500 4100 30 300 000018</i>		2,046.00	
BSN Sports Inc		913091256	DML	Varsity Football	07/03/2021		226.00
				<i>Varsity Football shorts and jerseys</i>		226.00	
				<i>10 E 1500 4100 30 300 000018</i>		226.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
BSN Sports Inc	1122200001	913249663	DML	Wellness/Cardio Room Supplies	07/27/2021		1,051.82
				<i>Wall Mounts</i>			191.94
				<i>Commercial Suspension Trainer</i>			507.00
				<i>22" Light Bands</i>			35.97
				<i>22" Light/Medium Bands</i>			38.97
				<i>22" Medium Bands</i>			41.97
				<i>22" Heavy Bands</i>			50.97
				<i>Shipping</i>			185.00
				<i>10 E 1130 4100 50 300 000000</i>			191.94
				<i>10 E 1130 4100 50 300 000000</i>			507.00
				<i>10 E 1130 4100 50 300 000000</i>			35.97
				<i>10 E 1130 4100 50 300 000000</i>			38.97
				<i>10 E 1130 4100 50 300 000000</i>			41.97
				<i>10 E 1130 4100 50 300 000000</i>			50.97
				<i>10 E 1130 4100 50 300 000000</i>			185.00
							46
BSN Sports Inc			20,850.24				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Budget Golf		827278	DML	Golf Supplies	07/26/2021		3,774.14
				<i>Golf Supplies</i>			<i>3,774.14</i>
				<i>10 E 1500 4100 30 300 000005</i>			<i>3,774.14</i>
Budget Golf			3,774.14				
Calder, Jonathan M		Certification	DML	Food Handlers Certification	08/11/2021		118.50
				<i>Food Handlers Certification</i>			<i>118.50</i>
				<i>10 E 1420 4100 09 300 000000</i>			<i>118.50</i>
Calder, Jonathan M			118.50				
Calibration Check -		20211705	DML	Calibration of 2 audiometers	05/12/2021		60.00
				<i>Calibration of 2 audiometers</i>			<i>60.00</i>
				<i>10 E 2134 3230 00 300 000000</i>			<i>30.00</i>
				<i>10 E 2134 3230 00 302 000000</i>			<i>30.00</i>
Calibration Check - Illinois			60.00				
Camelot Therapeutic		INV117978	DML	Tuition Henczel Helen	07/20/2021		1,570.72
				<i>Tuition Henczel, Helen</i>			<i>1,570.72</i>
				<i>10 E 1912 6700 00 300 000000</i>			<i>1,570.72</i>
Camelot Therapeutic Schools			1,570.72				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Camfil Usa		30232877	DML	APIIII 20x20x1	07/27/2021		3,992.61
				<i>Various Filters & Maintenance</i>			3,992.61
				<i>20 E 2540 4100 00 302 000000</i>			3,992.61
Camfil Usa			3,992.61				
Carrier Corporation		90137575	DML	Repair refrigerant leak and add oil to Carrier model 19XrV4647	07/29/2021		2,259.00
				<i>Repair refrigerant leak and add oil to</i>			2,259.00
				<i>20 E 2540 3230 00 302 000001</i>			2,259.00
Carrier Corporation		90137697	DML	Operating Inspection	07/29/2021		2,036.00 48
				<i>Operating Inspection</i>			2,036.00
				<i>20 E 2540 3230 00 302 000001</i>			2,036.00
Carrier Corporation			4,295.00				
Cengage Learning	1092200015	74701105	DML	Business law and accounting software licensing for students	07/15/2021		3,781.00
				<i>TO BE ORDERED 7/1</i>			3,781.00
				<i>10 E 1407 4700 03 300 000000</i>			3,781.00
Cengage Learning			3,781.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Central States Bus		IN506751	DML	Brush Kit	06/28/2021		23.79
				<i>Brush Kit 10006555</i>			23.79
				<i>40 E 2554 3230 00 300 000000</i>			23.79
Central States Bus		IN509250	DML	Bracket, Bearing	07/26/2021		163.88
				<i>Bracket Assy,</i>			99.88
				<i>Bearing</i>			64.00
				<i>40 E 2554 3230 00 300 000000</i>			99.88
				<i>40 E 2554 3230 00 300 000000</i>			64.00
							49
Central States Bus		IN509253	DML	Bracket Assy	07/26/2021		99.88
				<i>Bracket Assy 01774140</i>			99.88
				<i>40 E 2554 3230 00 300 000000</i>			99.88
Central States Bus		IN509564	DML	Tailpipe	07/28/2021		391.64
				<i>Tailpipe</i>			391.64
				<i>40 E 2554 3230 00 300 000000</i>			391.64
Central States Bus Sales			679.19				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Chasing T's		2195	DML	1936 Team Tshirts Cross Country	07/08/2021		720.00
				<i>1936 Team Tshirts Girls Cross Country</i>			<i>720.00</i>
				<i>11 E 1999 4100 30 300 910013</i>			<i>720.00</i>
Chasing T's Inkooperated,			720.00				
Coal City High School		Volleyball	DML	Volleyball Invite 9/11	08/12/2021		150.00
				<i>Coal City Invite</i>			<i>150.00</i>
				<i>10 E 1500 3900 30 300 000000</i>			<i>150.00</i>
Coal City High School			150.00				
Coastal Carolina		TEA MILAZZO	DML	Minooka Lions Club Scholarship	07/01/2021		1,000.00
				<i>Tea Rose Milazzo - ID1674254</i>			<i>1,000.00</i>
				<i>11 E 1999 4100 70 300 900059</i>			<i>1,000.00</i>
Coastal Carolina University			1,000.00				
Comcast Business		125655134	DML	Internet month of July	07/01/2021		5,009.49
				<i>Internet month of July</i>			<i>5,009.49</i>
				<i>10 E 2225 3000 00 300 000001</i>			<i>5,009.49</i>

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Comcast Business		8771200230111706	DML	Internet Project Indian	07/22/2021		92.40
				<i>Project Indian Internet July 29, 2021 to</i>		92.40	
				<i>20 E 2540 3400 00 301 000000</i>		92.40	
Comcast Business			5,101.89				
Constellation Energy		3243893	DML	Electric Service from 6/1 to 6/30	07/16/2021		1,011.68
				<i>Electric Service from 6/1 to 6/30</i>		1,011.68	
				<i>20 E 2540 4650 00 300 000000</i>		1,011.68	
Constellation Energy		60065155601	DML	Electric Service from 6/14 to 7/14	07/15/2021		12.61 51
				<i>Electric Service from 6/14 to 7/14</i>		12.61	
				<i>20 E 2540 3400 00 301 000000</i>		12.61	
Constellation Energy Gas			1,024.29				
Constellation New		60078947201	DML	Electric Service from 6/15 to 7/15	07/16/2021		30,420.08
				<i>Electric Service from 6/15 to 7/15</i>		30,420.08	
				<i>20 E 2540 4660 00 302 000000</i>		30,420.08	
Constellation New Energy			30,420.08				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Cousineau, Alyssa		Scholarship	DML	Orchesis Scholarship	06/17/2021		750.00
				<i>Orchesis Scholarship</i>		<i>750.00</i>	
				<i>11 E 1999 4100 70 300 900039</i>		<i>750.00</i>	
Cousineau, Alyssa			750.00				
Crescent Electric		S509392684.001	DML	GE Lamps	08/05/2021		354.74
				<i>GE Lamps</i>		<i>354.74</i>	
				<i>20 E 2540 4100 00 302 000000</i>		<i>354.74</i>	
Crescent Electric		S509402733.001	DML	GE Lamps	08/09/2021		185.03 52
				<i>GE Lamps</i>		<i>185.03</i>	
				<i>20 E 2540 4100 00 302 000000</i>		<i>185.03</i>	
Crescent Electric		S509414193.001	DML	Recycle supplies	08/10/2021		274.08
				<i>Recycle suplies</i>		<i>274.08</i>	
				<i>20 E 2540 4100 00 302 000000</i>		<i>274.08</i>	
Crescent Electric Supply			813.85				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Culligan		202107138811	DML	Water	07/31/2021		294.24
				<i>Water</i>			294.24
				<i>20 E 2540 3900 00 302 000000</i>			294.24
Culligan			294.24				
Cutting Edge Document		m15336	DML	Document Shredding	07/27/2021		60.00
				<i>Document Shredding</i>			60.00
				<i>10 E 2525 3000 00 300 000000</i>			60.00
Cutting Edge Document		m15337	DML	Record Shredding	07/27/2021		388.00 53
				<i>Document Shredding</i>			388.00
				<i>10 E 2525 3000 00 300 000000</i>			388.00
Cutting Edge Document			448.00				
D'Arcy Hyundai		71734	DML	Maintenance on Dr. Ed Cars	07/22/2021		247.32
				<i>Maintenance on Dr. Ed Cars</i>			247.32
				<i>10 E 1700 4100 21 300 000000</i>			247.32
D'Arcy Hyundai			247.32				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Dawnsignpress	1012200001	659077	DML	Textbooks for American Sign Language III	05/17/2021		3,407.46
				<i>Textbooks for American Sign Language</i>			3,407.46
				<i>10 E 1130 4200 06 300 000000</i>			3,407.46
Dawnsignpress			3,407.46				
Dramatists Play		SO_000006992778	DML	Harvey - Nonpro Royalty	07/19/2021		240.00
				<i>Harvey - Nonpro Royalty November</i>			240.00
				<i>10 E 1500 4100 70 300 000005</i>			240.00
Dramatists Play Service, Inc			240.00				
E. T. Paddock		06/21821	DML	Bleacher Inspections	05/31/2021		1,390.00
				<i>Bleacher Inspection</i>			1,390.00
				<i>20 E 2540 3230 00 300 000000</i>			1,390.00
E. T. Paddock			1,390.00				
Easter Seals		25164	DML	Cheung, Maberry, Parish June Payment	06/30/2021		17,997.84
				<i>Cheung, Maberry, Parish June Payment</i>			17,997.84
				<i>10 E 1912 6700 00 300 000000</i>			17,997.84
Easter Seals Metropolitan			17,997.84				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Ebsco	1172200004	1000162934-1	DML	EBSCO Database renewal	08/09/2021		4,497.00
				<i>EBSCO Database Renewal</i>			<i>4,497.00</i>
				<i>10 E 2222 4400 00 300 000000</i>			<i>4,497.00</i>
Ebsco			4,497.00				
Educational Theatre		0009065	DML	Membership Dues for Alaina Dorman	06/15/2021		35.00
				<i>Membership Dues for Alaina Dorman</i>			<i>35.00</i>
				<i>11 E 1999 4100 70 300 900027</i>			<i>35.00</i>
Educational Theatre			35.00				
Elens And Maichin		7658	DML	Service call for multiple leaks. Roof repairs.	07/30/2021		855.00
				<i>Service call for multiple leaks. Roof</i>			<i>805.00</i>
				<i>20 E 2540 3230 00 302 000000</i>			<i>805.00</i>
Elens And Maichin Roofing &			805.00				
ESI		0087210	DML	Maintenance work on boiler system	07/20/2021		1,229.04
				<i>Maintenance work on boiler system</i>			<i>1,229.04</i>
				<i>20 E 2540 3900 00 302 000000</i>			<i>1,229.04</i>

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
ESI		0087211	DML	Ice Machine Maintenance	07/20/2021		550.00
				<i>Ice Machine Maintenance</i>			<i>550.00</i>
				<i>20 E 2540 3900 00 302 000000</i>			<i>550.00</i>
ESI		0087240	DML	Steamer Maintenance	07/22/2021		618.84
				<i>Steamer Maintenance</i>			<i>618.84</i>
				<i>20 E 2540 3900 00 302 000000</i>			<i>618.84</i>
ESI		0087636	DML	Service call. Freezer ice block	08/02/2021		692.23
				<i>Service Call - Freezer Ice Block</i>			<i>56</i>
				<i>20 E 2540 3900 00 302 000000</i>			<i>692.23</i>
ESI			3,090.11				
Ewerts Automotive		11797	DML	Refrigerant	05/27/2021		102.00
				<i>Refrigerant</i>			<i>42.00</i>
				<i>Refrigerant Dye</i>			<i>5.00</i>
				<i>Labor</i>			<i>55.00</i>
				<i>40 E 2554 3230 00 300 000000</i>			<i>42.00</i>
				<i>40 E 2554 3230 00 300 000000</i>			<i>5.00</i>
				<i>40 E 2554 3230 00 300 000000</i>			<i>55.00</i>
Ewerts Automotive			102.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
ExploreLearning	1132200002	3953767	DML	Science Department License	07/02/2021		6,995.00
				<i>Science department License</i>			6,995.00
				<i>10 E 1130 4100 13 300 000001</i>			6,995.00
ExploreLearning			6,995.00				
Feece Oil Company		1979972	DML	Gas	07/26/2021		72.24
				<i>Gas</i>			72.24
				<i>40 E 2550 4640 00 300 000000</i>			72.24

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Feece Oil Company		Addtl Invoices	DML	Invoices	08/09/2021		581.25
				<i>Maintenance Gas</i>			71.69
				<i>Invoice 1976556 Van #28</i>			52.63
				<i>Invoice 1976958 Maintenance</i>			93.65
				<i>Invoice 1977052 Van 28</i>			53.97
				<i>Invoice 1977445 Van 18</i>			37.58
				<i>Invoice 1977553 Van #28</i>			43.71
				<i>Invoice 1981720 Anne Van</i>			78.60
				<i>Invoice 1981925 Van 29</i>			45.15
				<i>Invoice 1976985 Bus #72</i>			29.11
				<i>Invoice 1977369 Bus #76</i>			38.77
				<i>Invoice 1977795 Bus 76</i>			36.39
				<i>40 E 2550 4640 00 300 000000</i>			71.69
				<i>40 E 2550 4640 00 300 000000</i>			52.63
				<i>40 E 2550 4640 00 300 000000</i>			93.65
				<i>40 E 2550 4640 00 300 000000</i>			53.97
				<i>40 E 2550 4640 00 300 000000</i>			37.58
				<i>40 E 2550 4640 00 300 000000</i>			43.71
				<i>40 E 2550 4640 00 300 000000</i>			78.60

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

<u>Full Name</u>	<u>PO Number</u>	<u>Invoice Number</u>	<u>Batch</u>	<u>Description</u>	<u>Invoice Date</u>	<u>Check Number</u>	<u>Net Amount</u>
				40 E 2550 4640 00 300 000000			45.15
				40 E 2550 4640 00 300 000000			29.11
				40 E 2550 4640 00 300 000000			38.77
				40 E 2550 4640 00 300 000000			36.39

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Feece Oil Company		Drivers Ed Fuel	DML	Drivers Ed Fuel	05/26/2021		1,353.59
				<i>Invoice 1968167 5/26/21 Car #5</i>		24.55	
				<i>Invoice 1968601 5/27/21 Car #6</i>		23.55	
				<i>Invoice 1969781 6/02/21 Car #7</i>		25.31	
				<i>Invoice 1969979 car #5</i>		23.27	
				<i>Invoice 1970445 Car 6</i>		25.37	
				<i>Invoice 1970463 Car#7</i>		23.52	
				<i>Invoice 1971107 Car #5 June 10, 2021</i>		28.96	
				<i>Invoice 1971317 June 11, 2021 Car #6</i>		24.09	60
				<i>Invoice 1971374 6/11/21 Car #7</i>		26.12	
				<i>Invoice 1971901 6/15/21 Car #5</i>		26.46	
				<i>Invoice 1972257 6/17/21 Car #1</i>		38.57	
				<i>Invoice 1972326 6/17/21 Car #6</i>		24.97	
				<i>Invoice 1964880 Car #3</i>		30.20	
				<i>Invoice 1966140 Car 2</i>		33.82	
				<i>Invoice 1968057 Car 25</i>		36.00	
				<i>Invoice 1968398 Car 1</i>		41.20	
				<i>Invoice 1968775</i>		35.16	
				<i>Invoice 1968813</i>		37.39	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1968832			23.62
				Invoice 1969748			40.73
				Invoice 1969755 Car 2			34.31
				Invoice 1969843 Car 1			37.16
				Invoice 1969997 Car 8			29.22
				Invoice 1970058			34.26
				Invoice 1970174 Lease			28.48
				Invoice 1970202			30.25
				Invoice 1970257 Car 8			24.77
				Invoice 1970501 Car 1			32.51
				Invoice 1970504			40.13
				Invoice 1970707 Lease Nate			37.28
				Invoice 1970901			39.91
				Invoice 1970915 Car 8			27.31
				Invoice 1971297 Car 25			43.03
				Invoice 1971304 Car 1			35.31
				Invoice 1971382 Car 8			24.35
				Invoice 1971629 Car 3			29.33
				Invoice 1971709 Car 8			11.45

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1971830 Car 25			42.37
				Invoice 1971833 Lease			38.50
				Invoice 1971833 Lease			38.50
				Invoice 1971914 Car 8			23.15
				Invoice 1972106 Car 7			23.94
				Invoice 1972320 Car 8			11.96
				Invoice 1972341 Car 25			43.25
				10 E 1700 4640 21 300 000000			24.55
				10 E 1700 4640 21 300 000000			23.55
				10 E 1700 4640 21 300 000000			25.31
				10 E 1700 4640 21 300 000000			23.27
				10 E 1700 4640 21 300 000000			25.37
				10 E 1700 4640 21 300 000000			23.52
				10 E 1700 4640 21 300 000000			28.96
				10 E 1700 4640 21 300 000000			24.09
				10 E 1700 4640 21 300 000000			26.12
				10 E 1700 4640 21 300 000000			26.46
				10 E 1700 4640 21 300 000000			38.57
				10 E 1700 4640 21 300 000000			24.97
				10 E 1700 4640 21 300 000000			30.20

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				10 E 1700 4640 21 300 000000			33.82
				10 E 1700 4640 21 300 000000			36.00
				10 E 1700 4640 21 300 000000			41.20
				10 E 1700 4640 21 300 000000			35.16
				10 E 1700 4640 21 300 000000			37.39
				10 E 1700 4640 21 300 000000			23.62
				10 E 1700 4640 21 300 000000			40.73
				10 E 1700 4640 21 300 000000			34.31
				10 E 1700 4640 21 300 000000			37.16
				10 E 1700 4640 21 300 000000			29.22
				10 E 1700 4640 21 300 000000			34.26
				10 E 1700 4640 21 300 000000			28.48
				10 E 1700 4640 21 300 000000			30.25
				10 E 1700 4640 21 300 000000			24.77
				10 E 1700 4640 21 300 000000			32.51
				10 E 1700 4640 21 300 000000			40.13
				10 E 1700 4640 21 300 000000			37.28
				10 E 1700 4640 21 300 000000			39.91
				10 E 1700 4640 21 300 000000			27.31
				10 E 1700 4640 21 300 000000			43.03
				10 E 1700 4640 21 300 000000			35.31

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				10 E 1700 4640 21 300 000000			24.35
				10 E 1700 4640 21 300 000000			29.33
				10 E 1700 4640 21 300 000000			11.45
				10 E 1700 4640 21 300 000000			42.37
				10 E 1700 4640 21 300 000000			38.50
				10 E 1700 4640 21 300 000000			38.50
				10 E 1700 4640 21 300 000000			23.15
				10 E 1700 4640 21 300 000000			23.94
				10 E 1700 4640 21 300 000000			11.96
				10 E 1700 4640 21 300 000000			43.25
							64

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Feece Oil Company		Multiple	DML	Feece invoices May, June, July	07/29/2021		9,011.47
				<i>Invoice 1960392 Bus 76</i>		40.66	
				<i>Invoice 1960594 Bus #132</i>		40.15	
				<i>Invoice 1962324 Bus #132</i>		37.76	
				<i>Invoice #1962346 Bus #76</i>		40.83	
				<i>Invoice 1962555 Van 27</i>		59.78	
				<i>Invoice 1962694 Bus #48</i>		37.95	
				<i>Invoice 1962668 Bus #132</i>		39.57	
				<i>Invoice 1962669 Bus #72</i>		55.23	65
				<i>Invoice 1962680 Bus #76</i>		35.14	
				<i>Invoice 1962730 Bus #56</i>		39.27	
				<i>Invoice 1962864 Bus #84</i>		39.99	
				<i>Invoice 1962682 Van #37</i>		76.30	
				<i>Invoice 1963259 Bus #132</i>		40.60	
				<i>Invoice 1963262 Bus #72</i>		55.39	
				<i>Invoice 1963282 Bus #76</i>		33.98	
				<i>Invoice 1963299 Van #30</i>		47.23	
				<i>Invoice 1963300 Bus #61</i>		69.45	
				<i>Invoice 1963319 Car #6</i>		23.97	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1963323 Van #35			45.65
				Invoice 1963326 Bus#56			38.64
				Invoice 1963480 Bus #40			56.15
				Invoice 1963481 Bus #132			37.11
				Invoice 1963482 Bus #72			52.30
				Invoice 1963499 Bus #76			38.24
				Invoice 1963537 Bus #57			67.34
				Invoice 1963543 Car #5			23.98
				Invoice 1963544 Bus#48			40.91
				Invoice 1963555 Bus #56			43.20
				Invoice 1963674 Bus #132			35.66
				Invoice 1963699 Bus #72			52.47
				Invoice 1963725 Van #35			36.21
				Invoice 1963740 Car #3			37.51
				Invoice 1963741 Bus #56			43.46
				Invoice 1963785 Bus #40			37.95
				Invoice 1963893 Bus #132			34.02
				Invoice 1963902 Bus #76			38.05
				Invoice 1963918 Bus #48			41.04

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1963944 Bus #56			40.41
				Invoice 1963997 Van #27			44.64
				Invoice 1964068 Bus #132			39.01
				Invoice 1964070 Bus #72			59.63
				Invoice 1964087 Bus #76			36.36
				Invoice 1964143 Bus #56			40.49
				Invoice 1964161 Bus #40			37.15
				Invoice 1964293 Bus #132			39.77
				Invoice 1964297 Bus #72			51.78
				Invoice 1964340 Bus #76			37.23
				Invoice 1964371 Bus #48			43.21
				Invoice 1964394 Bus #56			38.07
				Invoice 1964396 Van #35			59.83
				Invoice 1964454 Bus #57			66.78
				Invoice 1964528 Bus #132			42.75
				Invoice 1964529 Bus #72			52.22
				Invoice 1964541 Bus #76			38.27
				Invoice 1964550 Bus #40			37.27
				Invoice 1964571 Van #8			29.71

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1964576 Bus #56			37.19
				Invoice 1964739 Bus #132			36.66
				Invoice 1964757 Bus #61			71.43
				Invoice 1964768 Van #27			36.63
				Invoice 1964770 Bus #48			38.94
				Invoice 1964803 Bus #56			38.44
				Invoice 1964805 Van #35			48.67
				Invoice 1964987 Bus #132			34.38
				Invoice 1964989 Bus #40			32.95
				Invoice 1964990 Bus #72			53.10
				Invoice 1965009 Bus #76			43.06
				Invoice 1965032 Bus #56			36.83
				Invoice 1965197 Bus #72			50.70
				Invoice 1965203 bus #76			32.10
				Invoice 1965219 Van #8			21.80
				Invoice 1965220 Bus #48			40.10
				Invoice 1965235 Bus #56			36.88
				Invoice 1965296 Van #35			60.07
				Invoice 1965452 Bus #72			50.98

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1965453 Bus #132			38.73
				Invoice 1965471 Bus #76			35.75
				Invoice 1965480 Bus #40			39.17
				Invoice 1965504 Bus #56			39.09
				Invoice 1965547 Van #27			36.53
				Invoice 1965632 Bus #72			51.71
				Invoice 1965633 Bus #132			36.15
				Invoice 1965648 Bus #76			38.97
				Invoice 1965674 Bus #48			40.80
				Invoice 1965747 Bus #57			70.42
				Invoice 1965847 Bus #132			34.78
				Invoice 1965894 Van#35			58.05
				Invoice 1965944 Bus #40			30.27
				Invoice 1965970 Bus #72			52.07
				Invoice 1966065 Bus #132			37.18
				Invoice 1966076 Bus #76			39.44
				Invoice 1966097 Bus #48			39.14
				Invoice 1966152 Bus#56			36.54
				Invoice 1966201 Van #27			43.38

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1966287 Bus #72			55.56
				Invoice 1966311 Bus #61			71.53
				Invoice 1966312 Bus #76			38.31
				Invoice 1966364 Bus #56			44.52
				Invoice 1966367 Van #11135			58.00
				Invoice 1966386 Bus #40			33.69
				Invoice 1967699 BBus #72			53.25
				Invoice 1967716 Bus #76			39.38
				Invoice 1967750 Bus #48			44.68
				Invoice 1967752 Shop Truck			60.80
				Invoice 1967873 Bus #72			53.41
				Invoice 1967935 Bus #57			60.60
				Invoice 1967941 Bus #76			42.49
				Invoice 1968000 Bus #56			41.67
				Invoice 1968002 Van #8			24.86
				Invoice 1968080 Van #35			64.91
				Invoice 1968420 Van #27			51.38
				Invoice 3796831 Premium Hwy Dsl			1,879.60
				Invoice 1975427 Bus #72			51.25

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1975881 Van #30			47.22
				Invoice 1976164 Bus #56			50.15
				Invoice 1976165 Van #8			39.21
				Invoice 1976940 Shop truck			70.21
				Invoice 1976965 Van #18			33.72
				Invoice 1976948 Van #35			50.39
				Invoice 1977197 Bus #72			62.52
				Invoice 1977418 Bus #72			57.13
				Invoice 1977602 Bus #72			53.62
				Invoice 1977877 Bus #72			58.69
				Invoice 1977923 Van #28			49.95
				Invoice 1978076 Bus #72			55.59
				Invoice 1978008 Bus #76			35.53
				Invoice 1978022 Van #8			33.58
				Invoice 1978124 Bus #40			71.35
				Invoice 1978143 Bus #22			66.90
				Invoice 1978235 Bus #76			37.11
				Invoice 1978310 Bus #72			59.36
				Invoice 1978357 Van #29			66.11

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1978452 Bus #76			37.97
				Invoice 1978476 Bus #61			63.33
				Invoice 1978481 Bus #72			60.65
				Invoice 1978531 Van #8			35.69
				Invoice 1978701 Bus #72			54.30
				Invoice 1978733 Van #28			49.95
				Invoice 1978911 Bus #76			41.56
				Invoice 1978951 Bus #72			57.64
				Invoice 1978950 Van #37			66.88
				Invoice 1979003 Bus #40			82.51
				Invoice 1979077 Bus #76			36.73
				Invoice 1979132 Bus #72			56.32
				Invoice 1979318 Bus #76			37.86
				Invoice 1979383 Bus #40			59.49
				Invoice 1979390 Bus #72			58.74
				Invoice 1979514 Bus #76			35.99
				Invoice 1979601 Bus #72			55.62
				Invoice 1979653 Bus #40			60.20
				Invoice 1979806 Bus #72			59.66
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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1980028 Bus #72			61.94
				Invoice 1979973 Bus #76			34.56
				Invoice 1981613 Bus #76			38.90
				Invoice 1981667 Van 28			49.95
				40 E 2552 4640 00 300 000000			40.66
				40 E 2552 4640 00 300 000000			40.15
				40 E 2552 4640 00 300 000000			37.76
				40 E 2552 4640 00 300 000000			40.83
				40 E 2550 4640 00 300 000000			59.78
				40 E 2552 4640 00 300 000000			37.95
				40 E 2552 4640 00 300 000000			39.57
				40 E 2552 4640 00 300 000000			55.23
				40 E 2552 4640 00 300 000000			35.14
				40 E 2552 4640 00 300 000000			39.27
				40 E 2552 4640 00 300 000000			39.99
				40 E 2550 4640 00 300 000000			76.30
				40 E 2552 4640 00 300 000000			40.60
				40 E 2552 4640 00 300 000000			55.39
				40 E 2552 4640 00 300 000000			33.98
				40 E 2550 4640 00 300 000000			47.23

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				40 E 2552 4640 00 300 000000			69.45
				40 E 2550 4640 00 300 000000			23.97
				40 E 2550 4640 00 300 000000			45.65
				40 E 2552 4640 00 300 000000			38.64
				40 E 2552 4640 00 300 000000			56.15
				40 E 2552 4640 00 300 000000			37.11
				40 E 2552 4640 00 300 000000			52.30
				40 E 2552 4640 00 300 000000			38.24
				40 E 2552 4640 00 300 000000			67.34
				10 E 1700 4640 21 300 000000			23.98
				40 E 2552 4640 00 300 000000			40.91
				40 E 2552 4640 00 300 000000			43.20
				40 E 2552 4640 00 300 000000			35.66
				40 E 2552 4640 00 300 000000			52.47
				40 E 2550 4640 00 300 000000			36.21
				40 E 2550 4640 00 300 000000			37.51
				40 E 2552 4640 00 300 000000			43.46
				40 E 2552 4640 00 300 000000			37.95
				40 E 2552 4640 00 300 000000			34.02
				40 E 2552 4640 00 300 000000			38.05
				40 E 2552 4640 00 300 000000			41.04

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				40 E 2552 4640 00 300 000000			40.41	
				40 E 2550 4640 00 300 000000			44.64	
				40 E 2552 4640 00 300 000000			39.01	
				40 E 2552 4640 00 300 000000			59.63	
				40 E 2552 4640 00 300 000000			36.36	
				40 E 2552 4640 00 300 000000			40.49	
				40 E 2552 4640 00 300 000000			37.15	
				40 E 2552 4640 00 300 000000			39.77	
				40 E 2552 4640 00 300 000000			51.78	
				40 E 2552 4640 00 300 000000			37.23	75
				40 E 2552 4640 00 300 000000			43.21	
				40 E 2552 4640 00 300 000000			38.07	
				40 E 2550 4640 00 300 000000			59.83	
				40 E 2552 4640 00 300 000000			66.78	
				40 E 2552 4640 00 300 000000			42.75	
				40 E 2552 4640 00 300 000000			52.22	
				40 E 2552 4640 00 300 000000			38.27	
				40 E 2552 4640 00 300 000000			37.27	
				40 E 2550 4640 00 300 000000			29.71	
				40 E 2552 4640 00 300 000000			37.19	
				40 E 2552 4640 00 300 000000			36.66	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				40 E 2552 4640 00 300 000000			71.43	
				40 E 2550 4640 00 300 000000			36.63	
				40 E 2552 4640 00 300 000000			38.94	
				40 E 2552 4640 00 300 000000			38.44	
				40 E 2550 4640 00 300 000000			48.67	
				40 E 2552 4640 00 300 000000			34.38	
				40 E 2552 4640 00 300 000000			32.95	
				40 E 2552 4640 00 300 000000			53.10	
				40 E 2552 4640 00 300 000000			43.06	
				40 E 2552 4640 00 300 000000			36.83	76
				40 E 2552 4640 00 300 000000			50.70	
				40 E 2552 4640 00 300 000000			32.10	
				40 E 2550 4640 00 300 000000			21.80	
				40 E 2552 4640 00 300 000000			40.10	
				40 E 2552 4640 00 300 000000			36.88	
				40 E 2550 4640 00 300 000000			60.07	
				40 E 2552 4640 00 300 000000			50.98	
				40 E 2552 4640 00 300 000000			38.73	
				40 E 2552 4640 00 300 000000			35.75	
				40 E 2552 4640 00 300 000000			39.17	
				40 E 2552 4640 00 300 000000			39.09	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				40 E 2550 4640 00 300 000000			36.53	
				40 E 2552 4640 00 300 000000			51.71	
				40 E 2552 4640 00 300 000000			36.15	
				40 E 2552 4640 00 300 000000			38.97	
				40 E 2552 4640 00 300 000000			40.80	
				40 E 2552 4640 00 300 000000			70.42	
				40 E 2552 4640 00 300 000000			34.78	
				40 E 2550 4640 00 300 000000			58.05	
				40 E 2552 4640 00 300 000000			30.27	
				40 E 2552 4640 00 300 000000			52.07	77
				40 E 2552 4640 00 300 000000			37.18	
				40 E 2552 4640 00 300 000000			39.44	
				40 E 2552 4640 00 300 000000			39.14	
				40 E 2552 4640 00 300 000000			36.54	
				40 E 2550 4640 00 300 000000			43.38	
				40 E 2552 4640 00 300 000000			55.56	
				40 E 2552 4640 00 300 000000			71.53	
				40 E 2552 4640 00 300 000000			38.31	
				40 E 2552 4640 00 300 000000			44.52	
				40 E 2550 4640 00 300 000000			58.00	
				40 E 2552 4640 00 300 000000			33.69	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				40 E 2552 4640 00 300 000000			53.25	
				40 E 2552 4640 00 300 000000			39.38	
				40 E 2552 4640 00 300 000000			44.68	
				40 E 2550 4640 00 300 000000			60.80	
				40 E 2552 4640 00 300 000000			53.41	
				40 E 2552 4640 00 300 000000			60.60	
				40 E 2552 4640 00 300 000000			42.49	
				40 E 2552 4640 00 300 000000			41.67	
				40 E 2550 4640 00 300 000000			24.86	
				40 E 2550 4640 00 300 000000			64.91	78
				40 E 2550 4640 00 300 000000			51.38	
				40 E 2552 4640 00 300 000000			1,879.60	
				40 E 2552 4640 00 300 000000			51.25	
				40 E 2550 4640 00 300 000000			47.22	
				40 E 2552 4640 00 300 000000			50.15	
				40 E 2550 4640 00 300 000000			39.21	
				40 E 2550 4640 00 300 000000			70.21	
				40 E 2550 4640 00 300 000000			33.72	
				40 E 2550 4640 00 300 000000			50.39	
				40 E 2552 4640 00 300 000000			62.52	
				40 E 2552 4640 00 300 000000			57.13	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				40 E 2552 4640 00 300 000000			53.62	
				40 E 2552 4640 00 300 000000			58.69	
				40 E 2550 4640 00 300 000000			49.95	
				40 E 2552 4640 00 300 000000			55.59	
				40 E 2552 4640 00 300 000000			35.53	
				40 E 2550 4640 00 300 000000			33.58	
				40 E 2552 4640 00 300 000000			71.35	
				40 E 2552 4640 00 300 000000			66.90	
				40 E 2552 4640 00 300 000000			37.11	
				40 E 2552 4640 00 300 000000			59.36	79
				40 E 2550 4640 00 300 000000			66.11	
				40 E 2552 4640 00 300 000000			37.97	
				40 E 2552 4640 00 300 000000			63.33	
				40 E 2552 4640 00 300 000000			60.65	
				40 E 2550 4640 00 300 000000			35.69	
				40 E 2552 4640 00 300 000000			54.30	
				40 E 2550 4640 00 300 000000			49.95	
				40 E 2552 4640 00 300 000000			41.56	
				40 E 2552 4640 00 300 000000			57.64	
				40 E 2550 4640 00 300 000000			66.88	
				40 E 2552 4640 00 300 000000			82.51	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				40 E 2552 4640 00 300 000000			36.73	
				40 E 2552 4640 00 300 000000			56.32	
				40 E 2552 4640 00 300 000000			37.86	
				40 E 2552 4640 00 300 000000			59.49	
				40 E 2552 4640 00 300 000000			58.74	
				40 E 2552 4640 00 300 000000			35.99	
				40 E 2552 4640 00 300 000000			55.62	
				40 E 2552 4640 00 300 000000			60.20	
				40 E 2552 4640 00 300 000000			59.66	
				40 E 2552 4640 00 300 000000			61.94	80
				40 E 2552 4640 00 300 000000			34.56	
				40 E 2552 4640 00 300 000000			38.90	
				40 E 2550 4640 00 300 000000			49.95	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Feece Oil Company		Multiple	DML	Bus/van/car fuel	07/28/2021		443.45
				<i>Invoice 1981824 Bus 72</i>			37.57
				<i>Invoice 1981889 Bus 72</i>			56.07
				<i>Invoice 1982030 Bus 76</i>			39.92
				<i>Invoice 1982368 Bus 72</i>			60.88
				<i>Invoice 1982707 Bus 72</i>			58.86
				<i>Invoice 1983212 Bus 76</i>			39.01
				<i>Invoice 1983375 Bus 76</i>			37.65
				<i>Invoice 1983529 Bus 76</i>			35.31
				<i>Invoice 1983674 Bus 57</i>			39.05
				<i>Invoice 1983795 Bus 76</i>			39.13
				<i>40 E 2552 4640 00 300 000000</i>			37.57
				<i>40 E 2552 4640 00 300 000000</i>			56.07
				<i>40 E 2552 4640 00 300 000000</i>			39.92
				<i>40 E 2552 4640 00 300 000000</i>			60.88
				<i>40 E 2552 4640 00 300 000000</i>			58.86
				<i>40 E 2552 4640 00 300 000000</i>			39.01
				<i>40 E 2552 4640 00 300 000000</i>			37.65
				<i>40 E 2552 4640 00 300 000000</i>			35.31

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

<u>Full Name</u>	<u>PO Number</u>	<u>Invoice Number</u>	<u>Batch</u>	<u>Description</u>	<u>Invoice Date</u>	<u>Check Number</u>	<u>Net Amount</u>
				40 E 2552 4640 00 300 000000			39.05
				40 E 2552 4640 00 300 000000			39.13

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Feece Oil Company		Multiple Invoices	DML	Monthly Invoices	05/13/2021		3,135.09
				<i>Invoice 1965100 Anglers</i>			57.87
				<i>Invoice 1965100 Anglers Club Boat</i>			81.25
				<i>Invoice 1965981 Angler</i>			35.33
				<i>Invoice 1965981 Angler</i>			25.05
				<i>Invoice 1965981 Angler</i>			62.66
				<i>Invoice 1972521 Bus 2 Tyrell</i>			68.09
				<i>Invoice 1964083 Greg Maintenance</i>			165.41
				<i>Invoice 1964360 Car 6 Dave</i>			21.58
				<i>Invoice 1964399 Maintenance John</i>			40.05
				<i>Invoice 1964572 Car #5 Joe</i>			20.35
				<i>Invoice 1965080 Maintenance</i>			36.09
				<i>Invoice 1965080 Maintenance</i>			84.98
				<i>Invoice 1965080 Maintenance</i>			-2.87
				<i>Invoice 1965390 Maintenance Greg</i>			104.90
				<i>Invoice 1966160 Van #26</i>			48.08
				<i>Invoice 1966193 Maintenance Greg</i>			98.44
				<i>Invoice 1966379 Maintenance John</i>			64.11
				<i>Invoice 1967746</i>			79.40

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1968172 Maintenance John			53.47
				Invoice 1968420 Van 27			51.38
				Invoice 1969600			102.02
				Invoice 1969600			-3.45
				Invoice 1970485 Maintenance Greg			81.75
				Invoice 1971121 Greg			105.65
				Invoice 1971121 Greg			-3.46
				Invoice 1972682 Car 8			17.58
				Invoice 1974834 Bus 1 Jeff			51.13
				Invoice 1975799 Van 28			51.69
				Invoice 1975919 Greg Maintenance			98.21
				Invoice 1975919 Greg Maintenance			-3.38
				Invoice 1976962 Maintenance Greg			136.25
				Invoice 1977261 Van 35			55.25
				Invoice 1977656 Van 35			57.74
				Invoice 1977822 Maintenance Dan			85.34
				Invoice 1978698 Greg Maintenance			102.16
				Invoice 1978698 Greg Maintenance			-3.46
				Invoice 1979089 Van 29			52.67
							84

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1979429 Van 8			31.24
				Invoice 1979648 Van 35			69.61
				Invoice 1979739 Maintenance Dan			85.18
				Invoice 1979739 Maintenance Dan			102.16
				Invoice 1979739 Maintenance Dan			-3.46
				Invoice 1979975 Maintenance John			72.24
				Invoice 1966392 Bus 132			66.46
				Invoice 1968215 Bus 2			55.41
				Invoice 1968219 Bus 1			29.68
				Invoice 1971130 Bus 2			67.78
				Invoice 1971321 Bus 2			33.62
				Invoice 1971661 Bus 1			74.49
				Invoice 1972562 Bus 1 Tyrell			23.19
				Invoice 1975894 Bus 61			44.96
				Invoice 1976303 Bus 72			84.25
				Invoice 1981705 Bus 72			60.11
				Invoice 1982707 Bus 72			58.86
				10 E 1500 3000 70 300 000011			57.87
				10 E 1500 3000 70 300 000011			81.25

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				10 E 1500 3000 70 300 000011			35.33	
				10 E 1500 3000 70 300 000011			25.05	
				10 E 1500 3000 70 300 000011			62.66	
				40 E 2550 4640 00 300 000000			68.09	
				40 E 2550 4640 00 300 000000			165.41	
				40 E 2550 4640 00 300 000000			21.58	
				40 E 2550 4640 00 300 000000			40.05	
				40 E 2550 4640 00 300 000000			20.35	
				40 E 2550 4640 00 300 000000			36.09	
				40 E 2550 4640 00 300 000000			84.98	86
				40 E 2550 4640 00 300 000000			-2.87	
				40 E 2550 4640 00 300 000000			104.90	
				40 E 2550 4640 00 300 000000			48.08	
				40 E 2550 4640 00 300 000000			98.44	
				40 E 2550 4640 00 300 000000			64.11	
				40 E 2550 4640 00 300 000000			79.40	
				40 E 2550 4640 00 300 000000			53.47	
				40 E 2550 4640 00 300 000000			51.38	
				40 E 2550 4640 00 300 000000			102.02	
				40 E 2550 4640 00 300 000000			-3.45	
				40 E 2550 4640 00 300 000000			81.75	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				40 E 2550 4640 00 300 000000			105.65	
				40 E 2550 4640 00 300 000000			-3.46	
				40 E 2550 4640 00 300 000000			17.58	
				40 E 2550 4640 00 300 000000			51.13	
				40 E 2550 4640 00 300 000000			51.69	
				40 E 2550 4640 00 300 000000			98.21	
				40 E 2550 4640 00 300 000000			-3.38	
				40 E 2550 4640 00 300 000000			136.25	
				40 E 2550 4640 00 300 000000			55.25	
				40 E 2550 4640 00 300 000000			57.74	87
				40 E 2550 4640 00 300 000000			85.34	
				40 E 2550 4640 00 300 000000			102.16	
				40 E 2550 4640 00 300 000000			-3.46	
				40 E 2550 4640 00 300 000000			52.67	
				40 E 2550 4640 00 300 000000			31.24	
				40 E 2550 4640 00 300 000000			69.61	
				40 E 2550 4640 00 300 000000			85.18	
				40 E 2550 4640 00 300 000000			102.16	
				40 E 2550 4640 00 300 000000			-3.46	
				40 E 2550 4640 00 300 000000			72.24	
				40 E 2552 4640 00 300 000000			66.46	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				40 E 2552 4640 00 300 000000			55.41
				40 E 2552 4640 00 300 000000			29.68
				40 E 2552 4640 00 300 000000			67.78
				40 E 2552 4640 00 300 000000			33.62
				40 E 2552 4640 00 300 000000			74.49
				40 E 2550 4640 00 300 000000			23.19
				40 E 2552 4640 00 300 000000			44.96
				40 E 2552 4640 00 300 000000			84.25
				40 E 2552 4640 00 300 000000			60.11
				40 E 2552 4640 00 300 000000			58.86
			14,597.09				88
Feece Oil Company							
Filter Shine		10044653	DML	8 week filter rental	08/04/2021		185.00
				8 week filter rental			185.00
				20 E 2540 3900 00 302 000000			185.00
Filter Shine							
			185.00				
Giant Steps		111-0721E	DML	Tuition	07/30/2021		7,043.40
				Timothy Braund			7,043.40
				10 E 1912 6700 00 300 000000			7,043.40

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Giant Steps		111-0721S	DML	Tuition	07/30/2021		7,043.40
				<i>Lily Johnson</i>			7,043.40
				<i>10 E 1912 6700 00 300 000000</i>			7,043.40
Giant Steps			14,086.80				
Global Compliance		11680	DML	Annual GCN Training for Staff	08/10/2021		450.00
				<i>Annual GCN Training for Staff</i>			450.00
				<i>10 E 2210 3120 00 300 000000</i>			450.00
Global Compliance Network			450.00				

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Gopher Performance	1122200006	IN63112	DML	Freshman & Sophomore Athletic Fitness Supplies	07/22/2021		2,919.74
				<i>10 LBs Dumbells</i>		143.60	
				<i>15 LBs Dumbells</i>		161.70	
				<i>Red Bands</i>		448.50	
				<i>AB Rollers</i>		83.70	
				<i>Introduction Fit Bars</i>		447.00	
				<i>Agility Ladder</i>		258.00	
				<i>Hex Bars</i>		678.00	
				<i>Broad Jump Mate</i>		699.24	90
				<i>10 E 1130 4100 50 300 000000</i>		143.60	
				<i>10 E 1130 4100 50 300 000000</i>		161.70	
				<i>10 E 1130 4100 50 300 000000</i>		448.50	
				<i>10 E 1130 4100 50 300 000000</i>		83.70	
				<i>10 E 1130 4100 50 300 000000</i>		447.00	
				<i>10 E 1130 4100 50 300 000000</i>		258.00	
				<i>10 E 1130 4100 50 300 000000</i>		678.00	
				<i>10 E 1130 4100 50 300 000000</i>		699.24	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Gopher Performance	1122200013	IN67124	DML	Fitness Fusion Supplies	08/05/2021		950.10
				<i>Guardian Vinyl- Coated Dumbbells-</i>			269.50
				<i>The Step- Individual Platform, Silver</i>			319.80
				<i>The Step Platform Storage Cart- The</i>			259.00
				<i>Shipping</i>			101.80
				<i>10 E 1130 4100 50 300 000000</i>			269.50
				<i>10 E 1130 4100 50 300 000000</i>			319.80
				<i>10 E 1130 4100 50 300 000000</i>			259.00
				<i>10 E 1130 4100 50 300 000000</i>			101.80
							91
Gopher Performance	1122200015	IN63939	DML	Dance Curriculum Supplies	07/26/2021		895.44
				<i>"The Step" Grey</i>			799.50
				<i>Shipping</i>			95.94
				<i>10 E 1130 4100 50 300 000000</i>			799.50
				<i>10 E 1130 4100 50 300 000000</i>			95.94

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Gopher Performance	1122200016	IN63864	DML	Individual Sports Supplies	07/26/2021		423.62
				<i>White Carlton T800 Medium Shuttle</i>			69.75
				<i>Yellow Carlton T800 Fast Shuttle</i>			69.75
				<i>Orange Indoor Pickleballs</i>			99.75
				<i>Yellow 1" Floor Tape</i>			139.00
				<i>Shipping</i>			45.37
				<i>10 E 1130 4100 50 300 000000</i>			69.75
				<i>10 E 1130 4100 50 300 000000</i>			69.75
				<i>10 E 1130 4100 50 300 000000</i>			99.75
				<i>10 E 1130 4100 50 300 000000</i>			139.00
				<i>10 E 1130 4100 50 300 000000</i>			45.37
Gopher Performance	1122200017	IN64322	DML	Individual Sports Supplies	07/27/2021		26.82
				<i>Screamin Yellow Cones</i>			26.82
				<i>10 E 1130 4100 50 300 000000</i>			26.82
Gopher Performance			5,215.72				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Gordon Food Service		100061321 Statement	DML	Multiple Old GFS Invoices	08/10/2021		1,152.06
				<i>Invoice 207720421 2/02/2021</i>			28.98
				<i>Invoice 208274775 3/2/2021</i>			35.55
				<i>Invoice 207486906 1/21/21</i>			152.53
				<i>Invoice 201424823 3/18/20</i>			75.19
				<i>Invoice 204844800 9/14/20</i>			28.55
				<i>Invoice 204907493 9/17/20</i>			57.10
				<i>Invoice 200742938 2/19/20</i>			57.17
				<i>Invoice 7692000964 5/12/21</i>			124.86
				<i>Invoice 209510990 4/22/21</i>			39.33
				<i>Invoice 209317665 4/14/21</i>			99.49
				<i>Invoice 208312245 3/2/2021</i>			119.37
				<i>Invoice 209227846 4/12/21</i>			131.42
				<i>Invoice 209227846 4/12/21</i>			131.42
				<i>Invoice 208529392 3/12/21</i>			71.10
				<i>10 E 1420 4100 09 300 000000</i>			28.98
				<i>10 E 1420 4100 09 300 000000</i>			35.55
				<i>10 E 1420 4100 09 300 000000</i>			152.53
				<i>10 E 1420 4100 09 300 000000</i>			75.19

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				10 E 1420 4100 09 300 000000			28.55
				10 E 1420 4100 09 300 000000			57.10
				10 E 1420 4100 09 300 000000			57.17
				10 E 1420 4100 09 300 000000			124.86
				10 E 1420 4100 09 300 000000			39.33
				10 E 1420 4100 09 300 000000			99.49
				10 E 1420 4100 09 300 000000			119.37
				10 E 1420 4100 09 300 000000			131.42
				10 E 1420 4100 09 300 000000			131.42
				10 E 1420 4100 09 300 000000			71.10
							94
Gordon Food Service			1,152.06				
Grainco Fs		60015106	DML	Paint	07/13/2021		688.32
				Fieldmark Paint White 5 Gl			406.80
				Spray Paint Athletic White			281.52
				20 E 2540 4100 00 300 000001			406.80
				20 E 2540 4100 00 300 000001			281.52
Grainco Fs		60015243	DML	Fieldmark Paint	07/28/2021		813.60
				Fieldmark Paint			813.60
				20 E 2540 4100 00 302 000000			813.60

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Grainco Fs		75020440	DML	Corn bags	05/19/2021		5,702.40
				<i>Seed Corn</i>			5,702.40
				<i>20 E 2540 4100 00 302 000000</i>			5,702.40
Grainco Fs		75020866	DML	Post Corn -	06/03/2021		1,806.72
				<i>Chemical Application post corn</i>			1,806.72
				<i>20 E 2540 4100 00 302 000000</i>			1,806.72
Grainco Fs			9,011.04				
Grainger		9958883630	DML	Clutch Plates	07/12/2021		15.70 95
				<i>Clutch Plates</i>			15.70
				<i>20 E 2540 4100 00 302 000000</i>			15.70
Grainger			15.70				
Grundy Area Vocational		July-21	DML	July 21 GAVC Reimbursements	08/02/2021		263,938.54
				<i>July-21 Reimbursements</i>			232,633.29
				<i>Building Fund</i>			31,305.25
				<i>10 E 4140 6000 00 000 000000</i>			232,633.29
				<i>20 E 4140 6000 00 000 000000</i>			31,305.25
Grundy Area Vocational Ctr			263,938.54				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Grundy Co Special		072321	DML	Tuition billing for the month of August 2021	07/23/2021		166,616.80
				<i>Tuition billing for the month of August</i>			166,616.80
				<i>10 E 4220 6700 00 000 000000</i>			166,616.80
Grundy Co Special		072321	DML	IDEA Flow through Grant Billing for August 2021	07/23/2021		40,434.00
				<i>IDEA Flow through Grant Billing for</i>			40,434.00
				<i>10 E 4000 6000 00 000 000000</i>			40,434.00
Grundy Co Special		7/29/21	DML	Summer School Invoice	07/29/2021		20,946.09
				<i>Summer School</i>			20,946.09
				<i>10 E 4220 6700 00 000 000000</i>			20,946.09
Grundy Co Special Education			227,996.89				
Guiding Light Academy		3225	DML	June Billing adding Chase Farill July Billing Farell & McCullum	07/01/2021		24,105.60
				<i>June Billing adding Chase Farill</i>			13,392.00
				<i>July Billing Farell & McCullum</i>			10,713.60
				<i>10 E 1912 6700 00 300 000000</i>			13,392.00
				<i>10 E 1912 6700 00 300 000000</i>			10,713.60

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Guiding Light Academy		3285	DML	July 2021 Billing	08/01/2021		10,713.60
				<i>Chase Farell</i>		5,356.80	
				<i>Jay Mccullum</i>		5,356.80	
				<i>10 E 1912 6700 00 300 000000</i>		5,356.80	
				<i>10 E 1912 6700 00 300 000000</i>		5,356.80	
Guiding Light Academy							34,819.20
Gummerson, Kevin P		07212021	DML	Admission & Parking Raging Waves Trip Cross Country	07/21/2021		1,287.23
				<i>Admission & Parking Raging Waves Trip</i>		1,287.23	
				<i>11 E 1999 4100 30 300 910013</i>		1,287.23	97
Gummerson, Kevin P							1,287.23
H D Jacobs High School		Tennis 8/20-21	DML	Tennis 8/20-21	08/12/2021		100.00
				<i>Tennis 8/20-21</i>		100.00	
				<i>10 E 1500 3900 30 300 000000</i>		100.00	
H D Jacobs High School							100.00
Harding, Matthew A		07132021	DML	Drone Batteries	07/13/2021		345.00
				<i>Drone Batteries</i>		345.00	
				<i>11 E 1999 4100 30 300 910014</i>		345.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Harding, Matthew A		07282021	DML	Pizza for Football - moving weightroom	07/28/2021		260.64
				<i>Pizza for Football - moving weightroom</i>			260.64
				<i>11 E 1999 4100 30 300 910014</i>			260.64
Harding, Matthew A			605.64				
Hauser Izzo Petrarca		28287	DML	Legal Fees	07/31/2021		1,334.00
				<i>Legal Fees property taxes</i>			1,334.00
				<i>80 E 2310 3180 00 300 000000</i>			1,334.00
Hauser Izzo Petrarca Gleason			1,334.00				
Heap, Michelle		050521	DML	Tuition Reimbursement EEND 645	05/07/2021		589.00
				<i>Tuition Reimbursement EEND 728</i>			555.00
				<i>10 E 1130 2300 00 300 000000</i>			555.00
Heap, Michelle		050721	DML	Tuition Reimbursement EEND 728	05/07/2021		555.00
				<i>Tuition Reimbursement EEND 728</i>			555.00
				<i>10 E 1130 2300 00 300 000000</i>			555.00
Heap, Michelle			1,110.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Himes Petrarca Fester		45306	DML	Legal Fees	07/31/2021		165.00
				<i>Legal Fees</i>			165.00
				<i>80 E 2310 3180 00 300 000000</i>			165.00
Himes Petrarca Fester			165.00				
Hinsdale Central High		Cross Country	DML	Cross Country 9/4/21	08/12/2021		350.00
				<i>Cross Country 9/4/21</i>			350.00
				<i>10 E 1500 3900 30 300 000000</i>			350.00
Hinsdale Central High			350.00				
Homewood-Flossmoor		051521	DML	Boys Track Mini Invitational Fee	06/03/2021		299.00
				<i>Boys Track Mini Invitational Fee</i>			250.00
				<i>10 E 1500 3000 30 300 000016</i>			250.00
Homewood-Flossmoor High			250.00				
Hopewell School		408329	DML	July 2021 Morgan Karlov	07/20/2021		3,487.25
				<i>July 2021 Morgan Karlov</i>			3,487.25
				<i>10 E 1912 6700 00 300 000000</i>			3,487.25
Hopewell School			3,487.25				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Hudl.Com		INV01163163	DML	Football Hudl Account	07/19/2021		7,000.00
				<i>Football Hudl</i>			7,000.00
				<i>10 E 1500 4100 30 300 000018</i>			7,000.00
Hudl.Com			7,000.00				
Illco		6173874	DML	Air filters & pump maintenance	07/12/2021		536.44
				<i>Misc Supplies</i>			536.44
				<i>20 E 2540 4100 00 302 000000</i>			536.44
Illco		6174179	DML	Fan Motor Maintenance	07/20/2021		796.28 100
				<i>Fan Motor Maintenance</i>			796.28
				<i>20 E 2540 4100 00 302 000000</i>			796.28
Illco		6174180	DML	Pleated Air Filters	07/20/2021		113.93
				<i>Air Filters</i>			113.93
				<i>20 E 2540 4100 00 302 000000</i>			113.93
Illco			1,446.65				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Illinois Asbo		0014713	DML	CSBO Dues & Clinics	07/22/2021		199.00
				<i>CSBO Dues & Clinics</i>			199.00
				<i>10 E 2510 6400 00 300 000000</i>			199.00
Illinois Asbo			199.00				
Illinois LaCrosse		71	DML	Lacrosse Officials	06/07/2021		262.88
				<i>Lacrosse Officials</i>			262.88
				<i>10 E 1500 3190 30 300 000014</i>			262.88
Illinois LaCrosse Officials			262.88				
Illinois Public Risk Fund		71570	DML	September Workmans Comp	07/15/2021		15,494.00
				<i>September Workmans Comp</i>			15,494.00
				<i>80 E 2362 3800 00 300 000000</i>			15,494.00
Illinois Public Risk Fund			15,494.00				
Illinois Sports Officials,		072221	DML	Regional/Sectional Baseball Officials	07/22/2021		58.50
				<i>Regional / Sectional Officials</i>			58.50
				<i>10 E 1500 3190 30 300 000007</i>			58.50
Illinois Sports Officials, Inc.			58.50				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Illinois State Police		03074	DML	Background Checks	06/01/2021		621.50
				<i>Background Checks</i>			621.50
				<i>10 E 2310 4100 00 300 000000</i>			621.50
Illinois State Police			621.50				
Illinois Tollway		VN5902637951	DML	Tolls	06/07/2021		27.40
				<i>License 100310SB Miss tolls</i>			27.40
				<i>40 E 2554 3000 00 300 000000</i>			27.40
Illinois Tollway			27.40				
Incident IQ, LLC	1022200006	00002997	DML	DO NOT PAY UNTIL JULY 1st 2021. Incident IQ Yearly Renewal Please Email to cbarnett@incidentiq.com	07/28/2021		8,449.00
				<i>DO NOT PAY UNTIL JULY 1st. Incident</i>			8,449.00
				<i>10 E 2225 4700 00 300 000000</i>			8,449.00
Incident IQ, LLC			8,449.00				
Infobase Learning	1172200006	INV418862	DML	Health Reference Database Subscription	08/10/2021		999.00
				<i>Health Reference Database Subscription</i>			999.00
				<i>10 E 2222 4400 00 300 000000</i>			999.00
Infobase Learning			999.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Ingmanson, Danielle		Mealtime Refund	DML	Emily Ingmanson	08/02/2021		100.00
				<i>Refund Mealtime Emily</i>		100.00	
				<i>10 R 1612 0000 00 000 000000</i>		100.00	
Ingmanson, Danielle			100.00				
Jimmy Johns		10-01-21	DML	Football Pre-game meal 10-01-21	08/12/2021		402.35
				<i>Football Pre-game meal</i>		402.35	
				<i>11 E 1999 4100 30 300 910014</i>		402.35	
Jimmy Johns		10-08-21	DML	Football Pre-game meal 10-08-21	08/12/2021		402.35 103
				<i>Football Pre-game meal</i>		402.35	
				<i>11 E 1999 4100 30 300 910014</i>		402.35	
Jimmy Johns		10-15-21	DML	Football Pre-game meal 10-15-21	08/12/2021		402.35
				<i>Football Pre-game meal</i>		402.35	
				<i>11 E 1999 4100 30 300 910014</i>		402.35	
Jimmy Johns		10-22-21	DML	Football Pre-game meal 10-22-21	08/12/2021		402.35
				<i>Football Pre-game meal</i>		402.35	
				<i>11 E 1999 4100 30 300 910014</i>		402.35	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Jimmy Johns		10-22-21	DML	Football Pre-game meal 10-22-21	08/12/2021		402.35
				<i>Football Pre-game meal</i>			402.35
				<i>11 E 1999 4100 30 300 910014</i>			402.35
Jimmy Johns		8-27-21	DML	Football Pre-game meal 8-27-21	08/12/2021		402.35
				<i>Football Pre-game meal</i>			402.35
				<i>11 E 1999 4100 30 300 910014</i>			402.35
Jimmy Johns		9-03-21	DML	Football Pre-game meal 9-03-21	08/12/2021		402.35
				<i>Football Pre-game meal</i>			104
				<i>11 E 1999 4100 30 300 910014</i>			402.35
Jimmy Johns		9-10-21	DML	Football Pre-game meal 9-10-21	08/12/2021		402.35
				<i>Football Pre-game meal</i>			402.35
				<i>11 E 1999 4100 30 300 910014</i>			402.35
Jimmy Johns		9-17-21	DML	Football Pre-game meal 9-17-21	08/12/2021		402.35
				<i>Football Pre-game meal</i>			402.35
				<i>11 E 1999 4100 30 300 910014</i>			402.35

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Jimmy Johns		9-24-21	DML	Football Pre-game meal 9-24-21	08/12/2021		402.35
				<i>Football Pre-game meal</i>			402.35
				<i>11 E 1999 4100 30 300 910014</i>			402.35
Jimmy Johns			4,023.50				
J-M Printers Inc.		161576P	DML	Additional student fee forms	07/19/2021		123.75
				<i>FR Student Fee Forms</i>			41.25
				<i>SO/JR Student Fee Forms</i>			41.25
				<i>SR Student Fee Forms</i>			41.25
				<i>10 E 2410 4100 00 300 000000</i>			41.25
				<i>10 E 2410 4100 00 300 000000</i>			41.25
				<i>10 E 2410 4100 00 300 000000</i>			41.25
J-M Printers Inc.			123.75				
Joliet Central High		Entrance Fees	DML	Entrance Fees	08/12/2021		700.00
				<i>Golf JT Invitational</i>			350.00
				<i>Golf Invite 9/24</i>			350.00
				<i>10 E 1500 3900 30 300 000000</i>			350.00
				<i>10 E 1500 3900 30 300 000000</i>			350.00
Joliet Central High School			700.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
JW Pepper	1152200007	363455001	DML	Choir Music	07/02/2021		212.49
				<i>Choir Music</i>			212.49
				<i>10 E 1130 4100 12 300 000001</i>			212.49
JW Pepper			212.49				
Ken Woody's Sports &		700	DML	Athletic Polo Shirts	07/10/2021		2,916.00
				<i>Athletic Polo Shirts</i>			2,916.00
				<i>10 E 1500 4100 30 300 000008</i>			2,916.00
Ken Woody's Sports & More			2,916.00				
Kendall Co Collector		09-13-200-003 2nd install	DML	09-13-200-003 2nd installment	06/08/2021		1,709.53
				<i>09-13-200-003 2nd installment</i>			1,703.53
				<i>20 E 2540 6900 00 300 000000</i>			1,703.53
Kendall Co Collector		09-13-200-004 2nd	DML	09-13-200-004 2nd installment	06/08/2021		242.42
				<i>09-13-200-004 2nd installment</i>			242.42
				<i>20 E 2540 6900 00 300 000000</i>			242.42
Kendall Co Collector			1,945.95				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Kimball Midwest		9005507	DML	Misc Supplies	06/30/2021		1,298.25
				<i>Miscellaneous hardware</i>			<i>1,298.25</i>
				<i>20 E 2540 4100 00 300 000000</i>			<i>1,298.25</i>
Kimball Midwest		9082033	DML	Various Small Tools	07/29/2021		1,407.97
				<i>Various small tools</i>			<i>1,407.97</i>
				<i>20 E 2540 4100 00 300 000000</i>			<i>1,407.97</i>
Kimball Midwest			2,706.22				
Kozlowski, Eileen		Mealtime Refund	DML	Mealtime Refund Aiden	08/11/2021		57.25 107
				<i>Mealtime Refund Aiden</i>			<i>57.25</i>
				<i>10 R 1611 0000 00 000 000000</i>			<i>57.25</i>
Kozlowski, Eileen			57.25				
Ledesma, Madelyn A		Scholarship	DML	Orchesis Scholarship	06/17/2021		750.00
				<i>Orchesis Scholarship</i>			<i>750.00</i>
				<i>11 E 1999 4100 70 300 900039</i>			<i>750.00</i>
Ledesma, Madelyn A			750.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Lee, Kenneth C		073021	DML	Mileage	07/27/2021		53.20
				<i>Mileage</i>			53.20
				<i>10 E 2321 3320 00 300 000001</i>			53.20
Lee, Kenneth C		0821	DML	Cell Phone	07/27/2021		100.00
				<i>Cell Phone</i>			100.00
				<i>20 E 2540 3400 00 300 000001</i>			100.00
Lee, Kenneth C			153.20				
Londergon, Katherine		Mealtime Refund	DML	Refund for James	08/04/2021		99.25
				<i>Refund for James</i>			99.25
				<i>10 R 1611 0000 00 000 000000</i>			99.25
Londergon, Katherine			99.25				
Lyons, Amy J		032521	DML	Reimbursement of Continuing Ed Class	07/01/2021		555.00
				<i>Reimbursement of Continuing Ed Class</i>			555.00
				<i>10 E 1130 2300 00 300 000000</i>			555.00
Lyons, Amy J			555.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Macmillan Holdings LLC		6320696X	DML	Shipping for 2 books	07/13/2021		13.46
				<i>Shipping for 2 books on PO108210009</i>			<i>13.46</i>
				<i>10 E 1130 4200 00 300 000000</i>			<i>13.46</i>
Macmillan Holdings LLC -			13.46				
Marian Catholic		Tennis 9/11	DML	Tennis 9/11/21	08/12/2021		50.00
				<i>Tennis 9/11/21</i>			<i>50.00</i>
				<i>10 E 1500 3900 30 300 000000</i>			<i>50.00</i>
Marian Catholic			50.00				
Marine Biochemists		6049181	DML	Algae Treatment	07/19/2021		447.00
				<i>Algae Treatment</i>			<i>447.00</i>
				<i>20 E 2540 4100 00 300 000001</i>			<i>447.00</i>
Marine Biochemists			447.00				
McGraw-Hill School	1132200003	118105629001	DML	textbooks	07/06/2021		3,012.90
				<i>Textbooks</i>			<i>3,012.90</i>
				<i>10 E 1130 4200 13 300 000000</i>			<i>3,012.90</i>
McGraw-Hill School			3,012.90				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
McHs P-Card		July Pcard purchases	DML	Pcard purchases	08/06/2021		603.67
				<i>Pcard Purchases</i>			485.26
				<i>Activities purchases on Pacetti card</i>			118.41
				<i>11 E 1999 4100 70 300 900048</i>			108.29
				<i>11 E 1999 4100 30 300 910002</i>			376.97
				<i>11 E 1999 4100 70 300 900048</i>			118.41
McHs P-Card			603.67				
McKenzie, Wendi		Mealtime Refund	DML	Refund Carson McKenzie Mealtime credit	07/28/2021		63.95
				<i>Refund Carson McKenzie Mealtime</i>			110
				<i>10 R 1611 0000 00 000 000000</i>			63.95
McKenzie, Wendi			63.95				
McKinley Woods Road		0821	DML	Project Indian Lease August	08/02/2021		1,660.80
				<i>Project Indian Lease August</i>			1,660.80
				<i>20 E 2540 3200 00 301 000000</i>			1,660.80
McKinley Woods Road			1,660.80				
Med-Call Healthcare Inc		018490	DML	Beacham, Niya	07/15/2021		1,836.00
				<i>Niya Beacham</i>			1,836.00
				<i>10 E 1912 6700 00 300 000000</i>			1,836.00

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Med-Call Healthcare Inc		018518	DML	Nurse for Beachman, Niya	07/23/2021		1,836.00
				<i>Nurse for Beachman, Niya</i>			1,836.00
				<i>10 E 1912 6700 00 300 000000</i>			1,836.00
Med-Call Healthcare Inc			3,672.00				
Menards		56155	DML	Painting Supplies	07/13/2021		261.31
				<i>Painting Supplies</i>			261.31
				<i>20 E 2540 4100 00 302 000000</i>			261.31
Menards		56168	DML	Microwave & Hood	07/13/2021		58.43 111
				<i>Microwave & Hood</i>			58.43
				<i>20 E 2540 4100 00 302 000000</i>			58.43
Menards			319.74				
Meyer Laboratory, Inc.		0796442-IN	DML	Drain Maintainer	07/28/2021		329.93
				<i>Drain Maintainer</i>			329.93
				<i>20 E 2540 4100 00 300 000000</i>			329.93
Meyer Laboratory, Inc.			329.93				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Midwest Activity		Homecoming Week	DML	Backyard Bash	08/05/2021		2,310.12
				<i>Backyard Bash</i>			2,310.12
				<i>11 E 1999 4100 70 300 900048</i>			2,310.12
Midwest Activity Productions			2,310.12				
Midwest Bus Sales		C050049422:01	DML	Hardware	08/04/2021		288.80
				<i>Hardware</i>			288.80
				<i>40 E 2554 3230 00 300 000000</i>			288.80
Midwest Bus Sales		C050049447:01	DML	Jumper kit, strobe	08/02/2021		121.43 112
				<i>Jumper kit</i>			14.49
				<i>Strobe LED</i>			106.94
				<i>40 E 2554 3230 00 300 000000</i>			14.49
				<i>40 E 2554 3230 00 300 000000</i>			106.94
Midwest Bus Sales			410.23				
Milwaukee School of		Dufour, Quinn	DML	Community Foundation of Grundy County Scholarship Winner Student ID # 601638	05/01/2021		1,000.00
				<i>Community Foundation of Grundy</i>			1,000.00
				<i>11 E 1999 4100 70 300 900059</i>			1,000.00
Milwaukee School of			1,000.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Minooka Activities		July 2021	DML	July Revtrak	08/03/2021		16,644.95
				<i>Revtrak Activity from Cafe Account</i>			<i>16,644.95</i>
				<i>10 E 1500 3000 70 300 000014</i>			<i>16,644.95</i>
Minooka Activities			16,644.95				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Minooka CCSD #201		134	DML	Shared Fees	08/10/2021		4,814.02
				ARCO			492.50
				AT&T			9.06
				Call One			32.64
				Call One			32.85
				Correct Electric			105.00
				Dynegy			573.88
				Gordon Flesch			7.80
				Tyler Technologies			3,048.53
				Waste Management			511.76
				40 E 2554 3230 00 300 000000			492.50
				40 E 2550 3400 00 300 000000			9.06
				40 E 2550 3400 00 300 000000			32.64
				40 E 2550 3400 00 300 000000			32.85
				40 E 2552 4660 00 300 000000			105.00
				40 E 2552 4660 00 300 000000			573.88
				40 E 2554 3000 00 300 000000			7.80
				40 E 2550 3900 00 300 000001			3,048.53
				40 E 2550 3210 00 300 000000			511.76
							114
Minooka CCSD #201							4,814.02

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Minooka Grain Lumber		374898	DML	Maintenance Supplies	07/15/2021		477.32
				<i>Maintenance supplies</i>		221.00	
				<i>Maintenance supplies</i>		256.32	
				<i>20 E 2540 4100 00 302 000000</i>		221.00	
				<i>20 E 2540 4100 00 302 000000</i>		256.32	
Minooka Grain Lumber &			477.32				
Minooka High School		Van Dolson Vision	DML	Van Dolson Vision	08/10/2021		19.46
				<i>Van Dolson Vision</i>		19.46	
				<i>20 E 2540 2220 00 300 000001</i>		19.46	115
Minooka High School South			19.46				
Morgan, Jenny A		EEND678	DML	Effective Technology Integration into Lessons and Curriculum	07/26/2021		555.00
				<i>EEND 678 Effective Technology</i>		555.00	
				<i>10 E 1130 2300 00 300 000000</i>		555.00	
Morgan, Jenny A			555.00				
Morris Hospital		00018658-00	DML	Drug Screens	07/31/2021		270.00
				<i>Drug Screens</i>		270.00	
				<i>40 E 2550 3100 00 300 000000</i>		270.00	
Morris Hospital			270.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Napa Auto Parts		108768	DML	Tarp, Strap	06/28/2021		54.30
				<i>TARP FAS</i>			13.70
				<i>strap</i>			40.60
				<i>40 E 2554 3230 00 300 000000</i>			13.70
				<i>40 E 2554 3230 00 300 000000</i>			40.60
Napa Auto Parts		109870	DML	Lamps, Oil filters	07/26/2021		113.21
				<i>Lamps, Oil filters</i>			113.21
				<i>40 E 2554 3230 00 300 000000</i>			116
Napa Auto Parts			167.51				
Naperville Painting and	0002200003	0.55	DML	Flooring Removal - Epoxy Finish - Epoxy Flake System - Epoxy Floor Material	07/29/2021		35,740.00
				<i>Floor Removal - Epoxy Finish - Epoxy</i>			35,740.00
				<i>60 E 2535 3230 00 000 000000</i>			35,740.00
Naperville Painting and			35,740.00				
Nasco	1152200009	118707	DML	Art supplies	07/28/2021		617.88
				<i>Art supplies</i>			617.88
				<i>10 E 1130 4100 02 300 000000</i>			617.88
Nasco			617.88				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Nealon, James R		Professional Development	DML	Briggs & Stratton	07/21/2021		238.59
				<i>Briggs & Stratton Training</i>			238.59
				<i>10 E 2210 3120 00 300 000000</i>			238.59
Nealon, James R			238.59				
Nelco		7591271	DML	Check stock Activities Account	07/23/2021		215.60
				<i>Check stock Activities Account</i>			215.60
				<i>10 E 2525 4100 00 300 000000</i>			215.60
Nelco			215.60				
Nevsimal, Kevin	1152200012	6302440159	DML	Marching Band Drill Writing	07/07/2021		5,000.00
				<i>Marching Band Drill Writing</i>			5,000.00
				<i>10 E 1130 3000 12 300 000000</i>			5,000.00
Nevsimal, Kevin			5,000.00				
Nicor Gas		203824	DML	Gas Service for June	07/02/2021		603.78
				<i>Gas Service for June</i>			603.78
				<i>20 E 2540 4650 00 300 000000</i>			603.78
Nicor Gas			603.78				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Normal West High		Cross Country 8/28	DML	Cross Country 8/28	11/23/2020		200.00
				<i>Cross Country 8/28</i>			<i>200.00</i>
				<i>10 E 1500 3900 30 300 000000</i>			<i>200.00</i>
Normal West High School			200.00				
Noteflight		442124	DML	Curriculum	07/16/2021		179.00
				<i>Noteflight learn, Noteflight learn users</i>			<i>179.00</i>
				<i>10 E 1130 4100 12 302 000001</i>			<i>179.00</i>
Noteflight			179.00				
O'Leary, Martin		6/16/21	DML	Sectional Play-off	06/21/2021		179.00
				<i>Marty O'Leary - 2 games, 3 Umpires</i>			<i>47.10</i>
				<i>10 E 1500 3190 30 300 000002</i>			<i>47.10</i>
O'Leary, Martin			47.10				
Oswego High School		Entry Fees	DML	Entry Fees	08/12/2021		385.00
				<i>Golf Panther Scramble 8/24/21</i>			<i>325.00</i>
				<i>Tennis Ottawa Varsity Invite</i>			<i>60.00</i>
				<i>10 E 1500 3900 30 300 000000</i>			<i>325.00</i>
				<i>10 E 1500 3900 30 300 000000</i>			<i>60.00</i>
Oswego High School			385.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Ottawa Township High		Golf Invite	DML	Golf Invite 9/13/21	08/12/2021		350.00
				<i>Golf Invite 9/13/21</i>			<i>350.00</i>
				<i>10 E 1500 3900 30 300 000000</i>			<i>350.00</i>
Ottawa Township High			350.00				
Perspectives Ltd		99305	DML	Employee Assistance Services	08/01/2021		540.00
				<i>300 Employee Assistance Services -</i>			<i>540.00</i>
				<i>10 E 2310 3000 00 300 000000</i>			<i>540.00</i>
Perspectives Ltd			540.00				
Petersen, Cheri		2210482	DML	Overpayemt of Lunch Acct.	07/26/2021		190.40
				<i>Overpayment of Lunch acct.</i>			<i>190.40</i>
				<i>10 R 1612 0000 00 000 000000</i>			<i>190.40</i>
Petersen, Cheri			190.40				
Pioneer Athletics		INV795827	DML	mPACT-4Sports Multi Purpose	07/30/2021		335.00
				<i>mPact 4 sports multi purpose</i>			<i>335.00</i>
				<i>20 E 2540 4100 00 302 000000</i>			<i>335.00</i>
Pioneer Athletics			335.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Plainfield North		Entry Fees	DML	Entry Fees	08/12/2021		800.00
				<i>Plainfield North Invite 8/27</i>		300.00	
				<i>Plainfield Invite 10/22-23</i>		500.00	
				<i>10 E 1500 3900 30 300 000000</i>		300.00	
				<i>10 E 1500 3900 30 300 000000</i>		500.00	
Plainfield North			800.00				
PLTW - Project Lead		281862	DML	Participation 2021-22	05/12/2021		3,200.00
				<i>Participation 2021-22</i>		3,200.00	
				<i>10 E 1400 6400 10 300 000000</i>		3,200.00	120
PLTW - Project Lead	1092200018	299876	DML	Supplies for Intro to Engineering	07/31/2021		1,909.25
				<i>Supplies for Intro to engineering - PLTW</i>		1,909.25	
				<i>10 E 1400 4100 10 300 000001</i>		1,909.25	
PLTW - Project Lead the Way			5,109.25				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
PM Music Center		Statement Acct #71396	DML	Multiple Invoices Attached	07/21/2021		2,812.00
				<i>Invoice 1877970</i>		120.00	
				<i>Invoice 1877981</i>		115.00	
				<i>Invoice 1877985</i>		65.00	
				<i>Invoice 1877986</i>		65.00	
				<i>Invoice 1877941</i>		105.00	
				<i>Invoice 1877954</i>		105.00	
				<i>Invoice 1879994</i>		70.00	
				<i>Invoice 1879998</i>		70.00	121
				<i>Invoice 1880001</i>		65.00	
				<i>Invoice 1877971</i>		140.00	
				<i>Invoice 1877987</i>		65.00	
				<i>Invoice 1877988</i>		70.00	
				<i>Invoice 1877991</i>		150.00	
				<i>Invoice 1877992</i>		145.00	
				<i>Invoice 1879974</i>		190.00	
				<i>Invoice 1878655</i>		100.00	
				<i>Invoice 1879972</i>		150.00	
				<i>Invoice 1879969</i>		210.00	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				Invoice 1877990			137.00
				Invoice 1879999			205.00
				Invoice 1880000			135.00
				Invoice 1879993			145.00
				Invoice 1883767			70.00
				Invoice 1883804			120.00
				10 E 1130 3230 12 300 000000			120.00
				10 E 1130 3230 12 300 000000			115.00
				10 E 1130 3230 12 300 000000			65.00
				10 E 1130 3230 12 300 000000			65.00
				10 E 1130 3230 12 300 000000			105.00
				10 E 1130 3230 12 300 000000			105.00
				10 E 1130 3230 12 300 000000			70.00
				10 E 1130 3230 12 300 000000			70.00
				10 E 1130 3230 12 300 000000			65.00
				10 E 1130 3230 12 300 000000			140.00
				10 E 1130 3230 12 300 000000			65.00
				10 E 1130 3230 12 300 000000			70.00
				10 E 1130 3230 12 300 000000			150.00
				10 E 1130 3230 12 300 000000			145.00

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
				10 E 1130 3230 12 300 000000			190.00
				10 E 1130 3230 12 300 000000			100.00
				10 E 1130 3230 12 300 000000			150.00
				10 E 1130 3230 12 300 000000			210.00
				10 E 1130 3230 12 300 000000			137.00
				10 E 1130 3230 12 300 000000			205.00
				10 E 1130 3230 12 300 000000			135.00
				10 E 1130 3230 12 300 000000			145.00
				10 E 1130 3230 12 300 000000			70.00
				10 E 1130 3230 12 300 000000			120.00
							123
PM Music Center			2,812.00				
Precision Control		SV36044	DML	Cooling tower motor replacement	07/27/2021		2,385.00
				Cooling tower motor replacement			2,385.00
				20 E 2540 3000 00 302 000000			2,385.00
Precision Control Systems			2,385.00				
Prosek, Carrie M		051821	DML	Continuing Ed Health & Wellness	07/28/2021		555.00
				Continuing Ed Health & Wellness			555.00
				10 E 1130 2300 00 300 000000			555.00

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Prosek, Carrie M		07132021	DML	Camp Products for summer	07/13/2021		77.68
				<i>Camp Products for summer</i>			<i>77.68</i>
				<i>11 E 1999 4100 30 300 910037</i>			<i>77.68</i>
Prosek, Carrie M			632.68				
Proven Business		813874	DML	Copier Contract from 6/24 to 7/23	07/15/2021		3,950.00
				<i>Copier Contract from 6/24 to 7/23</i>			<i>3,950.00</i>
				<i>10 E 2632 3000 00 300 000000</i>			<i>3,950.00</i>
Proven Business		813991	DML	Contract base rate 10/2021 to 10/2022	07/15/2021		13,657.60 124
				<i>Copier Contract base from 10/2021 to</i>			<i>13,657.60</i>
				<i>10 E 2632 3000 00 300 000000</i>			<i>13,657.60</i>
Proven Business		814307	DML	Copier Contract from 7/24 to 8/23	07/16/2021		3,950.00
				<i>Copier Contract from 7/24 to 8/23</i>			<i>3,950.00</i>
				<i>10 E 2632 3000 00 300 000000</i>			<i>3,950.00</i>
Proven Business		816711	DML	Copier Contract for copies from 7/2020 to 7/2021	07/22/2021		3,030.81
				<i>Copier contract for copies for 7/2020 to</i>			<i>3,030.81</i>
				<i>10 E 2632 3000 00 300 000000</i>			<i>3,030.81</i>

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Proven Business		816963	DML	Copier Contract from 8/24 to 9/23	07/23/2021		3,950.00
				<i>Copier Contract from 8/24 to 9/23</i>			3,950.00
				<i>10 E 2632 3000 00 300 000000</i>			3,950.00
Proven Business Systems			28,538.41				
Providence High School		Entry Fees	DML	Entry Fees	08/12/2021		750.00
				<i>Golf 8/14 Midlothian Challenge</i>			375.00
				<i>32nd PCHS Celtic Swing</i>			375.00
				<i>10 E 1500 3900 30 300 000000</i>			375.00
				<i>10 E 1500 3900 30 300 000000</i>			375.00
Providence High School			750.00				
Public Consulting Group		220024	DML	2021-22 EDPlan Services	06/08/2021		2,675.33
				<i>2021-22 EDPlan Services</i>			2,675.33
				<i>10 E 1200 3000 00 300 000001</i>			2,675.33
Public Consulting Group			2,675.33				
Pursell, Lana		Mealtime Refund	DML	Mealtime Refund Jacob and Abbey	07/28/2021		131.35
				<i>Mealtime Refund Jacob & Abbey</i>			131.35
				<i>10 R 1612 0000 00 000 000000</i>			131.35
Pursell, Lana			131.35				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Quadient Finance		779000411740011033000	DML	Postage	07/09/2021		1,000.00
				<i>Postage</i>			<i>1,000.00</i>
				<i>10 E 2410 3400 00 300 000000</i>			<i>1,000.00</i>
Quadient Finance			1,000.00				
Quench USA, Inc.		INV03240264	DML	1/2 of invoice due from #201	07/20/2021		30.00
				<i>3i R</i>			<i>30.00</i>
				<i>40 E 2552 4100 00 300 000001</i>			<i>30.00</i>
Quench USA, Inc.			30.00				
Rival5 Technologies		18227	DML	Phone Service	08/01/2021		4,363.38
				<i>Phone Service</i>			<i>4,363.38</i>
				<i>20 E 2540 3400 00 300 000001</i>			<i>4,363.38</i>
Rival5 Technologies		18280	DML	Phone Service	08/01/2021		730.94
				<i>Phone Service</i>			<i>730.94</i>
				<i>20 E 2540 3400 00 300 000001</i>			<i>730.94</i>
Rival5 Technologies			5,094.32				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Rock Valley Publishing		517514	DML	Print Job for Newspaper	05/10/2021		496.00
				<i>Print Job for Newspaper</i>			496.00
				<i>10 E 1500 3000 70 300 000003</i>			496.00
Rock Valley Publishing			496.00				
Ron Tirapelli Ford		617923	DML	Starter Motor, Core	07/19/2021		201.96
				<i>Starter Motor</i>			166.96
				<i>Core for DL3Z11002A</i>			35.00
				<i>40 E 2554 3230 00 300 000000</i>			166.96
				<i>40 E 2554 3230 00 300 000000</i>			35.00
Ron Tirapelli Ford			201.96				
Rush Truck Center		3024346803	DML	Service Repairs	08/02/2021		391.74
				<i>Service Repairs</i>			391.74
				<i>40 E 2554 3230 00 300 000000</i>			391.74
Rush Truck Center		3024359027	DML	Service	07/30/2021		296.50
				<i>Service Repairs</i>			296.50
				<i>40 E 2554 3230 00 300 000000</i>			296.50
Rush Truck Center			688.24				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
S.E.A.L. South		7160	DML	July 2021 Billing	07/22/2021		15,525.30
				<i>Alexander Jenkins, Andrew Scully,</i>		15,525.30	
				<i>10 E 1912 6700 00 300 000000</i>		15,525.30	
S.E.A.L. South			15,525.30				
Schneider Electric		851998	DML	Service Call - Damper issues	07/22/2021		873.00
				<i>Service Call - Damper issues</i>		873.00	
				<i>20 E 2540 3900 00 302 000000</i>		873.00	
Schneider Electric			873.00				
School Health	1032200010	5532597-00	DML	36 Player Pack. Practice Pinneys.	08/02/2021		100.79
				<i>Practice pinneys.</i>		100.79	
				<i>10 E 1500 4100 30 300 000015</i>		100.79	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
School Health	1122200007	5532020-00	DML	Sophomore PE Supplies	07/26/2021		487.06
				<i>The Zone Rectangular Pop Up Goal</i>		311.94	
				<i>Mini Markers</i>		51.99	
				<i>Vinyl Practice Ball Set</i>		35.96	
				<i>Palos Ruffskin 90 High Bounce- 2.75"</i>		87.17	
				<i>10 E 1130 4100 50 300 000000</i>		311.94	
				<i>10 E 1130 4100 50 300 000000</i>		51.99	
				<i>10 E 1130 4100 50 300 000000</i>		35.96	
				<i>10 E 1130 4100 50 300 000000</i>		87.17	129
School Health	1122200014	5532196-00	DML	Dance Curriculum Supplies	07/26/2021		266.79
				<i>12 Pack Yoga Mats Grey</i>		266.79	
				<i>10 E 1130 4100 50 300 000000</i>		266.79	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
School Health	1122200018	5532198-00	DML	Department Olympics Supplies	07/26/2021		604.96
				<i>Foam Disc</i>			79.96
				<i>1st Place Gold Medals</i>			175.00
				<i>2nd Place Silver Medal</i>			175.00
				<i>3rd Place Bronze Medal</i>			175.00
				<i>10 E 1130 4100 50 300 000000</i>			79.96
				<i>10 E 1130 4100 50 300 000000</i>			175.00
				<i>10 E 1130 4100 50 300 000000</i>			175.00
				<i>10 E 1130 4100 50 300 000000</i>			175.00
							130

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
School Health	1122200019	5532197-00	DML	Team Sports Supplies	07/26/2021		1,314.16
				<i>Soft Dome Cones Sets</i>		43.99	
				<i>Eclipse Balls</i>		221.91	
				<i>Debeer Gymball (14 inch Softball)</i>		29.98	
				<i>Wilson Jet Competition (Official)</i>		399.92	
				<i>Wilson Jet Competition (Intermediate)</i>		149.97	
				<i>Electric Air Pump</i>		92.99	
				<i>Fox 40 Classic (whistle)</i>		11.18	
				<i>Lanyards (Black)</i>		2.97	131
				<i>Palos Ruffskin 6" Dodgeballs</i>		361.25	
				<i>10 E 1130 4100 50 300 000000</i>		43.99	
				<i>10 E 1130 4100 50 300 000000</i>		221.91	
				<i>10 E 1130 4100 50 300 000000</i>		29.98	
				<i>10 E 1130 4100 50 300 000000</i>		399.92	
				<i>10 E 1130 4100 50 300 000000</i>		149.97	
				<i>10 E 1130 4100 50 300 000000</i>		92.99	
				<i>10 E 1130 4100 50 300 000000</i>		11.18	
				<i>10 E 1130 4100 50 300 000000</i>		2.97	
				<i>10 E 1130 4100 50 300 000000</i>		361.25	
School Health Corporation			2,773.76				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Schoolman, Paige A		91	DML	Mileage IHSA Post Season	06/30/2021		52.78
				<i>Mileage IHSA Post Season</i>			52.78
				<i>10 E 1130 3320 00 300 000000</i>			52.78
Schoolman, Paige A			52.78				
SHI International Corp.		B13795756	DML	Network Adapter	07/20/2021		19.00
				<i>Hard Drive</i>			19.00
				<i>10 E 2225 5400 00 300 000000</i>			19.00
SHI International Corp.	1022100066	B13495697	DML	HP ProBook x360 425 G8 Laptops with Accidental Damage for Computer Lab/Carts Please email PO to charlie_mcclelland@shi.com <i>HP Probook x360 435 G8 Laptops for</i>	05/05/2021		146,250.00 132 146,250.00
				<i>10 E 1113 7000 00 000 499801</i>			146,250.00
SHI International Corp.	1022200008	B13829546	DML	DO NOT PAY UNTIL AFTER JULY 21st BOE MEETING. Yearly Microsoft Data Center and Microsoft Licenses. <i>DO NOT PAY UNTIL AFTER JULY 21st</i>	07/27/2021		9,757.00 9,757.00
				<i>10 E 2225 4700 00 300 000000</i>			9,757.00

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
SHI International Corp.	1022200015	B13796651	DML	Please email PO to Charlie_McClelland@shi.com	06/18/2021		1,795.00
				<i>Please email PO to</i>			1,795.00
				<i>10 E 2225 5400 00 300 000000</i>			1,795.00
SHI International Corp.			157,821.00				
Shorewood Home &		01-246998	DML	shop supplies	05/17/2021		1,378.62
				<i>Shop supplies</i>			1,378.62
				<i>20 E 2540 4100 00 300 000001</i>			1,378.62
Shorewood Home &		01-248108	DML	Fuel filter, fuel pump, oil filter	05/21/2021		167.41 133
				<i>Fuel filter, filter element, fuel pump, oil</i>			167.41
				<i>20 E 2540 4100 00 300 000001</i>			167.41
Shorewood Home &		01-257502	DML	Auger Bit	07/01/2021		886.00
				<i>Auger Bit</i>			886.00
				<i>20 E 2540 4100 00 300 000001</i>			886.00
Shorewood Home & Auto			2,432.03				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Sievert Electric		S99653	DML	Baseball Scoreboard	08/04/2021		16,500.00
				<i>Baseball Scoreboard</i>			<i>16,500.00</i>
				<i>11 E 1999 4100 30 300 910004</i>			<i>16,500.00</i>
Sievert Electric			16,500.00				
Smith, Glenda R		10560842	DML	Perusal Orders for 2022 show Selection	07/16/2021		20.73
				<i>Perusal orders to for for 2022 show</i>			<i>20.73</i>
				<i>11 E 1999 4100 70 300 900036</i>			<i>20.73</i>
Smith, Glenda R			20.73				
Soccer Showdown		Pepsico	DML	Pepsico Soccer Showdown	08/12/2021		475.00
				<i>Pepsico 9/11</i>			<i>475.00</i>
				<i>10 E 1500 3900 30 300 000000</i>			<i>475.00</i>
Soccer Showdown			475.00				
Specialty Floors		3830	DML	Finish to Gyms	07/19/2021		6,188.00
				<i>Finish to Gyms</i>			<i>3,655.00</i>
				<i>Finish to Gyms</i>			<i>2,533.00</i>
				<i>20 E 2540 3230 00 300 000000</i>			<i>3,655.00</i>
				<i>20 E 2540 3230 00 300 000000</i>			<i>2,533.00</i>
Specialty Floors			6,188.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Spriggs, Nathan T		07162021	DML	Program bracelets for 2021 season soccer	07/16/2021		76.00
				<i>Program bracelets for 2021 season</i>			<i>76.00</i>
				<i>11 E 1999 4100 30 300 910008</i>			<i>76.00</i>
Spriggs, Nathan T			76.00				
Staples Business		8063016633	DML	Gen Ed District Wide Supplies	07/26/2021		15,640.70
				<i>District Wide Supplies</i>			<i>15,640.70</i>
				<i>10 E 1130 4100 00 300 000000</i>			<i>15,640.70</i>
Staples Business	0002200005	8063152598	DML	Folders	08/07/2021		115.45 135
				<i>TRU RED File Folder, 1/3 Cut Tab,</i>			<i>87.96</i>
				<i>Avery Easy Peel Laser Address Labels,</i>			<i>27.49</i>
				<i>10 E 2490 4100 00 300 000000</i>			<i>87.96</i>
				<i>10 E 2490 4100 00 300 000000</i>			<i>27.49</i>
Staples Business Advantage			15,756.15				
Stevenson High School		022121	DML	Pom Dance Invitational	05/27/2021		320.00
				<i>Pom Dance Invitational</i>			<i>320.00</i>
				<i>10 E 1500 3000 30 300 000014</i>			<i>320.00</i>
Stevenson High School			320.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Student Driver Products	1122200004	27644	DML	Driver Education Vehicle Supplies	07/23/2021		558.55
				<i>XL Student Driver Door Magnets</i>			209.50
				<i>Magnetic Door Signs</i>			109.50
				<i>Orthopedic Support Cushion</i>			79.75
				<i>Traffic Noteboards</i>			159.80
				<i>10 E 1700 4100 21 300 000000</i>			209.50
				<i>10 E 1700 4100 21 300 000000</i>			109.50
				<i>10 E 1700 4100 21 300 000000</i>			79.75
				<i>10 E 1700 4100 21 300 000000</i>			159.80
							136
Student Driver Products			558.55				
Super Cheer & Dance		1906	DML	JV Camp and Varsity Camp	07/22/2021		6,020.00
				<i>JV and Varsity Cheer Summer Camp</i>			6,020.00
				<i>11 E 1999 4100 30 300 910012</i>			6,020.00
Super Cheer & Dance			6,020.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Thompson Electronics		98907/98815	DML	Annual Billing	07/01/2021		8,337.36
				<i>Annual Billing for Fire Alarm Inspection</i>			7,210.00
				<i>Troubleshoot Fire panel @ Central</i>			1,127.36
				<i>20 E 2540 3900 00 302 000000</i>			7,210.00
				<i>20 E 2540 3900 00 302 000000</i>			1,127.36
Thompson Electronics			8,337.36				
Thomson Reuters -		844633890	DML	Software Subscription 2021-22 Clear Proflex	07/01/2021		387.45
				<i>Software Subscription 2021-22 Clear</i>			387.45
				<i>10 E 2125 3000 00 302 000000</i>			387.45
							137
Thomson Reuters -		844795101	DML	Clear Proflex Software 2021-22	08/01/2021		406.82
				<i>Clear Proflex 2021-22</i>			406.82
				<i>10 E 2125 3000 00 302 000000</i>			406.82
Thomson Reuters - West			794.27				
Tierney	1022200007	849027	DML	DO NOT PAY UNTIL AFTER JULY BOARD MEETING. 1 Year Smart Notebook Renewal	07/29/2021		800.00
				<i>DO NOT PAY UNTIL AFTER JULY</i>			800.00
				<i>10 E 2225 4700 00 300 000000</i>			800.00
Tierney			800.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Torres, Andres M		2008374	DML	Reimbursement for Higher Learning Educational Leadership	03/18/2021		1,665.00
				<i>Reimbursement for Higher Learning</i>			1,665.00
				<i>10 E 1130 2300 00 300 000000</i>			1,665.00
Torres, Andres M		80521	DML	Dunkin Donut Gift Cards for Teacher Orientation	08/05/2021		20.00
				<i>Dunkin Donut Gift Cards for Teacher</i>			20.00
				<i>10 E 2410 4100 00 300 000001</i>			20.00
Torres, Andres M			1,685.00				
Trafera LLC	1022200019	279996	DML	Buyout of tech equipment after lease through Grant. Equipment includes: 420 chromebooks, chromebases for lunch lines & p.i. and Science Laptops.	07/29/2021		23,843.28
				<i>Buyout of tech equipment after lease</i>			23,843.28
				<i>10 E 1113 7000 00 000 499801</i>			23,843.28
Trafera LLC			23,843.28				
Trafera LLC.		1000207740	DML	Chome Education Upgrade Management License	07/01/2021		19,250.00
				<i>Chrome Education Upgrade Google</i>			19,250.00
				<i>10 E 2225 5400 00 300 000000</i>			19,250.00
Trafera LLC.		1000241565	DML	Notebook power cords	08/04/2021		225.00
				<i>Notebook power cords</i>			225.00
				<i>10 E 2225 4100 00 300 000000</i>			225.00

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Trafera LLC.	1022200010	1000222351	DML	770 Chromebooks with cases	07/29/2021		257,180.00
				<i>770 Lenovo 100e Chromebook 2nd Gen</i>			<i>257,180.00</i>
				<i>10 E 2632 3000 00 300 000000</i>			<i>257,180.00</i>
Trafera LLC.			276,655.00				
Transport Safety Lane		45544	DML	Safety Inspections	07/06/2021		312.00
				<i>Safety Inspections</i>			<i>312.00</i>
				<i>40 E 2554 3390 00 300 000000</i>			<i>312.00</i>
Transport Safety Lane			312.00				
Trees		FY22	DML	FY22 Admin Assessment	06/22/2021		4,925.00
				<i>FY22 TREES Admin Assessment</i>			<i>4,925.00</i>
				<i>10 E 2310 3110 00 300 000001</i>			<i>4,925.00</i>
Trees			4,925.00				
Tri-K Inc		116569	DML	Supplies	07/27/2021		1,597.08
				<i>Misc. Supplies</i>			<i>1,597.08</i>
				<i>20 E 2540 4100 00 302 000000</i>			<i>1,597.08</i>

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
Tri-K Inc		116620	DML	Supplies	08/02/2021		979.66	
				<i>Supplies</i>			979.66	
				<i>20 E 2540 4100 00 300 000000</i>			979.66	
Tri-K Inc		Various Invoices Attached	DML	Janitorial Supplies	07/12/2021		5,312.04	
				<i>Janitorial Supplies</i>			878.20	
				<i>Janitorial Supplies</i>			597.62	
				<i>Janitorial Supplies</i>			1,209.00	
				<i>Janitorial Supplies</i>			518.00	140
				<i>Janitorial Supplies</i>			636.00	
				<i>Maintenance supplies</i>			1,380.72	
				<i>Maintenance supplies</i>			92.50	
				<i>20 E 2540 4100 00 302 000000</i>			878.20	
				<i>20 E 2540 4100 00 302 000000</i>			597.62	
				<i>20 E 2540 4100 00 302 000000</i>			1,209.00	
				<i>20 E 2540 4100 00 302 000000</i>			518.00	
				<i>20 E 2540 4100 00 302 000000</i>			636.00	
				<i>20 E 2540 4100 00 302 000000</i>			1,380.72	
				<i>20 E 2540 4100 00 302 000000</i>			92.50	
Tri-K Inc			7,888.78					

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Tucker, Thomas L, Jr		2008144	DML	University of St. Francis Continuing ED	03/26/2021		1,082.88
				<i>University of St. Francis Continuing ED</i>			<i>1,082.88</i>
				<i>10 E 1130 2300 00 300 000000</i>			<i>1,082.88</i>
Tucker, Thomas L, Jr			1,082.88				
Tyler Technologies		045-349129	DML	Versatrans - 1/2 District 201	07/30/2021		1,600.00
				<i>Versatrans - 1/2 paid by 201</i>			<i>1,600.00</i>
				<i>40 E 2550 6400 00 000 000000</i>			<i>1,600.00</i>
Tyler Technologies			1,600.00				
U.S. Bancorp		077-0000393-004	DML	Bus Leases	04/12/2021		141,553.83
				<i>Bus Leasese</i>			<i>141,553.83</i>
				<i>40 E 2550 3200 00 000 000000</i>			<i>141,553.83</i>
U.S. Bancorp	1022200009	077-0000393-003	DML	Please Email PO as soon as possible to team.chad@trafera.com or fax 651 888 7916 . This invoice should be paid after the July BOE meeting. This is for 770 Chromebooks for the incoming Freshmen.	07/15/2021		67,044.95
				<i>Please Email PO as soon as possible to</i>			<i>67,044.95</i>
				<i>10 E 2225 5400 00 300 000001</i>			<i>67,044.95</i>
U.S. Bancorp Government			208,598.78				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
United Cerebral Palsy -		7059	DML	Remote Learning Schewe, Britney	07/29/2021		785.84
				<i>Remote Learning Schewe, Britney</i>			<i>785.84</i>
				<i>10 E 1912 6700 00 300 000000</i>			<i>785.84</i>
United Cerebral Palsy - CDS			785.84				
United Laboratories		INV323059	DML	Maxx Defense Sprayer	07/15/2021		1,167.84
				<i>Maxx Defense Sprayer</i>			<i>1,167.84</i>
				<i>20 E 2540 4100 00 302 000000</i>			<i>1,167.84</i>
United Laboratories			1,167.84				
Universal Dance		REG-0010676904	DML	Coaches Fee for UDA camp	07/08/2021		705.00
				<i>Coaches Fee for UDA camp</i>			<i>705.00</i>
				<i>11 E 1999 4100 30 300 910025</i>			<i>705.00</i>
Universal Dance Association			705.00				
UNO Volleyball Club		2021 Summer	DML	2021 Summer Tournament Series	07/13/2021		150.00
				<i>2021 Summer Tournament Series</i>			<i>150.00</i>
				<i>11 E 1999 4100 30 300 910022</i>			<i>150.00</i>
UNO Volleyball Club			150.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Us Bank Equipment		449128982	DML	Copier Lease	07/26/2021		16,986.86
				<i>Copier Lease</i>			<i>16,986.86</i>
				<i>10 E 2632 3000 00 300 000000</i>			<i>16,986.86</i>
Us Bank Equipment Finance			16,986.86				
USACO		4-1-4710	DML	Cross Country T-shirts	07/06/2021		526.00
				<i>Cross Country Summer T-Shirts</i>			<i>526.00</i>
				<i>11 E 1999 4100 30 300 910013</i>			<i>526.00</i>
USACO			526.00				
Varsity Spirit Fashion		42185800	DML	Minooka Dance Team	07/23/2021		2,374.30
				<i>Minooka Dance Team apparel</i>			<i>2,374.30</i>
				<i>10 E 1500 4100 30 300 000020</i>			<i>2,374.30</i>
Varsity Spirit Fashion			2,374.30				
Verizon Wireless		9885324089	DML	July 02-Aug 01	08/01/2021		658.79
				<i>July 02 - Aug 01</i>			<i>658.79</i>
				<i>20 E 2540 3400 00 300 000001</i>			<i>658.79</i>
Verizon Wireless			658.79				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Vernier	1132200004	5395345	DML	Pivot Interactives - High School Per Seat Subscription	07/23/2021		315.00
				<i>Pivot Interactives Seat Subscription</i>			315.00
				<i>10 E 1130 4100 13 300 000001</i>			315.00
Vernier			315.00				
Village Of Channahon		0000001509	DML	Traffic Light Maintenance	07/01/2021		100.00
				<i>Traffic Light Maintenance</i>			100.00
				<i>20 E 2540 3900 00 302 000000</i>			100.00
Village Of Channahon		7/31/21	DML	Water/Sewer	08/01/2021		7,156.11 144
				<i>Water/Sewer</i>			7,156.11
				<i>20 E 2540 3700 00 302 000000</i>			7,156.11
Village Of Channahon			7,256.11				
Villani, Kimberly E		REAL 694	DML	Tuition Reimbursement REAL 694	06/22/2021		555.00
				<i>Tuition Reimbursement REAL 694</i>			555.00
				<i>10 E 1130 2300 00 300 000000</i>			555.00
Villani, Kimberly E			555.00				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Vision Service Plan		Cobra	DML	Cobra Vision	08/10/2021		9.05
				<i>Cobra Vision</i>			9.05
				<i>10 E 1130 2220 05 300 000000</i>			9.05
Vision Service Plan		VanDolson	DML	VanDolson Vision	08/10/2021		19.46
				<i>Van Dolson</i>			19.46
				<i>20 E 2540 2220 00 300 000001</i>			19.46
Vision Service Plan			28.51				
Waste Management Of		3415786-2007-0	DML	Garbage - Central	08/02/2021		688.50 145
				<i>Garbage - Central</i>			688.50
				<i>20 E 2540 3210 00 300 000000</i>			688.50
Waste Management Of		6227776-2007-2	DML	Garbage - Central	07/30/2021		2,833.25
				<i>Garbage - Central</i>			2,833.25
				<i>20 E 2540 3210 00 300 000000</i>			2,833.25
Waste Management Of		6227806-2007-7	DML	Garbage - Central	07/30/2021		163.79
				<i>Garbage - Central</i>			163.79
				<i>20 E 2540 3210 00 300 000000</i>			163.79

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Waste Management Of		6228607-2007-8	DML	Garbage - South	07/30/2021		4,577.39
				<i>Garbage - South</i>			4,577.39
				<i>20 E 2540 3210 00 302 000000</i>			4,577.39
Waste Management Of IL			8,262.93				
Weldstar Company		0001980555	DML	Cylinder Rental	07/24/2021		172.80
				<i>Cylinder Rental</i>			172.80
				<i>10 E 1400 4100 10 300 000001</i>			172.80
Weldstar Company			172.80				
Wesco Receivables		722758	DML	Misc Supplies	07/28/2021		149.6
				<i>Misc Supplies</i>			84.76
				<i>20 E 2540 4100 00 300 000000</i>			84.76
Wesco Receivables		726304	DML	Misc supplies	07/29/2021		102.92
				<i>Misc Supplies</i>			102.92
				<i>20 E 2540 4100 00 300 000000</i>			102.92
Wesco Receivables Corp			187.68				

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Whitmore Ace		110918	DML	Misc Supplies	07/27/2021		56.97
				<i>1 gal paint, slide round, slide large</i>			56.97
				<i>20 E 2540 4100 00 302 000000</i>			56.97
Whitmore Ace		110921	DML	Wastebasket, Broom	07/27/2021		142.85
				<i>Wastebasket</i>			69.90
				<i>Broom</i>			72.95
				<i>20 E 2540 4100 00 302 000000</i>			69.90
				<i>20 E 2540 4100 00 302 000000</i>			72.95
							147

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
Whitmore Ace		110947	DML	Connector, Metal Repair tape, Clamp Worm Drive, Collar Crimp, Dryer Vent duct, Bulb LED	07/29/2021		99.30	
				<i>Connector</i>			5.99	
				<i>Metal Repair Tape</i>			4.99	
				<i>Clamp Work Drive</i>			18.36	
				<i>Collar Crimp</i>			4.99	
				<i>Dryer Vent Duct</i>			39.98	
				<i>Bulb LED</i>			24.99	
				<i>20 E 2540 4100 00 300 000000</i>			5.99	
				<i>20 E 2540 4100 00 300 000000</i>			4.99	148
				<i>20 E 2540 4100 00 300 000000</i>			18.36	
				<i>20 E 2540 4100 00 300 000000</i>			4.99	
				<i>20 E 2540 4100 00 300 000000</i>			39.98	
				<i>20 E 2540 4100 00 300 000000</i>			24.99	
Whitmore Ace		110966	DML	Wood screws, Hole Saw	07/30/2021		8.98	
				<i>Wood Screw</i>			3.99	
				<i>Hole Saw</i>			4.99	
				<i>20 E 2540 4100 00 302 000000</i>			3.99	
				<i>20 E 2540 4100 00 302 000000</i>			4.99	

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Whitmore Ace		110991	DML	Sprayer	08/02/2021		27.96
				<i>Sprayer 24 oz 3 pack</i>			27.96
				<i>40 E 2552 4100 00 300 000001</i>			27.96
Whitmore Ace		110996	DML	US flag kit, Raid Wasp & Hornet	08/02/2021		60.58
				<i>US Flag kit</i>			54.99
				<i>Raid Wasp & Hornet</i>			5.59
				<i>20 E 2540 4100 00 302 000000</i>			54.99
				<i>20 E 2540 4100 00 302 000000</i>			5.59
Whitmore Ace		111013	DML	Ant Bait	08/03/2021		14.36
				<i>Ant Bait</i>			14.36
				<i>20 E 2540 4100 00 302 000000</i>			14.36
Whitmore Ace		111024	DML	Appliance Bulb	08/04/2021		21.54
				<i>Appliance Bulb</i>			21.54
				<i>20 E 2540 4100 00 302 000000</i>			21.54

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Whitmore Ace		111101	DML	misc supplies	08/10/2021		48.75
				<i>Misc Supplies</i>			48.75
				<i>20 E 2540 4100 00 302 000000</i>			48.75
Whitmore Ace		111104	DML	puller gear, screwdriver set	08/10/2021		64.98
				<i>puller gear, screwdriver set</i>			64.98
				<i>20 E 2540 4100 00 302 000000</i>			64.98
Whitmore Ace		111142	DML	Tape Carton	08/12/2021		15.99
				<i>Tape Carton</i>			15.99
				<i>20 E 2540 4100 00 302 000000</i>			15.99

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Whitmore Ace		Various Attached	DML	Maintenance Supplies	07/26/2021		652.33
				<i>Maintenance supplies</i>			19.98
				<i>Maintenance Supplies</i>			19.98
				<i>Maintenance Supplies</i>			37.98
				<i>Maintenance Supplies</i>			8.00
				<i>Maintenance Supplies</i>			4.59
				<i>Maintenance Supplies</i>			126.46
				<i>Maintenance Supplies</i>			13.92
				<i>Maintenance Supplies</i>			84.93
				<i>Maintenance Supplies</i>			59.97
				<i>Maintenance Supplies</i>			73.98
				<i>Maintenance Supplies</i>			23.54
				<i>Maintenance Supplies</i>			49.92
				<i>Maintenance Supplies</i>			19.98
				<i>Maintenance Supplies</i>			24.17
				<i>Maintenance Supplies</i>			84.93
				<i>20 E 2540 4100 00 302 000000</i>			19.98
				<i>20 E 2540 4100 00 302 000000</i>			19.98
				<i>20 E 2540 4100 00 302 000000</i>			37.98

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Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount	
				20 E 2540 4100 00 302 000000			8.00	
				20 E 2540 4100 00 302 000000			4.59	
				20 E 2540 4100 00 302 000000			126.46	
				20 E 2540 4100 00 302 000000			13.92	
				20 E 2540 4100 00 302 000000			84.93	
				20 E 2540 4100 00 302 000000			59.97	
				20 E 2540 4100 00 302 000000			73.98	
				20 E 2540 4100 00 302 000000			23.54	
				20 E 2540 4100 00 302 000000			49.92	
				20 E 2540 4100 00 302 000000			19.98	152
				20 E 2540 4100 00 302 000000			24.17	
				20 E 2540 4100 00 302 000000			84.93	
Whitmore Ace Hardware			1,214.59					
Yipes		38109	DML	Tees and masks	05/10/2021		1,250.00	
				Tees and masks			1,250.00	
				11 E 1999 4100 70 300 900039			1,250.00	
Yipes			1,250.00					

Invoice Listing

COUNTY OF GRUNDY SCHOOL DIST 111

Full Name	PO Number	Invoice Number	Batch	Description	Invoice Date	Check Number	Net Amount
Yorkville Cusd #115		Cross Country 8/23	DML	Cross Country Monday August 23	12/01/2020		175.00
				<i>Cross Country Monday August 23</i>		<i>175.00</i>	
				<i>10 E 1500 3900 30 300 000000</i>		<i>175.00</i>	
Yorkville Cusd #115			175.00				
Zorn Compressor &		348445-00	DML	Air Compressor for Wood Shop	07/21/2021		14,627.66
				<i>Air Compressor for wood shop</i>		<i>14,627.66</i>	
				<i>60 E 2535 5000 00 300 000001</i>		<i>14,627.66</i>	
Zorn Compressor &			14,627.66				
Total Number of Batch Invoices:			299				\$2,169,075.21
Total Number of Open Invoices:			1				\$6,995.00
Total Number of History Invoices:			0				\$0.00
Total Number of Update in Progress Batch Invoices:			0				\$0.00
Total Number of Update in Progress Batch Reversal Invoices:			0				\$0.00
Total Number of Reversal History Invoices:			0				\$0.00
Total Number of Deleted History Invoices:			0				\$0.00
Total Number of Batch Reversal Invoices:			0				\$0.00
Total Number of Unsubmitted Invoices:			0				\$0.00
Total Number of Awaiting for Approval Invoices:			0				\$0.00
Total Invoices:			300				2,176,068.21



Office of Jill Ferko
Kendall County Treasurer & Collector
111 West Fox Street
Yorkville, IL 60560

(630) 553-4124 Phone
(630) 553-4117 Fax

July 1, 2021

Minooka High School District #111
John Troy, Director of Business
26655 West Eames Street
Channahon, IL 60410

Dear Mr. Troy:

As of June 30, 2021 the balance of Land Cash Funds for your District is \$464.79. To request the release of these funds an application must be submitted to the Regional Superintendent of Schools. We have enclosed a form for your convenience.

We intend to report your balance on a quarterly basis or you may call at any time.

Sincerely,

A handwritten signature in cursive script that reads "Jill Ferko".

Jill Ferko
Kendall County Treasurer & Collector

LAND CASH REQUEST: KENDALL COUNTY LAND/CASH ORDINANCE

_____ School District # _____

HEREBY REQUESTS KENDALL COUNTY TO RELEASE FUNDS IN THE AMOUNT OF \$ _____ ACQUIRED UNDER THE KENDALL COUNTY LAND CASH ORDINANCE ON BEHALF OF SAID SCHOOL DISTRICT # _____ FOR THE PURPOSE OF:

(DESIGNATE SCHOOL BUILDING AND NATURE OF PROJECT)

Attached notarized copy of Board resolution authorizing request and said purpose of funds.

School District # _____ acknowledges that use of said funds requested under the Kendall County Land Cash Ordinance will be used in accordance with the stipulation, limitations, and Requirements of the Kendall County Land Cash Ordinance, 1992.

Board of Education, Secretary

Date

Superintendent

Date

APPROVAL:

Grundy Kendall Regional
Superintendent of Schools

Date

Kendall County Treasurer

Date

District #111 Foundation for Educational Excellence

The District #111 Foundation for Educational Excellence met on July 20, 2021. Our main focus was the location of our annual event. Afterwards, Mr. Edwards and President Rittof visited one venue, and the following week, President Rittof visited another. We will discuss the results of the visit at our next meeting, which will be 08.17.21.

Strategic Plan Update

We have set Goal Leader meetings periodically throughout the school year. Now that school has started, Goal Leaders will begin to meet with their teams to plan out their activities for the school year. In our initial Goal Leader meeting, we will map out when/what goal will report to the BOE and in what months.

August

2:120-Each board member is responsible for his/her compliance with the mandatory training laws. Mandatory training for our new members are either completed or in progress. The BOE completed a training with the IASB in May that focused on our board agreements, and “getting started on the right foot.” All three new board members met with Mr. Brozovich and I for a new member orientation in July. If the board wishes to perform a periodic self-evaluation, I am happy to schedule the event with the IASB.

4:15-Identitiy protection. Office staff works to ensure that social security numbers and other confidential information are kept private. Electronic means are all password protected, and in some cases require two separate logins. We also are mandated to share this policy with employees.

5:125-Employees receive this information through GCN training. Additionally, per policy, Bryan will distribute soon to employees, as well as families.

5:110-We recognize employees for service as well as retirement. Service awards were handed out at our opening institute. Retirees were honored at the May and June board meetings, and participated in the cap toss at graduation.

5:120-Ethics-We have filed The Statement of Economic Interest as directed. This will also be distributed to all staff to notify them of their own obligations.

Tentative Budget-was displayed for 30 days after the August BOE committee meeting.

We will also notify staff this week of our bullying policy, as well as remind them of policy 3:30, which is our line and staff relations. Line and staff relations policy refers to following the chain of command.

Administrative Procedures Manual

Minooka CHSD 111 Grundy County

Pending Implementation Copy: June 3, 2021

Edits to be incorporated into the final manual must be provided to the IASB Policy Consultant in a form that clearly shows the edits directed by the Administrative staff, e.g., by writing or printing on the hard copy of the draft. Most edits will be provided verbally at an in-district meeting. Edits may also be provided by phone, facsimile or email.

The electronic version has been provided for use with the following conditions:

1. It **may** be distributed to the appropriate district staff for reading only.
2. It **should not** be posted on the district website for public view.
3. It **should not** be altered in any way.

This manual may be changed at any time at the sole discretion of the Board and/or the Superintendent, whichever has appropriate jurisdiction, subject only to mandatory collective bargaining requirements.

**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
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Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests

The Superintendent completes this checklist whenever the District receives a request to enter into an intergovernmental agreement.

- Acknowledge the receipt of the request to the sender.
- Confer with the School Board President as to when to put the request on an open meeting agenda as a discussion and/or action item.
- Inform the request's sender of approximately when the request will be presented to the Board.
- Investigate the factual context and the impact of granting or not granting the request.
- Determine if the request is for procurement purposes and evaluate whether an intergovernmental agreement would be exempt under 105 ILCS 5/10-20.21.
- Prepare an evaluation of the request and a recommendation that takes into account the Board's priorities in the allocation of resources, including funds, time, personnel, facilities, and the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work.
- Consult the Board attorney for a legal review of the proposed intergovernmental agreement.
- Include the evaluation and recommendation in the appropriate Board meeting packet.

DATED:

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Exhibit - Waiver and Modification Request Resource Guide

Waiver or Modification	Explanation, Special Considerations, and Resources
<p>Exemptions from Unfunded Mandates, 105 ILCS 5/22-60.</p>	<p>Explanation</p> <p>Applies to unfunded or under-funded: (1) mandates in the School Code enacted after 8-20-10, or (2) regulatory mandates promulgated by the Ill. State Board of Education (ISBE) and adopted by rule after 8-20-10, other than those promulgated with respect to 105 ILCS 5/22-60 or statutes already enacted on or before 8-20-10.</p> <p>Allows the District to petition its Regional Superintendent or a Suburban Cook County Intermediate Service Center, whichever is appropriate, to request exemption from implementing the mandate in school(s) in the next school year.</p> <p>Special Considerations</p> <ol style="list-style-type: none"> 1. Whether the significance of the unfunded or under-funded mandate justifies the effort needed to seek an exemption, and 2. The advisability of simultaneously seeking a waiver or modification using Section 2-3.25g (see <i>Explanation</i> section in the row below). <p>Resources</p> <p>ISBE Rules and Waivers division at: www.isbe.net/Pages/Waivers.aspx, (217) 782-5270, or waivers@isbe.net.</p>
<p>School Code Mandates and ISBE Rules, 105 ILCS 5/2-3.25g, amended by P.A. 100-465; 23 Ill.Admin.Code §1.100.</p>	<p>Explanation</p> <p>There are two options for the District (explanations are listed below each option):</p> <p>Option 1: Petition ISBE for a <i>waiver</i> of School Code mandates; ISBE forwards the petition for waiver to the Ill. General Assembly for consideration in its next-scheduled report.</p> <p>Option 2: Petition ISBE for one or more of the following:</p> <ol style="list-style-type: none"> 1. A <i>modification</i> of the mandates in the School Code (this is different than asking for a <i>waiver</i> of mandates in the School Code). 2. A <i>waiver</i> of ISBE administrative rules. 3. A <i>modification</i> of ISBE administrative rules.

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p>For Option 1, a <i>waiver of mandates in the School Code</i>, the District must demonstrate that the waiver is necessary to: (a) stimulate innovation; (b) improve student performance; or (c) it can address the intent of the mandate in a more effective, efficient, or economical manner. 105 ILCS 5/2-3.25g, amended by P.A. 100-465, and 23 Ill.Admin.Code §1.100, list and describe mandates from which school districts may not seek a <i>waiver or modification</i>.</p> <p>For Option 2, a <i>modification of the mandates in the School Code</i> and/or a <i>waiver or modification of administrative rules</i>, the District must demonstrate that: (1) it can address the intent of the rule or mandate in a more effective, efficient, or economical manner; or (2) the waiver or modification is necessary to stimulate innovation or improve student performance.</p> <p>The District must also provide certain notices as follows:</p> <ol style="list-style-type: none"> 1. Publish a notice in a newspaper of general circulation within the District of the time, date, place, and general subject matter of a public hearing on the proposed waiver or modification request. This notice must be published at least seven days before the hearing. 2. If there is no newspaper published in the county, give notice in a secular newspaper published in an adjoining county having general circulation within the District. 715 ILCS 5/2, amended by P.A. 100-72, and 715 ILCS 5/5. 3. Post the time, date, place, and general subject matter of the public hearing on the District’s website at least 14 days before the hearing. 4. Notify, electronically or in writing, the affected exclusive bargaining agent(s) and the District’s State legislators of the District’s intent to seek approval of a waiver or modification and of the hearing to be held to take testimony from staff. This notice must occur at least seven days before the hearing, and the affected exclusive bargaining agent(s) shall be allowed to attend the public hearing. 105 ILCS 5/2-3.25g(c-5), amended by P.A. 100-782. <p>Check the ISBE website listed below in the <i>Special Considerations</i> section for changes in notice requirements.</p> <p>Special Considerations</p> <p>The District must develop a plan supporting a waiver or modification request that meets the criteria in 105 ILCS</p>

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p>5/2-3.25g. See www.isbe.net/Pages/Overview-of-the-Waiver-Process.aspx. 105 ILCS 5/2-3.25g; 23 Ill.Admin.Code §1.100.</p> <p>Resources</p> <p>ISBE rules at:</p> <ul style="list-style-type: none"> 23 Ill.Admin.Code §1.100 (<i>Waiver and Modification of State Board Rules and School Code Mandates</i>) 23 Ill.Admin.Code §1.110 (<i>Appeal Process Under Section 22-60 of the School Code</i>) <p>ISBE waivers at: www.isbe.net/Pages/Waivers.aspx</p> <p>Waiver overview at: www.isbe.net/Pages/Overview-of-the-Waiver-Process.aspx</p> <p>Instructions at: www.isbe.net/Pages/Waiver-Application.aspx</p> <p>Application form at: www.isbe.net/documents/33-77_waiver_application.pdf</p>
<p>Physical Education, 105 ILCS 5/27-6, amended by P.A. 100-465.</p> <p>Driver Education, 105 ILCS 5/24.2 and 105 ILCS 5/2-3.25g, amended by P.A. 100-465.</p>	<p>Explanation</p> <p>See the <i>Explanation</i> section in the row above.</p> <p>Special Considerations</p> <p>In addition to the <i>Explanation</i> section above:</p> <ol style="list-style-type: none"> 1. Physical education is managed as a <i>waiver</i> of School Code mandates discussed in the <i>Explanation</i> section above. A waiver of this School Code mandate may be in effect for up to five years. Recent legislative changes removed any cap applicable to renewal of waivers related to physical education. 2. Driver education fee increases require the District to include the proposed amount of the fee increase: (a) in the public notice; and (b) on the District’s website. 105 ILCS 5/2-3.25g(c-5). Note: For a sample school district resolution to increase driver education fees, see 4:140-E3, <i>Resolution to Increase Driver Education Fees</i>. <p>Resources</p> <p>See the <i>Resources</i> section in the row above.</p>
<p>Holidays, 105 ILCS 5/24-2(b).</p>	<p>Explanation</p> <p>Allows the District to hold school or schedule teachers’ institutes, parent-teacher conferences, or staff development on certain holidays without submitting a modification request to and obtaining approval from ISBE.</p> <p>After a public hearing, the District may hold school or schedule teachers’ institutes, parent-teacher conferences,</p>

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p>or staff development on:</p> <ol style="list-style-type: none"> 1. The third Monday in January (Dr. Martin Luther King, Jr.'s Birthday); 2. February 12 (President Abraham Lincoln's Birthday); 3. The first Monday in March (Casimir Pulaski Day); 4. The second Monday in October (Columbus Day); and/or 5. November 11 (Veterans Day). <p>Special Considerations</p> <p>The Board must provide notice before the public hearing to both educators and parents/guardians with: (1) the time, date, and place of the hearing; (2) a description of the proposal; and (3) information that testimony from educators and parents/guardians will be taken about the proposal during the hearing.</p> <p>The District must prepare a proposal for recognizing the person(s) honored by the holiday through instructional activities conducted on that day or, if the day is not used for student attendance, on the first school day preceding or following that day. The District may also consider aligning the proposal with Board policies 5:200, <i>Terms and Conditions of Employment and Dismissal</i>; 5:330, <i>Sick Days, Vacation, Holidays, and Leaves</i>; and 6:20, <i>School Year Calendar and Day</i>.</p> <p>Resources</p> <p>See the tab labeled <i>Waivers and modifications no longer needed for legal school holiday requests, most parent-teacher conference schedules</i> on ISBE's website at: www.isbe.net/Pages/Modifications-of-the-School-Codes-and-Rules-of-the-State-Board.aspx.</p>
<p>Parent-Teacher Conferences (Attendance Calculation), 105 ILCS 5/10-19.05(d), added by P.A. 101-12.</p>	<p>The District is allowed to count a parent-teacher conference as a full day of attendance under any of the following configurations:</p> <ol style="list-style-type: none"> 1. A minimum of five clock-hours of parent-teacher conferences; 2. Both a minimum of two clock-hours of parent-teacher conferences held in the evening following a full day of student attendance, and a minimum of three clock-hours of parent-teacher conferences held on the day immediately following evening parent-teacher conferences; or 3. Multiple parent-teacher conferences held in the evenings following full days of student attendance, in

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p>which the time used for the parent-teacher conferences is equivalent to a minimum of five clock-hours.</p> <p>Special Considerations Any other options for counting a parent-teacher conference as a full day of attendance not covered by the language above will require a waiver request to the General Assembly for its consideration.</p> <p>The above clock-hour requirements do not apply if the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7 and the State Superintendent of Education may establish minimum clock-hour requirements under 105 ILCS 5/10-30. 105 ILCS 5/10-19.05(j-5), added by P.A. 101-643.</p> <p>Resources See the tab labeled <i>Waivers and modifications no longer needed for legal school holiday requests, most parent-teacher conference schedules</i> on ISBE's website at: www.isbe.net/Pages/Modifications-of-the-School-Codes-and-Rules-of-the-State-Board.aspx.</p>

DATED:

Pending Implementation

School Board

Exhibit - Resolution to Regulate Expense Reimbursements

WHEREAS, Section 10-20 of the School Code (105 ILCS 5/10-20) grants school boards other powers that are not inconsistent with their duties;

WHEREAS, Section 10 of the Local Government Travel Expense Control Act (50 ILCS 150/, added by P.A. 99-604, eff. 1-1-17) provides that the School Board shall by resolution regulate the reimbursement of all travel, meal, and lodging expenses of officers and employees, including, but not limited to: (1) the types of official business for which travel, meal, and lodging expenses are allowed; (2) maximum allowable reimbursement for travel, meal, and lodging expenses; and (3) a standardized form for submission of travel, meal, and lodging expenses supported with minimum documentation;

WHEREAS, the Board regulates the types of expenses that are allowed in Board Policies 2:125, *Board Member Compensation; Expenses* and 5:60, *Expenses*;

WHEREAS, based upon the School District’s budget and other financial considerations, the Superintendent has recommended to the Board a maximum allowable reimbursement amount of \$[amount] _____ for Board members and District staff;

WHEREAS, the Board requires submission of appropriate standardized expense forms supported with required written minimum documentation (50 ILCS 150/10 and 20);

WHEREAS, submitted expenses that exceed the Board’s maximum allowable reimbursement amount may be approved by a roll call vote at an open meeting of the Board when an emergency or other extraordinary circumstance exists (50 ILCS 150/10 and 15);

WHEREAS, all Board member expenses must be approved by a roll call vote at an open meeting of the Board (50 ILCS 150/15);

THEREFORE, BE IT RESOLVED, that the Board hereby:

1. Defines and sets the types of allowable expenses through Board policy 2:125, *Board Member Compensation; Expenses* and 5:60, *Expenses*.
2. Sets the maximum allowable reimbursement for travel, meal, and lodging expenses to an amount not to exceed \$[amount] _____, effective on [date] _____ until the Resolution is rescinded or replaced by the Board.
3. Supersedes its previously adopted *Resolution to Regulate Expense Reimbursements* as of the effective date in paragraph two above.
4. Requires use of Board exhibits 2:125-E1, *Board Member Expense Reimbursement Form*; 2:125-E2, *Board Member Estimated Expense Approval Form*; 5:60-E1, *Employee Expense Reimbursement Form*; and 5:60-E2, *Employee Estimated Expense Approval Form*.
5. May approve expenses that exceed the Board’s maximum allowable reimbursement amount by a roll call vote at an open meeting when an emergency or other extraordinary circumstance exists.
6. Must approve its members’ expenses by a roll call vote at an open meeting.

Attested by: _____, Board President

Attested by: _____, Board Secretary

DATED:

Pending Implementation

School Board

Administrative Procedure - Superintendent Committees

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

Communicable and Chronic Infectious Disease Program Task Force

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

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

Communicable and Chronic Infectious Disease Review Team

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

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

Team members include the District's medical advisor, a school nurse, the Building Principal, and the Superintendent or designee.

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

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

Food Allergy Management Committee

This committee develops and implements the District's Food Allergy Management Program and reports directly to the Superintendent or designee. It monitors the program for effectiveness and establishes a schedule for the Superintendent to report this information to the Board. See policy

7:285, *Food Allergy Management Program*, based upon the *ISBE/IDPH Guidelines* at: www.isbe.net/Documents/food_allergy_guidelines.pdf. See also the modifiable Microsoft® Word version of the *ISBE/IDPH Guidelines* at: www.isbe.net/Pages/Food-Allergy-Guidelines.aspx.

Committee members include District-level administrators, Building Principals, the District Safety Coordinator (see 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities*), District 504 Coordinator (see policy 6:120, *Education of Children with Disabilities*), staff members, parents/guardians, community members, and students.

Employee Substance Abuse Prevention Committee

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

1. Cooperates with community and State agencies on substance abuse programs.
2. Gathers information about substance abuse and suggests methods to disseminate it to employees.
3. Develops a support network that encourages employees to self-refer for treatment and suggests procedures for early identification and treatment.
4. Recommends procedures that would protect the privacy of employees while taking into consideration any directives from the Board to the Superintendent regarding the District's obligation to provide a safe environment and to ensure high quality performance, which may include but not be limited to:
 - a. Securing training for designated district employees to educate them to identify symptoms of being impaired by or under the influence of substances prohibited by policy. For guidance about what *impaired by* or *under the influence of means*, see:
 - i. Footnote discussions in numbers five and six in policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*;
 - ii. 625 ILCS 5/11-501.2 and 5/11-501.9, amended by P.A. 101-27 (chemical and other tests, validity, etc., a/k/a *field sobriety tests*);
 - iii. 410 ILCS 705/10-50(d), added by P.A. 101-27 (an employer may consider an employee to be impaired or under the influence of cannabis if the employer has a *good faith belief* that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position, including symptoms of the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee or others, or involvement in any accident that results in serious damage to equipment or property; disruption of a production or manufacturing process; or carelessness that results in any injury to the employee or others) (**Note:** Consult the Board Attorney about identifying cannabis use)); and
 - iv. Professional development opportunities in the area, e.g., local law enforcement agencies may be a place to begin.
 - b. Implementing a reasonable suspicion and/or drug testing program(s) to enhance the District's ability to identify and discipline employees suspected of being impaired by and/or under the influence of prohibited substances. **Note:** Consult the Board Attorney before implementing any drug-testing program(s) or disciplining employees based upon the results of these programs. Drug testing will likely assist the District with the challenges of identifying cannabis-related issues, but the science behind impairment identification and behavioral testing for cannabis impairment is new and emerging.
 - c. Addressing expectations for employees in positions of leadership who are perpetually *on call* due to the nature of their positions and responsibilities.

- d. Holding licensed educators to a higher standard than non-licensed employees due to their professional code of conduct expectations.
- e. Holding employees working directly with students to a higher standard than employees not working directly with students.
5. Recommends a method to explicitly inform employees of the consequences of violating the District's policy.
6. Recommends best practices for discipline of employees who are suspected of or violating the District's policy.

Committee members include the Superintendent or designee, the District's medical advisor/medical review officer, and employee representatives from both professional and educational support personnel. The committee is guided by Board policies, administrative procedures, and relevant State and federal statutes. See policies 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*, 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, and administrative procedure 5:120-AP2, *Employee Conduct Standards*.

Pandemic Planning Team

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

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

Sex Equity Committee

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

School Violence Prevention Team

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

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

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

Title I Parent Advisory Committee

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

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

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

PERA (Performance Educational Reform Act) Joint Committee and the RIF (Reduction in Force) Joint Committee

Each committee listed below is required until its function has been fulfilled; each reports directly to the Superintendent or designee.

1. PERA joint committee. This mandatory committee develops a plan for incorporating data and indicators of student growth into the evaluation plan. The joint committee is "composed of equal representation selected by the district and its teachers, or where applicable, the exclusive bargaining representative of its teachers." 105 ILCS 5/24A-4(b). If, within 180 calendar days of the committee's first meeting, the committee does not reach an agreement on the plan, the District must implement ISBE's model evaluation plan with respect to the use of data and indicators on student growth. The amendment of an evaluation plan continues to be a mandatory subject of bargaining. This committee also agrees to the panel of qualified evaluators that reviews appeals of unsatisfactory performance ratings and determines the criteria for successful appeals. 105 ILCS 5/24A-5.5, added by P.A. 101-591.
2. RIF joint committee. This mandatory committee convenes annually to consider issues identified in the statute concerning the selection of teachers for layoff. 105 ILCS 5/24-12(c). On or before December 1 each year, the RIF joint committee must be established and must hold its first meeting. It is composed of individuals appointed by the Board and the teachers (or the exclusive bargaining representative of its teachers).

Concussion Oversight Team

The Concussion Oversight Team is required until its function has been fulfilled; it reports directly to the Superintendent or designee. State law requires the team to establish protocols for return-to-play and return-to-learn for students who have suffered a concussion or head injury during interscholastic athletic activities. See policy 7:305, *Student Athlete Concussions and Head Injuries*. 105 ILCS 5/22-80(d), amended by P.A. 100-309. The Board must appoint or approve a Concussion Oversight Team. Section 22-80(d) identifies who must be on each Concussion Oversight Team. A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, they must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. If it is not practicable for a physician, athletic trainer and/or nurse to be on the Team and other

licensed health care professionals are not appointed to serve on the Team, the Team may be composed of only one person who need not be a licensed healthcare professional; however, that individual may not be a coach.

Wellness Committee

The Wellness Committee includes at least one representative from each of the following groups: parents, students, representatives of the school food authority, teachers of physical education, school health professionals, a member of the Board, school administrators, and members of the community. It reports directly to the Superintendent or designee. Individuals of this committee will participate in the development, implementation, periodic reviews, and updates of policy 6:50, *School Wellness*. 7 C.F.R. §210.31(d)(1).

Children's Advocacy Center Communication Committee

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

Educational Technology Committee

This committee supports the implementation of policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*. Committee members report directly to the Superintendent and may include the Head of Information Technology, District-level administrators, Building Principals, and teachers. See administrative procedure 7:345-AP, *Use of Educational Technologies; Student Data Privacy and Security*.

Remote Learning Committee

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

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

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

DATED:

School Board

Administrative Procedure - Qualification Based Selection

These procedures describe how the District will procure architectural, engineering, and land surveying services; the Local Government Professional Services Selection Act will control in the event of a conflict. 50 ILCS 510/. The Superintendent will modify these procedures whenever the School Board determines by resolution that an emergency exists and a firm must be selected in an expeditious manner, or the cost of architectural, engineering, and land surveying services for the project is expected to be less than \$40,000. 50 ILCS 510/8, amended by P.A. 100-968. Effective January 1, 2019, this amount will increase annually by a percentage equal to the annual unadjusted percentage increase, if any, as determined by the consumer price index published by the U.S. Department of Labor Bureau of Labor Statistics for all urban consumers (CPI-U), available at: www.bls.gov/regions/new-england/data/consumerpriceindex_us_table.htm.

Actor	Action
Architectural, engineering, or land surveying firms	May annually file a statement of qualifications and performance data with the District. 50 ILCS 510/4.
Superintendent and/or designee	<p>Store statements of qualifications and performance data received from firms engaged in architectural, engineering, or land surveying services.</p> <p>Unless the District has a satisfactory relationship for services with one or more firms, request a statement of interest in the specific project utilizing <i>one or more</i> of the following methods:</p> <ol style="list-style-type: none"> 1. Mail or email notices of the proposed project to firms that have current statements of qualifications and performance data on file. 2. Advertise in a daily newspaper of general circulation in the District. The advertisement must request a statement of qualifications and performance data from those firms which do not have a statement on file with the District, and must state the day, hour, and location that the statements of interest and qualifications and performance data are due. 3. Advertise on the District’s website. The advertisement must include a description of the project and state the time and place for interested firms to submit their letters of interest and statements of qualifications and performance data, as required. 50 ILCS 510/4. <p>Unless the District has a satisfactory relationship for services with one or more firms, evaluate the firms that submitted interest letters, according to criteria for ranking described in the last section of this procedure. The Superintendent and/or designee may conduct discussions with and require public presentations by firms deemed to be the most qualified regarding their qualifications, approach to the project, and ability to furnish the required services. 50 ILCS 510/5.</p> <p>Do not, prior to selecting a firm for contract negotiation, seek formal or informal submission of verbal or written estimates of costs or proposals in</p>

Actor	Action
	<p>terms of dollars, hours required, percentage of construction cost, or any other measure of compensation. 50 ILCS 510/5.</p> <p>Select no less than three firms, who would be most qualified to provide services, and rank them in order of their qualifications. If fewer than three firms submit interest letters and the Board determines that one or both of those firms are so qualified, negotiate a contract as provided herein. 50 ILCS 510/6.</p> <p>Attempt to negotiate a contract at a fair and reasonable compensation, taking into account the estimated value, scope, complexity, and professional nature of the services to be rendered. 50 ILCS 510/5.</p> <p>If unable to agree on a satisfactory contract, terminate negotiations and proceed to negotiate with the firm ranked next in qualifications. 50 ILCS 510/5.</p> <p>If unable to negotiate a satisfactory contract with any of the three originally-selected firms, inform the Board. The District will re-evaluate the services requested, compile a second list of not less than three qualified firms, and continue the process. 50 ILCS 510/5.</p>

Criteria for Ranking Firms

Unless the District has a satisfactory relationship for services with one or more firms, the criteria for evaluating the firms submitting letters of interest may include, but are not limited to:

Required Criteria for Consideration (50 ILCS 510/5)

- Qualifications and ability of professional personnel
- Past record and experience
- Performance data
- Acceptance of District's time and budget requirements
- Location of firm's administrative offices
- Workload

Permissive Criteria for Consideration

- Firm's credit rating
- Firm's financial stability
- Reputation
- Technological resources

LEGAL REF.: 40 U.S.C. §541.
50 ILCS 510/, Local Government Professional Services Selection Act.
105 ILCS 5/10-20.21.

DATED:

School Board

Administrative Procedure - Types of School Board Meetings

Meeting Type	Notice	Agenda	Notice to News Media	District's Website
Regular	<p>Given once a year when the Board adopts its regular meeting schedule. 105 ILCS 5/10-6, 5/10-16.</p> <p>The notice and agenda must be continuously available for public review during the entire 48-hour period before the meeting. Posting on the District's website satisfies the requirement for continuous posting. However, to comply with the legislative intent, posting on the District's website does not replace the posting described in the Agenda column. 5 ILCS 120/2.02.</p>	<p>Post at the District's main office and at the meeting site, at least 48 hours before the meeting. 5 ILCS 120/2.02.</p>	<p>Give to any news media that filed an annual request for such notices. 5 ILCS 120/2.02.</p>	<p>Post the annual schedule of regular meetings and post a public notice of each meeting along with the meeting agenda. 5 ILCS 120/2.02.</p> <p>Post regular Board meeting minutes within ten days after approval; the minutes remain there for at least 60 days. 5 ILCS 120/2.06.</p>
Special	<p>Post a notice at the District's main office or, if no main office exists, at the meeting site, at least 48 hours before the meeting. 5 ILCS 120/2.02.</p> <p>The notice and agenda must be continuously available and/or posted on the District's website as provided in the Regular meeting row.</p> <p>Notice to Board members must be served by mail 48 hours before the meeting or by personal service 24 hours before the meeting. 105 ILCS 5/10-16.</p>	<p>Include with the public notice. 5 ILCS 120/2.02.</p>	<p>Give to any news media that files an annual request. Must also give the same notice as that given Board members if the news media provides an address or telephone number within the District's jurisdiction. 5 ILCS 120/2.02.</p>	<p>Post a public notice of each meeting along with the meeting agenda, at least 48 hours before the meeting. The notice and agenda must remain posted on the website until the meeting is concluded. 5 ILCS 120/2.02.</p>
Emergency	<p>Post the notice at the District's main office or, if no main office exists, at the meeting site, as soon as practicable before the meeting. 5 ILCS 120/2.02.</p> <p>The notice and agenda must be continuously available and/or posted on the District's website as provided in the Regular meeting row.</p> <p>No specific notice to Board members is specified, but it is advisable to provide the notice as soon as possible.</p>	<p>No State law requirements.</p>	<p>Same as for special meetings.</p>	<p>Post a public notice. 5 ILCS 120/2.02.</p>

Meeting Type	Notice	Agenda	Notice to News Media	District's Website
Closed	May hold a closed meeting, or close a portion of an open meeting, upon a majority vote of a quorum present, taken at a properly noticed open meeting. 5 ILCS 120/2a.	None required, but only topics specified in the vote to hold the closed meeting may be considered. 5 ILCS 120/2a.	No additional notice required.	Post a public notice. 5 ILCS 120/2.02.
Rescheduled or Reconvened	Post a notice at the District's main office or, if no main office exists, at the meeting site at least 48 hours before the meeting. 5 ILCS 120/2.02. The notice and agenda must be continuously available and/or posted on the District's website as provided in the Regular meeting row. No notice is needed when an open meeting is reconvened within 24 hours, or when the time and place of a reconvened meeting was announced at the original meeting and the agenda is not changed. 5 ILCS 120/2.02.	Included with any public notice.	Same as for a special meeting.	Post a public notice. 5 ILCS 120/2.02.

DATED:

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](http://www.iasb.com/law/courtdecisions.cfm), located at: 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.foia.ilattorneygeneral.net/foia_formssampleletters.aspx.
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 or severe physical abuse, the request must be denied unless the release is ordered in a legal action or arbitration. 5 ILCS 140/7.5(q); 820 ILCS 40/8, amended by P.A. 101-531.
 - 2) If the responsive record is more than four years old and is related to an incident or an attempted incident of sexual abuse or severe physical abuse, the request cannot be denied. 820 ILCS 40/8, amended by P.A. 101-531.
 - 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); 820 ILCS 40/7. 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(c) 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. 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.

DATED:

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 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.”</i> 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</p>

Actor	Action
	<p>(<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 is authorized to impose a fine and bring court action for noncompliance. 815 ILCS 530/40.</p>
Superintendent	<p>Assign the following activities to the Records Custodian and Head of Information Technology (IT):</p> <ol style="list-style-type: none"> 1. Develop and maintain a protocol for preserving and categorizing District records; 2. Develop and maintain a record retention and destruction schedule; and 3. Develop protocols to implement a litigation hold.
Records Custodian and Head of IT	<ol style="list-style-type: none"> 1. Develop and maintain a protocol for preserving and categorizing District records. <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>

Actor	Action
	<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 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 (www.cyberdriveillinois.com/departments/archives/records_management/electrecs.html) and 44 Ill.Admin.Code §§4000.APPENDIX A <i>Sustainable File Formats for Electronic Records - A Guide for Government Agencies</i> (www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996aR.html), 4000.APPENDIX B <i>Reliable Storage Media for Electronic Records</i></p>

Actor	Action
	<p data-bbox="609 247 1463 346">- <i>A Guide for Government Agencies</i> (www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996BR.html).</p> <p data-bbox="609 363 1409 426">Identify and index the location of each category and sub-category of District records. Organize electronic record and data storage.</p> <p data-bbox="654 447 1463 541">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 data-bbox="609 585 1455 680">2. Develop and maintain a record retention and destruction schedule for submission to the Superintendent and eventually to the Local Records Commission.</p> <p data-bbox="609 701 1430 898">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 data-bbox="654 919 1419 982">Records that have no administrative, legal, or fiscal value may be destroyed according to provisions in the LRA. 50 ILCS 205/10.</p> <p data-bbox="609 1003 1419 1098">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 data-bbox="654 1119 1455 1413">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: www.cyberdriveillinois.com/departments/archives/databases/home.html</p> <p data-bbox="654 1434 1463 1497">44 Ill.Admin.Code Part 4000.30 details the procedures for compiling and submitting lists and schedules of records for disposal.</p> <p data-bbox="654 1518 1463 1612">The School Code and other statutes (e.g., statutes of limitations) contain mandatory retention timelines. The Board attorney should be consulted.</p> <p data-bbox="654 1633 1446 1728">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>

Actor	Action
	<p>3. Develop protocols to implement a litigation hold.</p> <p>Understand what a <i>litigation hold</i> is.</p> <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"> • Who can trigger a litigation hold? • How is a litigation hold communicated? • Who should gather the records? • What records are subject to a litigation hold and who determines this? • In what format should records be gathered? • Where should records be gathered? <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"> 1. The Local Records Commission approved a schedule for continuing authority to destroy District records after the expiration of the applicable period. 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>.

Actor	Action
	<p>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).</p> <p>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).</p> <p>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).</p>
<p>Links to Web-based Record Management Resources:</p> <p>Cook County Local Records Commission Meetings</p> <p>Cook County Local Records Commission Rules (44 Ill.Admin.Code Part 4500)</p> <p>Downstate Local Records Commission Meetings</p> <p>Rules of the Downstate Local Records Commission (44 Ill.Admin.Code Part 4000)</p> <p>Ill. School Student Records Act (105 ILCS 10/, amended by P.A. 101-161, eff. 1-1-20)</p> <p>Local Records Act (50 ILCS 205/)</p> <p>Local Records Disposal Certificate</p>	

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.

DATED:

Pending Implementation

School Board

Exhibit - Written Request for District Public Records

All requests to inspect and/or to obtain a copy of a District record must be made in writing. This form is provided for convenience – its use is not required. Please submit all requests to the District’s Freedom of Information Act (FOIA) Officer. Copying fees, if any, must be paid before copies will be provided. The FOIA Officer can give you an estimate of the copying fees, if any.

Name of individual(s) requesting District records			Email address
Address			Telephone number
City	State	Zip	Date of request

Please check if this request of records is being made for a commercial purpose. 5 ILCS 140/2(c-10) states: “*Commercial purpose* means the 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.” 5 ILCS 140/3.1(c) states: “It is a violation of FOIA 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 public body.”

Please check if a fee waiver or reduction is being requested. 5 ILCS 140/6(c) states: “Documents shall be furnished without charge or at a reduced charge, as determined by the public body, if the person requesting the documents states the specific purpose for the request and indicates that a waiver or reduction of the fee is in the public interest. Waiver or reduction of the fee is in the public interest if the principal purpose of the request is to access and disseminate information regarding the health, safety and welfare or the legal rights of the general public and is not for the principal purpose of personal or commercial benefit.”

Please indicate your reason for requesting a fee waiver: _____

Check if you are requesting:

Record description <i>(Please be specific)</i>	Electronic Copy <i>(Specify format)</i>	Inspection	Copy

DATED:

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.

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
*Annual schedule of regular meetings for the current school year that are posted at the beginning of each calendar or fiscal year *Public notice of each Board meeting that is posted at least 48 hours before the meeting and remains posted until the meeting is concluded *Agenda of each regular meeting that is posted at least 48 hours before a meeting and remains posted until the meeting is concluded	5 ILCS 120/2.02.
*Official open meeting minutes that are posted within 10 days of the Board’s approval and remain posted for at least 60 days	5 ILCS 120/2.06(b).
*Description of the District and its records including: <ol style="list-style-type: none"> 1. Summary of the District’s purpose 2. Functional subdivisions 3. Total amount of operating budget 4. Number and location of all of its separate offices 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) 6. Identification and membership of the Board 7. Brief description of the methods whereby the public may request information and public records 8. Directory information for the Freedom of Information Officer 	5 ILCS 140/4. The District must prominently post the list at each administrative office and make it available for inspection and copying.

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
<p>9. Address where requests for public records should be directed</p> <p>10. Fees</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. 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. This may be accomplished using Ill. State Board of Education (ISBE) <i>School District Budget Form (50-36)</i> or the summary pages from it. The District must notify its students' parents/guardians when the budget is web-posted along with its website address.</p>
<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>	<p>105 ILCS 5/10-17a, amended by P.A.s 100-364, 100-448, 100-807, and 100-1121. 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). 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>
<p>*A list of all contracts in excess of \$25,000 and any contracts with an exclusive bargaining representative</p>	<p>105 ILCS 5/10-20.44. There is no statutory timeline for web-posting. 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>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
*Contract(s) with any commercial driver training school(s) for driver education	105 ILCS 5/27-24.2, amended by P.A. 100-465. 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.
Annual Statement of Affairs	105 ILCS 5/10-17. 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>*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), & (3) added by P.A. 101-516, eff. 7-1-21, including the right to:</p> <ol style="list-style-type: none"> 1. Inspect and review their child's covered information 2. Request a paper or electronic copy of their child's covered information 3. Request corrections for factual inaccuracies contained in their child's covered information. 	<p>105 ILCS 85/27(a)(1), added by P.A. 101-516, eff. 7-1-21.</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"> 1. Copy of the agreement 2. Business address 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 	<p>105 ILCS 85/27(a)(2) & (3), added by P.A. 101-516, eff. 7-1-21.</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. 105 ILCS 85/27(c), added by P.A. 101-516, eff. 7-1-21.</p> <p>This list must also be updated by Jan. 31 and July 31 each year, as needed.</p>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
<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"> 1. Number of students whose covered information was involved in the breach, unless the breach involved personal information as defined in the Personal Information Protection Act, 815 ILCS 530/5, in which case the number of students involved may not be disclosed. 2. Date, estimated date, or estimated date range of the breach 3. Name of the operator, if applicable 	<p>105 ILCS 85/27(a)(5), added by P.A. 101-516, eff. 7-1-21.</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>	<p>105 ILCS 5/27-23.7(b)(10) and (11).</p>
<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>	<p>34 C.F.R. §106.8.</p>
<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</p>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
	their own training materials. 85 Fed. Reg. 30412.
*Board policy 7:20, <i>Harassment of Students Prohibited</i> , and age-appropriate explanations of its contents in student handbook(s)	105 ILCS 5/10-20.69 (final citation pending), added by P.A. 101-418. 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.
*Board policy 7:290, <i>Suicide and Depression Awareness and Prevention</i>	105 ILCS 5/2-3.166.
*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	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.
*Information regarding a Severance Agreement entered into because an employee or contractor was found to have engaged in sexual harassment or sexual discrimination	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. Note: 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. <u>Id.</u> at 415/5. For more discussion about the

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
	reconciling these laws, see f/n 6 in policy 2:260, <i>Uniform Grievance Procedure</i> .
<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>As of PRESS Issue 105 (Aug. 2020), IASB has not received a response from the Ill. Attorney General’s office to its request for 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>As of PRESS Issue 105, IASB has not received a response from the Ill. Attorney General’s office to its request for 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>A description of activities to address intergroup conflict (an optional program authorized by Sec. 27-23.6)</p>	<p>105 ILCS 5/27-23.6(c).</p>
<p>*Names of Board members who have completed professional development leadership training</p>	<p>105 ILCS 5/10-16a 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>

Web-posted records and information (use of an * is explained in the paragraph above this table)	Web-posting statutory reference and special instructions
	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.
Immunization data reported to ISBE by each Nov. 15	105 ILCS 5/27-8.1(6). 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.
Information on mental health issues and local treatment resources	The Ill. House of Representatives encouraged this in HR 478 (5-31-15).
All reliable assessments, scored by entities other than the District that are administered in each of the District's schools.	105 ILCS 5/22-82(b). These must be made available to parents and/or guardians through the District's website or paper handouts.
*The District's Remote and/or Blended Remote Learning Day Plan.	105 ILCS 5/10-30(6), added by P.A. 101-643.

DATED:

Pending Implementation

School Board

Exhibit - Recurrent Requester Notification

The District Freedom of Information Officer completes this form on District letterhead.

Name of record(s) requester

Date of receipt of request

Contact information

You are notified that your request for a District record(s) is being treated as a request from a recurrent requester, as defined in Section 2(g) of the Freedom of Information Act.

Your request is being treated as a request from a recurrent requester because, in the 12 months immediately preceding this request, you have submitted to the District one or more of the following:

- 1. A minimum of 50 requests for records
- 2. A minimum of 15 requests for records within a 30-day period
- 3. A minimum of seven requests for records within a 7-day period

You will be provided an initial response to your request for documents within 21 business days following the date the District received your request.

In that response, you will receive one of the following responses, whichever is appropriate:

- 1. An estimate of the time required by the District to provide the records requested and an estimate of the fees to be charged, which you must pay in full before the District copies the requested documents; or
- 2. A denial of the request pursuant to one or more of the exemptions set out in the Freedom of Information Act; or
- 3. A notification that the request is unduly burdensome and an extension of an opportunity for you to reduce the request to manageable proportions; or
- 4. Provision of the records requested.

Name of Freedom of Information Officer (Printed)

Telephone or email contact information

Freedom of Information Officer (Signature)

Date of Recurrent Requestor Notification

DATED:

School Board

Administrative Procedure - Guidelines for Investigating Complaints Filed Under Policy 2:260, Uniform Grievance Procedure, and Allegations of Misconduct

All complaints are to be investigated, even when the complainant requests that nothing be done or is anonymous.

Step 1: Before the Investigation

- A. School employees must immediately report a suspicion of child abuse or neglect to the Illinois Department of Child and Family Services in compliance with State law and policy 5:90, *Abused and Neglected Child Reporting*. Reporting is required before proceeding further with the investigation.
- B. Consistent with policy 2:260, *Uniform Grievance Procedure*, the Superintendent appoints at least one District Complaint Manager to administer the complaint process. If possible, the Superintendent will appoint two Complaint Managers, one of each gender. A Complaint Manager investigates: (1) complaints filed under policy 2:260, *Uniform Grievance Procedure*, and (2) allegations of employee misconduct (for student misconduct allegations, see **Step 1: C.**, below).
- C. The appropriate Building Principal or designee investigates all allegations of student misconduct.
- D. Anyone with a complaint or making an allegation of misconduct should be referred to a Complaint Manager of their choosing or a Building Principal without delay.
- E. A Complaint Manager or Building Principal (hereafter referred to as *investigator*) investigates all complaints or allegations of misconduct, except that, depending on the circumstances, the Superintendent or School Board may appoint a special investigator. Whenever the Superintendent deems necessary, an attorney may serve as a special investigator. See *considerations* under **Step 1: F.**, below. The investigator should not have any involvement with the complainant or the alleged wrongdoer outside of the investigation. The Superintendent ensures that investigators have sufficient authority and resources, including access to the Board Attorney.
- F. The Board Attorney provides information and advice regarding the investigation process, including without limitation:
 1. Whether the investigator's notes and investigation records (including, without limitation, any audio or video recordings, photographs, or electronic images) are education records for purposes of the federal Family Education Rights and Privacy Act (FERPA) and/or school student records as defined in the Ill. School Student Records Act (105 ILCS 10/, implemented by 23 Ill.Admin.Code §375.10)?
 2. Whether the investigator's notes and investigation records (including, without limitation, any audio or video recordings, photographs, or electronic images) are subject to disclosure pursuant to a Freedom of Information Act (FOIA) request? A PAC opinion, binding on the parties, found that a city's investigatory records of an employee were not private or adjudicatory records and must be disclosed pursuant to a FOIA request (PAC Opinion 13-110).

3. Whether to record conversations, and if so, how to obtain and document consent under the criminal eavesdropping statute? 720 ILCS 5/14-1 et seq. prohibits recording a conversation in which someone has a reasonable expectation of privacy without the consent of all parties.
4. Whether the Board Attorney should participate in or conduct the investigation? Whether an outside attorney should serve as a special investigator? Considerations include:
 - a. The U.S. Supreme Court has held that a private attorney temporarily retained by government to perform an investigation of an employee is entitled to seek qualified immunity from suit under Section 1983. Filarsky v. Delia, 566 U.S. 377 (2012).
 - b. The FOIA exemption for communications between a public body and its attorney is available in only limited situations. See PAC Opinion 14-02 interpreting 5 ILCS 140/7(m).
 - c. Documents prepared by attorneys conducting an investigation under the prospect of litigation will not be subject to discovery during a subsequent lawsuit. Sandra TE v. South Berwyn School Dist., 600 F. 3d 612 (7th Circuit 2010) (when attorneys, as attorneys, perform a factual investigation, their documents are protected by the attorney-client privilege and the work-product doctrine).
- G. The investigator provides a fair opportunity for both sides to be heard.
- H. The investigator begins by carefully reading the complaint, and reviewing applicable Board policies, administrative procedures and manuals, laws, regulations, and collective bargaining agreements.
- I. The investigator develops a plan, including:
 1. Witness list
 2. Order of interviews
 3. Questions for witnesses
 4. Physical evidence needed, e.g., records, documents, reports, photos, and letters
- J. The investigator makes logistical arrangements, e.g., determine interview location and the need for photographs and/or a video or audio recording.
- K. If the investigator encounters an issue with legal ramifications outside of his/her understanding, either before or during the investigation, he/she consults the Board Attorney before proceeding further on that legal issue, as well as any other areas of the investigation it impacts.

Step 2: Investigator Responsibilities During the Investigation

- A. Typically, the complainant is interviewed first, then the subject of the investigation, and, finally, all witnesses. The following applies to all interviews:
 1. When possible, ensures that statements are written, dated, and signed by the person being interviewed. Does not audio or video record statements without first obtaining the Board Attorney's advice concerning legal prerequisites and treatment of the recordings.
 2. Asks open-ended questions and does not suggest answers to questions.

3. Records important details, essentially who, did what, to whom, when, and how done and, if appropriate, why?
 4. Is objective and nonjudgmental; does not prejudge an alleged wrongdoer's guilt. Never show outrage or dismay.
 5. Asks for the names of any other witnesses.
 6. Deals with emotional outbursts and anger by patiently explaining that details are needed for an accurate investigation.
 7. If a witness cannot be interviewed, records the reason.
- B. While confidentiality should be maintained, does not make promises of confidentiality or anonymity. Only the Superintendent may promise confidentiality or anonymity.
 - C. Keeps the Superintendent informed, but does not discuss the investigation with Board members in order to avoid the appearance of prejudice or unfairness.
 - D. Obtains copies of all relevant written or electronic communications. Originals are not needed, but records how to get them.
 - E. Collects physical evidence and photographs. Keeps a record of when, and where, or from whom physical evidence was gathered.
 - F. Documents any information about the interview that is relevant, or may become relevant, including the person's demeanor, gestures, accuracy of memory, and overall credibility.
 - G. During the investigation, keeps the investigation file separate from personnel or student record files. In a subsequent hearing, the opposing side may be able to view the investigation file. Records relating to a public body's adjudication (hearing) of employee grievances or disciplinary cases are exempt from FOIA public records requests under 5 ILCS 140/7(1)(n). However, the exemption does not extend to the final outcome of cases in which discipline is imposed.

Step 3: Investigator's Actions Following the Investigation

- A. Reports to the Superintendent or designee the investigation results, that is, the matters investigated, facts, conclusions, and recommendations. Prepares a written report if appropriate or requested.
 1. Answers who, what, when, where, why, and how.
 2. Bases factual findings on whether an incident's occurrence is more likely than not. Identifies as many factual findings as possible to support a conclusion. In a "he said, she said" scenario, a decision can be based on the credibility of the parties and witnesses. Includes in the report any findings that are inconclusive.
 3. Makes a determination regarding credibility of specific evidence, that is, how believable is it and why by explaining the basis for the determination. Credible evidence is capable of belief by a reasonable person.
- B. Is prepared to testify as to the fairness of the investigation, the authenticity of the evidence, and the contents of the investigation report.

DATED:

School Board

Administrative Procedure – Nondiscrimination Coordinator and Complaint Manager

The Nondiscrimination Coordinator directs the District's compliance with federal and State laws governing discrimination and harassment in the workplace. The Complaint Manager administers the complaint process in Board policy 2:260, *Uniform Grievance Procedure*.

Superintendent Responsibilities

- A. Appoints individuals to serve as a Nondiscrimination Coordinator and Complaint Manager whose skill set suggest they could effectively fulfill the responsibilities identified in this procedure. One individual may serve in both capacities. The Superintendent may serve in either capacity. If possible, at least two Complaint Managers are appointed, one of each gender.
- B. Identifies individuals to supervise the performance of the Nondiscrimination Coordinator and Complaint Manager. The supervisor must understand the responsibilities of each role and have authority to take action. If possible, a different individual is assigned to supervise each role as a control measure, e.g., the Human Resources Manager supervises the Nondiscrimination Coordinator's performance and the Superintendent supervises the Complaint Manager's performance.
- C. Requires each Nondiscrimination Coordinator and/or Complaint Manager to possess or obtain:
 1. In-depth knowledge of Board policies as well as rules and conduct codes for students and employees.
 2. General knowledge of State and federal laws concerning equal employment and educational opportunities.
 3. Ability to:
 - a. Communicate effectively, both orally and in writing, and to establish rapport with others;
 - b. Plan, implement, evaluate, and report activities conducted;
 - c. Be both consistent and flexible as circumstances warrant; and
 - d. Analyze, clarify, and mediate differences of opinion.
- D. Facilitates the effective performance of the Nondiscrimination Coordinator and Complaint Managers by:
 1. Providing them with clear expectations concerning their roles and responsibilities.
 2. Communicating to employees and students their functions and responsibilities.
 3. Providing them resources and professional development opportunities.
 4. Providing them access to the Board Attorney for legal advice concerning their responsibilities.

Nondiscrimination Coordinator Responsibilities

- A. Directs the District's efforts to provide equal employment and educational opportunities and prohibit the harassment of employees, students, and others. Manages compliance with Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 7:10, *Equal Educational*

- Opportunities; 7:20, Harassment of Students Prohibited; 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment; and 7:185, Teen Dating Violence Prohibited.*
- B. Develops and manages a program that will fully inform all employees and students about the District's commitment to equal employment and educational opportunities and a harassment-free environment. A component of this program is to inform employees and students about Board policies and administrative procedures.
 - C. Provides ongoing consultation, technical assistance, and information services regarding compliance requirements and programs.
 - D. Assists the Human Resources Manager with monitoring compliance with the recordkeeping and notice requirements contained in federal and State laws concerning discrimination and harassment in schools and the workplace.
 - E. Maintains grievance and compliance records and files.
 - F. Makes recommendations for action by appropriate decision makers.
 - G. Establishes a positive climate for nondiscrimination compliance efforts. This effort includes encouraging individuals to come forward with suggestions and complaints.

Complaint Manager Responsibilities

- A. Implements and administers the grievance process contained in Board policy 2:260, *Uniform Grievance Procedure*.
- B. Manages complaints alleging a violation of any Board policy or procedure listed in the next section.
- C. Assists complainants and potential complainants by, among other things, providing consultation and information to them.
- D. Attempts to resolve complaints without resorting to the formal grievance process provided in Board policy 2:260, *Uniform Grievance Procedure*.
- E. Informs potential complainants, complainants, and witnesses that the District prohibits any form of retaliation against anyone who, in good faith, brings a complaint or provides information to the individual investigating a complaint.
- F. Receives formal complaints and notifies relevant individuals of the ensuing process.
- G. Investigates complaints or appoints a qualified individual to undertake the investigation on his or her behalf. Each complaint shall be investigated promptly, thoroughly, and impartially, and as confidentially as possible.
- H. For each formal complaint, prepares a comprehensive written report describing the: (a) complaint, (b) investigation, and (c) findings and recommendations. Provides the report to the Superintendent or School Board if the Superintendent is an alleged responsible party.
- I. Receives a request from a complainant to appeal the Superintendent's resolution of the complaint and promptly forwards all relevant material to the Board.
- J. Monitors compliance with all requirements and time-lines specified in Board policy 2:260, *Uniform Grievance Procedure*.

Applicable Policies and Procedures

Section 2

2:260 Uniform Grievance Procedure

- 2:260-AP2 Nondiscrimination Coordinator and Complaint Manager
- 2:265 Title IX Sexual Harassment Grievance Procedure
- 2:265-AP1 Title IX Sexual Harassment Response
- 2:265-AP2 Formal Title IX Sexual Harassment Complaint Grievance Process

Section 5

- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:20 Workplace Harassment Prohibited
- 5:20-AP Sample Questions and Considerations for Conducting the Internal Harassment in the Workplace Investigation

Section 6

- 6:120 Education of Children with Disabilities
- 6:140 Education of Homeless Children
- 6:140-AP Education of Homeless Children
- 6:170 Title I Programs
- 6:260 Complaints About Curriculum, Instructional Materials, and Programs

Section 7 - Students

- 7:10 Equal Educational Opportunities
- 7:10-AP1 Accommodating Transgender Students or Gender Non-Conforming Students; Inclusion
- 7:20 Harassment of Students Prohibited
- 7:20-AP Harassment of Students Prohibited
- 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:190 Student Behavior

Section 8 - Community Relations

- 8:70 Accommodating Individuals with Disabilities
- 8:110 Public Suggestions and Concerns

Resources

U.S. Equal Employment Opportunity Commission, www.eeoc.gov.

“Enforcement Guidance and Related Documents,” U.S. Equal Employment Opportunity Commission, www.eeoc.gov/policy/guidance.html.

“Sex Discrimination Frequently Asked Questions,” U.S. Dept. of Education, Office for Civil Rights, www2.ed.gov/about/offices/list/ocr/frontpage/faq/sex.html .

“Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties,” Office for Civil Rights, www.ed.gov/about/offices/list/ocr/docs/shguide.html.

DATED:

School Board

Administrative Procedure – Title IX Sexual Harassment Response

The District responds to all reports of alleged sexual harassment in violation of Title IX regardless of whether the Complainant or Title IX Coordinator pursues a Formal Title IX Sexual Harassment Complaint. Use this procedure to implement the District’s required response to reports of sexual harassment that may violate Title IX.

Responses must include: Training, Reporting, an Initial Meeting with the Complainant and Complaint Analysis, Consideration of a Formal Title IX Sexual Harassment Complaint, Consideration of Removal of the Respondent, and Recordkeeping. Procedures for each of these responses are outlined below.

Formal Title IX Sexual Harassment Complaints are processed using 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

Glossary of Terms

Use exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, in conjunction with this procedure.

Training

Actor	Action
<p>Superintendent or Designee</p>	<p>Ensures:</p> <ol style="list-style-type: none"> 1. All District employees receive training on the definition of sexual harassment, the scope of the District’s education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator. 2. An individual designated by the District as a Title IX Coordinator, investigator, decision-maker (including the Initial Decision-Maker and Appellate Decision-Maker), or informal resolution process facilitator receives training on the definition of sexual harassment, the scope of the District’s education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially. 3. Title IX investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence. 4. Title IX decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior are not relevant to the allegations. 5. Public availability of all training materials for the Title IX Coordinator, investigators, decision-makers, and any informal resolution facilitators by posting them on the District’s website, if any, or otherwise making them available upon request for inspection by members of the public. 34 C.F.R. §106.45(b)(10)(i)(D). See 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>.

Reporting

Actor	Action
All District employees	<p>Upon receiving knowledge of a sexual harassment allegation:</p> <ol style="list-style-type: none"> 1. Immediately report a suspicion of child abuse or neglect to the Ill. Dept. of Children and Family Services on its Child Abuse Hotline 1-800-25-Abuse (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY)). 2. Promptly forward all reports of sexual harassment to the Title IX Coordinator. <p>Note: Employees may receive knowledge of a sexual harassment allegation via an anonymous report. 85 Fed. Reg. 30132.</p>

Initial Meeting with the Complainant; Complaint Analysis

Actor	Action
Title IX Coordinator	<p>Upon receiving knowledge of a sexual harassment allegation, promptly contacts the Complainant to (34 C.F.R. §106.44(a)):</p> <ol style="list-style-type: none"> 1. Discuss the availability of supportive measures; 2. Consider the Complainant’s wishes with respect to supportive measures; <p>Note: If a Complainant desires supportive measures, the District should keep the Complainant’s identity confidential (including from the Respondent) unless disclosing the Complainant’s identity is necessary to provide a particular supportive measure, e.g., no contact order. 85 Fed. Reg. 30133.</p> <ol style="list-style-type: none"> 3. Inform the Complainant that supportive measures are available regardless of whether the Complainant files a Formal Title IX Sexual Harassment Complaint; and 4. Explain to the Complainant the process for filing a Formal Title IX Sexual Harassment Complaint, including 2:265-AP2, <i>Formal Title IX Sexual Harassment Complaint Grievance Process</i>. <p>Maintains the confidentiality of the sexual harassment allegation, to the greatest extent practicable.</p> <p>Analyzes the sexual harassment allegation under the following Board policies:</p> <ul style="list-style-type: none"> • 2:260, <i>Uniform Grievance Procedure</i> • 5:20, <i>Workplace Harassment Prohibited</i> • 5:90, <i>Abused and Neglected Child Reporting</i> • 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i> • 7:20, <i>Harassment of Students Prohibited</i> • 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> • 7:185, <i>Teen Dating Violence Prohibited</i> • 7:190, <i>Student Behavior</i> <p>Answers the following questions:</p>

	<ol style="list-style-type: none"> 1. Does another appropriate method exist for processing and reviewing the sexual harassment allegation? 2. If yes, does that other method govern the District’s response in addition to or at the exclusion of policy 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>? <p>See 2:265-E, <i>Title IX Sexual Harassment Glossary of Terms</i>, for a discussion of sexual harassment governed by laws other than Title IX. Consult the board attorney for guidance.</p>
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Consideration of a Formal Title IX Sexual Harassment Complaint

A Formal Title IX Sexual Harassment Complaint may be filed by the Complainant with the Title IX Coordinator in person, by mail, or by email, by using the contact information required to be listed for the Title IX Coordinator under 34 C.F.R. §106.8(a), and by any additional method designated by the District. The Formal Title IX Sexual Harassment Complaint must contain the Complainant’s physical or digital signature, or otherwise indicate that the Complainant is the person filing it.

When the Title IX Coordinator signs a Formal Title IX Sexual Harassment Complaint, the Title IX Coordinator is not a Complainant or otherwise a party under 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*. 34 C.F.R. §106.30.

Actor	Action
Title IX Coordinator	<p>When a Complainant Does NOT File a Formal Title IX Sexual Harassment Complaint:</p> <p>Assesses the sexual harassment allegation to determine whether the circumstances justify overriding the Complainant’s choice and signing a Formal Title IX Sexual Harassment Complaint.</p> <p>“If a grievance process is initiated against the wishes of the complainant, that decision should be reached thoughtfully and intentionally by the Title IX Coordinator [and] not [be] an automatic result that occurs any time [the District] has notice that a complainant was allegedly victimized by sexual harassment.” 85 Fed. Reg. 30131. Consult the board attorney for guidance.</p> <p>The District’s Every Student Succeeds Act (ESSA) obligations may require the Title IX Coordinator to sign a Formal Title IX Sexual Harassment Complaint initiating a grievance process against an employee-respondent, even when the Complainant does not wish to file a Formal Title IX Sexual Harassment Complaint; e.g., the District wishes to investigate allegations in order to determine whether it has probable cause of employee sexual misconduct that affect its ESSA obligations.</p> <p>When a Complainant Files, or the Title IX Coordinator Signs, a Formal Title IX Sexual Harassment Complaint:</p> <p>Proceeds to and follows 2:265-AP2, <i>Formal Title IX Sexual Harassment Complaint Grievance Process</i>, in conjunction with any response required by this procedure.</p>

Consideration of Removal of the Respondent

Actor	Action
Title IX Coordinator	<p>Emergency Removal of Respondent-Student:</p> <p>If the Respondent is an identified student, considers whether the Respondent-student should be removed from the District’s education program or activity on an emergency basis in accordance with 34 C.F.R. §106.44(c).</p> <p>Before removing a Respondent-student on an emergency basis, conducts an individualized safety and risk analysis to determine whether removal is justified by an immediate threat to the physical health or safety of any student or other individual arising from the sexual harassment allegations. See 4:190-AP2, <i>Threat Assessment Team (TAT)</i>.</p> <p>If the Respondent-student is removed on an emergency basis:</p> <ol style="list-style-type: none"> 1. Provides the Respondent-student with written notice and an opportunity to challenge the decision immediately following the removal; and 2. Follows requirements set forth in 105 ILCS 5/10-22.6. <p>Administrative Leave for Respondent-Employee:</p> <p>If the Respondent is identified and is a non-student employee, in conjunction with the Assistant Superintendent for Human Resources, considers whether the Respondent-employee should be placed on administrative leave in accordance with 34 C.F.R. §106.44(d), relevant District policies and procedures, and any applicable collective bargaining agreements. See Board policies 5:240, <i>Suspension</i>, and 5:290, <i>Employment Termination and Suspensions</i>.</p> <p>Note: While Title IX regulations do not impose a time limit on the duration of an emergency removal (85 Fed. Reg. 30230), time limits may apply based upon District policies and procedures, any applicable collective bargaining agreements, and other laws and regulations, e.g., the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, 105 ILCS 5/10-22.6.</p>

Recordkeeping

Actor	Action
Title IX Coordinator	<p>Creates and maintains, for a period of at least seven years, records of any actions and supportive measures taken and provided in response to the report of sexual harassment, regardless of whether a Formal Title IX Sexual Harassment Complaint was filed. 34 C.F.R. §106.45(b)(10)(ii). Ensures that records document:</p> <ol style="list-style-type: none"> 1. Why the District’s response to the sexual harassment allegation was not deliberately indifferent, e.g., was deliberately concerned and appropriate; 2. The supportive measures the District took to restore or preserve equal access to its education program or activity; and 3. If the District did not provide Complainant with supportive measures, why not providing them was clearly reasonable in light of the circumstances. <u>Id.</u> <p>See 5:150, <i>Personnel Records</i>, and 5:150-AP, <i>Personnel Records</i>, addressing the identification, storage, and access to personnel records.</p>

	See 7:340, <i>Student Records</i> , along with 7:340-AP1, <i>School Student Records</i> , and 7:340-AP2, <i>Storage and Destruction of School Student Records</i> , addressing the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.
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DATED:

Pending Implementation

School Board

Administrative Procedure – Formal Title IX Sexual Harassment Complaint Grievance Process

This procedure implements the District’s investigation and response process to a Formal Title IX Sexual Harassment Complaint after a decision to pursue one has been made using 2:265-AP1, *Title IX Sexual Harassment Response*. See 34 C.F.R. Part 106. Use this procedure to comply with 34 C.F.R. §106.45, *Grievance process for formal complaints of sexual harassment*. Use exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, in conjunction with this procedure.

This procedure contains a **Table of Contents** and lettered **Sections**.

Table of Contents

- A. Overview of 34 C.F.R. §106.45 Grievance Process
- B. Notice of Allegations
- C. Consolidation of Formal Title IX Sexual Harassment Complaints
- D. Dismissal of Formal Title IX Sexual Harassment Complaint
- E. Informal Resolution of Formal Title IX Sexual Harassment Complaint
- F. Investigation of Formal Title IX Sexual Harassment Complaint
- G. Determination Regarding Responsibility; Remedies
- H. Appeals
- I. Recordkeeping

Sections

A. Overview of 34 C.F.R. §106.45 Grievance Process

The District treats Complainants and Respondents engaging in the Formal Title IX Sexual Harassment Complaint Grievance Process (Grievance Process) equitably and adheres to the following guidelines:

1. Presumption of Non-Responsibility. The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the Grievance Process. 34 C.F.R. §106.45(b)(1)(iv).
2. Grievance Process Required Before Imposing Sanctions. The District complies with this Grievance Process before imposing any disciplinary sanctions or other actions against a Respondent. 34 C.F.R. §106.45(b)(1)(i).
3. Supportive Measures. The District may provide counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures to Complainants and/or Respondents. 34 C.F.R. §106.45(b)(1)(ix). See 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, for the definition of *supportive measures*.
4. Evidence Considered. All relevant evidence – including both inculpatory and exculpatory evidence – is objectively evaluated. Credibility determinations are not based on a person’s status as a Complainant, Respondent, or witness. The District does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, e.g., attorney-client privilege, doctor-patient privilege, or spousal privilege, unless the person holding such privilege has waived the privilege. 34 C.F.R. §106.45(b)(1)(ii) and (x).

5. Standard of Proof. All determinations are based upon the *preponderance of evidence* standard. 34 C.F.R. §106.45(b)(1)(vii).
6. Right to Appeal. Each party may appeal any determination as described in **Section H. Appeals**, below. 34 C.F.R. §106.45(b)(1)(viii); 34 C.F.R. §106.45(b)(8)(i).
7. Timeline. This Grievance Process is concluded within 90 school business days after receipt of a Formal Title IX Sexual Harassment Complaint. As used in this Grievance Process, *school business days* means days on which the District’s main office is open. For good cause, this Grievance Process may be temporarily delayed or extended for a limited time only if the Complainant and the Respondent are provided written notice of the delay/extension and the reasons for it. Good cause may include: the absence of a party, a party’s advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. 34 C.F.R. §106.45(b)(1)(v).
8. Disciplinary Sanctions and Remedies. Following a determination of responsibility, the District may implement recommended disciplinary sanctions, up to and including: discharge, for a Respondent-employee; expulsion, for a Respondent-student; and termination of any existing contracts and/or prohibition from District property and activities, for a third-party Respondent. 34 C.F.R. §106.45(b)(1)(vi).

Where a determination of responsibility for sexual harassment is made against a Respondent, remedies designed to restore or preserve equal access to the District’s education program or activities are provided to a Complainant. Remedies may include the same individualized services described in Supportive Measures, above. Unlike Supportive Measures, however, remedies may be disciplinary or punitive, and they may burden the Respondent. 34 C.F.R. §106.45(b)(1)(i). The District may implement remedies up to and including the recommended disciplinary sanctions described above. 34 C.F.R. §106.45(b)(1)(vi).

9. Training Requirements. The District ensures certain training requirements are met. At a minimum, any individual designated by the District as a Title IX Coordinator, investigator, decision-maker (including the Initial Decision-Maker and Appellate Decision-Maker), or any person designated by the District to facilitate an informal resolution process will:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual Complainant or Respondent; and
 - b. Receive training on the definition of sexual harassment, the scope of the District’s education program or activity, how to conduct an investigation and Grievance Process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially (including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias).

Any individual designated by the District as an investigator receives training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Any individual designated by the District as a decision-maker receives training on issues of relevance of questions and evidence, including training about when questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior are not relevant to the allegations. 34 C.F.R. §106.45(b)(1)(iii).

B. Notice of Allegations

Upon signing a Formal Title IX Sexual Harassment Complaint or receiving a Formal Title IX Sexual Harassment Complaint filed by a Complainant, the Title IX Coordinator:

1. Provides written notice to all known parties of the following information:

- a. This procedure 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*, including any available informal resolution process.
 - b. The allegations of sexual harassment potentially constituting Title IX sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting Title IX sexual harassment, and the date and location of the alleged incident, if known.
 - c. That the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the Grievance Process.
 - d. That all parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
 - e. That all parties may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Title IX Sexual Harassment Complaint (including evidence the District does not intend to rely on in determining responsibility, and inculpatory or exculpatory evidence) so that each party can meaningfully respond to the evidence before the investigation concludes.
 - f. That the District's behavior policies prohibit knowingly making false statements or knowingly submitting false information during the Grievance Process.
2. Provides a second written notice to all known parties if, during the investigation, the District decides to investigate allegations not included in the first written notice.
 3. Decides whether to personally conduct the investigation or appoint a qualified investigator. If the Title IX Coordinator appoints a qualified investigator, provides written notice of the appointment to the Investigator.

When the Complainant's Identity Is Unknown

If the Complainant's identity is unknown, e.g., where a third party reports that a Complainant was victimized by sexual harassment but does not reveal the Complainant's identity, or a Complainant reports anonymously, the Grievance Process may proceed if the Title IX Coordinator determines it is necessary to sign a Formal Title IX Sexual Harassment Complaint, even though the written notice provided in **Section B.1**, above, will not include the Complainant's identity. 85 Fed. Reg. 30133. If the Complainant's identity is later discovered, the Title IX Coordinator provides another written notice to the parties. *Id.* at f/n 594.

When the Respondent's Identity is Unknown

If the Respondent's identity is unknown, e.g. where a Complainant does not know the Respondent's identity, the Grievance Process shall proceed because an investigation might reveal the Respondent's identity, even though the written notice provided in **Section B.1**, above, will not include the Respondent's identity. If the Respondent's identity is later discovered, the Title IX Coordinator provides another written notice to the parties. 85 Fed. Reg. 30138.

C. Consolidation of Formal Title IX Sexual Harassment Complaints

When the allegations of sexual harassment arise out of the same facts or circumstances, the Title IX Coordinator may consolidate Formal Title IX Sexual Harassment Complaints alleging sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party. 34 C.F.R. §106.45(b)(4).

D. Dismissal of Formal Title IX Sexual Harassment Complaint

After an investigation, if the Title IX Coordinator determines that the conduct alleged would not constitute Title IX sexual harassment even if proved, did not occur in the District's education

program or activity, or did not occur against a person in the United States, then the Title IX Coordinator dismisses the Formal Title IX Sexual Harassment Complaint with regard to that conduct for purposes of Title IX sexual harassment only. Such a dismissal does not preclude action under another applicable District policy or procedure.

At any time during the investigation, the Title IX Coordinator may dismiss the Formal Title IX Sexual Harassment Complaint, or any allegations contained in it, if any of the following occur:

1. The Complainant notifies the Title IX Coordinator in writing that he or she wants to withdraw the Formal Title IX Sexual Harassment Complaint or any allegations contained in it;
2. The Respondent is no longer enrolled or employed by the District; or
3. Specific circumstances prevent the District from gathering enough evidence to reach a determination as to the Formal Title IX Sexual Harassment Complaint or allegations in it.

Upon dismissal, the Title IX Coordinator promptly sends simultaneous written notice to the parties of the dismissal, reason(s) for the dismissal, and the right to appeal the dismissal. 34 C.F.R. §106.45(b)(3).

E. Informal Resolution of Formal Title IX Sexual Harassment Complaint

At any time prior to reaching a determination regarding responsibility, the District may facilitate informal resolution of a Formal Title IX Sexual Harassment Complaint, such as mediation, that does not involve a full investigation and adjudication, provided that the District (34 C.F.R. §106.45(b)(9)):

1. Provides the parties written notice disclosing:
 - a. The allegations;
 - b. Informal resolution process requirements, including the circumstances where parties are precluded from resuming a Formal Title IX Sexual Harassment Complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the Grievance Process for the Formal Title IX Sexual Harassment Complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. Obtains the parties’ voluntary, written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

F. Investigation of Formal Title IX Sexual Harassment Complaint

The Investigator or Title IX Coordinator follows these steps when investigating the allegations in a Formal Title IX Sexual Harassment Complaint.

Actor	Action
Investigator or Title IX Coordinator	During an investigation and throughout the Grievance Process (34 C.F.R. §106.45(b)(5)): <ol style="list-style-type: none"> 1. Ensures that the burden of proof and burden of gathering evidence rest on the District and not the parties involved. 34 C.F.R. §106.45(b)(5)(i).

Actor	Action
	<ol style="list-style-type: none"> 2. Provides an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. 34 C.F.R. §106.45(b)(5)(ii). 3. Refrains from restricting the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence. 34 C.F.R. §106.45(b)(5)(iii). 4. Provides the parties the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice (who may, but is not required to, be an attorney). 34 C.F.R. §106.45(b)(5)(iv). 5. Provides, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate. 34 C.F.R. §106.45(b)(5)(v). 6. Provides the parties an equal opportunity to inspect and review any evidence obtained during the investigation that is directly related to the Formal Title IX Sexual Harassment Complaint’s allegations (including evidence the District does not intend to rely on in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence). 34 C.F.R. §106.45(b)(5)(vi). 7. Prior to the completion of the investigative report, sends to each party and the party’s advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy and provides each party with 10 school business days to submit a written response. <u>Id.</u> 8. Upon receipt of a party’s written response to the evidence, reviews the response and sends a copy to the other party in an electronic format or a hard copy. <p>Prepares an investigative report summarizing all relevant evidence. 34 C.F.R. §106.45(b)(5)(vii).</p> <p>Sends to each party and the party’s advisor, if any, the investigative report in an electronic format or hard copy, for their review and written response. <u>Id.</u></p> <p style="padding-left: 40px;">Note: This step must occur at least 10 school business days before the Initial Decision-Maker’s determination regarding responsibility. <u>Id.</u></p> <p>At the conclusion of the investigation, sends to the Initial Decision-Maker in an electronic format or hard copy:</p> <ol style="list-style-type: none"> 1. The Formal Title IX Sexual Harassment Complaint; 2. All evidence gathered during the investigation that is directly related to the Formal Title IX Sexual Harassment Complaint’s allegations (including evidence the District does not intend to rely on in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence); and 3. The investigative report.

G. Determination Regarding Responsibility; Remedies

<p>Initial Decision-Maker</p>	<p>The Superintendent or designee acts as the Initial Decision-Maker for all Formal Title IX Sexual Harassment Complaints, unless it involves allegations against the Superintendent or designee or against a Board Member. In such cases, an outside consultant, e.g., an attorney or retired school administrator, acts as the Initial Decision-Maker.</p> <p>Reviews Investigative Report and Corresponding Materials; Opportunity for Parties to Submit Questions</p> <p>Reviews all materials received from the Investigator.</p> <p>Provides the parties with written notice of the opportunity to submit, through the Initial Decision-Maker, written, relevant questions that a party wants asked of any party or witness. 34 C.F.R. §106.45(b)(6)(ii). In the written notice, informs the parties that:</p> <ol style="list-style-type: none"> 1. Questions and evidence about the Complainant’s sexual predisposition or prior sexual behavior are not relevant, unless they: are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant; or concern specific incidents of the Complainant’s prior sexual behavior with respect to the Respondent and are offered to prove consent. <u>Id.</u> 2. Any questions must be submitted to the Initial Decision-Maker within five (5) school business days. <p>Reviews any questions received from each party for submission to any party or witness.</p> <p>Determines which questions to forward to any party or witness for answers. If any proposed questions are excluded as not relevant, provides the proposing party with a written explanation of the decision to exclude a question as not relevant. <u>Id.</u></p> <p>Forwards relevant questions to any party or witness with instructions to submit answers to the Initial Decision-Maker within five (5) school business days.</p> <p>Upon receipt of answers to questions, provides each party with copies of them. <u>Id.</u></p> <p>Provides the parties with written notice of the opportunity to submit, through the Initial Decision-Maker, additional, limited follow-up written, questions that a party wants asked of any party or witness. <u>Id.</u> Informs the parties that any questions must be submitted to the Initial Decision-Maker within five (5) school business days.</p> <p>Upon receipt of answers to the additional questions, provides each party with copies of them. <u>Id.</u></p> <p>Determination and Written Notice of Determination</p> <p>Basing all decisions on the <i>preponderance of evidence</i> standard, simultaneously issues to the parties a written determination regarding responsibility that (34 C.F.R. §106.45(b)(7)(ii)):</p> <ol style="list-style-type: none"> 1. Identifies the allegations potentially constituting Title IX sexual harassment; 2. Describes the procedural steps taken from the receipt of the Formal Title IX Sexual Harassment Complaint through the determination,
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	<p>including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;</p> <ol style="list-style-type: none"> 3. Contains findings of fact supporting the determination; 4. Contains conclusions regarding the application of the District's policies and procedures to the facts; 5. Contains a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any recommended disciplinary sanctions for the District to impose on the Respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the Complainant; and 6. Outlines the District's procedures and permissible bases for the Complainant and Respondent to appeal.
Title IX Coordinator	Implements any remedies for the Complainant as ordered by the Initial Decision-Maker. 34 C.F.R. §106.45(b)(7)(iv).

H. Appeals

The determination regarding responsibility becomes final either on the date that the Appellate Decision-Maker provides the parties with the written decision of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely. 34 C.F.R. §106.45(b)(7)(iii).

Actor	Action
Complainant or Respondent	<p>Within 10 school business days after receiving the either the Initial Decision-Maker's written determination regarding responsibility or the notice of dismissal of Formal Title IX Sexual Harassment Complaint, makes a written request to the Title IX Coordinator appealing the determination/dismissal based on:</p> <ol style="list-style-type: none"> 1. Procedural irregularity that affected the outcome. 2. New evidence now available that could affect the outcome but that was not reasonably available at the time the determination. 3. The Title IX Coordinator, Investigator, or Initial Decision-Maker had a conflict of interest or bias for or against complainants or respondents generally or the individual Complainant or Respondent that affected the outcome. 34 C.F.R. §106.45(b)(8)(i). <p>Note: The District may offer appeals on additional bases, so long as they are offered equally to both parties. 34 C.F.R. §106.45(b)(8)(ii). Consult the board attorney before offering additional appeal bases, as they may overlap with or impact related proceedings that occur separately from this Grievance Process, e.g., a student expulsion hearing or teacher dismissal hearing to impose recommended disciplinary sanctions as a result of this Grievance Process.</p>
Title IX Coordinator	<p>Upon receiving an appeal from one party:</p> <ol style="list-style-type: none"> 1. Notifies the other party in writing that an appeal has been filed. 2. Provides both parties five (5) school business days to submit a written statement in support of, or challenging, the outcome.

Actor	Action
	<p>3. Promptly forwards all materials relative to the appeal to the Appellate Decision-Maker.</p> <p>Note: The District must ensure that the Appellate Decision-Maker is not the same person as the Initial Decision-Maker, the Investigator, or the Title IX Coordinator. 34 C.F.R. §106.45(b)(8)(iii)(B). The Board may, but is not required to, hear and decide the appeal; it is a suggestion that aligns with the appeal provisions in policy 2:260, <i>Uniform Grievance Procedure</i>, and with Ill. State Board of Education sex equity regulations requiring districts to “provide for final appeal of grievance decisions made at the system level to the system’s governing board.” 23 Ill.Admin.Code §200.40(c)(1). If the Board acts as the Appellate Decision-Maker, the Board must receive the training in Section A.9, above.</p> <p>Note: Some school attorneys recommend that the appeal not go to the Board, so that the Board’s objectivity is not called into question if it needs to conduct a hearing related to recommended disciplinary sanctions resulting from the Grievance Process. Districts should discuss their options with their board attorney.</p>
Appellate Decision-Maker	<p>Within 30 school business days, affirms, reverses, or amends the written determination regarding responsibility or the notice of dismissal.</p> <p>Within five (5) school business days after its decision, simultaneously issues a written decision to both parties that describes the result of the appeal and the rationale for the result. 34 C.F.R. §106.45(b)(8)(iii)(E), (F).</p>

I. Recordkeeping

Actor	Action
Title IX Coordinator	<p>Creates and maintains, for a period of at least seven (7) years, records of (34 C.F.R. §106.45(b)(10)(i)):</p> <ol style="list-style-type: none"> 1. The sexual harassment investigation, including any determination regarding responsibility, any disciplinary sanctions imposed on the Respondent, and any remedies provided to the Complainant designed to restore/preserve equal access to the District’s education program or activity; 2. Any appeal and its result; 3. Any informal resolution and its result; and 4. All materials used to train the Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution. <p>See 5:150, <i>Personnel Records</i>, and 5:150-AP, <i>Personnel Records</i>, addressing the identification, storage, and access to personnel records.</p>

	See 7:340, <i>Student Records</i> , along with 7:340-AP1, <i>School Student Records</i> , and 7:340-AP2, <i>Storage and Destruction of School Student Records</i> , addressing the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.
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DATED:

Pending Implementation

School Board

Exhibit – Title IX Sexual Harassment Glossary of Terms

Use this exhibit to educate employees and students about Title IX terms, and with the required Title IX response and grievance process in Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, implemented by administrative procedures 2:265-AP1, *Title IX Sexual Harassment Response*, and 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

Glossary of Terms

Actual Knowledge – Notice of sexual harassment or allegations of sexual harassment to any District employee or to the District’s Title IX Coordinator. Assumption of knowledge based solely on the District’s status as an employer or other presumption under law does not constitute actual knowledge. This standard is not met when the only official of the District with actual knowledge is the Respondent. *Notice* as used here includes, but is not limited to, a report or complaint of sexual harassment to the Title IX Coordinator in person, by mail, by telephone, or by email using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. 34 C.F.R. §§ 106.30, 106.8(a).

Appellate Decision-Maker – An individual or group, e.g., a Board-appointed appeal examiner or the Board, which reviews an appeal of the Initial Decision-Maker’s determination regarding responsibility or a dismissal of a Formal Title IX Sexual Harassment Complaint (defined below). The Appellate Decision-Maker cannot be the same person as the Initial Decision-Maker, the Investigator, or the Title IX Coordinator. 34 C.F.R. §106.45(b)(8)(iii)(B). The Appellate Decision-Maker must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Complainant – An individual who is alleged to be the victim of conduct that could constitute sexual harassment. 34 C.F.R. §106.30.

Consent – Knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Consent may not be inferred from silence, passivity, or a lack of verbal or physical resistance. A person’s manner of dress does not constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). Consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another person. Consent may be withdrawn at any time. A person cannot consent to sexual activity if that person is unable to understand the nature of the activity or give knowing consent due to circumstances, including without limitation the following: (1) the person is incapacitated due to the use or influence of alcohol or drugs; (2) the person is asleep or unconscious; (3) the person is under age; or (4) the person is incapacitated due to a mental disability. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred. Coercion, force, or the threat of either invalidates consent.

Note: 34 C.F.R. §106.30, added at 85 Fed. Reg. 30574, states that Title IX recipients are not required to adopt a particular definition of consent with respect to sexual assault; however, in its 2020 Title IX rulemaking, the U.S. Dept. of Education (DOE) stated that “recipients must clearly define consent and must apply that definition consistently.” 85 Fed. Reg. 30125. **Consult the Board Attorney if the District would like to customize this definition.**

Education Program or Activity – Includes locations, events, or circumstances in the United States over which the District exercised substantial control over both the Respondent and the context in which the sexual harassment occurred. 34 C.F.R. §106.44(a).

Note: Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). The District’s Title IX obligations extend to off-campus sexual harassment incidents “if the off-campus incident occurs as part of the [district]’s ‘operations’ pursuant to 20 U.S.C. 1687 and 34 CFR 106.2(h)” or if the District “exercised substantial control over the respondent and the context of alleged sexual harassment that occurred off campus pursuant to § 106.44(a).” 85 Fed. Reg. 30196. No single factor is determinative of whether the District exercised *substantial control* or whether an incident occurred as part of the District’s *operations*. *Id.* at 30197. *Operations* may include computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in, the District’s operations. *Id.* at 30202. **Consult the Board Attorney for further guidance.**

Formal Title IX Sexual Harassment Complaint – A document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation. At the time of filing a Formal Title IX Sexual Harassment Complaint, a Complainant must be participating in or attempting to participate in the District’s education program or activity with which the Formal Title IX Sexual Harassment Complaint is filed.

Note: Whether a Complainant is *attempting to participate* is a fact-specific inquiry. For example, a Complainant who has graduated may still be attempting to participate in an education program where he or she intends to remain involved in alumni programs or activities. 85 Fed. Reg. 30138.

Consult the Board Attorney for further guidance.

Initial Decision-Maker – An individual designated by the Title IX Coordinator to reach an initial determination regarding responsibility in a Formal Title IX Sexual Harassment Complaint (defined above) by applying the standard of proof set forth in 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*. See 85 Fed. Reg. 30054. The Title IX Coordinator cannot be the Initial Decision-Maker. 34 C.F.R. §106.45(b)(7)(i). The Initial Decision-Maker must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Investigator – The Title IX Coordinator or an individual designated by the Title IX Coordinator to investigate a *Formal Title IX Sexual Harassment Complaint* (defined above) according to 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*. The Investigator must be free from conflicts of interest or bias against complainants and respondents generally or against an individual Complainant or Respondent, and must be trained to serve impartially. 34 C.F.R. §106.45(b)(1)(iii).

Respondent – An individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment. 34 C.F.R. §106.30.

Supportive Measures – Non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a Complainant or Respondent before or after the filing of a Formal Title IX Sexual Harassment Complaint or where no Formal Title IX Sexual Harassment Complaint has been filed. Such measures are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District will maintain as confidential any supportive measures provided to a Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. 34 C.F.R. §106.30.

Sexual Harassment Governed by Laws Other Than Title IX – The District must also address sexual harassment that does not meet the definition of Title IX sexual harassment, including but not limited to

sexual harassment in violation of the State Officials and Employees Ethics Act (5 ILCS 430/), Illinois Human Rights Act (775 ILCS 5/), and Title VII of the Civil Rights Act of 1964 (42 U.S.C. §2000e et seq.).

For each report or complaint received, the Title IX Coordinator reviews the following Board policies to determine if they require additional action by the District in addition to or at the exclusion of policy 2:265, *Title IX Sexual Harassment Grievance Procedure*:

- 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
- 5:20, *Workplace Harassment Prohibited*. This policy prohibits employees from engaging in sexual harassment.
- 5:90, *Abused and Neglected Child Reporting*. This policy requires employees who suspect or receive knowledge that a student may be an abused or neglected child to immediately report their suspicion to the Ill. Dept. of Children and Family Services (DCFS). If an employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, it further requires the District to coordinate with the local Children's Advocacy Center.
- 5:120, *Employee Ethics; Conduct; and Conflict of Interest*. This policy sets forth high standards for employee ethics and conduct, and incorporates by reference the Code of Ethics for Illinois Educators.
- 7:20, *Harassment of Students Prohibited*. This policy prohibits all sexual harassment of students.
- 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes stalking, sexual harassment, sexual violence, or retaliation for asserting or alleging an act of bullying.
- 7:185, *Teen Dating Violence Prohibited*. This policy prohibits students 13-19 years of age from using or threatening to use physical, mental, or emotional abuse to control an individual in the dating relationship, and from using or threatening to use sexual violence in the dating relationship.
- 7:190, *Student Behavior*. This policy sets forth student conduct rules, prohibited student conduct, and behavioral interventions and disciplinary measures designed to address the causes of misbehavior and teach students positive behavioral skills.

Title IX Sexual Harassment – Conduct on the basis of sex that satisfies one or more of the following (34 C.F.R. §106.30):

- A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; or
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).
 - *Sexual assault* means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system (UCR Program) of the Federal Bureau of Investigation (FBI), and includes rape, fondling, incest, and statutory rape. 20 U.S.C. §1092(f)(6)(A)(v); 34 C.F.R. Part 668, Appendix A to Subpart D. For more information regarding the FBI UCR Program, see www.fbi.gov/services/cjis/ucr/.

- *Dating violence* means violence committed by a person: (1) who is or has been in a social relationship of a romantic or intimate nature with the victim, and (2) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. 34 U.S.C. §12291(a)(10).
- *Domestic violence* includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction. 34 U.S.C. §12291(a)(8).
- *Stalking* means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (1) fear for his or her safety or the safety of others, or (2) suffer substantial emotional distress. 34 U.S.C. §12291(a)(30).

DATED:

Pending Implementation

**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
TABLE OF CONTENTS
SECTION 3 – GENERAL SCHOOL ADMINISTRATION**

**AP = ADMINISTRATIVE PROCEDURE
E = EXHIBIT**

3:60-E	Event Reporting and Notice and Reporting Requirements for Building Principals Concerning School Safety and Security
3:70-AP	Succession Plan

Pending Implementation

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.

Events Requiring Reports Concerning School Safety and Security	Resources
<p>A student or other person poses a clear and present danger to himself, herself, or others.</p> <p>This report is made to the Ill. Dept. of 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"> (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 (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. <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"> 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 	<p>The ISP has posted information and instructions at: www.dhs.state.il.us/page.aspx?item=38026#a_toc2.</p> <p>The reporting form is at: www.isp.state.il.us/docs/2-649.pdf.</p> <p>3:60, <i>Administrative Responsibility of the Building Principal</i></p> <p>7:340, <i>Student Records</i></p> <p>7:340-API, <i>School Student Records</i></p>

Events Requiring Reports Concerning School Safety and Security	Resources
<p>officials and school administrators on its website.</p> <p>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 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>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.</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: www.state.il.us/dcfcs/child/index.shtml.</p> <p>5:90, <i>Abused and Neglected Child Reporting</i></p> <p>7:190-AP6, <i>Administrative Procedure - Guidelines for Investigating Sexting Allegations</i></p>
<p>Child pornography is discovered on electronic and information technology equipment.</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: www.CyberTipline.com.</p> <p>According to 325 ILCS 5/4.5,</p> <p><i>Electronic and information technology equipment</i></p>	<p>5:90, <i>Abused and Neglected Child Reporting</i></p>

Events Requiring Reports Concerning School Safety and Security	Resources
<p>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>Hazing resulted in bodily harm to any person.</p> <p>This report is required when a Principal or other school personnel or volunteer observes hazing.</p> <p>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.</p> <p>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. <i>Id.</i> at 5/12C-50.1(c).</p>	<p>5:90, <i>Abused and Neglected Child Reporting</i></p> <p>7:190, <i>Student Behavior</i></p>
<p>The person enrolling a student fails to provide a certified copy of the student's birth certificate within 30 days of enrolling the student.</p> <p>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).</p> <p>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></p> <p>7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p>
<p>The District receives notification from the ISP of the disappearance of a student currently or previously enrolled.</p> <p>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</p>	<p>7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p>

Events Requiring Reports Concerning School Safety and Security	Resources
<p>ILCS 55/5(a).</p> <p>This report is required by the Missing Children Records Act (325 ILCS 50/), and the Missing Children Registration Law (325 ILCS 55/).</p>	
<p>A drug violation occurred on school property, including any conveyance used to transport students, or within 1000 feet of the school.</p> <p>The Principal or designee is required to make this report. This report is made 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.</p> <p>105 ILCS 127/2 sets forth specific drug violations that will trigger this duty to report; however, best practice suggests reporting any drug violation. This report is required by the School Reporting of Drug Violations Act (105 ILCS 127/).</p>	<p>3:60, <i>Administrative Responsibility of the Building Principal</i></p>
<p>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.</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>A student committed a criminal offense.</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>A person on school grounds possesses a firearm.</p> <p>This report is made to a local law enforcement agency immediately after receiving a report of a person on school grounds possessing a firearm. The Principal may delegate the making of this report.</p> <p>This report is required by 105 ILCS 5/10-27.1A. 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</p>	<p>7:190, <i>Student Behavior</i></p>

Events Requiring Reports Concerning School Safety and Security	Resources
misdemeanor. <u>Id.</u> at 5/10-27.1A(a).	
<p>A student engaged in aggressive behavior.</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>Human Trafficking Hotline.</p> <p>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.</p> <p>This notice is required by the Human Trafficking Resource Center Notice Act (775 ILCS 50/, amended by P.A. 100-671, eff. 1-1-19).</p>	<p>Notice available for download at: www.dhs.state.il.us/page.aspx?item=82023.</p>
<p>Lead in Drinking Water.</p> <p>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.</p> <p>This notification is required by 225 ILCS 320/35.5(c)(3).</p>	<p>4:170, <i>Safety</i></p>
<p>Sex Offender Information is Available.</p> <p>This notice is provided to the parents/guardians of students at either registration or parent-teacher conferences.</p> <p>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).</p> <p>This notice is required by the Sex Offender Community Notification Law (730 ILCS 152/120).</p>	<p>4:170, <i>Safety</i></p> <p>4:175-API, <i>Criminal Offender Notification Laws; Screening</i></p> <p>4:175-API, E1, <i>Informing Parents/Guardians About Offender Community Notification Laws</i></p>

DATED:

General School Administration

Administrative Procedure - Succession Plan

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall be as stated below. If the first person on the succession list is unavailable, the second person shall be the responsible person, and so on, in order through the list. The designated individual shall communicate with the School Board President in cases of importance and/or emergency.

Superintendent

Kenneth Lee

John Troy

Bryan Zwemke

Assistant Principals Jamie Soliman and Matt Wikoff

Assistant Principal opposite campus

Building Principal

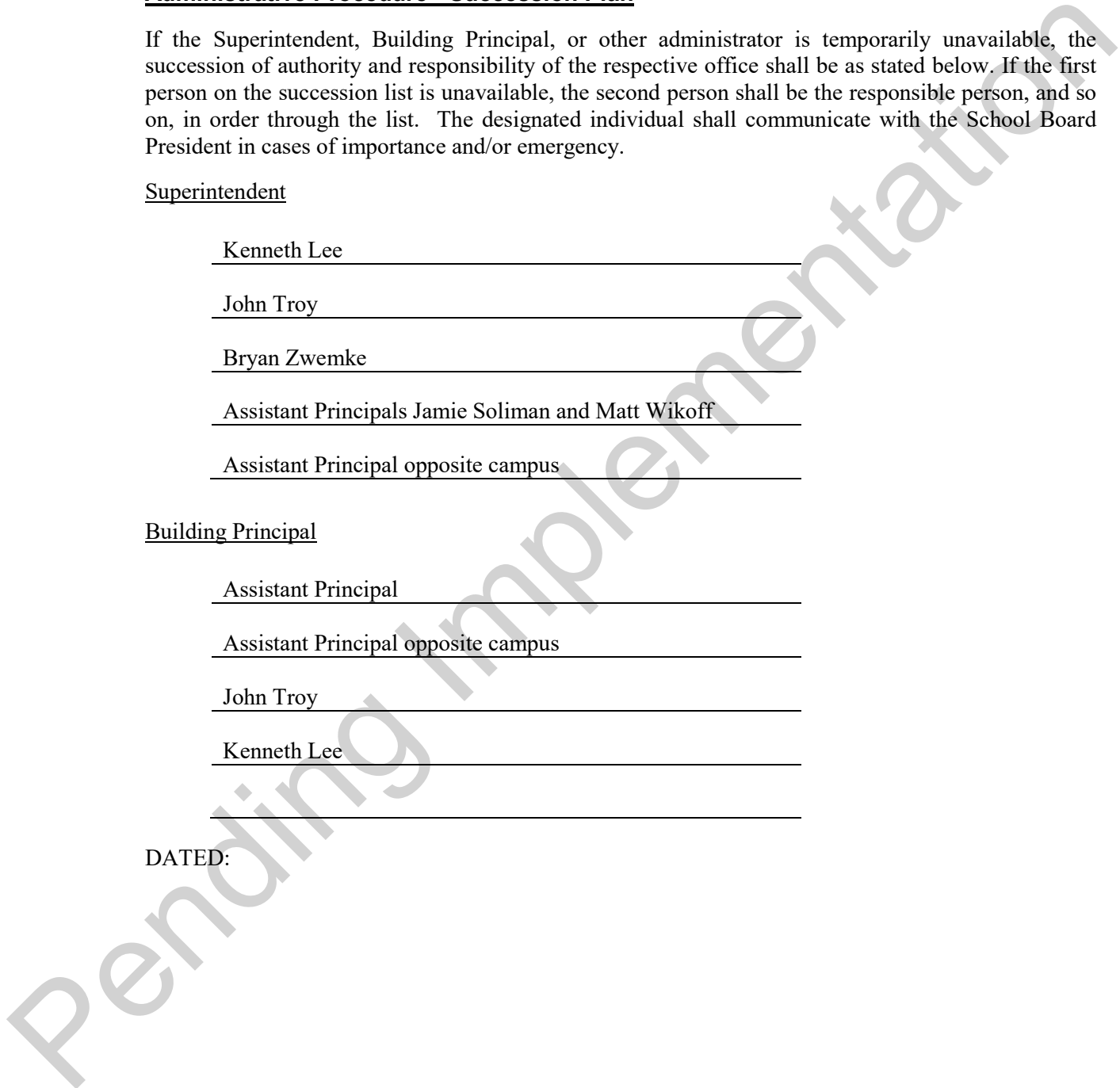
Assistant Principal

Assistant Principal opposite campus

John Troy

Kenneth Lee

DATED:



**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
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Pending Implementation

Operational Services

Administrative Procedure - Protecting the Privacy of Social Security Numbers

Much of the District’s collection, storage, use, and disclosure of social security numbers apply to employee records only. But limited exceptions may exist where a school district may need to ask students or their parents/guardians to provide social security numbers. When student social security numbers are involved, consult the Board attorney about the intersection of the Identity Protection Act (5 ILCS 179/), the Family Educational Rights and Privacy Act (20 U.S.C. §1232g), and the Ill. School Student Records Act (105 ILCS 10/).

Actor	Action
<p>Superintendent and business manager, and their designees</p>	<p>Identify the approved purposes for collecting SSNs, including:</p> <ol style="list-style-type: none"> 1. Employment matters, e.g., income reporting to IRS and the IL Dept. of Revenue, tax withholding, FICA, and Medicare. 2. Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, and veterans’ programs. 3. Filing insurance claims. 4. Internal verification or administrative purposes. 5. Other uses authorized and/or required by State law including, without limitation, in the following circumstances (5 ILCS 179/10(c)): <ol style="list-style-type: none"> a. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities; b. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and c. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act. <p>Identify a method for documenting the need and purpose for the SSN before its collection. 5 ILCS 179/10(b)(1).</p> <p>Inform all employees of the District’s efforts to protect the privacy of SSNs. See Exhibit 4:15-E1, <i>Letter to Employees Regarding Protecting the Privacy of Social Security Numbers</i>.</p> <p>While State law does not specifically require this step, the law contains mandates applicable to all employees that they need to know. Moreover, this letter provides an opportunity to increase awareness of the confidential nature of SSNs.</p> <p>Maintain a written list of each staff position that allows or requires access to SSNs.</p> <p>The existence of a written list, even though not required, is important for recordkeeping and accountability purposes.</p> <p>Require that employees who have access to SSNs in the course of performing their duties be trained to protect the confidentiality of SSNs. 5 ILCS 179/35(a)(2).</p> <p>Direct that only employees who are required to use or handle information or documents that contain SSNs have access to such information or documents. 5</p>

Actor	Action
	<p>ILCS 179/35(a)(3).</p> <p>Require that SSNs requested from an individual be provided in a manner that makes the SSN easily redacted if the record is otherwise required to be released as part of a public records request. 5 ILCS 179/35(a)(4).</p> <p>Require that, when collecting SSNs or upon request, a <i>statement of the purpose(s)</i> for which the District is collecting and using the SSNs be provided. 5 ILCS 179/35(a)(5). See Exhibit 4:15-E2, <i>Statement of Purpose for Collecting Social Security Numbers</i>.</p> <p>Require that, when employees who are required to use or handle information or documents that contain SSNs learn of a breach, they:</p> <ol style="list-style-type: none"> 1. Notify District administrators immediately, and 2. Ensure that notifications to the proper individuals occur. <p>Enforce the requirements in Board policy 4:15, <i>Identity Protection</i>, and this procedure.</p>
Records Custodian and Head of Information Technology (IT)	<p>Develop guidelines for handling social security numbers in electronic systems. These guidelines should address:</p> <ol style="list-style-type: none"> 1. The display of SSNs on computer terminals, screens, and reports; 2. The security protocol for storing SSNs on a device or system protected by a password or other security system and for accessing SSNs that are included in part of an electronic database; 3. The security protocol for deleting SSNs that are stored in electronic documents or databases; and 4. Alternate mechanisms for integrating data other than the use of SSNs.
Staff Development Head	<p>Design and execute a training program on protecting the confidentiality of SSNs for employees who have access to SSNs in the course of performing their duties.</p> <p>The training should include instructions on the proper handling of information that contains SSNs from the time of collection through the destruction of the information. 5 ILCS 179/35(a)(2).</p>
Assistant Superintendents, Directors, Building Principals, and/or Department Heads	<p>Require each staff member whose position allows or requires access to SSNs to attend training on protecting the confidentiality of SSNs.</p> <p>Instruct staff members whose positions allow or require access to SSNs to:</p> <ol style="list-style-type: none"> 1. Treat SSNs as confidential information. 2. Never publically post or display SSNs or require any individual to verbally disclose his or her SSN. 3. Dispose of documents containing SSNs in a secure fashion, such as, by shredding paper documents and by deleting electronic documents as instructed by the IT Department. 4. Use SSNs as needed during the execution of their job duties and in accordance with the training and instructions that they received. <p>Instruct staff members whose positions do <u>not</u> require access to SSNs to notify a supervisor and/or the IT Department whenever SSNs are found in a document or other material, whether in paper or electronic form.</p>
Freedom of	Redact every SSN before allowing public inspection or copying of records

Actor	Action
Information Officer	responsive to a FOIA request. 5 ILCS 179/15.
Employees	<p>Do not collect, use, or disclose another individual's SSN unless directed to do so by an administrator.</p> <p>If the employee is in a position that requires access to SSNs: Treat SSNs as confidential information and follow the instructions learned during training.</p> <p>If the employee is <u>not</u> in a position that requires access to SSNs: Notify his or her supervisor and/or the IT Department whenever the employee comes across a document or other material, whether in paper or electronic form, that contain SSNs.</p>

DATED:

Pending Implementation

Operations

Administrative Procedure – Treatment of Personally Identifiable Information Under Grant Awards

This procedure implements identification, handling, storage, access, disposal, and the overall confidentiality of personally identifiable information under grant awards in the subhead **Treatment of Personally Identifiable Information Under Grant Awards** in Board policy 4:15, *Identity Protection*. Use it when the District is a recipient of a federal grant award or State grant award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) and, as a result, must handle personally identifiable information (defined below) in its administration of the award.

Definitions

Personally identifiable information (PII) means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some information that is considered to be PII is available in public sources such as telephone books and public Web sites. This type of information is considered to be Public PII and includes, for example, first and last name, address, work telephone number, email address, home telephone number, and general educational credentials. The definition of PII is not anchored to any single category of information or technology. Rather, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII (or *protected personally identifiable information*) whenever additional information is made publicly available, in any medium and from any source, that, when combined with other available information, could be used to identify an individual. 2 C.F.R. §200.79.

Protected personally identifiable information (Protected PII) is a subset of PII; it means an individual's first name or first initial and last name in combination with any one or more types of information, including, but not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records, or educational transcripts. Protected PII does not include personally identifiable information that is required by law to be disclosed. 2 C.F.R. §200.82.

Safeguarding Requirement

GATA and 2 C.F.R. §200.303(e) require grant recipients to take reasonable measures to safeguard (1) *protected personally identifiable information*, (2) other information that the awarding or pass-through agency designates as sensitive, such as *personally identifiable information*, and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively referred to in this Procedure as *sensitive information*).

The Superintendent or designee will ensure that the District:

1. Implements reasonable security measures, such as physical and technological safeguards, for the protection of sensitive information that meets or exceeds industry standards designed to protect such information from unauthorized access, destruction, use, modification, or disclosure.
2. Complies with all applicable laws, such as the Identity Protection Act (5 ILCS 179/) (IPA), Personal Information Protection Act (815 ILCS 530/10) (PIPA) and Student Online Personal Protection Act (105 ILCS 85/27, added by P.A. 101-516, eff. 7-1-21) (SOPPA) in the event of a breach of sensitive information.
3. Notifies, if appropriate, members of the school community impacted by a breach when notification is not specifically required by law.

4. Educates staff members involved in the administration of grants that in addition to federal regulation 2 C.F.R. §200.303(e) and the terms of a specific award, multiple laws may apply to personally identifiable information, depending upon the type of information/record including: IPA (5 ILCS 179/), PIPA (815 ILCS 530/), Family Educational Rights and Privacy Act, (20 U.S.C. 1232g), Ill. School Student Records Act (105 ILCS 10/), SOPPA (105 ILCS 85/, amended by P.A. 101-516, eff. 7-1-21), Personnel Record Review Act (820 ILCS 40/), and Local Records Act (50 ILCS 205/3).
5. Consults with the Board Attorney as needed to ensure compliance.

Relevant Board Policies and Administrative Procedures for Handling of Sensitive Information

The following Board policies and procedures also address and govern the District's identification, handling, storage, access, disposal, and overall confidentiality of certain types of sensitive information:

1. 2:220, *School Board Meeting Procedure*, and Exhibit, 2:220-E8, *School Board Records Maintenance Requirements and FAQs*, address storage, access, and destruction of meeting minutes, including closed meeting minutes and verbatim recordings.
2. 2:250, *Access to District Public Records*, addresses providing access to public records in response to Freedom of Information Act requests and the preservation and destruction of public records under the Local Records Act. 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*, also addresses the preservation and destruction of public records under the Local Records Act.
3. 4:15, *Identity Protection*, specifically requires the District to safeguard sensitive information under grant awards.
4. 4:80-AP1, *Internal Controls Checklist*, requires the District to protect assets, including technology and electronic systems from loss or misuse.
5. 5:120-AP2, *Employee Conduct Standards*, requires all District staff members to respect the confidentiality of student and personal records and other information covered by confidentiality agreements.
6. 5:130, *Responsibilities Concerning Internal Information*, requires all District employees to maintain the integrity and security of all internal information and the privacy of confidential records.
7. 5:150, *Personnel Records*, and 5:150-AP, *Personnel Records*, address the identification, storage, and access to personnel records.
8. 6:235, *Access to Electronic Networks*, requires all users of the District's electronic networks to maintain the confidentiality of student information
9. 6:235-AP1, *Acceptable Use of District's Electronic Networks*, requires all users of the District's electronic networks to take steps to safeguard their integrity and security.
10. 7:340, *Student Records*, along with 7:340-AP1, *School Student Records*, and 7:340-AP2, *Storage and Destruction of School Student Records*, address the District's legal obligations regarding the identification, confidentiality, safeguarding, access, and disposal of school student records.

Disposal of Sensitive Information

When disposal of sensitive information is authorized by law and/or Board policy, the Superintendent or other administrator overseeing the administration of the grant award will ensure the District follows the disposal standard under the Personal Information Protection Act (815 ILCS 530/40) and renders the information unreadable, unusable, and undecipherable.

Training for Employees and Contractors

District employees and contractors responsible for the administration of a federal or State award for the District will receive training on the safeguarding of sensitive information.

The Superintendent or designee will ensure:

1. Employees receive training upon their assignment to perform work under the award and then on a bi-annual basis thereafter, until the award is concluded or an employee's involvement in the award is complete, whichever is earlier. The training shall include education on this procedure and the District's policies and procedures listed above that govern the District's handling of sensitive information for various types of information/records.
2. Documentation of employee training on the handing of personally identifiable information is maintained, including the dates(s) of the training and attendance/completion of the training.
3. District contractors performing work under the grant award regularly receive training from the District or other comparable training on the management of sensitive information.

Resources

Ill. State Board of Education –

Checklist for Protection of Personally Identifiable Information, available at www.isbe.net/Pages/Audit-and-Monitoring-Review-Requirements-and-Tools.aspx.

U.S. Dept. of Education –

Privacy Technical Assistance Center's Protecting Student Privacy Service, at www.studentprivacy.ed.gov.

Ill. Attorney General –

www.illinoisattorneygeneral.gov/consumers/hotline.html#dbreport.

DATED:

Operational Services

Exhibit - Letter to Employees Regarding Protecting the Privacy of Social Security Numbers

On District Letterhead

Date

Re: Protecting the Privacy of Social Security Numbers (SSNs)

The Illinois Identity Protection Act, 5 ILCS 179/, contains requirements applicable to school districts and their employees. This letter’s purpose is to help you understand the protections and requirements of this law.

In implementing this law and the Board’s policy, I am seeking to:

1. Increase the awareness of the confidential nature of the SSN and the risk of identity theft related to unauthorized disclosure;
2. Have every employee understand that he or she is prohibited from collecting, displaying, or using another individual’s SSN unless authorized by a member of the District administrative staff; and
3. Ensure the use of consistent protocol regarding SSNs throughout the District.

I have copied below sections of the Identity Protection Act that must be followed by every school employee. I have also attached the School Board’s policy 4:15, *Identity Protection*. Please carefully read these documents. You will be contacted if you are scheduled to receive training on the protocol for collecting, using, maintaining, and disclosing SSNs.

An employee who has substantially breached the confidentiality of social security numbers may be subject to disciplinary action or sanctions up to and including dismissal, in accordance with District policy and procedures.

Sincerely,

Superintendent

Attachment #1: Relevant Sections from the Identity Protection Act, 5 ILCS 179/

Section 10. Prohibited Activities.

- (a) Beginning July 1, 2010, no person or State or local government agency may do any of the following:
 - (1) Publicly post or publicly display in any manner an individual's social security number.
 - (2) Print an individual's social security number on any card required for the individual to access products or services provided by the person or entity.
 - (3) Require an individual to transmit his or her social security number over the Internet, unless the connection is secure or the social security number is encrypted.
 - (4) Print an individual's social security number on any materials that are mailed to the individual, through the U.S. Postal Service, any private mail service, electronic mail, or any

similar method of delivery, unless State or federal law requires the social security number to be on the document to be mailed. Notwithstanding any provision in this Section to the contrary, social security numbers may be included in applications and forms sent by mail, including, but not limited to, any material mailed in connection with the administration of the Unemployment Insurance Act, any material mailed in connection with any tax administered by the Department of Revenue, and documents sent as part of an application or enrollment process or to establish, amend, or terminate an account, contract, or policy or to confirm the accuracy of the social security number. A social security number that may permissibly be mailed under this Section may not be printed, in whole or in part, on a postcard or other mailer that does not require an envelope or be visible on an envelope without the envelope having been opened.

- (b) Except as otherwise provided in this Act, beginning July 1, 2010, no person or State or local government agency may do any of the following:
 - (1) Collect, use, or disclose a social security number from an individual, unless (i) required to do so under State or federal law, rules, or regulations, or the collection, use, or disclosure of the social security number is otherwise necessary for the performance of that agency's duties and responsibilities; (ii) the need and purpose for the social security number is documented before collection of the social security number; and (iii) the social security number collected is relevant to the documented need and purpose.
 - (2) Require an individual to use his or her social security number to access an Internet website.
 - (3) Use the social security number for any purpose other than the purpose for which it was collected.
- (c) The prohibitions in subsection (b) do not apply in the following circumstances:
 - (1) The disclosure of social security numbers to agents, employees, contractors, or subcontractors of a governmental entity or disclosure by a governmental entity to another governmental entity or its agents, employees, contractors, or subcontractors if disclosure is necessary in order for the entity to perform its duties and responsibilities; and, if disclosing to a contractor or subcontractor, prior to such disclosure, the governmental entity must first receive from the contractor or subcontractor a copy of the contractor's or subcontractor's policy that sets forth how the requirements imposed under this Act on a governmental entity to protect an individual's social security number will be achieved.
 - (2) The disclosure of social security numbers pursuant to a court order, warrant, or subpoena.
 - (3) The collection, use, or disclosure of social security numbers in order to ensure the safety of: State and local government employees; persons committed to correctional facilities, local jails, and other law-enforcement facilities or retention centers; wards of the State; and all persons working in or visiting a State or local government agency facility.
 - (4) The collection, use, or disclosure of social security numbers for internal verification or administrative purposes.
 - (5) The disclosure of social security numbers by a State agency to any entity for the collection of delinquent child support or of any State debt or to a governmental agency to assist with an investigation or the prevention of fraud.
 - (6) The collection or use of social security numbers to investigate or prevent fraud, to conduct background checks, to collect a debt, to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act, to undertake any permissible purpose that is enumerated under the federal Gramm-Leach-Bliley Act, or to locate a missing

person, a lost relative, or a person who is due a benefit, such as a pension benefit or an unclaimed property benefit.

- (d) If any State or local government agency has adopted standards for the collection, use, or disclosure of social security numbers that are stricter than the standards under this Act with respect to the protection of those social security numbers, then, in the event of any conflict with the provisions of this Act, the stricter standards adopted by the State or local government agency shall control.

Section 15. Public inspection and copying of documents.

Notwithstanding any other provision of this Act to the contrary, a person or State or local government agency must comply with the provisions of any other State law with respect to allowing the public inspection and copying of information or documents containing all or any portion of an individual's social security number. A person or State or local government agency must redact social security numbers from the information or documents before allowing the public inspection or copying of the information or documents.

Section 20. Applicability.

- (a) This Act does not apply to the collection, use, or disclosure of a social security number as required by State or federal law, rule, or regulation.
- (b) This Act does not apply to documents that are recorded with a county recorder or required to be open to the public under any State or federal law, rule, or regulation, applicable case law, Supreme Court Rule, or the Constitution of the State of Illinois. Notwithstanding this Section, county recorders must comply with Section 35 of this Act.

Section 25. Compliance with federal law.

If a federal law takes effect requiring any federal agency to establish a national unique patient health identifier program, any State or local government agency that complies with the federal law shall be deemed to be in compliance with this Act.

Section 30. Embedded social security numbers.

Beginning December 31, 2009, no person or State or local government agency may encode or embed a social security number in or on a card or document, including, but not limited to, using a bar code, chip, magnetic strip, RFID technology, or other technology, in place of removing the social security number as required by this Act.

Section 45. Violation.

Any person who intentionally violates the prohibitions in Section 10 of this Act is guilty of a Class B misdemeanor.

DATED:

Operational Services

Exhibit - Statement of Purpose for Collecting Social Security Numbers

This Statement of Purpose is being given to you because you have been asked by the School District to provide your social security number (SSN) or because you requested a copy of this Statement.

You are being asked for your SSN for one or more of the following reasons:

- Employment matters, e.g., income reporting to IRS and the IL Department of Revenue, tax withholding, FICA, or Medicare.
- Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, or veterans' programs.
- Filing insurance claims.
- Internal verification or administrative purposes.
- Other: _____

In addition, State law authorizes and/or requires the District to use or disclose your SSN in specified circumstances including, without limitation, in the following circumstances:

1. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities;
2. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and
3. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act.

If you have questions or concerns, please contact *[insert contact information]*.

DATED:

Pending Implementation

Operational Services

Exhibit - Statement for Employee Manual or District Website Describing the District's Purpose for Collecting Social Security Numbers

The School District treats social security numbers (SSNs) confidentially. It uses SSNs for one or more of the following reasons:

1. Employment matters, e.g., income reporting to IRS and the IL Department of Revenue, tax withholding, FICA, or Medicare.
2. Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, or veterans' programs.
3. Filing insurance claims.
4. Internal verification or administrative purposes.

In addition, State law authorizes and/or requires the District to use or disclose SSNs in specified circumstances including, without limitation, in the following circumstances:

1. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities;
2. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and
3. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act.

If you have questions or concerns, please contact *[insert contact information]*.

DATED:

Operational Services

Administrative Procedure - Preparing and Updating Disclosures

This sample administrative procedure has been adapted and printed with the express permission of Chapman and Cutler LLP. Chapman and Cutler LLP is pleased to provide this sample procedure as an example of factors issuers should consider under current law in preparing policies and procedures for post-issuance compliance with federal securities laws and regulations. It is intended to provide general guidance with the understanding that the provision of the sample procedure does not constitute the rendering of legal advice by Chapman and Cutler LLP or the establishment of an attorney-client relationship with any user of the sample procedure. Reference to this sample procedure should not be considered a substitute for consultation with your legal advisors. Readers should understand that the application of relevant statutory and regulatory provisions can vary based on specific facts and that changes in law or facts may impact the applicability of the sample procedure. Chapman and Cutler LLP assumes no obligation to update the sample procedure to reflect changes in law or practice.

Pursuant to the District's responsibilities under the securities laws, including its continuing disclosure undertakings (*Undertakings*) under Rule 15c2-12 of the Securities Exchange Act of 1934, as amended, and the Securities and Exchange Commission's statements in enforcement actions, it is necessary and in the District's best interest that the District comply in all material respects with federal securities laws regarding its (i) preliminary and final official statements or offering circulars and any supplements or amendments thereto (collectively, the *Official Statements*), disseminated by the District in connection with any bonds, notes, certificates or other obligations, (ii) Annual Financial Information, as required by and defined in the Undertakings (the *Annual Financial Information*) to be filed with the Municipal Securities Rulemaking Board's (MSRB) Electronic Municipal Market Access (EMMA) system, and (iii) notices of Material Events or Reportable Events, each as defined in the Undertakings, and any other required or voluntary disclosures to EMMA (each, an *EMMA Notice*). These procedures are designed to enable the District to create accurate disclosures with respect to its (i) Official Statements, (ii) Annual Financial Information, and (iii) EMMA Notices, which are collectively referred to herein as *Disclosures*.

In response to these interests, the District hereby adopts the following procedures:

- A. *Disclosure Officer*. Consistent with Board Policy 4:40, *Incurring Debt*, the Superintendent (*Disclosure Officer*) is hereby designated as the officer responsible for the procedures related to Disclosures as hereinafter set forth (collectively, *Disclosure Procedures*).
- B. *Disclosure Procedures: Official Statements*. Whenever an Official Statement will be disseminated in connection with the issuance of obligations by the District, the Disclosure Officer will oversee the process of preparing the Official Statement pursuant to the following procedures:
 1. The District shall select (a) the working group for the transaction, which group may include outside professionals such as disclosure counsel, a municipal advisor, and an underwriter (the *Working Group*), and (b) the member of the Working Group responsible for preparing the first draft of the Official Statement.
 2. The Disclosure Officer shall review and make comments on the first draft of the Official Statement. Such review shall be done to determine that the Official Statement does not include any untrue statement of a material fact or omit a material fact necessary to make the statements made in the Official Statement not misleading. Particular attention shall be paid to the accuracy of all descriptions, significant information, and financial data regarding the District. Examples include confirming that information relating to the District, including but not limited to demographic changes, the addition or loss of major employers, the addition or loss of major taxpayers or any other material information within the knowledge of the

Disclosure Officer, is included and properly disclosed. The Disclosure Officer shall also be responsible for ensuring that the financial data presented with regard to the District is accurate and corresponds with the financial information in the District's possession, including but not limited to information regarding bonded indebtedness, notes, certificates, outstanding leases, tax rates or any other financial information of the District presented in the Official Statement.

3. After completion of the review set forth in 2, above, the Disclosure Officer shall (a) discuss the first draft of the Official Statement with the members of the Working Group and such staff and officials of the District as the Disclosure Officer deems necessary and appropriate, and (b) provide comments, as appropriate, to the members of the Working Group. The Disclosure Officer shall also consider comments from members of the Working Group and whether any additional changes to the Official Statement are necessary or desirable to make the document compliant with the requirements set forth in 2, above.
 4. The Disclosure Officer shall continue to review subsequent drafts of the Official Statement in the manner set forth in 2 and 3, above.
 5. If, in the Disclosure Officer's reasonable judgment, the Official Statement does not include any untrue statement of a material fact or omit a material fact necessary to make the statements made in the Official Statement not misleading, the Official Statement may, in the reasonable discretion of the Disclosure Officer, be released for dissemination to the public; *provided, however*, that the use of the Official Statement must be ratified, approved, and authorized by the Board.
- C. *Disclosure Procedures: Annual Financial Information.* The Disclosure Officer will oversee the process of preparing the Annual Financial Information pursuant to these procedures:
1. By December 20th of each year (the same being at least 30 days prior to the last date on which the Annual Financial Information is required to be disseminated pursuant to the related Undertaking) the Disclosure Officer shall begin to prepare (or hire an agent to prepare) the Annual Financial Information. The Disclosure Officer shall also review the audited or unaudited financial statements, as applicable, to be filed as part of the Annual Financial Information (*Financial Statements*). In addition to the required updating of the Annual Financial Information, the Disclosure Officer should consider whether additional information needs to be added to the Annual Financial Information to make the Annual Financial Information, including the Financial Statements, taken as a whole, correct and complete in all material respects. For example, if disclosure of events that occurred subsequent to the date of the Financial Statements would be necessary to clarify, enhance or correct information presented in the Financial Statements, in order to make the Annual Financial Information, taken as a whole, correct and complete in all material respects, disclosure of such subsequent events should be made.
 2. If, in the Disclosure Officer's reasonable judgment, the Annual Financial Information, including the Financial Statements, is correct and complete in all material respects, the Disclosure Officer shall file the Annual Financial Information with EMMA (or confirm that such filing is completed by any agent hired by the District for such purpose) within the timeframe allowed for such filing.
- D. *Disclosure Procedures: Reportable Events.* The Disclosure Officer will prepare (or hire an agent to prepare) Reportable Event Disclosure and file the same with EMMA (or confirm that such filing is completed by an agent hired by the District for such purpose) in a timely manner (not in excess of 10 business days after the occurrence of the Reportable Event). Incurrence of a Financial Obligation, if material, or agreement to covenants, events of default, remedies, priority

rights, or other similar terms of a Financial Obligation, any of which affect security holders, if material, is a Reportable Event. Upon the incurrence of any Financial Obligation, as such term is defined in the Undertaking, the Disclosure Officer shall review such Financial Obligation and assess whether such Financial Obligation is material. If, in connection with such Financial Obligation, the District has agreed to any covenant, event of default, remedy, priority right or other similar term which affects security holders, the Disclosure Officer shall further review such term and assess whether the same is material. The Disclosure Officer shall prepare a summary of such review. If, in the Disclosure Officer's reasonable judgment, following consultation with financial or legal professionals as necessary, such Financial Obligation and/or term of such Financial Obligation is deemed material, the Disclosure Officer shall file a summary of such Financial Obligation (or the entire financing document, provided that confidential or sensitive information may be redacted to the extent such redaction does not prevent all material terms from being disclosed) with EMMA not in excess of ten business days after the incurrence of such Financial Obligation. (This paragraph (d) shall only apply if the District has entered into an Undertaking on or after February 27, 2019.)

E. *Disclosure Procedures: EMMA Notices.* Whenever the District determines to file an EMMA Notice, or whenever the District decides to make a voluntary filing to EMMA, the Disclosure Officer will oversee the process of preparing the EMMA Notice pursuant to these procedures:

1. The Disclosure Officer shall prepare (or hire an agent to prepare) the EMMA Notice. The EMMA Notice shall be prepared in the form required by the MSRB.
2. In the case of a disclosure required by an Undertaking, the Disclosure Officer shall determine whether any changes to the EMMA Notice are necessary to make the document compliant with the Undertaking.
3. If, in the Disclosure Officer's reasonable judgment, the EMMA Notice is correct and complete and, in the case of a disclosure required by an Undertaking, complies with the Undertaking, the Disclosure Officer shall file the EMMA Notice with EMMA (or confirm that such filing is completed by any agent hired by the District for such purpose) within the timeframe allowed for such filing.

F. *Additional Responsibilities of the Disclosure Officer.* The Disclosure Officer, in addition to the specific responsibilities outlined above, shall have general oversight of the entire disclosure process, which shall include:

1. Maintaining appropriate records of compliance with these Disclosure Procedures (including proofs of EMMA filings) and decisions made with respect to issues that have been raised;
2. Evaluating the effectiveness of the procedures contained in these Disclosure Procedures; and
3. Informing the Board when substantive revisions or modifications are made to these Disclosure Procedures.

G. *General Principles.*

1. All participants in the disclosure process should be encouraged to raise potential disclosure items at all times in the process.
2. The process of revising and updating the Disclosures should not be viewed as a mechanical insertion of current numbers. While it is not anticipated that there will be major changes in the form and content of the Disclosures at the time of each update, the Disclosure Officer should consider whether such changes are necessary or desirable to make sure the Disclosure does not make any untrue statement of a material fact or omit a material fact necessary or desirable, in order to make the statements made, in light of the circumstances in which they were made, not misleading at the time of each update.

3. Whenever the District releases information, whether in written or spoken form, that may reasonably be expected to reach investors, it is said to be “speaking to the market.” When speaking to the market, District officials must be sure that the released information does not make any untrue statement of a material fact or omit a material fact necessary or desirable, in order to make the statements made, in light of the circumstances in which they were made, not misleading.
4. While care should be taken not to shortcut or eliminate any steps outlined in these Disclosure Procedures on an ad hoc basis, the review and maintenance of the Disclosures is a fluid process and recommendations for improvement of these Disclosure Procedures should be solicited and regularly considered.
5. The Disclosure Officer is authorized to request and pay for attendance at relevant conferences or presentations or annual training sessions conducted by outside counsel, consultants or experts in order to ensure a sufficient level of knowledge for the effective administration of these Disclosure Procedures.

LEGAL REF.: 15 U.S.C. §77a et seq., Securities Act of 1933.
15 U.S.C. §78a et seq., Securities Exchange Act of 1934.
17 C.F.R. §240.15c2-12.

DATED:

Operational Services

Administrative Procedure - Insufficient Fund Checks

The following will occur whenever any individual writes a check to the District that is not honored upon presentation to the respective bank or other depository institution for any reason:

1. The Superintendent or designee will contact the individual by telephone as soon as the check is returned to the District. The individual will be asked to pay the returned check and the \$25.00 returned check fee. **Note:** Some banks have increased return check fees to \$27-35, but 810 ILCS 5/3-806 continues to state \$25. Consult with the Board Attorney about increasing the returned check fee amount.
2. If the amount due is not paid after initial contact, the Superintendent or designee will send a letter by certified mail, return receipt requested, demanding payment within 30 days of mailing the letter, and shall include notice of liability for the costs and expenses. A written demand is necessary to become eligible for any costs and expenses in excess of the amount of the \$25.00 collection fee. 810 ILCS 5/3-806.
3. If the amount due is not paid within 30 days of mailing the demand letter, the Superintendent or designee will contact the Board Attorney to discuss further collection action.

DATED:

Operational Services

Administrative Procedure - Local Debt Recovery Program Implementation Procedures

The following procedure implements the **Delinquent Debt Recovery** section in policy 4:45, *Insufficient Fund Checks and Debt Recovery*. The Superintendent must ensure that individuals or entities owing money to the District receive notice and due process before the debt is certified to the Illinois Office of the Comptroller (IOC) for an offset. The District cannot use the services of the IOC without first entering into an Intergovernmental Agreement (IGA) with it.

Implementing a uniform District-wide delinquent debt recovery process requires consultation with the Board Attorney. Making determinations about which delinquent debts to recover through the IOC’s Local Debt Recovery Program has not been litigated and raises many complex legal and practical issues.

Modify this procedure based upon the District’s specific implementation needs. It relies heavily upon Building Principals to (1) be uniformly trained and (2) train their building-level staff members who are responsible for collecting money owed to the school and/or the District.

Actor	Action
Superintendent	<p>Establishes a District-wide Delinquent Debt Recovery Committee to operate as a Superintendent committee and should consider including the following individuals on the Committee:</p> <ol style="list-style-type: none"> 1. District’s School Business Official(s) and District Bookkeeper, 2. Building Principals (Building Principals are mandatory for the successful implementation of notice and due process), and 3. Building-level staff members responsible for managing bills, collection and recording of payments, and fee waiver processing. <p>Consults the Board Attorney about implementing a District-wide process for delinquent debt recovery with the goal of entering into an IGA with, and once entered into, certifying unsatisfied debts to the IOC for offset. Issues to address include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Aligning the delinquent debt recovery process to the District’s policy 4:140, <i>Waiver of Student Fees</i>. Note: The relevant staff must check the adopted board policy to ensure that this procedure and the student fee waiver policy, procedures and applications for fees are aligned. See f/ns of 4:140-AP, <i>Fines, Fees, and Charges - Waiver of Student Fees</i>. 2. Uniform training for Building Principals about the District’s procedures for the recovery of delinquent debt. <p>Ensures uniform District-wide training with the Board Attorney for the Delinquent Debt Recovery Committee about the requirements of the IOC’s debt recovery program.</p> <p>Informs Building Principals when delinquent debt should be referred to</p>

	<p>the District's Business Office for recovery through the IOC. This includes training about types of debt: student, parent, vendor, school lunch account (105 ILCS 123/, added by P.A. 100-1092), etc., along with training about how to determine whether a particular delinquent debt should be pursued and ultimately recovered through the IOC. Note: These determinations may trigger the Constitution's Equal Protection Clause. As a general rule, school officials can avoid constitutional problems and still recover delinquent debt by using uniform rules that do not discriminate against a specific group.</p> <p>Documents training for Building Principals about implementing District-wide delinquent debt recovery procedures.</p>
School Business Official or designee	<p>Manages the process to seek offset from the IOC pursuant to the IGA and District-wide delinquent debt recovery processes.</p>
Building Principal	<p>Requests permission from the Superintendent to consult the Board Attorney about implementing building-specific procedures that align with both (a) the District's IGA with the IOC, (b) policies 4:45, <i>Insufficient Fund Checks and Debt Recovery</i>, and 4:140, <i>Waiver of Student Fees</i>. Informs individuals or entities owing money to the District that their payments are overdue and need to be paid.</p> <p>Follows the District's procedures and training for the recovery of delinquent debt.</p> <p>Ensures uniform training about the District's procedures for the collection of debt for building-level staff members who manage bills, collection and recording of payments, and fee waiver processes.</p> <p>Documents training(s) about implementing District-wide delinquent debt recovery procedures for building-level staff who manage collection of debt owed to the District.</p> <p>Upon determining further recovery action is necessary, refers delinquent debt to the District's Business Office.</p>

DATED:

Operational Services

Exhibit - Cover Page Documenting the Process to Seek Offset from the Illinois Office of the Comptroller (IOC)

This cover page documents the steps the District must take before recovering a delinquent debt through an offset (deduction) of a future payment the State makes to an individual responsible for the delinquent debt. An Intergovernmental Agreement (IGA) between the IOC and the District must be in place before the District may seek an offset to satisfy a delinquent debt. Consult the Board Attorney for assistance in implementing a District-wide delinquent debt recovery program that will satisfy the requirements necessary to enter into an IGA with the IOC, e.g., the Superintendent should ensure that the District uses a uniform process to seek offset from the IOC. After completing a step, the responsible staff person must record the date, initial the step, and put all material into the claim folder.

Confidential Inter-Office Information

Definitions

Business Office means the District department that provides the District’s fiscal and business management.

Change in status means, without limitation, payments received other than through a successful offset, the filing of a bankruptcy petition, the death of the debtor, or the expiration of the ability for the debt to remain subject to an offset, as provided for in the Intergovernmental Agreement (IGA).

Claim means the demand for payment of a delinquent debt.

Claim folder means the folder containing material for an individual claim; it includes this cover page, the documentation of the Building Principal or designee’s notifications of debt and request(s) for payment, the Notice of Claim, relevant supporting information, and any material or explanation received from the Debtor.

Debtor means the person or entity responsible for satisfying a delinquent debt.

IOC means Illinois Office of the Comptroller.

Notice of Claim means Exhibit 4:45-E2, *Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge*.

Offset means a deduction of the amount of a debt owed to the District from a future payment that the State makes to an individual or entity that is responsible to satisfy the debt.

Debtor _____ Contact information _____

When the District enters the IOC Program through an IGA, and the District decides a Claim will be referred to the IOC, the following steps will be documented:

Step	Date	Initials
Building Principal sent written documentation referring a claim for further recovery proceedings. This documentation is placed in the claim folder.		
Superintendent or designee has inspected the Building Principal’s written documentation above (including 105 ILCS 123/, added by P.A. 100-1092, requirements if the debt involves school lunch accounts) and agrees that the claim should be referred for recovery through the IOC. Note: Consult the Board Attorney. Treating claims differently, i.e., referring some and not others, may		

Step	Date	Initials
trigger the Constitution's Equal Protection Clause.		
District sent the Notice of Claim; certified mail, return receipt requested. For unpaid meal charges, District staff have followed procedures to prevent meal charges from accumulating and made reasonable efforts to collect all funds due to the District on a regular basis before the end of the school year (105 ILCS 123/, added by P.A. 100-1092). Note: While certified mail is not required, it is a best practice to send regular and certified, first-class mail.		
Receipt showing certified delivery of the Notice of Claim on _____.		
Receipt of the Debtor's challenge to the claim. <i>If no challenge is received by the deadline in the Notice of Claim, send the claim folder to the Superintendent's office for review and continued processing.</i>		
Receipt of Debtor's written explanation and/or any documentation.		
Arrangements made for informal proceeding with Debtor; scheduled for _____. <input type="checkbox"/> Telephone or <input type="checkbox"/> In-person		
Informal proceeding held with Debtor. <input type="checkbox"/> Telephone or <input checked="" type="checkbox"/> In-person Attendees: _____ _____		
<p>Decision of the Business Office</p> <p>Business office <u>[name]</u>, found that the claim should be considered: <input type="checkbox"/> Satisfied or <input type="checkbox"/> Enforceable for the following reason(s) (<i>check boxes below that apply</i>):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debtor asserted waiver of student fees as a challenge to paying the claim. <input type="checkbox"/> 4:140-E1, <i>Application for Fee Waiver</i> was provided to Debtor and documented in the claim folder. <input type="checkbox"/> 4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i> is placed in folder. <input type="checkbox"/> Debtor asserted application for meal benefits as a challenge to paying the claim. <ul style="list-style-type: none"> <input type="checkbox"/> 4:130-E, <i>Free and Reduced-Price Food Services; Meal Charge Notifications</i> was provided to Debtor and is documented and placed in the claim folder. <input type="checkbox"/> Documentation of the student's eligibility for free and reduced-price food services is documented and placed in the claim folder. <input type="checkbox"/> Debtor fee waiver request or application for meal benefits request was: <ul style="list-style-type: none"> <input type="checkbox"/> Granted or <input type="checkbox"/> Denied. <p>If denied, did Debtor appeal the denial? <input type="checkbox"/> Yes or <input type="checkbox"/> No. Note: Fee waivers and/or eligibility for free and reduced-price food services satisfy a claim.</p>		
Business office <u>[name]</u> , forwarded the claim folder to the Superintendent's office.		

Step	Date	Initials
<p>If the Business office found that the claim is satisfied, the Superintendent or designee notified the Debtor that the claim is considered satisfied. He or she closed this claim folder and checked the “claim is satisfied” box above.</p>		
<p>Review by Superintendent or designee If the Business office found the debt to be enforceable, the Superintendent or designee independently reviewed the claim and made the following finding: <input type="checkbox"/> Satisfied. Debtor sent a notification on _____. <input type="checkbox"/> Enforceable. Debtor notified on _____ that the claim must be paid by _____ to void further collection efforts.</p>		
<p>Certification of Past Due Debt to the IOC The Superintendent or designee certifies the debt as required in the terms of the IGA between District and the IOC.</p>		
<p>Offset Processing with the IOC The Superintendent or designee updates a Debtor’s records as required by the terms of the IGA between the District and the IOC and/or 105 ILCS 123/, added by P.A. 100-1092.</p>		

DATED:

Pending Implementation

Operational Services

Exhibit - Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge

Print on district letterhead or on form with district name and address.

The information in this Notice of Claim is confidential; disclosure is limited to staff members who have a business need to be informed.

Section 1 - Notice of Claim and Intent to Seek Payment of a Delinquent Debt. *The District completes this section and sends the entire Notice of Claim to the person or entity that is the subject of the claim.*

To: _____
Name Address

Our records show that you owe the School District \$ _____ for: *[Describe the reason for the debt and date(s) incurred]* _____

After attempts at the school-building level to notify you of this debt and obtain payment and/or after reasonable efforts to notify you of your unpaid school lunch fees, your debt has been referred to the District’s Business Office. This debt is past due and legally enforceable. Unless this debt is paid on or before _____, the District will seek collection to the fullest extent of the law. That means that you may see a decrease in a future payment(s) that the State makes to you by the amount of the debt that you owe the District, plus a recovery fee until your debt is paid.

You may challenge this claim any time before _____ by completing Section 2 below and returning this *Notice of Claim* to the Superintendent’s office. If you challenge the debt, you will be invited to an informal proceeding in which the District Business Office will describe the claim and you can explain why you believe the claim is invalid and/or the amount is wrong. A decision finding the debt enforceable will be automatically reviewed by me or my designee (who is not a subordinate of the individual making the enforceability finding).

Superintendent Date

Section 2 - Challenge. *The individual or entity who wants to challenge the claim must complete this section and return the entire Notice of Claim to the Superintendent’s office.*

I am challenging the claim. *Please check all that apply.*

- I am submitting with this Notice of Claim a written explanation of why I believe the claim is invalid or the amount is wrong.
- I would like to explain why I believe the claim is invalid or the amount is wrong during an informal proceeding by telephone or at a meeting in the District office.
- I am requesting a copy of this Challenge to my Notice of Claim.

Individual or entity challenging the claim Date

Contact Number

Section 3 - Findings. *The Business Office completes this section and forwards the entire Notice of Claim to the Superintendent's office along with relevant supporting information and any material or explanation received from the individual or entity challenging the claim.*

The Business Office finds that this debt should be considered: **Satisfied.**
 Enforceable.

Business Office

Date

Section 4 - Review of Findings and Response to Challenge. *The Superintendent or designee who reviewed the findings completes this section and sends a copy of the Notice of Claim to the person or entity who challenged the claim.*

- This debt is satisfied.**
- Your challenge is denied.** You must pay the debt by _____ to avoid further collection efforts.

Superintendent

Date

Section 5 - Certification of Past Due Debt to the Ill. Office of the Comptroller (IOC). *The Superintendent or designee who reviewed the findings completes the process of certifying to the IOC Local Debt Recovery Program that the District has provided the Debtor with the due process necessary to begin the IOC Offset process pursuant to an existing Intergovernmental Agreement with the IOC and/or the requirements of 105 ILCS 123/, added by P.A. 100-1092.*

DATED:

Operational Services

Exhibit - School District Payment Order

This statutory order authorizes the Treasurer to pay a School Board-approved bill or obligation before the meeting minutes are officially approved. Several items may be attached to this form.

Order Date: _____

The Treasurer, _____, of _____ School

District in _____ County, shall pay to the order of _____

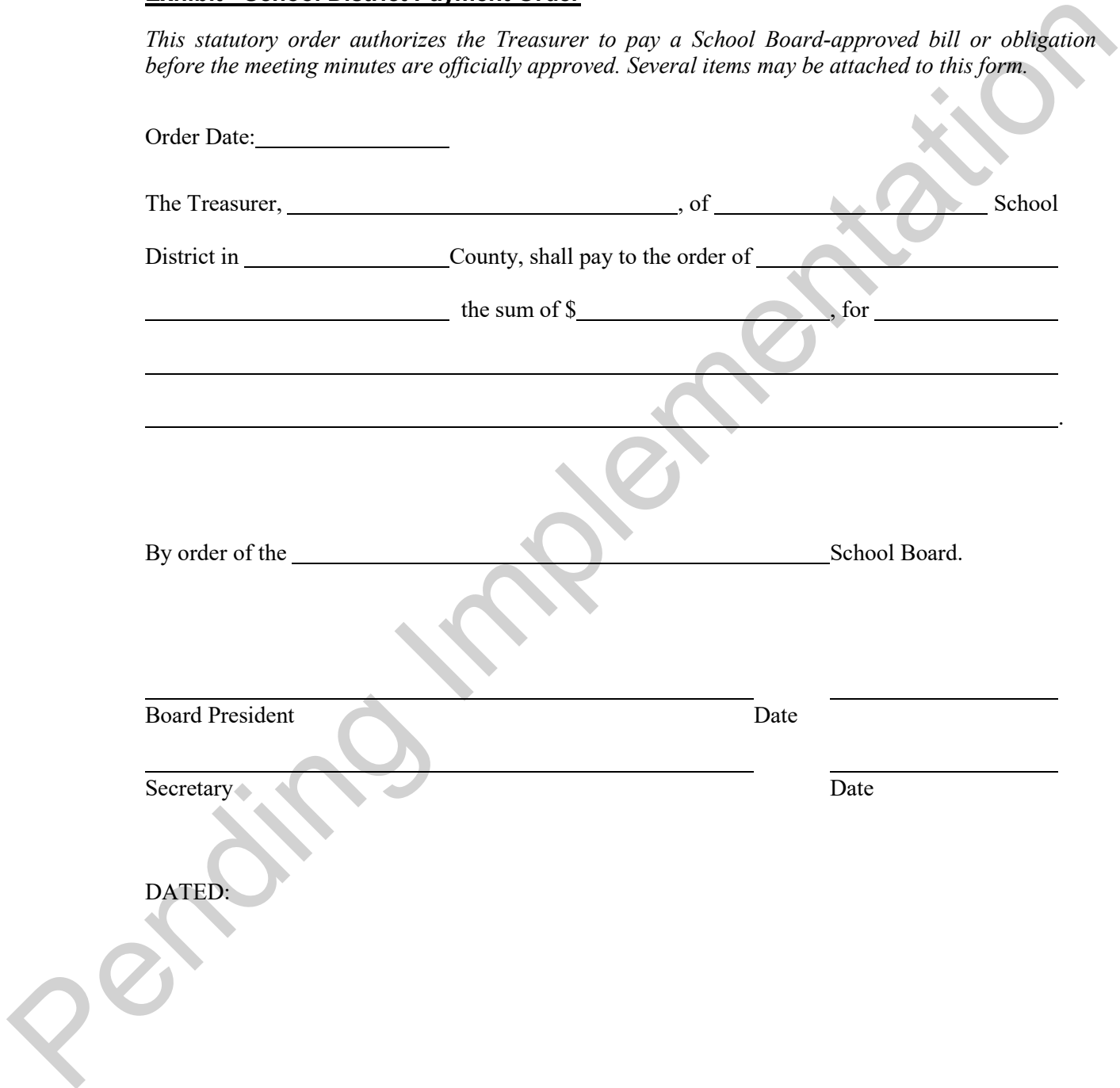
_____ the sum of \$ _____, for _____

By order of the _____ School Board.

Board President Date _____

Secretary Date _____

DATED: _____



Operational Services

Administrative Procedure - Controls for the Use of District Credit and Procurement Cards

This procedure implements, and is subject to, Board policy 4:55, *Use of Credit and Procurement Cards*. The business office shall oversee the following controls:

Issue District credit and/or procurement cards to only authorized individuals.

1. Require prior authorization before issuing a card to any individual. Review and ensure compliance with policy 2:125, *Board Member Compensation; Expenses*, before issuing Board members a card.
2. Have cardholders sign 4:55-E, *Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards*.
3. Instruct cardholders:
 - a. In the proper use of cards, and;
 - b. How to document purchases, including the need to: (a) present an itemized receipt in addition to a credit or procurement card receipt for each item, (b) indicate the date, purpose, and nature of the charge on the receipt, and (c) identify the names of individuals for whom expenditures were incurred on the receipt.

Monitor that credit and/or procurement cards are being used for appropriate purchases.

1. Prohibit the use of District credit or procurement cards for personal expenses. Two problems prevent personal use pending later reimbursement – there is no guarantee of reimbursement and the practice is a *de facto* loan available only to certain employees.
2. Do not use cards that allow cash advances or cash back from purchases.
3. Establish reasonable credit limits for each purchase, transaction, and/or the balance total on each card. Reduce the limits on existing cards if necessary. Require prior authorization for purchases above these limits.
4. When a card is used for *emergency purposes*, require that the user clearly document the emergency situation that justified the need.
5. Block certain types of vendors or purchases using Merchant Category Codes – these categorize businesses by the products or services they provide. Request that the card issuer prohibit charges from dry cleaners, health or beauty spas, liquor stores, race tracks, casinos, churches, physicians, and other merchant categories the District will never use.
6. Perform scheduled and random analyses of individual cardholders. This includes examining the continued need for the card and the nature of purchases being made.
7. Perform scheduled and random analyses to determine whether Board policy is being followed.

Safeguard District credit and procurement cards.

1. Keep all cards in a secure location.

2. Issue cards only for the time period that they are needed.
3. Issue cards in the names of specific individuals or departments, e.g., athletics, transportation, high school, elementary conferences and/or training, etc., to help maintain accountability.
4. Prohibit a card's use by anyone other than the individual to whom a card is issued.
5. Develop and follow procedures to cancel cards when lost or stolen and when individuals leave employment.
6. Cancel existing cards that are not needed or accounted for.
7. Review and update master credit card lists annually.

Monitor credit and/or procurement card statements.

1. Review statements and watch for suspicious activity, such as, unusual destinations or items, purchases from a vendor whose reputation has not been verified, or purchases that would have been less expensive if another available payment method had been used.
2. Have billing statements broken down by individual user.
3. Have a reconciliation process and timetable. This includes:
 - a. Reconciling credit card statements to itemized receipts and invoices;
 - b. Examining the documentation supporting purchases to ensure charges are authorized and reasonable;
 - c. Delegating approval, verification, and payment of bills to different individuals; and
 - d. Requiring someone other than the cardholder or an individual supervised by the cardholder to review and approve transactions.
4. In exceptional circumstances when the Superintendent approved a charge that would otherwise be disallowed, maintain a record documenting the Superintendent's approval as well as all other pertinent information about the charge.
5. Review all uses of a card via telephone, fax, and the Internet to be sure they were approved by the Superintendent or designee.
6. Establish a way of recouping inappropriate charges.
7. Do not use automatic payment deductions to pay credit or procurement card bills.
8. Pay bills on time to avoid paying fees and late charges.
9. Appropriately follow up on any discrepancies.
10. Verify that the items purchased were actually received.
11. Account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and verify that it was used for the District's benefit.

The following District employees will be issued District credit and/or procurement cards. Other District employees may use a District credit and/or procurement card after receiving specific authorization from the Superintendent.

Employment Position	Authorized Use and Other Limitations
---------------------	--------------------------------------

Employment Position	Authorized Use and Other Limitations
Superintendent	Actual and necessary expenses incurred in the performance of the Superintendent's duties. Expenses related to professional development.
Transportation, Maintenance, and/or Building and Grounds Directors	Expenses for maintaining and fueling District vehicles.
Assistant Superintendents	Actual and necessary expenses incurred in the performance of the job duties. Expenses related to professional development.
Building Principals	Purchases of materials and supplies for his or her building that must be made quickly and/or are too small to process through the regular procedure. Expenses from student activity funds for educational, recreational, or cultural purposes. Expenses related to professional development.
Athletic Directors	Actual and necessary expenses incurred in the performance of the job duties.

DATED:

Pending Implementation

Operational Services

Exhibit - Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards

Cardholder's name

Cardholder's address

Position

Name of individual who authorized issuance of card.

I affirm that I am familiar with the Board's policy on using credit and procurement cards, that I understand my responsibilities regarding use of such cards, and that I agree to adhere to all requirements regarding such cards.

Cardholder's signature

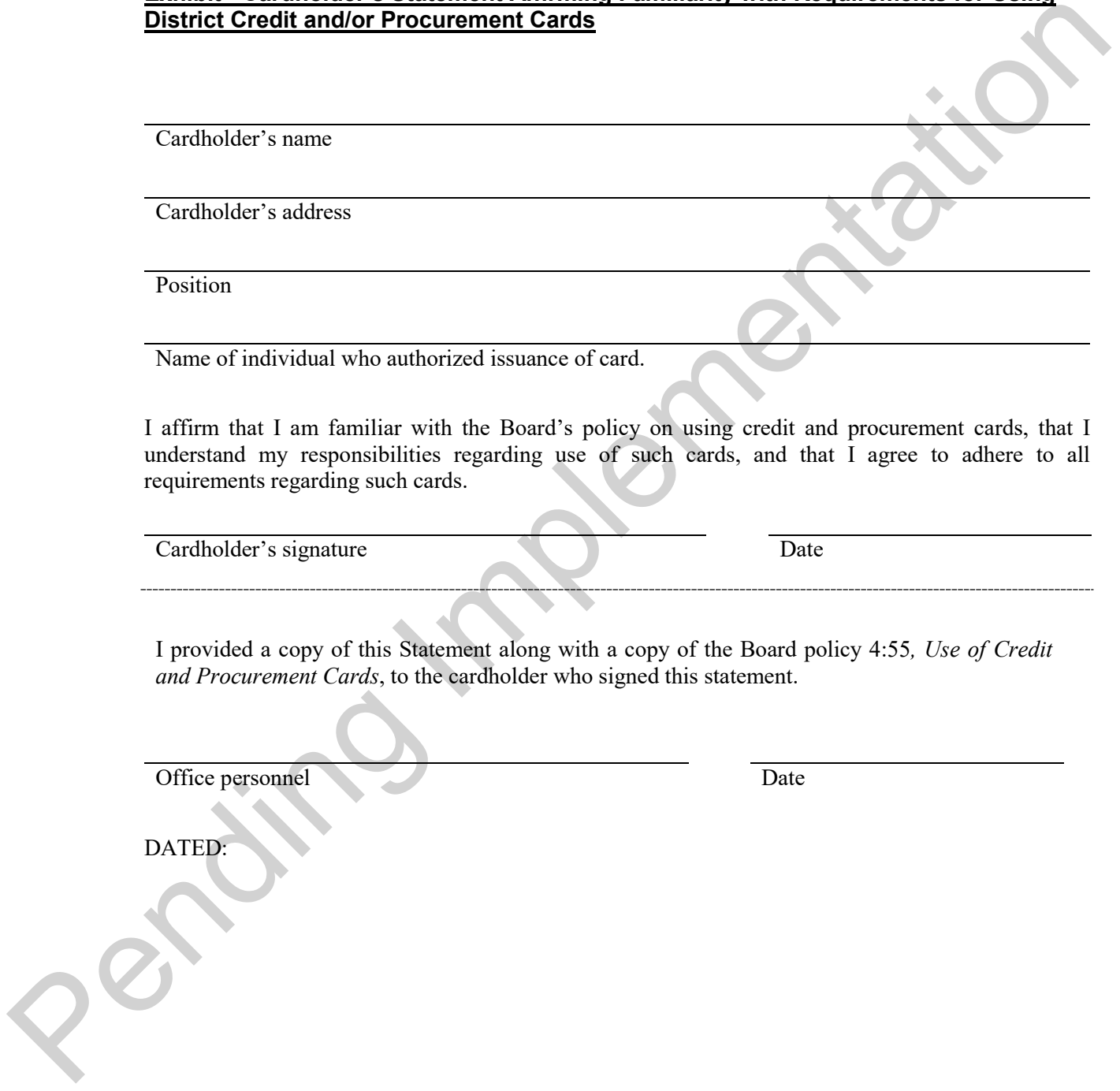
Date

I provided a copy of this Statement along with a copy of the Board policy 4:55, *Use of Credit and Procurement Cards*, to the cardholder who signed this statement.

Office personnel

Date

DATED:



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 to the Board.

Requirements for Purchases and Contracts

- A. Each of the following requirements describes the type of purchase and/or contract to which it applies; requirements in Sections B and C may also apply to a specific purchase 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 Act 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 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 Ill. 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, 105 ILCS 5/28A), 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.
 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, *Qualified Based Selection*.
 7. A list must be posted on the District's website, if any, of all contracts in excess of \$25,000 and any contract with an exclusive bargaining representative. 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. Dept. of Public Health rules or order of a local health official.
 10. Any contract to purchase food with a bidder or offeror must comply with 105 ILCS 5/10-20.21(b-10) (food donations).
- B. To the extent feasible, the following govern all purchases and/or the award of contracts for supplies, materials, or work, and/or contracts with private carriers for transporting students, involving: (a) an expenditure of \$25,000 or less, or (b) in an emergency, an expenditure in excess of \$25,000, provided such expenditure is approved by three-quarters of the Board. See 105 ILCS 5/10-20.21(a)(xiv) (3/4s of the members 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 two competitors. The Superintendent or designee may negotiate with vendors at any time, including after receiving quotations.
- C. The following govern all purchases and/or the award of contracts involving an expenditure in excess of \$25,000 for 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 evidences of indebtedness;
 - d. 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 which 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;
 - 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 the bidder(s) most able to provide safety and comfort for the students, stability of service, and any other factors set forth in the request for proposal regarding quality of service, and then price.
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 bids, bonds, and/or deposits;
 - 4) Requirements for performance, labor, and material payment bonds;
 - 5) Date, time, and place of the bid opening;

- 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 time the contents are announced. 105 ILCS 5/10-20.21(a). 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 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. 30 ILCS 525/.

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.

DATED:

Operational Services

Administrative Procedure - Third Party Non-Instructional Contracts

When completed, this procedure documents that the requirements in 105 ILCS 5/10-22.34c have been fulfilled, thereby allowing the School Board to approve a contract for third party non-instructional services currently performed by any employee or bargaining unit member (such as, but not limited to, custodial services, student transportation, and school meal services). However, these conditions are not mandatory for the Board to enter into a contract, of no longer than three months in duration, with a third party for non-instructional services currently performed by an employee or bargaining unit member for the purpose of augmenting the current workforce in an emergency situation that threatens the safety or health of the District’s students or staff, provided that the Board meets all of its obligations under the Ill. Educational Labor Relations Act.

Name of proposed contractor: _____

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

Effective date of proposed contract: _____

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

- Any lay-off resulting from entering into the contract for third party non-instructional services will comply with the applicable collective bargaining agreement and/or Board policy 5:290, *Employment Terminations and Suspensions*.
- The proposed contract will not be entered into or become effective during the term of an applicable collective bargaining agreement covering any employees who perform the non-instructional services.
- The proposed contract will take effect upon or after the expiration of an existing collective bargaining agreement.
- The proposed contractor has submitted a bid that includes the following:
 - A. Evidence of liability insurance in scope and amount equivalent to the liability insurance provided by the Board pursuant to 105 ILCS 5/10-22.3;
 - B. A benefits package for the third party’s employees who will perform the non-instructional services comparable to the benefits package provided to District employees who perform those services;
 - C. A list of the number of employees who will provide the non-instructional services, the job classifications of those employees, and the wages the proposed contractor will pay those employees;
 - D. A minimum three-year cost projection, using generally accepted accounting principles, and which the proposed contractor is prohibited from increasing if the bid is accepted by the Board, for each and every expenditure category and account for performing the non-instructional services;

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

DATED:

Actor	Action
cont'd	<p>more students is listed on the Ill. Sex Offender Registry or the Ill. Murderer and Violent Offender Against Youth Registry.</p> <p>Completes the required forms to request a fingerprint-based criminal history record check on each contractor's employee who will have direct, daily contact with one or more students. 105 ILCS 5/10-21.9(f). See 5:30-AP2, <i>Investigations</i>. Screens the individual's name and address against the: (1) Ill. Sex Offender Registry, 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/.</p> <p>Whenever a contractor sends an employee who will have direct, daily contact with a student(s) to the District for the first time, ASKS the contractor:</p> <ol style="list-style-type: none"> 1. Will this employee be assigned to more than one school district? IF YES, may request the applicable Regional Superintendent to be responsible for obtaining a fingerprint-based criminal history records check and checking the Statewide Sex Offender Database for each such employee. The Regional Superintendent is required to promptly report to the District any information concerning the employee's record of conviction and identification as a sex offender. 105 ILCS 5/10-21.9(f). 2. Has another Illinois school district already conducted a fingerprint-based criminal history records check on the employee within the last year? IF YES, may request a copy of it for that contractor's employee from the school district where the contractor's employee worked or works. The District may rely on a check done by another district within the last year. 105 ILCS 5/10-21.9(h). <p>Note: State law does not define "within the last year."</p> <p>Upon a request from any school, school district, community college district, or private school for a copy of a fingerprint-based criminal history records check for an employee of a contractor, FIRST determines if the District conducted the check within the last year. IF YES, provides a copy of it to the requesting entity. 105 ILCS 5/10-21.9(h).</p> <p>Note: An immunity provision, contained in 20 ILCS 2635/7(A)(3), makes the District not liable to an individual for its reasonable actions taken in reliance on the individual's Criminal History Records Information (CHRI) report. The District will lose the immunity if it was notified by the individual or by the ISP that the CHRI report is inaccurate or incomplete.</p>

Cross Reference and Resource

1. ISBE's non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at:

www.isbe.net/Documents/guidance_chr.pdf.

2. **Fingerprint-based Criminal History Records Information Check** subhead in 5:30-AP2, *Investigations*.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Federal and State Award Procurement Procedures

In addition to the State legal requirements for purchases and contracts set forth in Board policy 4:60, *Purchases and Contracts*, and 4:60-AP1, *Purchases*, the following procedures apply to District procurement under federal awards and State awards governed by the Grant Accountability and Transparency Act (GATA).

Consult the Board Attorney regarding the legal requirements presented by this administrative procedure as well as before a contract is presented to the Board.

Code of Conduct

Board policies 2:100, *Board Member Conflict of Interest*, and 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, contain standards of conduct covering conflicts of interest and governing the actions of board members and employees engaged in the selection, award, and administration of contracts.

General Procurement Standards

- A. The District shall avoid acquisition of unnecessary or duplicative items. Consideration will be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. **Note:** A conflict between this regulation's requirements and the Ill. Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (prohibits bid stringing; violation is a Class 4 felony) and 720 ILCS 5/33E-3 (prohibits bid rigging, a Class 3 felony).
- B. To foster greater economy and efficiency, the District may enter into state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.
- C. The District may use federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.
- D. The District may use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost. **Note:** A conflict between this regulation's requirements and the Illinois Criminal Code of 2012 may exist. See 720 ILCS 5/33E-2(i-5) and 5/33E-18 (defines and prohibits bid stringing, a Class 4 felony).
- E. The District shall only award contracts to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. **Note:** State law requires award to the "lowest responsible bidder."
- F. The District shall maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

- G. The District may use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. **Note:** The Ill. Criminal Code of 2012 (720 ILCS 5/33E-9) requires approval of the Board or designee when a contract cost increases or decreases by \$10,000, a/k/a *change orders*. If a change order will exceed the original contract price by 10%, it must be rebid.
- H. The District shall be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements.

Competition

- A. All procurement transactions shall be conducted in a manner providing full and open competition consistent with the standards of State law (105 ILCS 5/10-20.21) and policy 4:60, *Purchases and Contracts*, and this section. To ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Situations considered to be restrictive of competition include, but are not limited to:
 - 1. Placing unreasonable requirements on firms in order for them to qualify to do business;
 - 2. Requiring unnecessary experience and excessive bonding;
 - 3. Noncompetitive pricing practices between firms or between affiliated companies;
 - 4. Noncompetitive contracts to consultants that are on retainer contracts;
 - 5. Organizational conflicts of interest;
 - 6. Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
 - 7. Any arbitrary action in the procurement process.
- B. The District shall conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local, or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference. **Note:** State law may also encourage or discourage these preferences. Discuss these with the Board Attorney. See also Doyle Plumbing and Heating Co. v. Bd. of Educ., Quincy Pub. Sch. Dist. No. 172, 291 Ill.App.3d 221 (4th Dist. 1997); Cardinal Glass v. Bd. of Educ. of Mendota Comm. Consol. Sch. Dist. 289, 113 Ill.App.3d 442 (3rd Dist. 1983). Nothing in this section preempts State licensing laws. When contracting for architectural and engineering (A/E) services, geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract. **Note:** The Board must also follow the Local Government and Professional Services Selection Act. 50 ILCS 510/.
- C. Procurement Transactions. All solicitations will:
 - 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured.
 - a. Such description must not, in competitive procurements, contain features which unduly restrict competition.
 - b. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.

- c. Detailed product specifications should be avoided if at all possible.
 - d. When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated.
2. Identify all requirements which offerors must fulfill and all other factors to be used in evaluating bids and proposals.
- D. The District shall ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. **Note:** State laws may conflict with this provision. See 105 ILCS 5/10-20.21 and 50 ILCS 510/.
- E. The District shall not preclude potential bidders from qualifying during the solicitation period.

Methods of Procurement

The District shall use one of the following methods of procurement:

- A. Procurement by micro-purchases. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold of \$10,000, as may be amended from time to time. To the extent practicable, the District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the Board considers the price to be reasonable. **Note:** See 105 ILCS 5/10-20.21 and policy 4:60, *Purchases and Contracts*.
- B. Procurement by small purchase procedures. Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the Simplified Acquisition Threshold of \$250,000, as may be amended from time to time. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
- C. Procurement by sealed bids (formal advertising). Bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. **Note:** 105 ILCS 5/10-20.21 requires “lowest responsible bidder.” The sealed bid method is the preferred method for procuring construction, if the conditions in 2 C.F.R. §200.320(c)(1) apply. If sealed bids are used, the requirements in 2 C.F.R. §200.320(c)(2) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- D. Procurement by competitive proposals. The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the requirements in 2 C.F.R. §200.320(d) apply. **Note:** 105 ILCS 5/10-20.21 requires sealed bids.
- E. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the circumstances in §200.320(f) apply. **Note:** 50 ILCS 510/ may conflict with this regulation.

Procurement of Recovered Materials

When the District procures items designated by the Environmental Protection Agency (EPA) as capable of being produced with recovered materials, and the purchase of the items exceeds \$10,000 or

the quantity of the items (or functionally equivalent items) purchased in the preceding fiscal year exceeded \$10,000, the District shall:

- A. Ensure the items contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition. The decision not to procure such items must be based on a determination that the items: (1) are not reasonably available within a reasonable period of time, (2) fail to meet the performance standards in the applicable specifications, or (3) are only available at an unreasonable price.
- B. Procure solid waste management services in a manner that maximizes energy and resource recovery.
- C. Establish an affirmative procurement program for procurement of recovered materials identified in EPA guidelines. The program must contain the following elements:
 1. Preference program for purchasing the designated items;
 2. Promotion program;
 3. Procedures for obtaining estimates and certifications of recovered materials content and for verifying the estimates and certifications; and
 4. Annual review and monitoring of the effectiveness of the program.

Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms

The District shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps shall include:

- A. Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
- B. Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
- C. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
- D. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
- E. Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Dept. of Commerce; and
- F. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs (A) through (E) of this section.

Contract Cost and Price

- A. The District shall perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. The method and degree of analysis is dependent on the facts surrounding the particular procurement situation, but as a starting point, the non-federal entity must make independent estimates before receiving bids or proposals.

- B. The District shall negotiate profit as a separate element of the price for each contract in which there is no price competition and in all cases where cost analysis is performed. To establish a fair and reasonable profit, consideration must be given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.
- C. Costs or prices based on estimated costs for contracts under the federal award are allowable only to the extent that costs incurred or cost estimates included in negotiated prices would be allowable for the District under Subpart E, Cost Principles, of 2 C.F.R. Part 200.
- D. The cost plus a percentage of cost and percentage of construction cost methods of contracting shall not be used.

Federal Awarding Agency or Pass-Through Entity Review

The District shall make available, upon request of the federal awarding agency or pass-through entity (ISBE):

- A. Technical specifications on proposed procurements where the federal awarding agency or pass-through entity believes such review is needed to ensure that the item or service specified is the one being proposed for acquisition; and
- B. Procurement documents (such as requests for proposals or invitations for bids, or independent cost estimates) for pre-procurement review when one or more of the circumstances in §200.324(b) apply.

Bonding Requirements

- A. For construction or facility improvement contracts or sub contracts exceeding the Simplified Acquisition Threshold, the federal awarding agency or pass-through entity may accept the bonding policy and requirements of the District provided that the federal awarding agency or pass-through entity has made a determination that the federal interest is adequately protected.
- B. If such a determination has not been made, the minimum requirements shall be as follows:
 - 1. A bid guarantee from each bidder equivalent to five percent of the bid price. The *bid guarantee* must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
 - 2. A performance bond on the part of the contractor for 100 percent of the contract price. A *performance bond* is one executed in connection with a contract to secure fulfillment of all the contractor's obligations under such contract.
 - 3. A payment bond on the part of the contractor for 100 percent of the contract price. A *payment bond* is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

Contract Provisions

The District's contracts shall contain the applicable provisions described in Appendix II to 2 C.F.R. Part 200, *Contract Provisions for non-Federal Entity Contracts Under Federal Awards*.

DATED:

Operational Services

Exhibit - Internal Procedures for Procurement Transactions

Actor	Action
Staff Member	Identifies a procurement need and makes a written request to the appropriate department head and/or Building Principal.
Building Principal, appropriate department head or designee	Evaluates staff member’s request by conducting a needs analysis, determining a funding source, and determining if request should be sent to the Business Manager and/or designee for further analysis. Note: The Principal’s procurement role likely varies based upon each district and type of expense.
Business Manager and/or Designee	Upon request of the Building Principal, conducts further analysis of staff member’s request in order to verify information and determine if funds are available. Provides Building Principal with results of further analysis.
Building Principal, appropriate department head or designee	Provides Superintendent and/or designee with staff member’s written procurement request, his/her analysis of the staff member’s request, and, if applicable, any further analysis conducted by the Business Manager and/or designee.
Superintendent and/or designee	Reviews staff member’s request and analyses of same; evaluates educational value of procurement requested. Superintendent and/or designee may then: <ul style="list-style-type: none"> • Approve procurement request if below amount set by the School Board and/or State law (105 ILCS 5/10-20.21); • Deny procurement request; or • If procurement request amount exceeds the Superintendent’s authority, seeks Board permission for procurement. See Policy 4:60, <i>Purchases and Contracts</i>, for the amount designated by the Board. When presenting a contract or purchase for Board approval, the Superintendent and/or designee shall ensure it complies with applicable State and federal law. See Policy 4:60, <i>Purchases and Contracts</i> .
School Board	Considers any procurement requests submitted by the Superintendent and/or designee. Considers any contract requests submitted by the Superintendent and/or designee.
Superintendent and/or designee	Identifies appropriate method of procurement and ensures appropriate method is followed.

DATED:

Operational Services

Exhibit - Notice to Contractors

On District letterhead.

Date

Notice to contractor:

You are receiving this notice because you may or will be performing *public works* for the School District as that term is defined in the Illinois Prevailing Wage Act (IPWA). 820 ILCS 130/2.

This notice applies to the public works described as: _____.

The IPWA requires contractors and subcontractors to pay laborers, workers, and mechanics performing services on public works projects no less than the *prevailing rate of wages* (hourly cash wages plus fringe benefits) in the county where the work is performed. Any prevailing rate of wages as they are revised by the Ill. Dept. of Labor (IDOL) shall apply to this contract. You are notified that any rate changes to the prevailing wage rate are available on IDOL's official website. For information regarding current prevailing wage rates, please see the IDOL's website at: <https://www2.illinois.gov/idol/Laws-Rules/CONMED/Pages/prevailing-wage-rates.aspx>.

All contractors and subcontractors rendering services for the public works must comply with all requirements of the IPWA, including but not limited to, all wage, notice, and recordkeeping duties.

The above paragraph was or will be included in the project specifications and the contract. 820 ILCS 130/4(e). If the work is awarded without a public bid, contract, or project specification, the notice was or will be included in the purchase order related to the work or in a separate document, such as this notification. 820 ILCS 130/4(f).

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Resource Conservation

Definitions

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

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

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

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

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

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

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

Recycled paperboard - Includes paperboard products, folding cartons and pad backings.

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

Unbleached packaging - Includes corrugated and fiber storage boxes.

Procurement Procedures and Specifications for Products and Supplies

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

Recycled Paper and Paper Products Purchases

I. Whenever economically and practically feasible, recycled paper and paper products shall be purchased according to the following minimum percentages of the District's total dollar value of paper and paper products:

Beginning July 1, 2014	50%
Beginning July 1, 2020	75%

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

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

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

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

Solid Waste Reduction

The Superintendent will appoint a team of interested individuals representing various District departments to direct the District's efforts to achieve, before July 1, 2020, at least a 50% reduction in the amount of solid waste that the District generates. The team shall:

1. Periodically review methods and procedures to reduce solid waste generated by academic, administrative, and other institutional functions. These procedures must be designed to, when economically and practically feasible, recycle the District's waste stream, including without limitation landscape waste, computer paper, and white office paper.
2. Identify indicators to monitor the District's progress toward achieving the solid waste reduction goal. As necessary, the procedures and methods shall be adjusted and refined.
3. Make periodic progress reports to the Superintendent or designee.

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

1. Staff members actively pursue waste reduction and prevention activities. Examples include:
 - a. Printing and copying individual documents on both sides of the page.

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

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

DATED:

Operational Services

Administrative Procedure - Checklist for Internal Controls

The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented. This includes:
 - No check is issued without pre-approved documentation for the expenditure pursuant to the Local Government Travel Expense Control Act, 50 ILCS 150/10, added by P.A. 99-604, e.g., 2:125-E1, *Board Member Expense Reimbursement Form*; 2:125-E2, *Board Member Estimated Expense Approval Form*; 5:60-E1, *Employee Expense Reimbursement Form*; and 5:60-E2, *Employee Estimated Expense Approval Form*.
 - No bank account is opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number without pre-approved documentation.
 - No credit or procurement card is assigned to an individual without pre-approved documentation. All use of a credit or procurement card must be in compliance with Board policy 4:55, *Use of Credit and Procurement Cards*, and administrative procedure 4:55-AP, *Controls for the Use of District Credit and Procurement Cards*.
 - Every receipt to and expenditure from a revolving fund and a petty cash fund are supported with clear documentation and otherwise comply with Board policies 4:50, *Payment Procedures*, and 4:80, *Accounting and Audits*.
 - A record is made of all checks issued and all payments made by credit or procurement cards that includes descriptive information sufficient to allow assignment of the appropriate code.
2. Financial records and data must be accurate and complete. This includes:
 - Data entries are timely made.
 - Cash handling is properly recorded.
 - Checks are sequentially numbered and missing checks are accounted for.
 - Financial reporting deadlines are followed.
3. Accounts payable must be accurate and punctual. This includes:
 - Payments are made on a timely basis.
 - A thorough explanation is provided for any over/underpayments.
 - Payroll and benefits are reviewed and continually updated.
4. District assets must be protected from loss or misuse.
 - The District implements a Fraud, Waste, and Abuse Awareness Program. See 4:80-AP2, *Fraud, Waste and Abuse Awareness Program*.
 - Valuable technology assets are safeguarded from theft or loss.
 - A backup and recovery system is developed for electronic systems.
 - Only authorized individuals have access to various systems.
 - Passwords are kept secure and frequently changed.
 - Keys are kept secure and accounted for.

- District property is not *borrowed* or otherwise used for private purposes.
 - District personal property having a monetary value (excluding, for example, trash, out-dated equipment, consumed consumables, and spoilage) is discarded only with the Board's prior approval.
5. Incompatible duties should be segregated, if possible. This includes:
- Transaction approval is separated from disbursement approval duties, as well as record-keeping duties so that no single individual or two individuals control all phases of the claim payment process.
 - Reconciliation of checking accounts and credit cards is performed by an individual who does not have check-writing authority, and if possible, by someone who does not record checks and credit card payments in the District's books.
 - Other controls are used if segregation of duties is impossible.
6. Accounting records are periodically reconciled. This includes:
- All accounts are balanced monthly.
 - All statements from checking accounts and credit cards are reconciled monthly.
 - Expenses are verified against receipts.
 - Out-of-balance conditions are investigated.
7. Equipment and supplies must be safeguarded. This includes:
- Inventories are periodically taken and inspections are frequently made.
 - A reliable record is kept identifying what technology assets have been provided to specific employees.
 - Access to supplies is limited and controlled.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
- Responsibilities match job descriptions.
 - If required by State law, staff members are appropriately bonded.
 - Staff members are held accountable for complying with Board policies and administrative processes or procedures that have been established to safeguard the District's financial condition.
 - Staff members are appropriately trained and evaluated.
 - Staff members are encouraged to notify their supervisors or the Superintendent of risks, losses, and/or concerns.
9. Any unnecessary weaknesses or financial risks must be promptly corrected. This includes:
- Internal control concerns raised by the District's independent auditor in connection with the annual financial audit or by the Ill. State Board of Education in connection with its administration of the Grant Accountability and Transparency Act or a monitoring visit are properly addressed.
 - Internal or external auditors are annually engaged to assess risk and/or test existing internal controls for those areas not included within the scope of the annual financial audit; concerns are promptly addressed.

DATED:

Operational Services

Administrative Procedure - Fraud, Waste, and Abuse Awareness Program

The Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) and federal regulations (2 CFR 200.113) require grant fund recipients to timely disclose, in writing, all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal awarding agency or pass-through entity, e.g., Ill. State Board of Education (ISBE).

In alignment with best practices contained in ISBE's *Fiscal Procedures Handbook*, the District has a Fraud, Waste, and Abuse Awareness Program, which includes employee reporting procedures for suspected fraud, waste, or abuse. The District will take all appropriate measures to deter fraud, waste, and abuse.

Reporting

The District encourages all District employees to be vigilant and report suspicions of fraud, waste, or abuse. Employees who make good faith reports of suspected violations of law, public corruption or wrongdoing are protected from retaliation by the provisions of the Ill. Whistleblower Act (740 ILCS 174/). See the chart below for details on how to make a report.

Enforcement

Staff members found to have engaged in fraud, waste, or abuse will be disciplined, up to and including discharge. The District will also seek to recover any wrongfully obtained assets from the employee.

Definitions

Fraud is defined as: (1) fraudulent financial reporting, (2) misappropriation of assets, and/or (3) corruption (bribery and other illegal acts). Examples of *fraud* include:

- Embezzlement, e.g., theft of cash, use of entity credit card or accounts payable systems to purchase personal items
- Collusion with others to circumvent internal controls
- Forgery or alteration of documents, e.g., checks, time cards, receipts, contracts, purchase orders, expense reimbursement paperwork, student bills, electronic files, bids, or other financial documents
- Fraudulent reporting of expenditures or other District financial information
- Misappropriation or misuse of resources, e.g., cash, securities, inventory, facilities, equipment, services, supplies, or other assets
- Impropriety in the handling or reporting of cash or financial transactions
- Unless properly authorized, accepting or seeking anything of material value from contractors, vendors, or persons providing services or materials.
- Authorization or receipt of payment for goods not received or services not performed, e.g., payments to fictitious employees or vendors
- Submitting multiple vouchers for the same expense reimbursement
- Using the District's tax exempt status for purchase of personal items
- Authorization or receipt of unearned wages or benefits
- Personal use of District property in commercial business activities
- Identity theft

- Conflict of interest or other ethics violations
- Destruction, removal, or inappropriate use of records, buildings, furniture, fixtures, or equipment
- Any similar or related irregularity to those listed

Waste is the act of using or expending resources carelessly, extravagantly, or to no purpose.

Abuse is behavior that is deficient or improper compared to the behavior that a prudent person would consider reasonable and necessary operational practice given the facts and circumstances.

The terms *fraud*, *waste*, and *abuse* are not mutually exclusive; certain conduct may constitute fraud, waste, and/or abuse.

Roles, Responsibilities, and Reporting Procedures

Actor	Action
Any Staff Member	<p>Staff members who suspect fraud, waste, and/or abuse should do the following:</p> <ol style="list-style-type: none"> 1. Make an oral or written report to the Superintendent that describes the factual basis of the suspicion, including any employees involved, a description of the alleged misconduct, and any supporting evidence. Oral reports shall be followed up in writing by the staff member or Superintendent. 2. If the staff member does not feel comfortable identifying himself/herself in making a report, the employee may deliver the report anonymously to the attention of the Superintendent or make an anonymous call to the Superintendent. 3. If the report concerns alleged misconduct by the Superintendent, the report may be either be made to a Complaint Manager identified in Board Policy 2:260, <i>Uniform Grievance Procedure</i>, who will notify the Board President of the report, or directly to the Board President. 4. If the reporting staff member has evidence of fraud, waste, and/or abuse, he/she must preserve the evidence and provide it to the Superintendent or designee (or designated Complaint Manager or Board President, if the report concerns the Superintendent) charged with investigating the suspected fraud, waste, or abuse.
Superintendent and/or Designee (or Complaint Manager/Board President, for cases concerning the Superintendent)	<p>Manages actual or suspected fraud, waste, or abuse in the District. With respect to any investigation, the Superintendent and/or designee (or Complaint Manager/Board President, for cases concerning the Superintendent) shall:</p> <ol style="list-style-type: none"> 1. Ensure all reported instances of fraud, waste, or abuse are investigated by the District, and, if appropriate, reported to the proper authorities for further investigation and potential prosecution. 2. Consult with the board attorney as needed regarding any investigation. 3. Keep the Board informed of any ongoing investigations.

Actor	Action
	<ol style="list-style-type: none"> 4. Ensure the District cooperates with law enforcement in any criminal fraud investigations. 5. Make all reasonable efforts to ensure the preservation of evidence relevant to an investigation. 6. Effectuate (or recommend to the Board) discipline of employees who engage in fraud, waste, or abuse in accordance with Board policies and any applicable collective bargaining agreement(s). 7. Manage communications with the media regarding investigations, as needed. 8. Manage District efforts to seek recovery of wrongfully obtained assets, as appropriate.
Superintendent and/or Designee	<ol style="list-style-type: none"> 1. Manage annual communication of the District's Fraud, Waste, and Abuse Awareness Program to staff and grant sub-recipients/subcontractors, including how employees should report suspected fraud, waste, or abuse. 2. Manage ethics and standards of conduct training for all District employees. 3. Periodically review the District's Fraud, Waste, and Abuse Awareness Program and related reporting procedures.

DATED:

Operational Services

Administrative Procedure - Inventory Management for Federal and State Awards

This procedure applies to property acquired by the District under federal grant awards or State grant awards governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/).

Definitions

Property - real or personal property. 2 C.F.R. §200.81.

Equipment - Tangible personal property (including information technology systems) having a useful life of more than one year and per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$5,000. 2 C.F.R. §200.33

Supplies - All tangible personal property other than *equipment*. 2 C.F.R. §200.94

Acquisition Cost - The cost of the asset including the cost to ready the asset for its intended use. Acquisition cost for equipment, for example, means the net invoice price of the equipment, including the cost of any modifications, attachments, accessories, or auxiliary apparatus necessary to make it usable for the purpose for which it is acquired. Acquisition costs for software includes those development costs capitalized in accordance with generally accepted accounting principles (GAAP). Ancillary charges, such as taxes, duty, protective in transit insurance, freight, and installation may be included in or excluded from the acquisition cost in accordance with the District’s regular accounting practices. 2 C.F.R. §200.2

Roles and Responsibilities

Actor	Responsibility
Business Manager and/or Designee	Recordkeeping – 2 C.F.R. §200.313(d)(1) and (2) <ol style="list-style-type: none"> 1. Ensures all equipment purchased with grant funds is identified and marked as such. 2. Maintains an inventory list that includes the following: <ol style="list-style-type: none"> a. a description of the property b. a serial number or other identification number c. the source of funding for the property (including the Federal Award Identification Number (FAIN), if applicable) d. who holds title e. the acquisition date f. cost of the property g. percentage of federal or State participation in the cost of the property

Actor	Responsibility
	<p data-bbox="704 262 1292 296">h. the location, use and condition of the property</p> <p data-bbox="704 327 1468 394">i. any ultimate disposition data including the date of disposal and sale price of the property.</p> <p data-bbox="659 422 1468 489">3. Takes a physical inventory of the property and reconciles the results with the records at least once every two years.</p> <p data-bbox="610 575 1286 609">Maintenance and Safeguarding – 2 C.F.R. §200.313(d)(4)</p> <ol data-bbox="659 636 1468 1079" style="list-style-type: none"> 1. Budgets for and schedules regular maintenance of the equipment when it is recommended by the manufacturer and arranges for repair of equipment when economically feasible. 2. Oversees implementation of the internal controls for the safeguarding of equipment and supplies required by 4:80-AP1, <i>Internal Control Checklist</i>. 3. Reports (or receives reports, if so designated) any fraud, waste, or abuse of property in accordance with 4:80-AP2, <i>Fraud, Waste, and Abuse Awareness Program</i>. 4. Investigates reports of property loss, damage, or theft. If appropriate, and in consultation with the Superintendent, makes a report to law enforcement for further investigation. <p data-bbox="610 1171 1133 1205">Title and Use – 2 C.F.R. §200.313(a) and (c)</p> <ol data-bbox="659 1232 1468 1890" style="list-style-type: none"> 1. Ensures the equipment is used for the authorized purposes of the grant during the period of the grant, or until the property is no longer needed for the purposes of the project. 2. During the time that equipment is used on the project or program for which it was acquired, designates equipment available for use on other projects or programs currently or previously supported by the federal or State government, provided such use will not interfere with the work for which it was originally acquired, in the following order of priority: <ol data-bbox="704 1566 1468 1843" style="list-style-type: none"> a. First preference is given to other programs or projects supported by the awarding agency that financed the equipment. b. Second preference is given to programs or projects under awards from other awarding agencies (in the case of federal awards, to activities under federal awards from other federal awarding agencies; this includes consolidated equipment for information technology systems). 3. If the equipment is to be used for non-federally or non-State-

Actor	Responsibility
	<p>funded programs or projects, considers charging user fees. Any fees charged for equipment services acquired under an award must be equal to or greater than what private companies charge for equivalent services, unless specifically authorized by statute, for as long as the government retains an interest in the equipment.</p> <p>4. Ensures that title to the property is not encumbered without the approval of the awarding agency.</p> <p>Disposition – 2 C.F.R. §200.313(e)</p> <ol style="list-style-type: none"> 1. Unless the awarding agency requires an equipment transfer, when equipment acquired under an award is no longer needed for the original project or program or for any other activities supported by a federal or State awarding agency, requests disposition instructions from the awarding agency, if required by the terms and conditions of the award. 2. If an item of equipment has a current per unit fair market value of \$5,000 or less, arranges for the retention, sale, or disposal of the equipment with no further obligation to the awarding agency. Notes the disposition of such items in the District's property records. 3. Except for awards exempted under 2 C.F.R. §200.312(b), or if the awarding agency fails to provide requested disposition instructions within 120 days, arranges for the retention or sale of items of equipment with a current per-unit fair-market value in excess of \$5,000. The awarding agency is entitled to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's percentage of participation in the cost of the original purchase. If the equipment is sold, the awarding agency may permit the District to deduct and retain from the agency share \$500 or ten percent of the proceeds, whichever is less, for its selling and handling expenses. 4. If applicable, arranges for the transfer of title to the property to the federal or State government or to an eligible third party, provided that in such cases, the District is entitled to compensation for its attributable percentage of the current fair market value of the property. 5. If the District is authorized or required to sell the property, ensures compliance with Board policy 4:80, <i>Accounting and Audits</i>, regarding the disposition of property, and follows proper sales procedures to ensure the highest possible return. 6. For items of equipment with an acquisition cost of \$5,000 or more: <ol style="list-style-type: none"> a. Obtains two signed bids from potential purchasers or two

Actor	Responsibility
	<p>appraisals from authorized appraisers to determine the per unit current fair market value.</p> <p>b. If the per unit current fair market value is \$5,000 or more, follows the procedures outlined in the Ill. State Board of Education’s <i>State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures</i> to obtain ISBE’s approval, available at:</p> <p>www.isbe.net/Documents/fiscal_procedure_handbk.pdf.</p> <p>7. When appropriate, arranges for the trade-in of equipment to be replaced or sale of the property when acquiring replacement equipment. Proceeds from the trade-in or sale may be used to offset the cost of the replacement equipment.</p> <p>Note: If the District fails to take appropriate disposition actions, the awarding agency may direct the District to take disposition actions.</p>
<p>Staff Members Who Receive Equipment/Supplies as Part of Their Job Duties</p>	<p>Use the equipment/supplies for the purposes authorized by the grant during the grant period, or until the property is no longer needed for the purposes of the project.</p> <p>Properly use the equipment in accordance with the manufacturer’s instructions.</p> <p>Produce the equipment/supplies when requested by the Business Manager or designee, whether for inventory, scheduled maintenance, repair, or other purposes.</p> <p>Take reasonable steps to prevent damage to equipment and supplies in accordance with 4:80-AP1, <i>Internal Control Checklist</i>.</p> <p>Report any fraud, waste, or abuse of property in accordance with 4:80-AP2, <i>Fraud, Waste, and Abuse Awareness Program</i>.</p> <p>Immediately report lost or stolen equipment/supplies to the Business Manager or designee.</p> <p>Return the equipment/supplies when requested by the Business Manager or designee or if it is no longer needed.</p>

DATED:

Operational Services

Administrative Procedure - School Bus Post-Accident Checklist

Driver Post-Accident Procedures

1. Immediately after an accident:
 - Activate the hazard lights
 - Place the transmission in neutral and set the parking brake (manual) or place in park (automatic)
 - Turn off the ignition and remove the key
 - Locate and place the warning devices
2. The first consideration is whether it is safer to evacuate the students or to have them remain on the bus. 23 Ill.Admin.Code §1.510(1)(1).
3. Check for injuries, using the passenger list (if available) to indicate injuries. Immediately notify the pre-designated emergency and police services, and administer first aid. As soon as possible, notify the District or transportation office.
4. Don't leave students unattended and/or unsupervised. However, if you must leave to attend to the vehicle or warning devices, leave a responsible student in charge.
5. Check for conditions that could cause fires, including a ruptured fuel tank, leaking or broken fuel lines; and/or hot tire, etc. *Do not touch a suspected hot tire.* Place your hand near it to see if heat is radiating off of it.
6. When notifying the District or transportation office, give the following information:
 - Seriousness of the accident
 - Location and time of accident
 - Bus number and route number
 - School
 - Number of students on board
 - Extent of any injuries
 - Condition of vehicle
 - Weather/road conditions
 - Any other pertinent information
7. Stay with the children until help arrives. Do not release any student, even to parents, unless instructed to do so by police or the District or transportation office. Parents/guardians are not allowed on the bus.
8. Stay vigilant for the continued safety of everyone at the scene and:
 - Never** attempt to direct traffic.
 - Never** move the vehicle before the police arrive, unless absolutely necessary to avoid a traffic hazard.
 - Never** discuss liability or fault, or sign anything until someone from the District or transportation office arrives. Do not discuss details of the accident with the media.
 - Never** move an injured person unless the person's life is in jeopardy.
9. Cooperate with law enforcement. Provide concise and clear answers and details. Give your name, address, driver's license and bus driver permit numbers.

10. If your vehicle strikes an animal, continue until it is safe to stop, keeping in mind that the sight of an injured animal could upset the children on the bus. Park the vehicle and radio or call the District or transportation office with the information. The office will notify the proper authorities.
11. The District or transportation office, when notifying the school, may suggest that personnel follow up with students to minimize trauma or emotional after-effects.

Information Gathering

While at the accident scene the driver and/or transportation supervisor shall:

1. Obtain the name, address, date of birth, and seating position of every passenger on the bus.
2. If possible, obtain the names, addresses, driver's license numbers and phone numbers of any witnesses.
3. Regarding other vehicles involved in the accident, obtain the:
 - Other drivers' names
 - Other drivers' license numbers
 - Other drivers' addresses and phone numbers
 - Make, model, year, and license plate numbers of other involved vehicles
 - Other drivers' insurance carrier information
 - Name, address, and phone numbers of passengers in other involved vehicles

District or Transportation Office Responsibilities

1. Confirm that police and emergency services as appropriate were notified. An ambulance need not be called to the accident scene unless there are obvious injuries or complaints.
2. Send a transportation supervisor to the accident scene to assist the bus driver.
3. Arrange for the parents/guardians of children on the bus to be contacted.
4. Arrange alternate transportation for the children.
5. Contact the District's insurance carrier as soon as possible and follow its instructions.
6. Help the bus driver complete accident report forms, including insurance forms. Complete the Ill. State Board of Education's *School Bus Accident Report*, www.isbe.net/Documents/50-26_school_bus_accident.pdf and forward to the Regional Superintendent immediately after any accident.
7. Obtain any accident reports completed by third parties, including police reports.

Post-Accident Alcohol and Drug Testing

1. This section's provisions are required by 49 C.F.R. §382.303. For drug and alcohol testing requirements, see Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*; and administrative procedure 5:285-AP, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.
2. School bus drivers shall be provided the necessary post-accident alcohol and drug testing information, procedures, and instructions before operating a bus.
3. As soon as practicable after an accident involving a school bus, the driver shall be tested for alcohol and controlled substances if:
 - a. The accident involved the loss of human life;

- b. The driver receives a citation for a moving traffic violation arising from the accident; or
 - c. A law enforcement officer directs that such a test be given. 625 ILCS 5/6-516.
4. If a required alcohol test is **not** administered:
- a. Within two hours, the District must prepare and maintain a file or record stating why the test was not properly administered.
 - b. Within eight hours, the District shall cease attempts to administer an alcohol test and shall prepare the same record.
5. If a required controlled substance test is **not** administered within 32 hours, the District shall cease attempts to administer the test, and shall prepare and maintain a file or record stating why the test was not properly administered.
6. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until undergoing a post-accident alcohol test.

Vehicle Inspection

Following an accident, each damaged bus component must be inspected before the bus is returned to service. 625 ILCS 5/13-109.

DATED:

Operational Services

Administrative Procedure - Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; and Bus Driving Comments

Bus Driver Communication Devices

State law prohibits a school bus driver from operating a school bus while using a cellular radio telecommunication device. It requires each school bus to contain either an operating cellular radio telecommunication device or two-way radio while the school bus driver is in possession of the school bus. The cellular radio telecommunication device or two-way radio must be turned on and adjusted in a manner that would alert the driver of an incoming communication request (625 ILCS 5/12-813.1).

Bus drivers may still have cell phones although they are prohibited from using cell phones for anything, including personal use, while operating a bus except: (1) in an emergency situation to communicate with an emergency response operator; a hospital; a physician's office or health clinic; an ambulance service; a fire department, fire district, or fire company; or a police department; (2) in the event of a "mechanical breakdown or other mechanical problem;" (3) to communicate with school authorities or their designees about bus operation or the welfare and safety of any passengers on the bus; or (4) when the bus is parked (625 ILCS 5/12-813.1(c)).

Bus/Vehicle Pre-Trip and Post-Trip Inspection

All school bus drivers, whether employed by the School District or private sector school bus company, shall perform each of the following:

1. Comply with the applicable pre-trip inspection of the mechanical and safety equipment on the school bus listed on the *School Bus Driver Pre-Trip Inspection Form* (92 Ill.Admin. Code §§458.1030 and 458.1030(u), *School Bus Driver's Pre-Trip Inspection Form*). **Note:** 92 Ill. Admin. Code §§ 458.1030(u) requires any variations from the form to be approved by the Dept. of Transportation by calling 217/785-3031 or writing to:

Vehicle-Inspection Unit Manager
Ill. Dept. of Transportation, Div. of Traffic Safety
1340 North 9th St.
P.O. Box 19212
Springfield, IL 62794-9212

2. Test the cellular radio communication device or two-way radio and ensure that it is functioning properly before the bus is operated (625 ILCS 5/12-816).
3. Perform a visual sweep for children or other passengers at the end of a route, work shift or workday by:
 - a. Activating interior lights of the school bus to assist the driver in searching in and under each seat (625 ILCS 5/12-816(c), and
 - b. Walking to the rear of the school bus/vehicle checking in and under each seat (625 ILCS 5/12-816(b)).

If a mechanical post-trip inspection reminder system is installed, the driver shall comply with the requirements of that system (625 ILCS 5/12-816(d)).

Bus Driving Comments

Each school bus and multifunction school activity bus shall display a sign at the rear, with letters and numerals readily visible and readable, in the following form:

TO COMMENT ON MY DRIVING, CALL 815-467-5133.

Driving comments shall be accepted in the following manner:

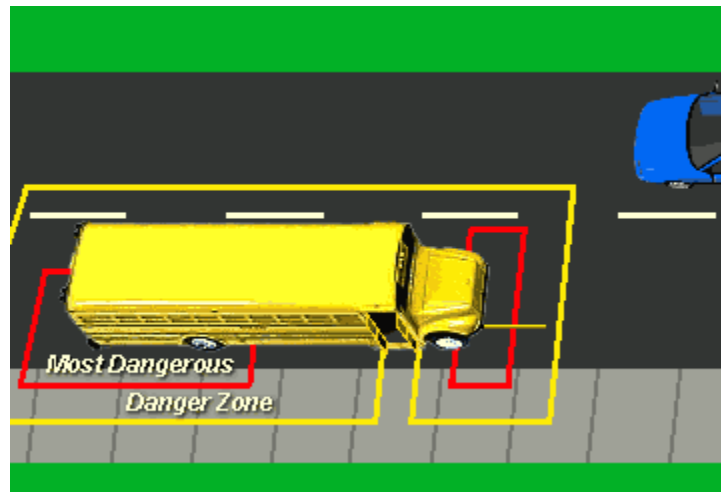
1. Calls to comment on school bus driving shall be directed to the Superintendent or designee.
2. The Superintendent or designee shall conduct an internal investigation of the events that led to each complaint. Required for districts that own school buses by 625 ILCS 5/12-821(c)(1).
3. The Superintendent or designee shall inform the commenting party of the results of any investigation and the action, if any, taken to remedy the situation. Required for districts that own school buses by 625 ILCS 5/12-821(c)(2).

DATED:

Pending Implementation

Operational Services

Administrative Procedure - School Bus Safety Rules



The Building Principal shall distribute the following rules to all students. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Be aware of moving traffic and pay attention to your surroundings.
2. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
3. Arrive on time at the bus stop, and stay away from the street while waiting for the bus.
4. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
5. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
6. Talk quietly on the bus. No shouting or creating loud noises that may distract the driver. Tablets, iPods®, smart phones, and other electronic devices must be silenced on the bus unless a student uses headphones.
7. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
8. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers.
9. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
10. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take at least five giant steps (10 feet) away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.

11. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic, even after the driver's signal.
12. Never run back to the bus, even if you dropped or forgot something.

Additional resources follow:

National Highway Traffic Safety Administration - **School Bus Safety**
https://one.nhtsa.gov/people/injury/buses/getting_to_school/schoolbus2.html

U.S. Department of Transportation - **School Bus Safety Campaign Material**
www.trafficsafetymarketing.gov/get-materials/school-bus-safety/evergreen-campaign-material

National Safety Council - **Tips for a Safe Ride**
www.nsc.org/home-safety/tools-resources/seasonal-safety/back-to-school/bus

Ill. State Police - **School Bus Safety**
www.isp.state.il.us/docs/schoolbussafety5542.pdf

Ill. State Board of Education - **School Bus Safety What Parents Should Know**
www.isbe.net/Documents/bus_safety_parents.pdf

Ill. State Board of Education - **Instructions To School Bus Riders**
www.isbe.net/Documents/bus_ride_instruct.pdf

Ill. Sec. of State - **Parent information flyer, games etc.**
www.cyberdriveillinois.com/departments/drivers/traffic_safety/school_bus_safety/home.html

DATED:

Operational Services

Exhibit - Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses

The purpose of this form is to give school bus drivers and/or emergency medical technicians information about students who have special needs or medical conditions. One copy of this form is kept in the nurse’s office, and another copy is kept on the student’s school bus in a secure location for bus drivers and emergency medical technicians. If the emergency care of the student requires medication, the parent/guardian must file a *School Medical Authorization Form* with the school nurse.

To be completed by the student’s parent/guardian:

_____		_____
Student’s Name <i>(Please print)</i>		Birth Date
_____	_____	_____
Parent/Guardian’s Name	Home Phone	Cell Phone
_____	_____	_____
School	Grade	Teacher
_____	_____	_____
Physician’s Name	Physician’s Phone	School Nurse’s Phone

My child’s special needs are: *(list behavioral or communication challenges and required responses)*

My child requires medication for: *(describe conditions and circumstances)*

Medication and Where Kept	Dosage	Directions

Parent/Guardian Signature Date

DATED:

Operational Services

Administrative Procedure - Food Services; Competitive Foods; Exemptions

This procedure applies only to schools that participate in federal meal reimbursement programs. 7 C.F.R. Part 210; 23 Ill.Admin.Code Part 305. They are *participating schools*.

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in 7 C.F.R. §210.11, unless they are exempted by 23 Ill. Admin.Code §305.15(a).

Definitions

Competitive foods are all food and beverages that are offered by any person, organization or entity for sale to students on the school campus during the school day that are not reimbursed under programs authorized by federal law. 7 C.F.R. §210.11(a)(2); 23 Ill. Admin.Code §305.5. Competitive foods do not include foods offered during after-school athletics or extracurricular events, or weekend events. *School campus* means all areas of the property under the jurisdiction of the participating school that are accessible to students during the school day. 23 Ill.Admin.Code §305.5. *School day* means the period of time from midnight before the start of the official school day until 30 minutes after the end of the official school day. 23 Ill.Admin.Code §305.5.

Exempted fundraising day (EFD) means a school day on which foods and/or beverage items not meeting the “general nutrition standards for competitive foods” may be sold to students on the school campus. 7 C.F.R. §210.11 (b)(4); 23 Ill.Admin.Code §305.5.

Competitive Foods

Competitive foods and beverage items sold during the school day must meet the requirements listed at 7 C.F.R. §210.11 (c)-(m).

All revenue from the sale of competitive foods sold to students in the food service areas during meal periods shall accrue to the nonprofit school lunch program account. 23 Ill.Admin.Code §305.15(d).

Exempted Fundraising Days

EFD foods and/or beverages may not be sold in competition with school meals in the food service area during meal periods. 7 C.F.R. §210.11 (b)(4). In schools with grades 9-12, only 9 or fewer EFDs are allowed. 23 Ill.Admin.Code §305.15(b)(1)-(3).

To request an EFD, the Superintendent or designee for the participating school must be contacted. He or she will (1) explain the District’s process and criteria for reviewing and approving or denying an EFD request, and (2) provide any written documents to assist with the EFD request. The Superintendent or designee must maintain a list of all EFDs held and retain them for at least three years. 7 C.F.R. §210.9(b)(17) and 23 Ill.Admin.Code §305.15(c)(3).

LEGAL REF.: 42 U.S.C. §1779, 7 C.F.R. §210.11.
23 Ill.Admin.Code Part 305, School Food Service.

DATED:

Operational Services

Administrative Procedure - Fines, Fees, and Charges - Waiver of Student Fees

Actor	Action
<p>Superintendent or designee</p>	<p>Prepares and recommends to the School Board a list of school fees to be charged to students for the use of textbooks, consumable materials, field trips, extracurricular activities, graduation fees, and similar items. See 23 Ill.Admin.Code §1.245(a) for a definition of <i>school fees</i>.</p> <p>Initial notice: For all students enrolling in the District for the first time, notifies their parents/guardians that the District will waive school fees for persons unable to afford them in accordance with policy 4:140, <i>Waiver of Student Fees</i>.</p> <p>The initial notice must at least describe: (1) the Board’s policy, including the criteria and other circumstances under which the District will waive school fees; (2) the school fees subject to a waiver; (3) the procedure to apply for a fee waiver, including the availability of a fee waiver request form and the documents whose use is required by the District in verifying income; and (4) the dispute resolution procedure. 23 Ill.Admin.Code §1.245(c)(2)A).</p> <p>Annual notice: Includes a notice with the first statement sent to parents/guardians who owe school fees that the District will waive school fees for persons unable to afford them in accordance with policy 4:140, <i>Waiver of Student Fees</i>.</p> <p>The annual notice must include a description of the fee waiver application process or the name, address and telephone number of the person to contact for information concerning a fee waiver. 23 Ill.Admin.Code §1.245(c)(2)(B).</p> <p>Determines whether the required inclusions in these notices will be satisfied by providing parents/guardians with a written copy of Board policy 4:140, <i>Waiver of Student Fees</i>, and form 4:140-E1, <i>Application for Fee Waiver</i>.</p>
<p>Parent(s)/Guardian(s) seeking a school fee waiver</p>	<p>Completes 4:140-E1, <i>Application for Fee Waiver</i>, and returns it to the Building Principal.</p> <p>May apply for a waiver of school fees by completing 4:140-E1, <i>Application for Fee Waiver</i>, at any time.</p>
<p>Building Principal or designee</p>	<p>Determines the student’s eligibility for fee waiver based on policy 4:140, <i>Waiver of Student Fees</i>.</p> <p>Notifies the parent(s)/guardian(s) within 30 calendar days if their <i>Application for Fee Waiver</i> is denied. 23 Ill.Admin.Code §1.245(c)(3).</p>

	<p>A rejection notice must include: (1) the reason for the denial; (2) a notification of their right to appeal as well as the appeal process and timelines (4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>); and (3) a statement that they may reapply at anytime if circumstances change. 23 Ill.Admin.Code §1.245(c)(3)(A).</p> <p>Ensures that any completed 4:140-E1, <i>Application for Fee Waiver</i>, and 4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>, are confidentially treated and maintained. 23 Ill.Admin.Code §1.245(f).</p>
Parent(s)/Guardian(s) seeking a school fee waiver	<p>May appeal the denial of a fee waiver request.</p> <p>If desired, meets with the person who will decide the appeal in order to explain why the fee waiver should be granted. 23 Ill.Admin.Code §1.245(c)(3)(B).</p>
Superintendent or designee	<p>Contacts the parent(s)/guardian(s) to determine if they want to meet to explain why the fee waiver should be granted. 23 Ill.Admin.Code §1.245(c)(3)(B). If so, meets with the parent(s)/guardian(s) at a prearranged date and time.</p> <p>Ensures that the person who decides the appeal is not the person who initially denied the fee waiver or a subordinate of this person. 23 Ill.Admin.Code §1.245(c)(3)(B).</p> <p>Responds in writing to the parent(s)/guardian(s)' appeal within 30 calendar days of receipt of the appeal. 23 Ill.Admin.Code §1.245(c)(3)(B).</p> <p>Ensures that no discrimination or punishment of any kind, including the lowering of grades or exclusion from classes, is exercised against a student whose parent(s)/guardian(s) are unable to purchase required textbooks or instructional materials or to pay required fees. 105 ILCS 5/28-19.2(a).</p>

DATED:

Operational Services

Exhibit - Response to Application for Fee Waiver, Appeal, and Response to Appeal

Response to Application for Fee Waiver (To parents/guardians)

Student's Name (please print) School

Request granted Request denied for the following reason(s):

If your request was denied, you may appeal in writing by completing the following portion of this form and submitting it to the Superintendent. If you appeal this decision, you have the right to meet with the Superintendent or designee to explain why the fee waiver should be granted. You may reapply at any time if circumstances change.

Building Principal or Office Staff Member Date

Appeal of the Denial of a Fee Waiver (To be submitted to the Superintendent)

- I am exercising my right to appeal the Building Principal's denial of my request to waive the school student fee described above.
- I would like to explain why the fee waiver should be granted during a telephone conversation or during a meeting with the person who will decide my appeal. (If you check this box, someone from the Superintendent's office will contact you to make arrangements.)

Parent/Guardian (please print) Telephone Number

Signature Date

The Superintendent's office will notify you in writing of the results of your appeal within 30 calendar days of receipt of your appeal.

Response to Appeal of the Denial of a Fee Waiver (To parent(s)/guardian(s))

- Appeal received on: _____ (insert date).
- I have reviewed your appeal.
- Request granted Request denied for the following reason(s):

Superintendent Date

DATED:

Operational Services

Exhibit - Resolution to Increase Driver Education Fees

WHEREAS, Section 27-24.2 of the School Code provides that the School District may charge a reasonable fee, not to exceed \$50, to students who participate in a driver education course;

WHEREAS, the Illinois General Assembly amended that same section of the School Code in P.A. 97-145 to allow a school board to increase the fee to an amount not to exceed \$250 by school board resolution following a public hearing on the increase, provided that the fee is waived for students who are unable to pay for the course;

WHEREAS, the School Board held a public hearing to increase the driver education course fee to an amount not to exceed \$250 on _____ *[date]* _____;

WHEREAS, the Board already waives the driver education course fees for students who are unable to pay (Board policy 4:140, *Waiver of Student Fees*);

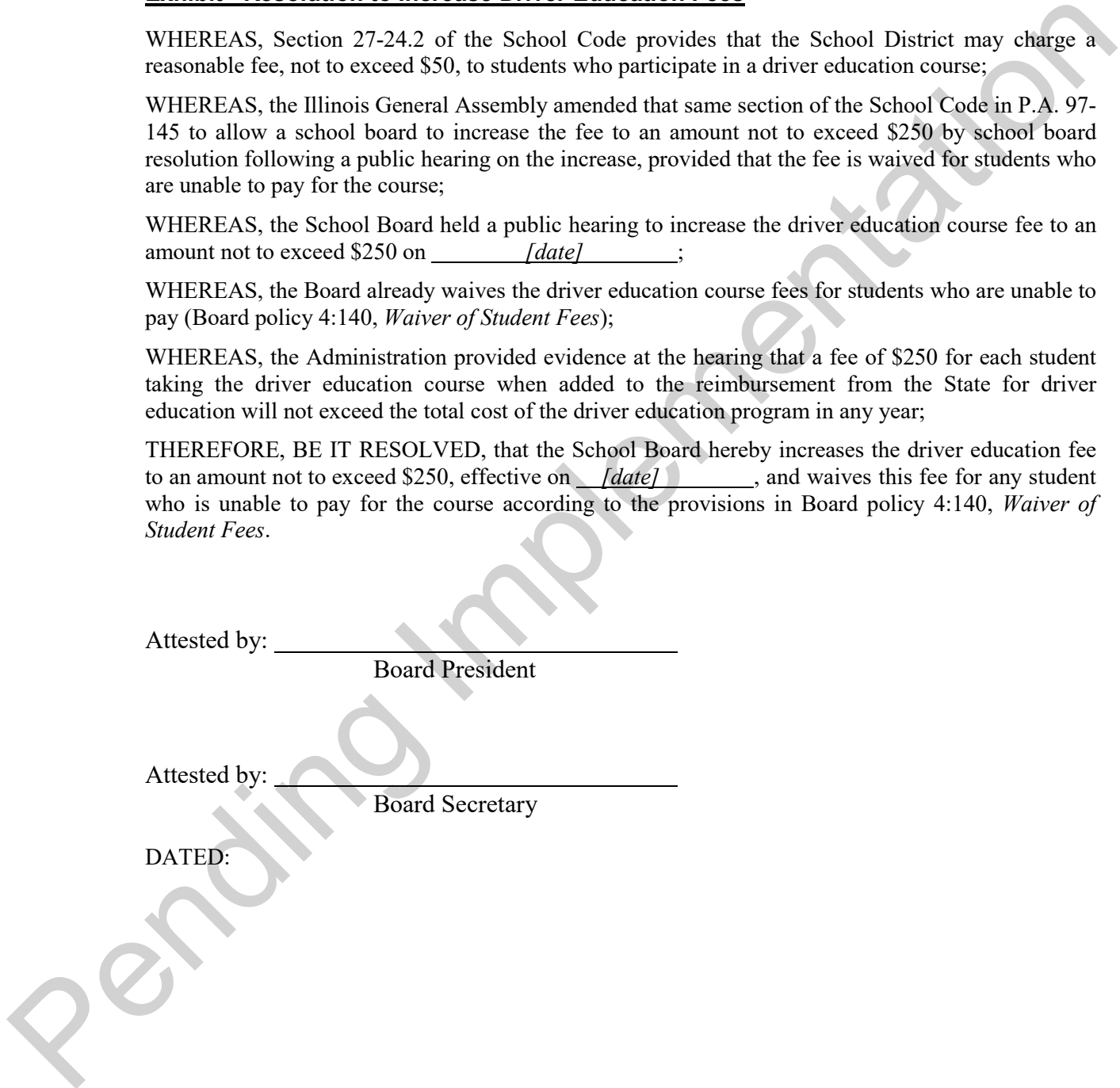
WHEREAS, the Administration provided evidence at the hearing that a fee of \$250 for each student taking the driver education course when added to the reimbursement from the State for driver education will not exceed the total cost of the driver education program in any year;

THEREFORE, BE IT RESOLVED, that the School Board hereby increases the driver education fee to an amount not to exceed \$250, effective on _____ *[date]* _____, and waives this fee for any student who is unable to pay for the course according to the provisions in Board policy 4:140, *Waiver of Student Fees*.

Attested by: _____
Board President

Attested by: _____
Board Secretary

DATED:



Operational Services

Administrative Procedure - Environmental Quality of Buildings and Grounds

Hazardous and/or Infectious Materials

The Buildings and Grounds Supervisor is responsible for the District's compliance with State and federal law concerning toxic, hazardous, and/or infectious materials. This includes requirements in the federal Occupational Safety and Health Administration (OHSA) *Hazard Communication Standards* (29 C.F.R. §1910.1200), adopted by the State Toxic Substances Disclosure to Employees Act (820 ILCS 255/, otherwise inoperative). See information on OHSA's website at www.osha.gov/dsg/hazcom/index.html.

Pesticide Application on School Grounds

The Buildings and Grounds Supervisor is responsible for compliance with the Lawn Care Products Application and Notice Act (415 ILCS 65/3) and shall:

1. Provide an annual schedule of pesticide application to the supervisor of each District building.
2. In coordination with the supervisor of each District building (including each Building Principal), notify employees and students and their parents/guardians in each building. The notification must:
 - a. Be provided at least four business days before a pesticide application on school grounds.
 - b. Be written or by telephone. If written, the notice may be included in newsletters, calendars, or other correspondence currently being published.
 - c. Identify the intended date of the application.
 - d. Provide the name and telephone contact number for the Buildings and Grounds Supervisor or other school personnel responsible for the pesticide program.

Prior notice is not required if an imminent threat to health or property exists. If such a situation arises, the Building and Grounds Director must sign a statement describing the circumstances that gave rise to the health threat and ensure that written or telephonic notice is provided as soon as practicable.

Pesticide Application in School Buildings and Structures

The Buildings and Grounds Supervisor is responsible for compliance with the requirements in the Structural Pest Control Act (225 ILCS 235/) and shall:

1. Provide an annual schedule of pesticide application to the supervisor of each District building.
2. In coordination with the supervisor of each District building (including each Building Principal):
 - a. Maintain a registry of all employees and parents/guardians of students.
 - b. Notify those employees and parents/guardians of students before pesticides are applied in or on each building. The notification must:
 - i. Be provided at least two business days before a pesticide application in or on school buildings.

- ii. Be written. The notice may be included in newsletters, bulletins, calendars, or other correspondence currently being published.
- iii. Identify the intended date of the application.
- iv. Provide the name and telephone contact number for the Buildings and Grounds Supervisor or other school personnel responsible for the pesticide program.

Prior notice is not required if an imminent threat to health or property exists. If such a situation arises, the Building and Grounds Director must sign a statement describing the circumstances that gave rise to the health threat and ensure that written notice is provided as soon as practicable.

The Buildings and Grounds Supervisor is responsible for the District's integrated pest management program and the District's compliance with the Structural Pest Control Act. 225 ILCS 235/.

- Applicable if the Superintendent determines that an integrated pest management program is economically feasible:*

The Buildings and Grounds Supervisor or designee shall: (1) develop and implement a program incorporating the Department of Public Health guidelines; (2) notify the Department, on forms provided by the Department, that a program is being implemented; (3) repeat the notification every five years after the initial notification; and (4) keep copies of all notifications and all written integrated pest management program plans.

- Applicable if the Superintendent determines that adopting an integrated pest management program is not economically feasible because such adoption would result in an increase in pest control costs:*

The Buildings and Grounds Supervisor or designee shall: (1) notify the Department, on forms provided by the Department, that the development and implementation of an integrated pest management program is not economically feasible; (2) include in the notification the projected pest control costs for the term of the pest control program and projected costs for implementing a program for that same time period; (3) repeat this notification every five years after the initial notification until a program is developed and implemented; and (4) attend a training course, approved by the Department, on integrated pest management and repeat attendance every five years thereafter until a program is developed and implemented in the District's schools.

The Buildings and Grounds Supervisor or designee shall maintain copies of all notifications that are required by the Structural Pest Control Act and provide the Building Principal(s) or designee(s) sufficient information to allow him/her/them to inform all parents/guardians and school employees at least once each school year that the District has met its notification requirements.

Training and Necessary Equipment

Each Building Principal and noncertificated staff supervisor shall ensure that all staff members under his or her supervision receive training on the safe handling and use of hazardous materials as required by 105 ILCS 5/10-20.17a. Emergency response and evacuation plans must be a part of the training.

Before an employee is given an assignment where contact with blood or bodily fluids or other hazardous material is likely, the employee must be provided the necessary training, including training in the universal precautions and other infection control measures to prevent the transmission of communicable diseases and/or to reduce potential health hazards as required by 23 Ill.Admin.Code

§1.330. The appropriate supervisor shall maintain an attendance record of an employee's participation in the training.

Substitute Non-Hazardous Materials

District staff shall comply with State law governing toxic art supplies in schools. 105 ILCS 135/. This includes substituting non-hazardous material for hazardous substances whenever possible and minimizing the quantity of hazardous substances stored in school facilities. No art or craft material containing a toxic substance shall be ordered or purchased for use through grade 6; material containing toxic substances may be used in grades 7 through 12 only if properly labeled according to State law.

Infectious Materials

The Buildings and Grounds Supervisor shall prepare and distribute to all employees an Occupational Exposure Control Plan to eliminate or minimize occupational exposure to potentially infectious materials. The Plan shall comply with the Bloodborne Pathogens Standards adopted by State and federal regulatory agencies and an updated copy given to the Superintendent annually. The Plan shall address the following issues:

1. Exposure determination. Positions that do not subject the employee to occupational exposure are generally exempt from the Plan and the Standards.
2. Implementation schedule specifying how and when risks are to be reduced. The Standards are very specific on risks reduction, e.g., Universal Precautions must be followed; engineering and work practice controls are specified (hand washing, restricted food areas); personal protection equipment must be provided; housekeeping requirements are specified (regulated waste disposal and laundry); vaccination requirements (all employees who have occupational exposure must be offered, at employer expense, the hepatitis B vaccine and vaccination series); communication of hazards to employees through labeling and training; and recordkeeping.
3. Process for ensuring that all medical evaluations and procedures, including the hepatitis B vaccine and vaccination series and post-exposure evaluation and follow-up, are available as required by law.
4. Procedures for evaluating an exposure incident.

Emergency Response Plan

The Building Principal shall ensure that proper procedures for the cleanup of potentially hazardous material spills are followed including the following:

1. A building custodian is responsible for the actual cleanup,
2. Personal protective equipment, chemical neutralization kits, and absorbent material are available in each building at all times, and
3. Spill residue is placed in containers designated for such purpose and disposed of in compliance with local, State, and federal law.

Evacuation

The Building Principal shall ensure compliance with the School Safety Drill Act. 105 ILCS 128/. This includes, among other things, ensuring that evacuation rules are posted in each room and discussed with each class using the room during the first days of the school year. The evacuation rules indicate the primary and alternate exits and the evacuation area to which students should proceed upon leaving the building.

The Building Principal shall conduct evacuation drills according to School Board policy 4:170, *Safety*, and administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*.

LEGAL REF: 29 C.F.R. §1910.1030, Occupational Exposure to Bloodborne Pathogens, adopted by the Ill. Department of Labor at 56 Ill.Admin.Code §350.300.
29 C.F.R. §1910.1200, Occupational Safety and Health Administration Hazard Communication Standards, adopted by 820 ILCS 255/1.5, Toxic Substances Disclosure to Employees Act.
105 ILCS 5/10-20.17a and 5/10-20.49
105 ILCS 135/, Toxic Art Supplies in School Act.
105 ILCS 140/, Green Cleaning School Act.
225 ILCS 235/, Structural Pest Control Act.
415 ILCS 65/, Lawn Care Products Application and Notice Act.
23 Ill.Admin.Code §1.330.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Comprehensive Safety and Security Plan ¹

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*

The footnotes should be retained.

¹ This procedure follows the recommendations in the *Guide for Developing High-Quality School Emergency Operations Plans*, produced by a collaboration of federal agencies in 2013, at www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf. The *Guide* informs schools what they need to do, not what to do. It recommends a process for developing, implementing, and continually refining a school emergency operations plan as well as a discussion of its form, function, and content.

- 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*
- 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 is a School Emergency Operations and Crisis Response Plan² (formerly *Emergency Operations Plan*). Each school or facility has an *SEOCR*.

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.

The footnotes should be retained.

² The term *emergency operations and crisis response plan* is used because federal agencies refer to school *emergency operations plans*, and the School Safety Drill Act (105 ILCS 128/, amended by P.A. 100-996) refers to *emergency and crisis response plans*.

Safety Team is the Superintendent's administrative committee that is responsible for its respective SEOCR. 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.³

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** with the following objectives 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:

- **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 SEOCR.
- **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.

The footnotes should be retained.

³ 105 ILCS 5/10-20.68, added by P.A. 100-984.

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. 101-455, 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, 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 ISBE’s website for an annual review checklist and report at 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) 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).

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 make arrangements.

- 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 drill.⁴** 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 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. In addition, a law enforcement drill must meet each of the following criteria:

The footnotes should be retained.

⁴ 105 ILCS 128/20(c), amended by P.A. 100-996.

- During each calendar year, the appropriate local law enforcement agency contacts the Building Principal to request participation in the law enforcement drill. The Building Principal and the local law enforcement agency shall set, by mutual agreement, a date for the drill.
- The 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 drill was conducted. The local law enforcement agency shall also notify the school of any deficiencies noted during the drill.

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 (98th 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:

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 SEOCR.
5. Share the SEOCR with stakeholders and train them. This includes, without limitation, having the SEOCR accessible in a digital format.

Each SEOCR 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. See the **Attachment** to this procedure.

H. Material to be Included in Each SEOCR

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

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.A.s 100-996 and 101-455) 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 5/10-20.69 (final citation pending), added by P.A. 101-548).
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, creditability, 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

Upon receiving a report on any of the above, the Building Principal or designee shall immediately notify local law enforcement. See 3:60-E, *Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security*. 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 ISBE's web-based School Incident Reporting System (SIRS) to report incidents electronically. SIRS is available at 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

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center;
Guides for Developing Emergency Operations Plans www.rems.ed.gov/EOPGuides.aspx

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

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center
www.rems.ed.gov/toolbox.aspx

ALICE (Alert, Lockdown, Inform, Counter, Evacuate) Training Institute www.alicetraining.com

SBE/OSFM All Hazard Preparedness Guide for Illinois Schools www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx

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

Schools/Campus - Resources www2.illinois.gov/ready/plan/Pages/Schools.aspx

School Safety Information Sharing Program (SSISP)
www2.illinois.gov/ready/plan/Pages/Schools.aspx

Illinois Terrorism Task Force www2.illinois.gov/iema/ITTF/Pages/default.aspx

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

U.S. Secret Service (USSS) Active Shooter Related Research Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack 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

School Crisis Guide - Help and Healing in a Time of Crisis, published by NEA Health Information Network
www.nea.org/assets/docs/NEA%20School%20Crisis%20Guide%202018.pdf

Attachment A

School Emergency Operations and Crisis Response Plan Format

Basic Plan

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Introductory Material 1.1 Promulgation Document and Signatures 1.2 Approval and Implementation 1.3 Record of Changes 1.4 Record of Distribution | <ol style="list-style-type: none"> 3. Concept of Operations 4. Organization and Assignment of Responsibilities 5. Direction, Control, and Coordination 6. Information Collection, Analysis, and Dissemination 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 |

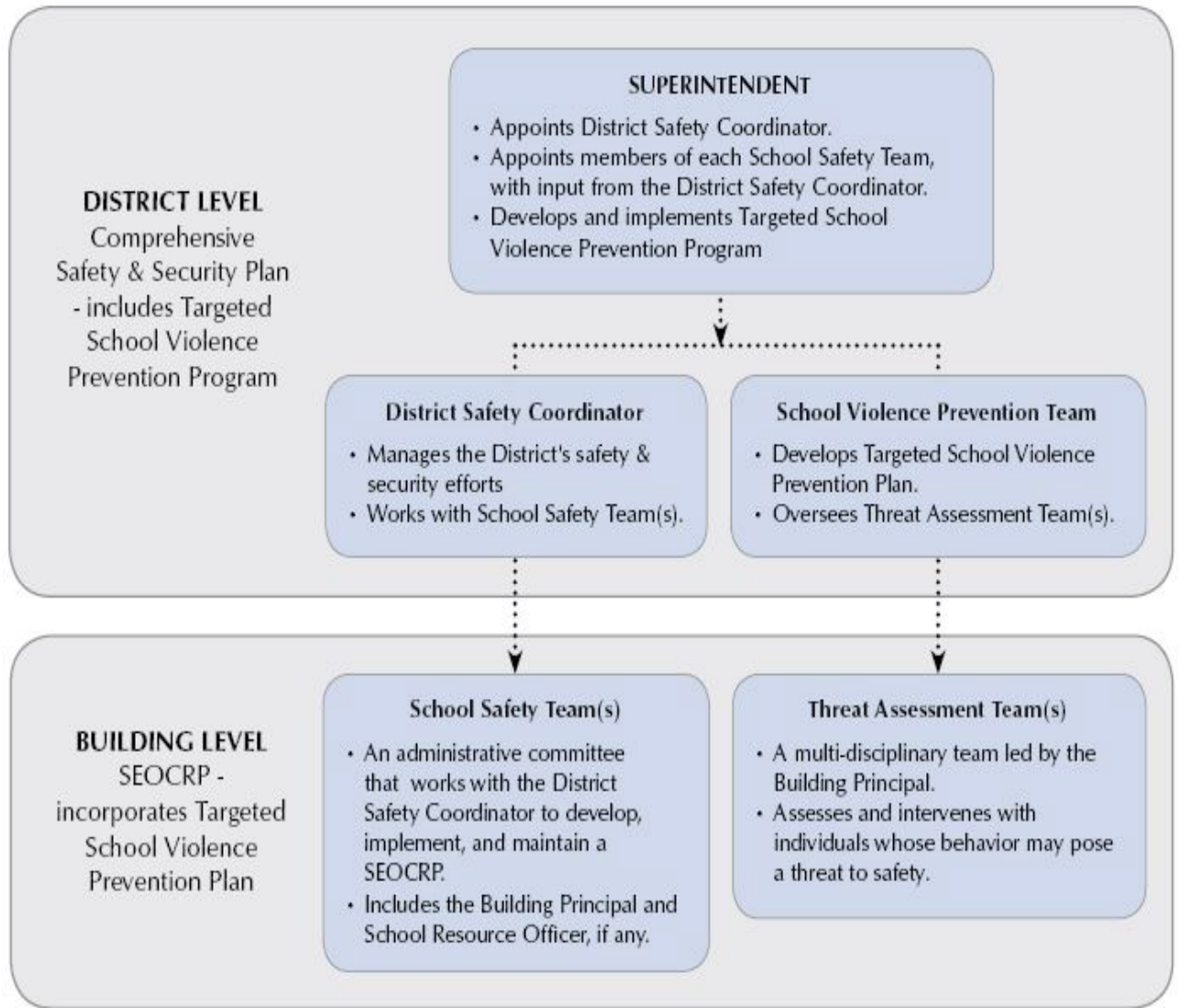
Threat- or Hazard-Specific Annexes

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



DATED:

Pending

Operational Services

Exhibit - Accident or Injury Form

The supervisory staff member must complete this form for submission to the Superintendent whenever any person, student, or adult, is injured on District property or at a District-sponsored event.

Name of injured person _____

Age _____ Male Female Telephone _____

Address _____

Class, activity, or event _____

Accident location _____

Accident date _____ Time of accident _____

How did the accident occur? (Describe sequence of events) _____

Emergency contact notified? Yes No If no, explain why: _____

If yes, provide the following:

Contact name _____ Relationship _____

Time and method of contact _____ By whom _____

Witnesses Information

Name	Address	Telephone

First aid administered? Yes No

If yes, describe first aid administered and by whom: _____

Supervisor (*please print*) _____

Signature _____

Date _____

DATED:

Operational Services

Exhibit - Memo to Staff Members Regarding Contacts by Media About a Crisis

If the media attempts to contact you about a death or other crisis, please follow these guidelines:

1. It is perfectly correct to tell a reporter that you would rather not comment on the incident especially if it has been an emotional strain. Rather than shouting “No comment” (which makes it sound like you are trying to hide something), say something like, “this incident has affected the school community greatly, and I would prefer to not comment on it.” One should then refer the reporter to the Safety Program Coordinator, person designated for the District’s public relations, or other designated spokesperson.
2. According to School Board policy and the Family Educational Rights and Privacy Act (FERPA), the only information about a student that the school is allowed to release is a verification of his or her attendance at the school. If the parents give permission, certain *directory* information (address, participation in sports or activities, awards received, etc.) may also be released. In the event of parental approval, that information will be given to the media by the Superintendent or the designated spokesperson.
3. Comments such as the following should be avoided: “He/She was a B student,” “He/She was having trouble in class, and I had referred her to the social worker last week,” and “He/She was constantly in trouble for dealing drugs and smoking on school grounds.” Best practices are to avoid such specific comments about individual students. If a reporter persists with these questions, say something like, “Board policy prohibits me from specifically commenting on any student. Furthermore, I do not wish to infringe upon the family’s right to privacy.”
4. Do not feel compelled to correct a reporter if a reporter tells you incorrect information. For example, to try and obtain more information, a reporter might say, “I was informed the student was failing...” Refer the reporter to the Safety Program Coordinator person designated for the District’s public relations, or the designated spokesperson.
5. For persistent reporters, it may be helpful to acknowledge that you understand that he or she has a job to do, but you have a job to do as well and you do not have authority to comment.
6. If you choose, you may make your own personal comments about how the crisis has affected you. If the incident involved an athlete, the coach might say, “_____’s death is very tragic, and the team and I will miss him/her.”
7. You may also address actions the school is taking to deal with the crisis. For example, “Although this is a terrible situation, we are fortunate to have a crisis plan to counsel students and faculty who are understandably upset.”
8. Do not agree to set up interviews with students. All requests for interviews should be directed to the Safety Program Coordinator, person designated for the District’s public relations, or the designated spokesperson.

9. Do not speculate or comment on the cause of death or other crisis, especially in an apparent suicide or murder. Tell reporters that information on the death should be obtained from the police department.
10. Remember, you do not have to answer any questions at all and may choose to simply refer all reporters to the Safety Program Coordinator, person designated for the District's public relations, or the designated spokesperson.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Routine Communications Concerning Safety and Security

This procedure’s purpose is to identify and organize the District’s routine communications to stakeholders regarding safety and security. These routine communications are an integral part of the District’s coordinated communication system. Communications to stakeholders that do not concern safety or security are organized with their respective topics.

Form, Memo, or Letter	Explanation
<p>4:15-E1 - <i>Letter to Employees Regarding Protecting the Privacy of Social Security Numbers</i> 4:15-E2 - <i>Statement of Purpose for Collecting Social Security Numbers</i> 4:15-E3 - <i>Statement for Employee Manual or District Website Concerning the District’s Purpose for Collecting Social Security Numbers</i></p>	<p>Board policy makes the Superintendent responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. The letter informs staff members about their obligation to protect the privacy of social security numbers. 4:15-E2 and 4:15-E3 fulfill the requirement in the Identity and Protection Act to provide a statement of the purposes for which the District is collecting and using social security numbers.</p>
<p>4:110-E - <i>Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses</i></p>	<p>The parent/guardian of a student with special needs or medical conditions completes this form to provide information to bus drivers and emergency medical technicians. One copy is kept at the school and another copy on the student’s school bus in a secure location. 105 ILCS 5/10-20.35 encourages, but does not require, this communication.</p>
<p>4:170-AP1, E1 - <i>Accident or Injury Form</i></p>	<p>This form documents an accident or injury. It provides useful information for examining and evaluating risks. Many insurance companies require completion of their own forms.</p>
<p>4:170-AP1, E2 - <i>Memo to Staff Members Regarding Contacts by Media About a Crisis</i></p>	<p>This memo is intended to encourage staff members to refer questions from the media to the District spokesperson to avoid disseminating incomplete or inaccurate information, or unintentionally violating student privacy rights.</p>
<p>4:170-AP2, E1 - <i>Letter to Parents/Guardians Regarding Student Safety</i></p>	<p>This letter is intended to gain the support and cooperation of parents/guardians concerning the District’s safety and security plan. It should align with 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>.</p>
<p>4:170-AP2, E2 - <i>Letter to Parents/Guardians Regarding Educational Programs About the Dangers of Underage Drinking</i></p>	<p>This letter informs parents/guardians about: (1) the dangers of underage drinking, (2) the prohibition on serving alcohol to minors, and (3) the punishment for violating these laws. House Resolution 98-162 encourages, but does not require, this communication.</p>

Form, Memo, or Letter	Explanation
4:170-AP2, E3- <i>Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers</i>	This letter informs parents/guardians about social media apps that can be harmful and disruptive. It describes <i>hyperlocal</i> social media apps, e.g., YikYak, that use GPS on cell phones to target groups in specific areas and <i>temporary</i> social media apps that offer a false sense of anonymity or a false belief that content <i>disappears</i> after a certain set time limit, e.g., <i>ask.fm</i> and <i>Snapchat</i> .
4:170-AP6, E1 - <i>School Staff AED Notification Letter</i>	This letter informs staff members of AED locations and instructions for responding to medical emergencies, as required by 77 Ill.Admin.Code §527.800(b).
4:170-AP6, E2 - <i>Notification to Staff and Parents/Guardians of CPR and AED Video</i>	This notification informs parents/guardians and staff of the training video on hands-only cardiopulmonary resuscitation and automated external defibrillators available on the Ill. High School Association's website. Required by 105 ILCS 25/1.10, added by P.A. 98-305.
4:175-AP1, E1 - <i>Informing Parents/Guardians About Offender Community Notification Laws</i>	This notification informs parents/guardians that information about sex offenders and violent offenders against youth is available on the Ill. Dept. of State Police's website. It is provided during school registration or parent-teacher conferences, as required by 730 ILCS 152/.
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> 6:235-E3 - <i>Online Privacy Statement</i>	Internet safety is promoted by wide distribution of the District's rules and guidelines.
6:235-E4 - <i>Keeping Yourself and Your Kids Safe on Social Networks</i>	Many parents/guardians are unaware that the Children's Online Privacy Protection Act gives them control over the types of information that websites can collect from their children. This document's purpose is to provide information to parents/guardians about this Act.
6:250-E - <i>Resource Person and Volunteer Information Form and Waiver of Liability</i>	Board policy makes the Superintendent responsible for establishing procedures for securing and screening resource persons and volunteers. This form is completed by an individual who wants to be a resource person and/or volunteer in a school.
7:180-AP1, E2 - <i>Be a Hero by Reporting Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit's purpose is to encourage reporting by both witnesses and victims.
7:180-AP1, E3 - <i>Memo to Staff Regarding Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs staff members

Form, Memo, or Letter	Explanation
	about the District's anti-bullying program and its expectations of staff members.
7:180-AP1, E4 - <i>Memo to Parents/Guardians Regarding Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs parents/guardians of the District's anti-bullying program and encourages them to help the District identify students who are being bullied.
7:180-AP1, E5 - <i>Report Form for Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This form is completed by the bullying target, witness, or other person and submitted to the Building Principal's office. Its purpose is to expedite bullying reports.
7:185-E - <i>Memo to Parents/Guardians Regarding Teen Dating Violence</i>	This memo informs students and their parents/guardians about the Board's policy prohibiting teen dating violence. Required by 105 ILCS 110/3.10(b)(5).
4:170-AP2, E4 - <i>Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>	Informing parents/guardians about sexting may help gain their support and cooperation to end sexting and its resulting disruption to the educational environment.
7:270-E1 - <i>School Medication Authorization Form</i>	This form offers a systematic process for parents/guardians to provide notice and instructions to the school nurse or other staff member regarding medications, asthma inhalers, and/or epinephrine injectors.
7:270-E2 - <i>School Medication Authorization Form - Medical Cannabis</i>	This form offers a systematic process for parents/guardians to provide notice and instructions to the school nurse or other staff member regarding student's use of medical cannabis.
7:280-E3 - <i>Preventing Staphylococcal Infections for Schools</i>	This exhibit contains information for students and their parents/guardians and staff members concerning preventing staphylococcal infections in schools.
7:300-E1 - <i>Agreement to Participate</i>	This exhibit documents that a student athlete and his or her parent/guardian were informed about the risks inherent in sports and received IHSA's: (1) information about performance enhancing substances testing program, and (2) Concussion Information Sheet. It also asks the parent/guardian for emergency contacts.
7:300-E2 - <i>Certificate of Physical Fitness for Participation in Athletics</i>	This certificate provides documentation that the parent/guardian believes that his or her student athlete is in good health and capable of participating in the sport or activity. The parent/guardian also provides a short medical history and current medications for the student athlete.
7:300-E3 - <i>Authorization for Medical Treatment</i>	Parents/guardians sign this form to authorize medical treatment of their child who is a student athlete.
8:30-E1 - <i>Letter to Parent Regarding</i>	This exhibit informs parents/guardians that State law

Form, Memo, or Letter	Explanation
<i>Visits to School by Child Sex Offenders</i>	restricts when a child sex offender may be on school property. It provides instructions to any parent/guardian who is a child sex offender.
<i>8:30-E2 - Child Sex Offender's Request for Permission to Visit School Property</i>	A child sex offender uses this exhibit to request permission to visit school property. He or she must provide the reason(s) for seeking permission to visit school property.

DATED:

Pending Implementation

Operational Services

Exhibit - Letter to Parents/Guardians Regarding Student Safety

On District letterhead

Date

Re: Student Safety

Dear Parent(s)/Guardian(s):

Student safety is our District’s top priority. Our District has developed a *Comprehensive Safety and Security Plan*. In addition to physical safety, the District is concerned with students’ emotional well-being and will help students cope with an emergency or disaster and its aftermath. The following outlines our emergency and disaster response plans.

School Emergency Operations and Crisis Response Plan (SEOCRCP)

The District has plans for all four phases of emergency and disaster management:

1. Prevention - the capabilities needed to avoid, deter, or stop an incident.
2. Preparation - the capabilities needed to: (a) protect students, teachers, staff, visitors, networks, and property against threats or hazards, and (b) mitigate the likelihood of an incident or to reduce the impact of one.
3. Response - the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery.
4. Recovery - the capabilities needed to restore the learning environment.

These phases are covered in each SEOCRP. In addition, the District has a District Safety Coordinator and each school has a Safety Team. State law requires the District to annually review its plans.

Communications to Stakeholders

The District will share emergency information via its website, information hotline, the media, and/or telephone contact.

Emergency Responses

Emergency responses will depend on the circumstances and may include lockdown or evacuation. During a lockdown, no one may enter or leave the building until it is safe to do so. For evacuation purposes, each school has at least one off-campus site where students and staff assemble to be accounted for and temporarily housed.

In the unlikely event an emergency response is needed at your child’s school, staff members will be busy supervising students. We will attempt to provide information through the District’s information hotline, _____, and/or website _____.

If students are evacuated, students at _____ School will go to _____. You may pick up your child at this location after notifying the school official in charge. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home.

Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, please follow the instructions of the District Safety Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the District office or your child's Principal. In the meantime, thank you for your cooperation and support.

Website Address: _____

Information Hotline Number: _____

Sincerely,

Superintendent

DATED:

Pending Implementation

Operational Services

Exhibit - Letter to Parents/Guardians Regarding the Dangers of Underage Drinking

On District letterhead

Date

Re: Underage Drinking

Dear Parent(s)/Guardian(s):

A child's well-being in and out of school is important to us. One area of concern for parents/guardians and educators across the country is underage drinking. Alcohol use can cause destructive behavior that has consequences for a child's health, behavior, and school performance regardless of when and where consumption takes place. It can also lead to an increase in risky behavior.

According to the Centers for Disease Control and Prevention (CDC), 1 in 10 teens in high school drinks and drives. Teen drivers are three times more likely than experienced drivers to be in a fatal crash, and drinking any alcohol greatly increases this risk for teens. The CDC and the National Institutes of Health indicate that regular alcohol consumption by minors also corresponds to increased rates of suicide, sexual assault, high-risk sex, fighting, crime, and alcohol dependence. No one fully understands the lifetime consequences of alcohol consumption on the developing brain, but studies have shown weakened memory and worsening of school performance due to increased truancy and learning impairments.

It is illegal for any person under 21 years of age to acquire, possess, or consume alcoholic beverages. District policies prohibit alcohol use by students. District policies also prohibit students from (a) alcohol use, possession, distribution, purchase, or sale at school or school functions, and (b) attending school or school functions under the influence of alcohol. Below is a listing of some relevant Illinois laws that apply to underage drinking.

Driving While Under the Influence (DUI)

Any person under the age of 21 who has consumed alcohol and operated or been in actual physical control of a motor vehicle may be requested to submit to tests to determine alcohol content. If that person refuses the test or has an alcohol concentration greater than .00, his or her driver's license will be suspended for three months to one year. 625 ILCS 5/11-501.1(c).

Driving while under the influence of alcohol is a Class A misdemeanor punishable by a fine and jail for up to 364 days. By driving a motor vehicle anywhere in Illinois, a person gives *implied consent* to a test to determine the alcoholic/drug content of his/her blood. If a person refuses to submit to the test, his/her license will automatically be suspended. 625 ILCS 5/11-501.

Consumption of Alcohol by a Minor

Consumption of alcohol by a minor is a Class A misdemeanor. Minors convicted of alcohol possession in a public space face up to 364 days in jail and a \$2,500 fine, plus court costs and court-ordered evaluations and counseling. If a person under the age of 21 pleads guilty to, or is found guilty of, consuming alcohol while under the age of 21, he or she will lose his or her driving privileges for at

least three months, even if the person was not driving, and even if he or she gets court supervision (a non-conviction sentence). 235 ILCS 5/6-20(f) and 625 ILCS 5/6-206(a)(43).

Fake Identification

Conviction for using a fake ID to obtain alcohol is a Class A misdemeanor. Punishment carries a fine of not less than \$500 and requires at least 25 hours of community service. It may also affect driving privileges. If possible, any community service must be performed for an alcohol abuse prevention program. 235 ILCS 5/6-16(a)(i) and 625 ILCS 5/6-206(a).

Criminal Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who furnishes alcohol to a minor, or who allows his or her residence to be used for the unlawful possession or consumption of alcohol by minors, may be charged with a Class A misdemeanor, punishable by a fine of not less than \$500 and jail for up to 364 days. Where a violation directly or indirectly results in great bodily harm or death to any person, the crime is a Class 4 felony, punishable by one to three years in prison and up to a \$25,000 fine. 235 ILCS 5/6-16(a-1).

Civil Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who provides alcohol (such as at a home party) may be liable in a civil action for monetary damages. The action may be sought by someone who suffers personal injury, loss of support, or property loss through the actions of an intoxicated minor whose intoxication resulted from a parent/guardian or other adult giving the minor alcohol. 235 ILCS 5/6-21.

Illegal Transportation of Open Liquor

It is unlawful for any person to transport, carry, possess, or have any alcoholic liquor within the passenger area of any motor vehicle except in the original container and with the seal unbroken. 625 ILCS 5/11-502.

In conclusion, our District encourages you to talk with your child and partner with the school community to prevent underage drinking by our students. For more information on underage drinking and how to talk to your child about it, please see the following links:

pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm

www.responsibility.org/prevent-underage-drinking

www.samhsa.gov/underagedrinking

Sincerely,

Superintendent

DATED:

Operational Services

Exhibit - Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers

On District letterhead

Date

Re: Disruptive Social Media Apps; Dangers

Dear Parent(s)/Guardian(s):

Staying on top of social medial trends is important for parents/guardians. The District wants you to know that the following social media apps have the potential to disrupt the school environment by becoming a platform for bullying, unlawful behaviors, and other dangers.

- *Hyperlocal* social media apps, e.g., *YikYak*, present safety and security concerns for our students. Hyperlocal apps use GPS on cell phones to target groups in specific areas.
- *Temporary* social media apps, e.g., *ask.fm*, *Snapchat*, and *Whisper* often present a false belief of anonymity. Temporary apps allow people to send messages and images that self-destruct after a set window of time.

Children need to understand that their online choices are important. Content never truly goes away and no one online is anonymous. Law enforcement agencies have the ability to pinpoint users and content creators, and they do investigate crimes involving the Internet and social media app usage.

The District encourages you to review the resources below and talk with your children. Let's partner together to help children understand how their digital footprints affect their and others' futures. As you discuss this topic with your child, please remind him or her how to report his or her concerns:

1. Tell your child to take a screen shot (if possible) or video (when screen shot not possible) of the content and show you or another trusted adult. Always encourage open conversations about what is happening online. When age-appropriate, discuss that possession and forwarding of sexted images violates federal and state child pornography laws.
2. Use the reporting mechanisms within the social media apps.
3. When a situation begins to disrupt your child's education, report it to your child's school.

Resources about Social Media Apps and Protecting Your Child Online

www.common sense media.org, discusses apps, movies, and more! Type in the app you want to learn more about, and this website will summarize it for you.

www.consumer.ftc.gov/topics/protecting-kids-online, contains resources for adults seeking to help children make safe and responsible online choices.

Sincerely,

Building Principal

DATED:

Operational Services

Exhibit - Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting

On District letterhead

Date

Re: Preventing and Reducing Incidences of Sexting

Dear Parent(s)/Guardian(s):

Sexting is generally defined as sending, sharing, viewing, receiving, or possessing *indecent visual depictions* of oneself or another person using a cell phone. A student will be disciplined for sexting at school.

Discussing sexting and its legal and social consequences with your children may prevent and reduce incidences of it at school and elsewhere. A recent survey revealed that about 20 percent of teen boys and girls have sent sext messages. It can cause enormous emotional pain for the students involved, often with legal implications. The following talking points from the American Academy of Pediatrics may help start the discussion:

- Talk to your children, even if the issue hasn't directly impacted your community. Ask "have you heard of sexting?" "Tell me what you think it is." Learn what your child's understanding is and add an age-appropriate explanation. For more information about starting age-appropriate discussions, see *Talking to Kids and Teens About Social Media and Sexting – Tips from the American Academy of Pediatrics* at: www.aap.org/en-us/about-the-aap/aap-press-room/news-features-and-safety-tips/Pages/Talking-to-Kids-and-Teens-About-Social-Media-and-Sexting.aspx.
- Make sure children of all ages understand that the District's student behavior policy prohibits sexting, and that it is further punishable in Illinois through the Juvenile Court Act and the Criminal Code of 2012.
- Collect cell phones at gatherings of tweens and teens. Experts have noted that peer pressure can play a major role in sexting, with attendance at parties being a major contributing factor.
- Monitor the media for stories about sexting that illustrate the consequences for both senders and receivers of these images. Ask "Have you seen this story?" "What did you think about it?" "What would you do if you were this child?"
- Rehearse ways your child can respond if asked to participate in sexting.

For more information on sexting, how to talk to your children about it, and how to say no to sexting, please see the following links:

www.common sense media.org/blog/talking-about-sexting

www.education.com/magazine/article/child-sexting-parents/

www.athinline.org/facts/sexting

<https://planetnutshell.com/portfolio/say-no-to-sexting-grades-7-12/>

<https://medicalxpress.com/news/2017-12-teen-girls-bombarded-sexting.html>

Sincerely,

Superintendent

DATED:

Operational Services

Administrative Procedure - National Terrorism Advisory System

The National Terrorism Advisory System (NTAS) is designed to convey timely information to the American public about terrorist threats. NTAS issues two types of advisories: *Bulletins* and *Alerts*, which are described below:

Bulletins - Communicate developments or trends about terrorism threats without necessarily indicating a specific threat. This means a Bulletin provides broad terrorism threat information that allows recipients to quickly take protective measures.

Alerts - Are only issued when specific, credible information about a terrorist threat is available. An Alert may include information pertaining to the threat’s nature, the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate, or respond to the threat. Alerts carry an expiration date and will be automatically canceled on that date. Updates to an Alert, as well the cancelation of an Alert, will be distributed in the same way as the original Alert.

Alerts will state whether a threat is *elevated* or *imminent* as follows:

A threat is *elevated* if there is no specific information about the timing or location.

A threat is *imminent* if the threat is believed to be impending or occurring very soon.

NTAS advisories are issued by the U.S. Dept. of Homeland Security at: www.dhs.gov/alerts.

District Response Measures

The Superintendent or designee is responsible for tracking Bulletins and Alerts and disseminating those that merit administrative review.

After receiving an NTAS advisory, each the Superintendent, Building Principal or other appropriate administrator (*administrator*) will review it and determine what response measures, if any, should be taken. To determine the appropriate response, the administrator should assess the threat to the District activities for which he or she is responsible and consider reviewing the threat with other administrators and/or public safety officials. A range of potential response measures are listed below in the column entitled **Potential Response Measures in Addition to Any Suggested by the NTAS Advisory**.

The Superintendent and Building Principal(s) should strongly consider closing school(s) and canceling activities whenever there is an *imminent* threat to the District or one of its buildings.

Response Category	Potential Response Measures in Addition to Any Suggested by the NTAS Advisory
Emergency Planning and Preparedness	Update the school emergency operations plan, specifically the emergency and disaster response procedures. Address critical emergency needs under the direction of public safety officials. Coordinate emergency plans with county, State, and federal agencies. Inventory emergency supplies and equipment.

Response Category	Potential Response Measures in Addition to Any Suggested by the NTAS Advisory
	<p>Maintain current emergency communication lists for employees and students.</p> <p>Test alternative communication capabilities.</p> <p>Designate an alternative communications center located off school property.</p> <p>Review parent/guardian notification procedures.</p> <p>Review procedures to reunite students with their parents/guardians should schools close mid-day.</p>
Communication/Activities with Employees	<p>Instruct employees to report suspicious activities or persons to the administrative office.</p> <p>Conduct emergency and disaster response training for all employees.</p> <p>Disseminate emergency communications methods and resources, e.g., where to get information, to employees.</p> <p>Review school emergency operations plans with all employees.</p> <p>Update employee emergency contact numbers.</p>
Communication/Activities with Students	<p>Instruct students to report suspicious activities or persons to any employee.</p> <p>Conduct school safety drills with students.</p>
Classes and School Activities	<p>Close school(s) early.</p> <p>Cancel classes.</p> <p>Cancel outside activities and field trips.</p> <p>Cancel all activities.</p> <p>Cancel regular and/or extracurricular bus service.</p>
Building and Grounds Security	<p>Reassess facility security measures, e.g., lock exterior doors.</p> <p>Increase building security throughout the school system.</p> <p>Implement visitor control procedures.</p> <p>Limit visitor access to school.</p> <p>Prohibit visitor access to school.</p> <p>Prohibit parking near buildings.</p> <p>Request police department to increase patrols around school.</p> <p>Take additional precautions during events and activities, e.g., hiring additional security staff, restricting public access, or canceling the event/activity.</p> <p>In case of a building lockdown, ensure each school building has a reasonable supply of food, drinking water, medical supplies, back-up communication equipment, generator, batteries, etc.</p>
Parent/Guardian Communication	<p>Disseminate emergency communications methods and resources, e.g., where to get information, to</p>

Response Category	Potential Response Measures in Addition to Any Suggested by the NTAS Advisory
	parents/guardians and the community. Update student emergency contact numbers. Test parent/guardian notification procedures. Increase communication with parents/guardians and community via website and email distribution. Inform parents/guardians of procedures to reunite students with parents/guardians should schools close mid-day.

Resources

Access NTAS Bulletins or Alerts at: www.dhs.gov/alerts

Sign up to receive NTAS Bulletins and Alerts via email at:
public.govdelivery.com/accounts/USDHS/subscriber/new?topic_id=USDHS_164

To add NTAS Bulletins and Alerts to a website see:
www.dhs.gov/files/programs/ntas-developer-resources.shtm

For further information on NTAS see:
www.dhs.gov/files/programs/ntas.shtm
www.dhs.gov/files/publications/ntas-questions-answers.shtm

For a sample NTAS Bulletin see:
www.dhs.gov/sites/default/files/publications/15_1214_ntas_sample_bulletin.pdf

For a sample NTAS Alert see:
www.dhs.gov/sites/default/files/publications/15_1214_ntas_sample_elevated_alert.pdf

DATED:

Operational Services

Administrative Procedure - Unsafe School Choice Option

Illinois public school districts must comply with the following two statutes: (1) 105 ILCS 5/2-3.134 requires ISBE to maintain data and publish a list of persistently dangerous schools, and (2) 105 ILCS 5/10-21.3a requires each school board to adopt a policy governing the transfer of students within the district from a persistently dangerous school to another public school in the district. Board policy 4:170, Safety, fulfills this requirement with its section on **Unsafe School Choice Option**.

This procedure implements the policy. It incorporates guidance issued by the U.S. Department of Education (DOE), *Unsafe School Choice Option, Non-Regulatory Guidance*, www2.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf, when NCLB was in effect. NCLB was repealed. A new law took its place called the Every Student Succeeds Act (ESSA), which amended ESEA on December 10, 2015. ESEA, as amended by ESSA, still requires states to implement an unsafe school choice option; however, the DOE has not updated its guidance to be consistent with this new law. This procedure incorporates DOE guidance to the extent that it is consistent with the new law. Frequent ESSA implementation guidance is expected as states implement the new law.

Unsafe School Choice Option for Students in Persistently Dangerous Schools

Actor	Action
ISBE	Identifies each Illinois school that is a <i>persistently dangerous school</i> as defined in 105 ILCS 5/10-21.3a(b) (attached). As of May 2014, ISBE has not identified a <i>persistently dangerous school</i> .
Building Principal or designee	Within ten calendar days of identification, or longer time if necessary, notifies by U.S. mail, the parents/guardians of students attending a <i>persistently dangerous school</i> , of that school's status as <i>persistently dangerous</i> .
Superintendent	Keeps the Board informed as appropriate. Determines which, if any, schools will receive students assigned to a <i>persistently dangerous school</i> . The recipient school may be a public charter school. If a recipient school is not available in the District, the Superintendent will explore other appropriate options, e.g., intergovernmental agreements with another district to accept transfer students. The needs and preferences of affected students and parents/guardians will be considered. Develops and implements a corrective action plan.
Building Principal or designee	Within 20 calendar days of identification, or longer time if necessary, informs parents/guardians of the following: 1. The status of the corrective action plan; and 2. The identities of any available school or public charter school into which students may transfer.
Parents/guardians	As soon as possible after being informed of the unsafe school choice option, confers with the Building Principal concerning whether to

Actor	Action
	exercise the transfer option.
Building Principal or designee	Executes any requested transfers as soon as possible. Transfers will be in effect at least while the original school is identified as <i>persistently dangerous</i> . When determining the transfer length, the Principal considers the student's educational needs as well as other factors affecting the student's ability to succeed if returned to the transferring school.
Superintendent or designee	Upon corrective action plan's completion, requests that ISBE remove the school from the list of <i>persistently dangerous schools</i> .

Unsafe School Choice Option for Any Student Who Is a Victim of a Violent Criminal Offense Occurring on School Grounds During Regular School Hours or During a School-Sponsored Event

Actor	Action
Building Principal or designee	Notifies the Superintendent that a student was a victim of a violent crime, as defined by 725 ILCS 120/3 (attached), occurring on school grounds during regular school hours or during a school-sponsored event.
Superintendent	<p>As soon as possible, determines which, if any, schools are available recipients for a student who was a victim of a violent crime while in school or on school grounds.</p> <p>The recipient school may be a public charter school.</p> <p>If a recipient school is not available in the District, the Superintendent will explore other appropriate options, e.g., an agreement with a neighboring district to accept the student.</p> <p>The needs and preferences of the affected student and his or her parents/guardians shall be considered.</p> <p>Keeps the Board informed as appropriate.</p>
Building Principal or designee	As soon as possible, notifies the student's parents/guardians that the student may transfer to another school, provided another school is available.
Parents/guardians	As soon as possible after being informed of the unsafe school choice option, confers with the Building Principal concerning whether to exercise the transfer option.
Building Principal or designee	Executes any requested transfer as soon as possible. When determining the transfer length, considers the student's educational needs as well as other factors affecting the student's ability to succeed if returned to the transferring school.

Definitions for "Persistently Dangerous School"
105 ILCS 5/10-21.3a

§10-21.3a(b). In order to be considered a persistently dangerous school, the school must meet all of the following criteria for 2 consecutive years:

1. Have greater than 3% of the students enrolled in the school expelled for violence-related conduct;

2. Have one or more students expelled for bringing a firearm to school as defined in 18 U.S.C. 921;
3. Have at least 3% of students enrolled in the school exercise the individual option to transfer schools pursuant to subsection (c) of this section. [105 ILCS 5/10-21.3a(c), see the second section of this procedure]

Definitions for “Crime Victim” and “Violent Crime”

725 ILCS 120/3 (current as of October 2016)

§ 3. The terms used in this Act, unless the context clearly requires otherwise, shall have the following meanings:

(a) "**Crime victim**" and "**victim**" mean (1) a person physically injured in this State as a result of a violent crime perpetrated or attempted against that person or (2) a person who suffers injury to or loss of property as a result of a violent crime perpetrated or attempted against that person or (3) a single representative who may be the spouse, parent, child or sibling of a person killed as a result of a violent crime perpetrated against the person killed or the spouse, parent, child or sibling of any person granted rights under this Act who is physically or mentally incapable of exercising such rights, except where the spouse, parent, child or sibling is also the defendant or prisoner or (4) any person against whom a violent crime has been committed (5) any person who has suffered personal injury as a result of a violation of Section 11-501 of the Illinois Vehicle Code, or of a similar provision of a local ordinance, or of Section 9-3 of the Criminal Code of 1961 or the Criminal Code of 2012 or (6) in proceedings under the Juvenile Court Act of 1987, both parents, legal guardians, foster parents, or a single adult representative of a minor or person with a disability who is a crime victim.

(c) "**Violent Crime**" means any felony in which force or threat of force was used against the victim, or any offense involving sexual exploitation, sexual conduct or sexual penetration, or a violation of Section 11-20.1, 11-20.1B, or 11-20.3 of the Criminal Code of 1961 or the Criminal Code of 2012, domestic battery, violation of an order of protection, stalking, or any misdemeanor which results in death or great bodily harm to the victim or any violation of Section 9-3 of the Criminal Code of 1961 or the Criminal Code of 2012, or Section 11-501 of the Illinois Vehicle Code, or a similar provision of a local ordinance, if the violation resulted in personal injury or death, and includes any action committed by a juvenile that would be a violent crime if committed by an adult. For the purposes of this paragraph, "personal injury" shall include any Type A injury as indicated on the traffic accident report completed by a law enforcement officer that requires immediate professional attention in either a doctor's office or medical facility. A Type A injury shall include severely bleeding wounds, distorted extremities, and injuries that require the injured party to be carried from the scene.

DATED:

Operational Services

Administrative Procedure - Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED

The following operations implement School Board policy 4:170, *Safety*, requiring a plan for responding to medical emergencies at a physical fitness facility. These operations shall be completed consistent with the Physical Fitness Facility Medical Emergency Procedures Act, 210 ILCS 74/, and the Ill. Dept. of Public Health (IDPH) Rules, Title 77, Part 527, Physical Fitness Medical Emergency Preparedness Code. Any definitions of terms found in this Act and IDPH implementing rules are used as the definitions of those terms in this procedure. 77 Ill.Admin.Code Part 527.

Actor	Action																		
<p>Superintendent or designee</p>	<p>Appoints a staff member to coordinate the operations in this Procedure who will be known as the <i>Plan Coordinator</i>.</p> <p>Plan Coordinator:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;"><u>Jason Piper</u></td> <td style="width: 50%; border-bottom: 1px solid black;"><u>B&G Director</u></td> </tr> <tr> <td style="font-size: small;">Name</td> <td style="font-size: small;">Position</td> </tr> </table> <p>Files this plan with the IDPH, Division of EMS & Highway Safety, 500 E. Monroe - 8th Floor, Springfield, IL 62701. Files an updated plan with the IDPH after a change in the facility that affects the ability to comply with a medical emergency, such as the facility was closed for more than 45 days. 77 Ill.Admin.Code §527.400(a) and (c).</p> <p>Dates plan submitted:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> <td style="width: 50%; border-bottom: 1px solid black;">_____</td> </tr> </table> <p>Decides, with input from the Plan Coordinator, the schedule for purchasing and maintenance of AEDs. See 210 ILCS 74/50 for compliance date schedule(s).</p> <p>If the AED becomes inoperable, the district must replace or repair it within 10 days. Persons using the facility must be notified if an operable AED is not on the premises. The AED shall be mobile and accessible at all times when the AED is operable. 77 Ill.Admin.Code §527.600.</p> <p>Designates the Principal as the individual who must be notified in the event of a medical emergency. 77 Ill.Admin.Code §527.400(a).</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center; font-size: small;">Building</td> <td style="width: 50%; text-align: center; font-size: small;">Office Contact</td> </tr> <tr> <td style="border-bottom: 1px solid black;"><u>All buildings</u></td> <td style="border-bottom: 1px solid black;"><u>Bryan Zwemke - 815/521-5067</u></td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> <tr> <td style="border-bottom: 1px solid black;">_____</td> <td style="border-bottom: 1px solid black;">_____</td> </tr> </table> <p>Follows the requirements of 77 Ill.Admin.Code §525.500 upon receiving a completed report that an AED was used. Cooperates to provide information that may be necessary for non-transport vehicle (defined at 77 Ill.Admin.Code §515.825) in compliance with 77 Ill.Admin.Code §515.350 (requires documentation of all medical care provided and a report to the</p>	<u>Jason Piper</u>	<u>B&G Director</u>	Name	Position	_____	_____	_____	_____	_____	_____	Building	Office Contact	<u>All buildings</u>	<u>Bryan Zwemke - 815/521-5067</u>	_____	_____	_____	_____
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<u>All buildings</u>	<u>Bryan Zwemke - 815/521-5067</u>																		
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Actor	Action												
	EMS System within 24 hours for the EMS System to review) and provides information to IDPH upon request.												
Plan Coordinator	<p>Responsibilities Concerning Emergency Responders</p> <p>With the Building Principal, identifies all staff members who, through their education or training, are appropriate emergency responders for specific facilities. If possible, train all emergency responders in CPR and AED use.</p> <table border="0" data-bbox="560 478 1425 634"> <thead> <tr> <th data-bbox="560 478 945 514">Facility</th> <th data-bbox="1036 478 1425 514">Emergency Response Providers</th> </tr> </thead> <tbody> <tr> <td data-bbox="560 520 945 556"><u>Central Campus</u></td> <td data-bbox="1036 520 1425 556"><u>Matt Wikoff</u></td> </tr> <tr> <td data-bbox="560 562 945 598"><u>South Campus</u></td> <td data-bbox="1036 562 1425 598"><u>Jaimie Soliman</u></td> </tr> </tbody> </table> <p>Responsibilities Concerning AED Users</p> <p>Determines the appropriate number of trained AED users and anticipated rescuers or users needed for each facility equipped with an AED. Each facility with an AED must have at least one trained AED user on staff during staffed business hours (210 ILCS 74/15 and 77 Ill.Admin.Code §527.600) and take reasonable measures to ensure that anticipated rescuers or users are trained pursuant to 410 ILCS 4/15 and 77 Ill.Admin.Code §527.800.</p> <p>Working with the Building Principal, identifies trained AED users and requests that other appropriate staff members and anticipated rescuers or users become trained.</p> <table border="0" data-bbox="560 1003 1425 1159"> <thead> <tr> <th data-bbox="560 1003 945 1039">Facility</th> <th data-bbox="1133 1003 1425 1039">Trained AED Users</th> </tr> </thead> <tbody> <tr> <td data-bbox="560 1045 945 1081"><u>Central Campus</u></td> <td data-bbox="1036 1045 1425 1081"><u>Matt Wikoff</u></td> </tr> <tr> <td data-bbox="560 1087 945 1123"><u>South Campus</u></td> <td data-bbox="1036 1087 1425 1123"><u>Jamie Soliman</u></td> </tr> </tbody> </table> <p>Responsibilities Concerning AED Registration</p> <p>Coordinates with local emergency medical services systems. 77 Ill.Admin.Code §527.500.</p> <p>Notifies an agent of the local emergency communications or vehicle dispatch center of the existence, location, and type of the automated external defibrillator. 410 ILCS 4/20(b) and 77 Ill.Admin.Code §527.500.</p> <p>Cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code §515.350). 77 Ill.Admin.Code §525.500.</p> <p>Responsibilities Concerning Location of AED and Other First Aid Equipment</p> <p>Indoor Facility - Decides, with input from the Building Principal or designee, where to place the AED and other first aid equipment so that their location will be conspicuous, easily accessible, and convenient; the AED must be mobile and accessible at all times. 77 Ill.Admin.Code §527.600.</p> <p>Outdoor Facility - Ensures that the AED is placed within 300 feet of the outdoor facility in an open building with unimpeded access that has marked directions to the location of the AED at its entrances. 210 ILCS</p>	Facility	Emergency Response Providers	<u>Central Campus</u>	<u>Matt Wikoff</u>	<u>South Campus</u>	<u>Jaimie Soliman</u>	Facility	Trained AED Users	<u>Central Campus</u>	<u>Matt Wikoff</u>	<u>South Campus</u>	<u>Jamie Soliman</u>
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<u>South Campus</u>	<u>Jamie Soliman</u>												

Actor	Action
	<p>Posts a notice at the facility's main entrance stating that an AED is located on the premises.</p> <p>Receives notice in the event of a medical emergency. 77 Ill.Admin.Code §527.400(a).</p>
School Nurse(s)	<p>Along with the Plan Coordinator, helps staff members understand the instructions for responding to medical emergencies.</p> <p>These instructions must provide that the AED should be operated only by trained AED users, unless the circumstances do not allow time to be spent waiting for a trained AED user to arrive. 77 Ill.Admin.Code §527.800(c).</p>
Trained AED User(s) and/or Other Emergency Responder(s)	<p>According to their training, uses appropriate emergency responses upon the occurrence of any sudden, serious, and unexpected sickness or injury that would lead a reasonable person, possessing an average knowledge of medicine and health, to believe that the sick or injured person required urgent or unscheduled medical care. 77 Ill.Admin.Code §527.400(a).</p> <p>According to their training, uses the AED to help restore a normal heart rhythm. 77 Ill.Admin.Code §527.400(a).</p> <p>Calls 911 for medical emergencies and whenever an AED is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Informs the Building Principal whenever the AED or other emergency response is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Whenever an AED is used, cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete a Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code §515.350). 77 Ill.Admin.Code §525.500.</p>
All Facility Staff Members and Users	<p>Follow the <i>Step-by-Step Emergency Response Plan</i> described below:</p> <ol style="list-style-type: none"> 1. Immediately notify the building's emergency responder(s) whose contact information is posted in the facility. Under life and death circumstances call 911 without delay. 2. Bring the first aid equipment and AED to the emergency scene. The AED should be operated only by trained AED users for the intended purpose of the AED, unless the circumstances do not allow time for a trained AED user to arrive. 3. Immediately inform the Building Principal or designee of the emergency. 4. The emergency responder will take charge of the emergency. This person will apply first aid, CPR, and/or the AED, as appropriate. 5. If necessary, the emergency responder instructs someone to call 911, providing the location in the building and which entrance to use. This person should make sure someone is sent to open the door for paramedics and guide them to the scene. 6. When paramedics arrive and assume care of the victim, the emergency responder or other staff person notifies the victim's parent/guardian or relative. 7. If an AED was used, the person using it cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and

Actor	Action
	Submission report about the use of the AED. If appropriate, a supervising staff member completes an accident report. 8. If an adult refuses treatment, the emergency responder documents the refusal and, if possible, asks the adult to sign a statement stating that he or she refused treatment.

DATED:

Pending Implementation

Operational Services

Exhibit - School Staff AED Notification Letter

On District letterhead

Date:

To: Staff members

Re: Notification to School Staff of the Physical Fitness Facility Medical Emergency Response Instructions and AED Availability

We would like to notify you about our plan for responding to medical emergencies that might occur in our physical fitness facilities. This plan includes access to an Automated External Defibrillator (AED) in the following locations in these facilities:

Facility	Location
_____	_____
_____	_____
_____	_____

The AEDs are strategically placed and readily accessible to predetermined AED users to maximize rapid use. The AED is available during school hours and after school during any activity or program organized by the school and supervised by a school employee. The predetermined AED users are school nurses and any other person who has received AED training (American Heart Association, American Red Cross, or equivalent training) and has a completion card on file with the Superintendent. Any anticipated rescuers or users should now also be trained and certified.

The following information is posted with each AED:

1. Instructions to immediately call 911 and instructions for emergency care.
2. Instructions for using an AED.

Please contact me if you would like information on becoming a trained AED user. If you anticipate that your duties make you more likely to use an AED, you should become trained and certified. It is important to note that the Physical Fitness Facility Medical Emergency Preparedness Act and the Local Governmental and Governmental Employees Tort Immunity Act protect staff members from liability. We appreciate your support.

Sincerely,

Superintendent

Attachments: Step-by-Step Emergency Response Plan (bottom of page 4 of 4:170-AP6, *Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED*)

DATED:

Operational Services

Exhibit - Notification to Staff and Parents/Guardians of CPR and AED Video

On District letterhead, website, in student handbook, newsletters, bulletins, and/or calendars

Date:

To: Parent(s)/Guardian(s) and Staff

Re: CPR and AED Video

State law requires the Ill. High School Association to post a hands-only cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) training video on its website. The law also requires the District to notify staff members and parents/guardians about the video. You are encouraged to view the video, which will take less than 15 minutes of your time, at:

www.ihsa.org/Resources/SportsMedicine/CPRTTraining.aspx.

DATED:

Operational Services

Administrative Procedure - Movable Soccer Goal Safety

Actor	Action
Superintendent	Requires all Building Principals to: <ol style="list-style-type: none"> 1. Identify any movable soccer goal that the District owns or controls and is on school grounds; and 2. Ensure that supervisors comply with the Movable Soccer Goal Safety Act a/k/a <i>Zach's Law</i>. 430 ILCS 145/.
Building Principal	Reviews the Ill. Dept. of Public Health's assistance materials found at www.idph.state.il.us/soccer_goal_safety/index.htm . Identifies any movable soccer goals on school grounds, or that the school owns or controls. Implements the Movable Soccer Goal Safety Act (430 ILCS 145/) by, among other things, instructing staff members to properly secure or anchor a movable soccer goal when installing, setting up, maintaining, or moving one.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Criminal Offender Notification Laws; Screening

Laws Protecting Students on School Grounds

The following list describes laws protecting students on school grounds from individuals convicted of serious crimes:

1. A child sex offender is prohibited from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless specifically permitted by statute. 720 ILCS 5/11-9.3. See School Board policies 4:175, *Convicted Child Sex Offender; Screening; Notifications*; 8:30, *Visitors to and Conduct on School Property*; and administrative procedure 8:30-AP, *Definition of Child Sex Offender*.
2. Law enforcement must notify schools of offenders who reside or are employed in the county. See: (a) Sex Offender Community Notification Law, 730 ILCS 152/, and (b) Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-154/105. These laws are hereafter referred to as “offender notification laws.” See also policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

The School Code (105 ILCS 5/10-21.9, 5/21B-5 and 5/21B-80) lists criminal offenses that disqualify an individual from District employment if the individual was convicted. 105 ILCS 5/20-21.9 requires any person hired by the District to submit to a fingerprint-based criminal history records check through (a) the Ill. Dept. of State Police (ISP) for an individual’s *Criminal History Records Information* (CHRI), and (b) the Federal Bureau of Investigation (FBI) national crime information databases. The law also requires a school district to initially check two publicly-available Illinois offender databases for each applicant being considered for hire and, if hired, repeatedly at least once every five years that an individual remains employed by the District, which are (a) the Statewide Sex Offender Registry, www.isp.state.il.us/sor/, and (b) the Statewide Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/. Obtaining the results of the fingerprint-based criminal history records check and review of the database registries is a *complete criminal history records check* as required by the School Code. See policy 5:30, *Hiring Process and Criteria*; administrative procedure 5:30-AP2, *Investigations*; and ISBE’s non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: www.isbe.net/Documents/guidance_chr.pdf

3. **Note:** A District may also check the National Sex Offender Public Website, www.nsopw.gov/; however, the same information will likely appear in the information furnished by the FBI.
4. The provisions in the School Code described above also apply to employees of persons or firms holding contracts with a school district who have direct, daily contact with students. 105 ILCS 5/10-21.9(f). See administrative procedures 4:60-AP3, *Criminal History Records Check of Contractor Employees*; 5:30-AP2, *Investigations*.
5. Being charged with attempting to commit, conspiring to commit, soliciting, or committing any offense listed in 105 ILCS 5/21B-80(b-5) results in the automatic suspension or revocation of the individual’s license until the individual’s criminal charges are adjudicated through a court of competent jurisdiction. If the individual is acquitted, his or her license or application shall be immediately reinstated.

6. Conviction of an offense listed in 105 ILCS 5/21B-80(c) results in the automatic suspension or revocation of the individual's license. Conviction of an offense listed in 105 ILCS 5/21B-80(b), depending upon whether the individual's sentence has been satisfactorily completed and seven years have passed since that date, may result in automatic suspension or revocation of the individual's license.
7. The offender notification laws require law enforcement to ascertain whether a juvenile sex offender or violent offender against youth is enrolled in a school and, if so, to provide a copy of the registration form to the Building Principal and any guidance counselor designated by him or her. This registration form must be kept separately from any and all school records maintained on behalf of the juvenile sex offender. See Board policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

Receipt of Information from Law Enforcement

Offender Notification Laws: The Superintendent or designee shall notify the local law enforcement official or county sheriff that he or she is the District's official contact person for purposes of the offender notification laws. The Superintendent and/or Building Principal may at any time request information from law enforcement officials regarding sex offenders or violent offenders against youth.

The Superintendent will provide Building Principals and other supervisors with a copy of all lists received from law enforcement officials containing the names and addresses of sex offenders and violent offenders against youth.

The Building Principal or designee shall provide the lists to staff members in his or her building on a need-to-know basis, but in any event:

- A teacher will be told if one of his or her students, or a student's parent/guardian, is on a list.
- The school counselor, nurse, social worker, or other school service personnel will be told if a student or the parent/guardian of a student for whom he or she provides services is on a list.

No person receiving a list shall provide it to any other person, except as provided in these procedures, State law, or as authorized by the Superintendent. Requests for information should be referred to the local law enforcement officials or State Police.

Juvenile Delinquency Adjudication Notifications: The Superintendent or designee shall contact the Juvenile Division of the County State's Attorney Office(s) having jurisdiction over the District's school(s) to discuss how the State's Attorney shall inform the Superintendent or designee of any students adjudicated as delinquent minors for offenses that would be felonies and/or certain weapons offenses under the Criminal Code of 2012. 705 ILCS 405/5-901(8). The Superintendent and/or designee(s) shall ensure the dissemination of such information is limited to the Building Principal and any guidance counselor designated by the Building Principal. Id.

Informing Staff Members and Parents/Guardians About the Law

Building Principals or their designees shall inform parents/guardians about the availability of information concerning sex offenders during school registration and, if feasible, during parent-teacher conferences. Information should be distributed about the Statewide Sex Offender Registry, www.isp.state.il.us/sor/, and the Statewide Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/. Information may also be included in the Student Handbook. See the Sex Offender Community Notification Law, 730 ILCS 152/, and exhibit 4:175-AP1, E1, *Informing Parents/Guardians About Offender Community Notification Laws*.

Requests for additional information shall be referred to local law enforcement officials.

Screening Individuals Who Are Likely to Have Contact with Students at School or School Events

The law is silent with regard to *screening* volunteers and individuals in the proximity of a school. *Screening* is not the same as the School Code's requirement to perform a *fingerprint-based criminal history records check* through (a) the ISP for an individual's *Criminal History Records Information* (CHRI), and (b) the FBI's national crime information databases. 105 ILCS 5/10-21.9.

Screening involves checking an individual's name and address against the: (1) Ill. Sex Offender Registry, www.isp.state.il.us/sor/, and (2) the Violent Offender Against Youth Registry maintained by the State Police, www.isp.state.il.us/cmvo/. 105 ILCS 5/10-21.9(a-5), (a-6).

There are five categories listed below of individuals with the potential to have contact with students at school or at school events.

1. For employees and student teachers, the Superintendent or Building Principal(s) perform the following tasks:
 - a. Complete the required forms to request the *fingerprint-based criminal history records check*; see 5:30-AP2, *Investigations*. 105 ILCS 5/10-21.9(a).
 - b. *Screen* the individual's name and address against the: (1) Ill. Sex Offender Registry, www.isp.state.il.us/sor/, and (2) the Violent Offender Against Youth Registry maintained by the State Police, www.isp.state.il.us/cmvo/. 105 ILCS 5/10-21.9(a-5), (a-6). This screening must be done for applicants being considered for hire and, if hired, repeatedly at least once every five years that an individual remains employed by the District.
 - c. Review the lists of sex offenders and violent offenders against youth as the lists are received from law enforcement. If a match is found, the Superintendent immediately contacts the local police officials to confirm or disprove the match. The Superintendent immediately notifies the Board if a match is confirmed. The Board President will contact the Board Attorney and the Board will take the appropriate action to comply with State law that may include terminating the individual's employment.
 - d. Notify the State Superintendent of Education in writing within 10 business days when a fingerprint-based criminal history records check returns a *pending* criminal charge against a license holder for an offense set forth in 105 ILCS 5/21B-80.
 - e. Notify the State Superintendent of Education in writing within 15 business days when a fingerprint-based criminal history records check returns a *conviction* of a crime set forth in 105 ILCS 5/21B-80 or when publicly-available Illinois offender databases checks find a registration.
2. For students doing field or clinical experience other than student teaching, the Superintendent or Building Principal(s):
 - a. May require the same fingerprint-based criminal history records check required of student teachers. The cost of this check will be reimbursed by the student seeking the experience.
 - b. Performs the responsibilities listed in 1. b. & c., above.
3. For volunteers, see 6:250-AP, *Securing and Screening Resource Persons and Volunteers*. The Superintendent or Building Principal(s):

- a. May require the same fingerprint-based criminal history records check required of student teachers.
 - b. Performs the responsibilities listed in 1. b. & c., above.
4. For contractors' employees, see 4:60-AP3, *Criminal History Records Check of Contractor Employees*; 5:30-AP2, *Investigations*.
 5. For individuals in the proximity of a school or bus stop, the Building Principal(s) review(s) the lists of sex offenders and violent offenders against youth as they are received from law enforcement. The Building Principal or designee shall: (a) notify staff members according to the section of this procedure on **Receipt of the Information from Law Enforcement**, and (b) attempt to alter school bus stops and the route students travel to and from school in order to avoid contact with an individual on such a list.

CROSS REF.: 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:30 (Hiring Process and Criteria), 6:250 (Community Resource Persons and Volunteers), 8:30 (Visitors to and Conduct on School Property)

ADMIN. PROC.: 4:60-AP3 (Criminal History Records Check of Contractor Employees), 4:175-AP1, E1 (Informing Parents/Guardians About Offender Community Notification Laws), 5:30-AP2 (Investigations), 6:250-AP (Securing and Screening Resource Persons and Volunteers), 6:250-E (Resource Person and Volunteer Information Form and Waiver of Liability), 8:30-AP (Definition of Child Sex Offender), 8:30-E1 (Letter to Parent Regarding Visits to School by Child Sex Offenders), 8:30-E2 (Child Sex Offender's Request for Permission to Visit School Property)

DATED:

Operational Services

Exhibit - Informing Parents/Guardians About Offender Community Notification Laws

On District letterhead, website, and/or in student handbook

Date:

To: Parent(s)/Guardian(s)

Re: Offender Community Notification Laws

State law requires schools to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public on the Ill. Dept. of State Police (ISP) website. The ISP website contains the following:

Illinois Sex Offender Registry, www.isp.state.il.us/sor/

Illinois Murderer and Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/

Frequently Asked Questions Concerning Sex Offenders, www.isp.state.il.us/sor/faq.cfm

DATED:

Operational Services

Administrative Procedure - School Action Steps for Pandemic Influenza or Other Virus/Disease

Building a strong relationship with the local health department and emergency medical agencies is critical for developing a meaningful school action plan to address pandemic influenza (flu) or other virus/disease. The key planning activities in this checklist should build upon the School District’s existing contingency plans.

The following is a list of important step-by-step actions school officials should take before a pandemic flu or other virus/disease outbreak. This list needs to be repeated when an outbreak has several cycles or waves.

Prior to Outbreak/Preparedness and Planning Phase

Actor	Action
Superintendent or designee	Identify Pandemic Planning Team to operate as a Superintendent Committee that includes one or two School Board members, administrators, and staff members.
Superintendent and School Board	Identify, modify, and monitor relevant policies that a pandemic may possibly affect, including but not limited to: 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:20, <i>Powers and Duties of the School Board; Indemnification</i> 2:70, <i>Vacancies on the School Board - Filling Vacancies</i> 2:200, <i>Types of School Board Meetings</i> 2:220, <i>School Board Meeting Procedure</i> 3:70, <i>Succession of Authority</i> 4:130, <i>Free and Reduced-Price Food Services</i> 4:180, <i>Pandemic Preparedness; Management; and Recovery</i> 5:35, <i>Compliance with the Fair Labor Standards Act</i> 5:40, <i>Communicable and Chronic Infectious Disease</i> 5:180, <i>Temporary Illness or Incapacity</i> 5:185, <i>Family and Medical Leave</i> 5:200, <i>Terms and Conditions of Employment and Dismissal</i> 5:270, <i>Employment At-will, Compensation, and Assignment</i> 5:300, <i>Schedules and Employment Year</i> 5:330, <i>Sick Days, Vacation, Holidays and Leaves</i> 6:20, <i>School Year Calendar and Day</i> 6:60, <i>Curriculum Content</i> 6:120, <i>Education of Children with Disabilities</i> 6:150, <i>Home and Hospital Instruction</i> 7:70, <i>Attendance and Truancy</i> 7:280, <i>Communicable and Chronic Infectious Disease</i> 8:100, <i>Relations with Other Organizations and Agencies</i>

Actor	Action
<p>Superintendent or designee and Pandemic Planning Team</p>	<p>Begin review and use of the following publications:</p> <p>For flu season: School District (K-12) Pandemic Influenza Planning Checklist at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_checklist.pdf.</p> <p>For COVID-19: Interim Guidance for Administrators of US K-12 Schools and Child Care Programs at: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html.</p> <p>Pandemic COVID-19 Checklist: K-12 School Administrators at: www.dph.illinois.gov/sites/default/files/COVID-19%20Schools%20Checklist%20030420.pdf.</p> <p>IDPH’s How should schools prepare for, and respond to, COVID-19? School Decision Tree at: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#schools-prepare.</p> <p>Review and ensure a succession of authority plan exists in case Board members, administrators, and/or others are unable to fulfill duties during the pandemic. Succession plans for Board members unable to fulfill duties during the pandemic may create a vacancy on the Board. Discuss the issues of succession plans for elected officials with the Board Attorney. See Board policies 2:70, <i>Vacancies on the School Board - Filling Vacancies</i>, and 3:70, <i>Succession of Authority</i>.</p> <p>Work with local health and emergency preparedness officials. They may want to use the schools to disseminate information to families about a crisis.</p> <p>Train employees about FLSA, overtime, and recordkeeping requirements necessary to work during a pandemic while the District is closed.</p> <p>Open communications with employee unions regarding “wages, hours and terms and conditions of employment” during a pandemic.</p> <p>Address policies for employee absenteeism, identifying critical job functions, plans for alternate coverage, and return-to-work policies as well as disease symptom recognition.</p> <p>Ensure resources for nurses and staff to receive training and personal protective equipment to identify flu or other pandemic disease symptoms. For flu reporting, see 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>. Remember that a person who is infected does not show symptoms right away, but children becoming ill may show different behavior than usual, such as eating less or being irritable. Knowing the differences between seasonal and pandemic flu is also critical to pandemic preparedness. A fact sheet is available at: www.cdc.gov/flu/pandemic-resources/basics/about.html.</p>

Actor	Action
	<p>Train staff to protect themselves from occupational exposure to flu or other disease through workplace <i>social distancing</i> based upon the Occupational Safety and Health Administration’s (OSHA), Guidance on Preparing Workplaces for an Influenza Pandemic, which may be found at: www.osha.gov/Publications/influenza_pandemic.html.</p> <p>Ensure that Standard Surveillance disease recognition procedures are in place and implemented. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>.</p> <p>For flu, encourage the use of simple non-medical ways to reduce the spread of flu by <i>cough and sneeze etiquette</i> and cleansing of hands and work areas. For COVID-19, see the Interim Guidance for Administrators of US K-12 Schools and Child Care Programs, <i>When there is no community transmission (preparedness phase)</i> section at: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#schools-prepare.</p> <p>Decide to what extent the District will encourage or require students and staff to stay home when they are mildly ill. Some parents/guardians may need to be more cautious in keeping their students out of school.</p> <p>Identify students who have a greater risk of infection and are most vulnerable to serious illness. Review their health needs and encourage those families to talk with their health care providers.</p> <p>Assess nutritional assistance needs for students who receive free and reduced-price food programs. For more information about providing continuity of meal distribution for students eligible for reimbursable meals, see Q & A #5 at: www.isbe.net/Documents/usda_qa072309.pdf and ISBE’s nutrition page specific to managing COVID-19 issues at: www.isbe.net/nutrition.</p> <p>Through consultation with the Regional Office of Education or Intermediate Service Center and local authorities, develop strategies for remote learning through collaborative agreements (television or other local cable stations, teleconferencing, electronic instructional resources, etc.). 105 ILCS 5/10-30, added by P.A. 101-643 and see 6:20-AP, <i>Remote and/or Blended Remote Learning Day Plan(s)</i>.</p> <p>Educate staff, students, and parents/guardians about the differences between the various types of flu, other viruses, and/or other diseases, best hygienic practices to prevent them, and what could occur in a pandemic. See Sample Parent Letter #1, Preparation and Planning at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_preparation.pdf.</p> <p>Also see, Preparing for the Flu at: www.cdc.gov/h1n1flu/schools/toolkit/pdf/schoolflutoolkit.pdf and www.dph.illinois.gov/topics-services/diseases-and-conditions/influenza#publications-publications-influenza.</p> <p>Review Sections IV and V of School Guidance During an Influenza Pandemic at: www.idph.state.il.us/pandemic_flu/schoolguide.htm.</p>

Outbreak of Flu or Other Virus/Disease

Actor	Action
Superintendent or designee	<p>Depending upon the type of virus/disease: For COVID-19, review the <i>Interim Guidance for Administrators of US K-12 Schools and Child Care Programs</i> at: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html.</p> <p>For flu, consider issuing Sample Parent Letter # 2, First Bird Case at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_bird.pdf.</p> <p>Begin Heightened Surveillance responses. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>.</p> <p>Issue Sample Parent/Guardian Letter #3, Illinois/Regional Cases, informing parents/guardians that some students are sick but schools remain open, include tip sheets and information resource list. A sample is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_il_cases.pdf.</p>
Pandemic Planning Team	<p>When a confirmed case has entered a school, regardless of community transmission, work with local health department regarding a press release announcing that schools will remain open, if applicable, and advising parents/guardians of their need to prepare.</p> <p>A sample, titled Schools Open, is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_media_open.pdf.</p> <p>Note: If this sample is used for COVID-19, amend it with those specifics.</p>
Building Principal	<p>Post flu or other virus/disease prevention signs on campuses. See Section V of School Guidance During an Influenza Pandemic at: www.idph.state.il.us/pandemic_flu/schoolguide.htm.</p> <p>For COVID-19, see Promoting Behaviors that Reduce Spread subhead in the CDC’s Considerations for Schools at: www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html, including a handwashing etiquette example at: www.cdc.gov/handwashing/when-how-handwashing.html.</p>

Expansion of the Outbreak

Actor	Action
Local Health Department	Issue epidemic statement to general public.
Superintendent or designee	For flu, begin Intensive Surveillance responses. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i> .

Continued Expansion of the Outbreak

Actor	Action
Local Health Department	Evaluate the need for school closure with local school officials.

Actor	Action
Superintendent or designee	<p>In consultation with local health department, emergency management agencies, and Regional Office of Education, close school(s).</p> <p>Issue press release. A sample, titled Schools Closed, is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_media_closed.pdf.</p> <p>Note: If this sample is used for COVID-19, amend it with those specifics.</p> <p>Issue Sample Parent Letter #4, School Closure. A sample is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_closures.pdf.</p> <p>Note: If this sample is used for COVID-19, amend it with those specifics.</p>
School Board and/or Superintendent	Cancel any non-academic events.

Following the Outbreak

Actor	Action
Local Health Department	Evaluate the advisability of opening school(s) with school officials.
Superintendent or designee	<p>Issue press release that schools are open.</p> <p>Issue Sample Parent Letter #5, Schools Reopen. A sample is at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_reopening.pdf.</p> <p>Note: If this sample is used for COVID-19, amend it with those specifics.</p>
Pandemic Planning Team	Continue communicating with local health department.
Superintendent or designee	<p>For flu, return to Heightened Surveillance response. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>.</p> <p>Begin checklist again if an outbreak recurs.</p>

Local Health Department:

Name

Address

Telephone

Regional Office of Education:

Name

Address

Telephone

Emergency Management Agencies:

Name	Name
Address	Address
Telephone	Telephone

Important Resources

The ISBE and IDPH released a publication titled **School Guidance During an Influenza Pandemic**, December 2006 at:

www.idph.state.il.us/pandemic_flu/schoolguide.htm.

The resource is meant to guide and supplement, not replace school districts' existing plans.

Further information on pandemic flu can be found by calling 1-800-CDC-INFO or at the following websites:

- www.pandemicflu.gov
- www.cdc.gov/flu
- www.redcross.org
- www.cchealth.org

Further information on COVID-19 is subject to continual change. Follow the Dep. of Health and Human Services/CDC and IDPH websites or call 1-800-CDC-INFO.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Pandemic Influenza Surveillance and Reporting

During all levels of a pandemic flu outbreak, monitoring and documenting the number of students and faculty who are absent and report having influenza is critical. Keeping track of these numbers helps health officials determine whether: (1) the outbreak is increasing in scope, (2) to declare an epidemic and (3) to close school buildings and facilities. Consult the local public health department for an illness' *expected range*.

The following information assists officials with monitoring illness rates and the potential for an epidemic:

- Basic surveillance level definitions and response actions with instructions as outlined below.
- Website links to reporting form(s) to submit to the local public health department.
- Sample attendance log to document flu-related absences.

Surveillance Levels	Response Actions
<p>Standard Surveillance - Reported illnesses are within expected range.</p>	<p>Monitor attendance for increased reports of absence due to flu-like illness. Do not report absences to the local health department.</p>
<p>Heightened Surveillance - Reported illnesses exceed expected range.</p>	<p>Monitor weekly attendance for flu-like illness/absences on Weekly Influenza Census at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_weekly_census.pdf.</p> <p>Begin morning <i>flu check</i> first hour of school; screen those who report positive for symptoms.</p> <p>Log absences due to flu-like illness on Daily Pandemic Influenza Census Log, a sample is available at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf.</p> <p>Send weekly absence report to local health department upon request.</p>
<p>Intensive Surveillance - Reported illnesses significantly exceed expected range.</p>	<p>Monitor daily attendance and log absences on Daily Influenza Census or Daily Pandemic Influenza Log at: www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf.</p> <p>Continue morning flu check.</p> <p>Send daily absence report to local health department upon request.</p> <p>Begin preparation for potential school closure.</p>

Important Resources

School Guidance During an Influenza Pandemic, Section III. Surveillance at: www.idph.state.il.us/pandemic_flu/schoolguide.htm.

DATED:

Operational Services

Administrative Procedure – Grant Flexibility; Payment of Employee Salaries During a Pandemic

The Superintendent may implement this procedure, after consultation with the Board, when it is determined it would be in the best interests of the District to utilize federal or State agency grant flexibilities that allow continued payment of employee salaries and benefits from grant funds during a pandemic. This procedure shall be implemented consistent with District practices required by Board policies 5:200, *Terms and Conditions of Employment and Dismissal*, and 5:270, *Employment At-Will, Compensation, and Assignment*.

During a pandemic, federal and/or State agencies may take official action to temporarily allow the District (as a grant recipient) to continue to charge employee salaries and benefits to grant funds while the activities of a grant are closed in whole or in part because of a pandemic, when those payments are made consistent with the District's local practices for the payment of salaries and benefits to *similarly situated* employees paid from *other* funding sources (i.e., not tied to grant-funds) during a pandemic. The Districts will use this procedure to address the payment of salaries and benefits to grant-funded employees and similarly situated non-grant funded employees during a pandemic.

When school buildings are closed due to a pandemic, the Superintendent shall:

1. Consult with the Board to determine the extent to which continued payment of salaries and benefits will be made to the District's employees, pursuant to Board policies 3:40, *Superintendent*, 3:50, *Administrative Personnel Other Than the Superintendent*, 5:35, *Compliance with the Fair Labor Standards Act*, 5:200, *Terms and Conditions of Employment and Dismissal* and 5:270, *Employment At-Will, Compensation, and Assignment*, and consistent with the following:
 - a. Laws, regulations, federal or State or local emergency declarations, executive orders, and agency directives;
 - b. Collective bargaining agreements and any bargaining obligations; and
 - c. The terms of any grant under which an employee is being paid.
2. When permitted by the terms of any grant or related regulatory flexibility, and in consultation with the Board, ensure that the District continues to charge to the respective grants payment of the salaries and benefits to grant-funded employees when payment of salary and benefits is also being made to similarly situated non-grant funded employees.
3. Consult with the Board Attorney for guidance on the continued payment of salaries and benefits for grant-funded employees and similarly situated non-grant funded employees and any related legal obligations, such as collective bargaining.
4. Make recommendation(s) to the Board about the continued payment of grant-funded and similarly situated non-grant funded employees' salary and benefits during the emergency closure.
5. Regularly report to the Board regarding the payment of grant-funded and similarly situated non-grant funded employees and the work being performed by those employees during the period of the emergency closure.

DATED:

Pending Implementation

Operational Services

Administrative Procedure - Targeted School Violence Prevention Program

Use this procedure to establish a Targeted School Violence Prevention Program (Program). It defines terms important to the Program, outlines actions for specific staff members to execute, and is adapted from the premier best practice model as of this publication: *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Second Edition (2016), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf.

This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Establishment and Function of Targeted School Violence Prevention Plan
3. Preparedness for a Targeted School Violence Crisis, Response, and Recovery

Glossary of Terms

Aberrant Behavior – Behavior that is atypical for the person or situation and causes concern for the safety or well-being of those involved. Aberrant behavior involves actions, statements, communications, or responses that are unusual for the person or situation; actions that could lead to violence toward self or others; or actions that are reasonably perceived as threatening or causing concern for the well-being of the person. These can include (but are not limited to):

- Unusual social distancing or isolation of subjects from peers and family members;
- Sullen or depressed behavior from a usually friendly and positive person;
- Out-of-context outbursts of verbal or physical aggression;
- Increased levels of agitation, frustration, and anger;
- Confrontational, accusatory, or blaming behavior;
- An unusual interest in or fascination with weapons; and/or
- Fixation on violence as a means of addressing a grievance.

District Environment – broadly characterized as the District’s learning and working environment; it includes the physical environment of school buildings and grounds, all services and programs provided by the District, and the overall school climate.

School Climate – a part of the District environment, school climate is the quality and character of school life. School climate is based on patterns of students’, parents’, and staff’s experience of school life; it also reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Targeted School Violence – Includes school shootings and other school-based attacks where a school or a member of the school community was deliberately selected as the target of the attack and was not simply a random target of opportunity.

Targeted School Violence Prevention Plan (TSVP Plan) – For purposes of policy 4:190, *Targeted School Violence Prevention Program*, and this procedure, a District-wide plan that is incorporated into each School Emergency Operations and Crisis Response Plan (SEOCR) in 4:170-AP1, *Comprehensive Safety and Security Plan*. A TSVP Plan is collectively implemented by local school officials, District staff, students, families, and the community with the goal of preventing and identifying threats and targeted school violence. Under a properly implemented TSVP Plan, schools can respond to individuals/situations that raise safety concerns.

Threat – A concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; it is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat. For more information on types of threats, see the subhead entitled **Assessing and Classifying Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*.

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. For information about the function of TATs and their procedures, see 4:190-AP2, *Threat Assessment Team (TAT)*.

Establishment and Function of Targeted School Violence Prevention Plan

Following are the strategic procedures to integrate a TSVP Plan into the District’s existing policies and procedures.

Actor	Action
Superintendent	<p>Selects School Violence Prevention Team (SVP Team) members from throughout the community to include:</p> <ul style="list-style-type: none"> Building Principals (Building Principals are mandatory for successful implementation of a TSVP Plan). District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>) Teachers Law enforcement representatives Board attorney District psychologist(s), social worker(s), and/or counselor(s) Other mental health workers and/or social service agencies Faith leaders Community members Students <p>Chairs and convenes SVP Team meetings for the purpose of developing a TSVP Plan.</p> <p>Determines whether to recommend that the Board assess the District’s conditions for development and learning (see 7:180-AP1, <i>Prevention, Identification, Investigation, and Response to Bullying</i>, for resources and more discussion).</p> <p>Informs the Board of the SVP Team’s progress, needs, and recommendations by adding information items to the Board’s agendas as needed.</p>
SVP Team	<p>Meets when called by the Superintendent for the purpose of: (1) developing a TSVP Plan, and (2) creating, implementing, and monitoring TATs.</p> <p>For more information about the function of TATs, see 4:190-AP2, <i>Threat Assessment Team (TAT)</i>. See Recommendation #1 from the</p>

Actor	Action
	<p data-bbox="667 243 1446 386"><i>Recommendations of the Illinois Terrorism Task Force School Safety Working Group</i>, encouraging districts to establish TATs, at www.iasb.com/IASB/media/School-Safety/ITTFSchoolSafetyRecommendations.pdf.</p> <p data-bbox="621 394 1425 459">Ensures that the District’s TSVP Plan complies with applicable civil rights and other State and federal laws.</p> <p data-bbox="621 468 1425 533">Ensures that all District staff are annually trained and understand the TSVP Plan, the role of the SVP Team, and the role a TAT.</p> <p data-bbox="621 541 1446 674">Ensures that procedures are maintained for effective information sharing between the District and local law enforcement agencies and community services agencies, including defining the threshold for law enforcement intervention.</p> <p data-bbox="621 682 1442 783">Regularly assesses the effectiveness of the TSVP Plan throughout the District, including the establishment of resources for central reporting mechanisms at the District-wide and school-building level.</p> <p data-bbox="621 791 1409 856">Identifies policies and procedures or equivalent topics that possibly affect a TSVP Plan, including but not limited to:</p> <ul style="list-style-type: none"> <li data-bbox="667 865 1344 930">1:20, <i>District Organization, Operations, and Cooperative Agreements</i> <li data-bbox="667 938 889 966">2:150, <i>Committees</i> <li data-bbox="667 974 1068 1001">2:240, <i>Board Policy Development</i> <li data-bbox="667 1010 915 1037">3:40, <i>Superintendent</i> <li data-bbox="667 1045 1382 1073">3:60, <i>Administrative Responsibility of the Building Principal</i> <li data-bbox="667 1081 824 1108">4:170, <i>Safety</i> <li data-bbox="667 1117 1300 1144">4:190, <i>Targeted School Violence Prevention Program</i> <li data-bbox="667 1152 1078 1180">5:100, <i>Staff Development Program</i> <li data-bbox="667 1188 1328 1215">5:130, <i>Responsibilities Concerning Internal Information</i> <li data-bbox="667 1224 1117 1251">5:230, <i>Maintaining Student Discipline</i> <li data-bbox="667 1260 1247 1287">6:65, <i>Student Social and Emotional Development</i> <li data-bbox="667 1295 1214 1323">6:120, <i>Education of Children with Disabilities</i> <li data-bbox="667 1331 1105 1358">6:235, <i>Access to Electronic Networks</i> <li data-bbox="667 1367 1149 1394">7:20, <i>Harassment of Students Prohibited</i> <li data-bbox="667 1402 1166 1430">7:130, <i>Student Rights and Responsibilities</i> <li data-bbox="667 1438 976 1465">7:140, <i>Search and Seizure</i> <li data-bbox="667 1474 1101 1501">7:150, <i>Agency and Police Interviews</i> <li data-bbox="667 1509 878 1537">7:170, <i>Vandalism</i> <li data-bbox="667 1545 1430 1610">7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> <li data-bbox="667 1619 954 1646">7:190, <i>Student Behavior</i> <li data-bbox="667 1654 1024 1682">7:200, <i>Suspension Procedures</i> <li data-bbox="667 1690 1008 1717">7:210, <i>Expulsion Procedures</i> <li data-bbox="667 1726 1230 1753">7:230, <i>Misconduct by Students with Disabilities</i> <li data-bbox="667 1761 1040 1789">7:250, <i>Student Support Services</i> <li data-bbox="667 1797 943 1824">7:340, <i>Student Records</i> <li data-bbox="667 1833 1117 1860">8:10, <i>Connection with the Community</i> <li data-bbox="667 1869 992 1896">8:95, <i>Parental Involvement</i> <li data-bbox="667 1904 1333 1932">8:100, <i>Relations with Other Organizations and Agencies</i>

Actor	Action
	<p>Recommends, through the Superintendent, proposed policy changes to the Board for consideration. See Board policy 2:240, <i>Board Policy Development</i>.</p> <p>Recommends and procures resources for stakeholder training.</p>
Building Principal	<p>Ensures 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR)</i>, is:</p> <ul style="list-style-type: none"> Available throughout schools (do not limit to office); Distributed to and discussed with local law enforcement; and Regularly reviewed with building staff. <p>Notifies and educates all staff, volunteers, and contractors of their duty to immediately report to the Building Principal or designee any expression of intent to harm another person, concerning communication, or concerning behavior that suggests an individual may intend to commit an act of violence.</p> <p>Notifies and educates staff, parent(s)/guardian(s), students, and community members: (1) to report individuals and situations of concern to any school administrators or other authorities, i.e., local law enforcement, and (2) how school officials will address these concerns. Distributes Board policy 4:190, <i>Targeted School Violence Prevention Program</i>; 4:190-AP2, E6, <i>Targeted School Violence and Threat Assessment Education</i>; and 7:180-AP1, E2, <i>Be a Hero by Reporting Bullying</i>; and discusses what TATs are and what they do when they learn of threats and/or school violence.</p> <p>Assesses the feasibility of forming an anonymous tip line and organizing its management.</p> <p>When a tip or concern is raised, ensures TATs are trained to engage in their work. See 4:190-AP2, <i>Threat Assessment Team (TAT)</i>.</p>
All District staff, volunteers, and contractors	<p>Read 4:190-AP2, E6, <i>Targeted School Violence and Threat Assessment Education</i>.</p> <p>Immediately report to the Building Principal or designee any expression of intent to harm another person, concerning communication, or concerning behavior that suggests an individual may intend to commit an act of targeted violence.</p> <p>Upon belief that an individual/situation poses a clear and immediate threat of serious violence that requires containment, notify school security and/or law enforcement in accordance with the SEOCR. See 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>.</p>
School Board	<p>Monitors 4:190, <i>Targeted School Violence Prevention Program</i>, and considers adopting changes recommended by the SVP Team. See Board policy 2:240, <i>Board Policy Development</i>.</p> <p>Provides both the SVP Team and TATs with appropriate resources, which may include providing resources and access for staff professional development opportunities. These opportunities should train staff to properly respond to individuals who provide them with information about a threat or school safety concern.</p>

Actor	Action
Superintendent/Building Principal	<p>Ensures the student behavior policies referred to in student handbooks notify students that threatening behavior could subject a student to disciplinary consequences. See Board policies 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>, and 7:190, <i>Student Behavior</i>.</p> <p>Ensures that staff responds to students who provide them with information about a threatening or concerning individual/situation.</p>

Preparedness for a Targeted School Violence Crisis, Response, and Recovery

Following is an extension of 4:170-AP1, *Comprehensive Safety and Security Plan*. It outlines additional tasks for the Superintendent, District Safety Coordinator, and Building Principal(s) preparing for a targeted school violence crisis that school officials can incorporate into trainings related to each existing SEOCR.

Actor	Action
Superintendent, Building Principal, and SVP Team	Examine 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> , and recommend any changes to existing procedures to the Superintendent or District Safety Coordinator.
District Safety Coordinator	<p>Meets with SVP Team to foster an understanding of what additional items each 4:170-AP1 Safety Team (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>) might add to its procedures to accomplish a response and recovery.</p> <p>Adds an agenda item to the 4:170-AP1 Safety Team meetings specific to Targeted School Violence; considers inviting the Board Attorney and local law enforcement and emergency responders to this meeting.</p> <p>Note: During a crisis, legal counsel will be a crucial part of crisis response and management (but not necessarily public relations and communication) because school officials must make split-second decisions, often with legal consequences to the District. Local law enforcement’s familiarity with the identity of the District’s legal counsel <i>before</i> a crisis occurs will assist with a faster connection between legal counsel and the school officials involved in the early stages of a Targeted School Violence Crisis and the immediate response to it.</p> <p>Considers designating a trained public relations and communication manager to inform parent(s)/guardian(s) and the community during a crisis and to keep pace with social media information.</p>
Superintendent and Building Principal(s)	<p>For crisis preparedness and response, ensure that:</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations and Crisis Response Plan (SEOCR)</i>, reflects each individual building’s needs.</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Part F, School Safety Drill Plan</i>, supports a TSVP Plan.</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Parts G and H</i>, reflects each building’s needs. Also ensure that multiple copies of these plans exist, and direct that appropriate persons have access to</p>

Actor	Action
	<p>the plans, e.g., local law enforcement authorities, etc. One copy in the Building Principal's office is insufficient.</p> <p>For crisis recovery, ensure that 4:170-AP1, <i>Comprehensive Safety and Security Plan, Parts I, J, and K</i>, reflects District needs and that the Board Attorney is aware of the plans.</p> <p>Recommend to the District Safety Coordinator any other additional crisis recovery items that the 4:170-AP1 Safety Team deems necessary.</p>

DATED:

Pending Implementation

Operational Services

Exhibit - Targeted School Violence Prevention Program Resources

General Resources

- Virginia Center for School and Campus Safety: www.dcjs.virginia.gov/virginia-center-school-and-campus-safety
- Readiness and Emergency Management for Schools Technical Assistance Center: rems.ed.gov
- School Violence: Prevention, Centers for Disease Control and Prevention: www.cdc.gov/violenceprevention/youthviolence/schoolviolence/prevention.html.
- School Violence Prevention Resources, Substance Abuse and Mental Health Services Administration: www.samhsa.gov/safe-schools-healthy-students/resources/violence-prevention
- Suicide Prevention Resource Center: www.sprc.org/
- Final Report of the Federal Commission on School Safety*, Federal Commission on School Safety (December 2018): www2.ed.gov/documents/school-safety/school-safety-report.pdf
- Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, U.S. Secret Service (July 2018): www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf
- A Study of the Pre-Attack Behaviors of Active Shooters in the United States Between 2000 and 2013*, Federal Bureau of Investigation (June 2018): www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-in-us-2000-2013.pdf
- Call for Action to Prevent Gun Violence in the United States of America*, Interdisciplinary Group on Preventing School and Community Violence (February 2018): curry.virginia.edu/prevent-gun-violence
- Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks*, Federal Bureau of Investigation (November 2016): www.fbi.gov/file-repository/making-prevention-a-reality.pdf/view
- Guide for Developing High-Quality School Emergency Operations Plans*, U.S. Depts. of Education, Health and Human Services, Homeland Security, Justice, Federal Bureau of Investigation, and Federal Emergency Management Agency (June 2013): rems.ed.gov/docs/REMS_K-12_Guide_508.pdf
- School Connectedness: Strategies for Increasing Protective Factors Among Youth*, Centers for Disease Control and Prevention (2009): www.cdc.gov/healthyyouth/protective/pdf/connectedness.pdf.
- Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack*, U.S. Secret Service and U.S. Dept. of Education (May 2008): rems.ed.gov/docs/DOE_BystanderStudy.pdf
- Guidelines for Responding to Student Threats of Violence*, Cornell, D. & Sheras, P. (2006). <https://curry.virginia.edu/uploads/resourceLibrary/8-2003-apa-guidelines-for-responding-to-student-threats-of-violence.pdf>

The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States, U.S. Secret Service (July 2004):
www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf

Illinois Resources

- III. State Board of Education, School Emergency and Crisis Response Plan Guide:
www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx
- III. School and Campus Safety Resource Center: <http://ilschoolsafety.org/>
- III. Emergency Management Agency, Ready Illinois Schools/Campus – Resources:
www2.illinois.gov/ready/plan/Pages/schools-resources.aspx#WorkingGroup
- Recommendations of the Illinois Terrorism Task Force School Safety Working Group* (April 5, 2018): www.iasb.com/IASB/media/School-Safety/ITTFSchoolSafetyRecommendations.pdf
- III. Attorney General, School Violence Tipline, 1 (800) 477-0024:
www.illinoisattorneygeneral.gov/children/schoolviolence.html
- III. Association of School Boards, School Safety and Security page:
www.iasb.com/safety/index.cfm

School Climate Resources

- National Center on Safe Supportive Learning Environments:
safesupportivelearning.ed.gov/index.php?id=133
- World Health Organization Information Series on School Health's *Document 10, Creating an Environment for Emotional and Social Well-Being*:
www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf
- National School Climate Center: www.schoolclimate.org
- Rachel's Challenge, programs for creating a school climate less susceptible to harassment, bullying, and violence: rachelschallenge.org
- Sandy Hook Promise, gun violence prevention programs:
www.sandyhookpromise.org/prevention_programs
- Serve 2 Unite, programs for combating hate, cultivating kindness, and creating student peacemakers: www.giftofourwounds.com/serve2unite/

DATED:

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 –

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.

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.

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.

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	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: www2.illinois.gov/ready/plan/Pages/schools-training.aspx .
Building Principal	<p>Selects TAT members with expertise in:</p> <ul style="list-style-type: none"> School administration, e.g., a principal or other senior administrator from the school(s) covered by the TAT and human resource professionals; Instruction, e.g., a teacher or administrator with recent instructional experience; Counseling, e.g., a school counselor, school psychologist and/or school social worker; Law enforcement, e.g., a school resource officer; Being a staff member in the building; and Other community resource persons (as members or consultants as determined by the TAT). <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 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</p>

Actor	Action
	<p>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>

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.

Actor	Action
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-AP1, <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"> Reviewing the threatening communication and/or behavior. Reviewing school and other records for any prior history or interventions with the individual(s) involved. 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. <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"> F Fair – sought to understand situations and give individuals an opportunity to be heard and understood; O Objective – sought information based on facts and observations of the case and not speculation or bias;

Actor	Action
	<p>R Reasonable – engaged in responses that were effective and proportionate to the situation; and</p> <p>T Timely – quickly and responsively addressed reports of threatening behavior.</p>

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"> 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; Assisting the subject, and any impacted staff or students, in accessing appropriate school and community-based resources for support and/or further intervention; Appointing one or more TAT members to engage directly with the subject to prevent the subject from becoming isolated; and Using the least intrusive interventions and strategies that are sufficient, fair, and reasonable to address the concerns identified. 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>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 to the LLEA batteries committed against teachers, teacher personnel, administrative personnel, or educator support personnel. 105 ILCS 5/10-21.7.</p> <p>Immediately notifies the LLEA and the ISP upon receiving a report from any school personnel regarding a verified incident involving:</p> <ul style="list-style-type: none"> A firearm in a school or on school-owned or leased property. 105 ILCS 5/10-27.1A).

Actor	Action
	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).
Building Principal	<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>

DATED:

Pending Implementation

Operational Services

Exhibit - Principles of Threat Assessment

This exhibit is a resource to educate Building-level Threat Assessment Team (TAT) members about the assumptions and principles underlying behavioral threat assessment.

Assumptions

The following assumptions are informed by findings of the U.S. Secret Service and U.S. Dept. of Education's *Safe School Initiative*, as well as other research about targeted violence occurring in or related to educational settings. Key assumptions include:

1. Incidents of targeted violence at school/workplaces are rarely sudden, impulsive acts.
2. In addition to students, others also engage in targeted violence in schools, including administrators, teachers, other staff, parent(s)/guardian(s) of students, contractors, people in relationships with staff or students, and even people with no connection with the school.
3. Prior to most incidents of targeted violence, other people knew about the individual's idea and/or plan to attack.
4. Most individuals who perpetrated violence engaged in some behavior, prior to the incident, which caused others to have serious concerns about their behavior and/or well-being.
5. Many individuals who perpetrated violence had significant difficulties with losses or failures. Many were suicidal.
6. Many individuals who perpetrated violence felt bullied, persecuted, or injured by others prior to engaging in violence.
7. In many cases, others, e.g., staff, students, peers, family members, etc., were involved in some way, such as helping with plans or preparation for violence, encouraging violence, or failing to report (or take other steps) to prevent violence.
8. Most individuals who perpetrated violence did not threaten their targets directly prior to engaging in violence.
9. Violence is a dynamic process. No one is either always dangerous or never dangerous. Rather, the risk for violence is an interaction between the individual, the situation, circumstances, provocations, and inhibitory factors that are present.

The fact that most individuals engaged in pre-incident planning and preparation, and frequently shared their intentions, plans and preparations with others, suggests that the information about targeted violence is likely to be uncovered through a sound threat assessment process.

Targeted violence is the end result of a process of thinking and behavior that begins with an **idea**, e.g., to use violence to address a real or perceived grievance. The process of thinking and behavior progresses to the development of a **plan** and moves on to **preparation** and acquiring the means, e.g., weapons, training, capacity, access, to carry out the plan. The culmination, regrettably, can be in **violence**. A graphic representation of this process, the *Pathway to Violence*, is shown in Figure 1.

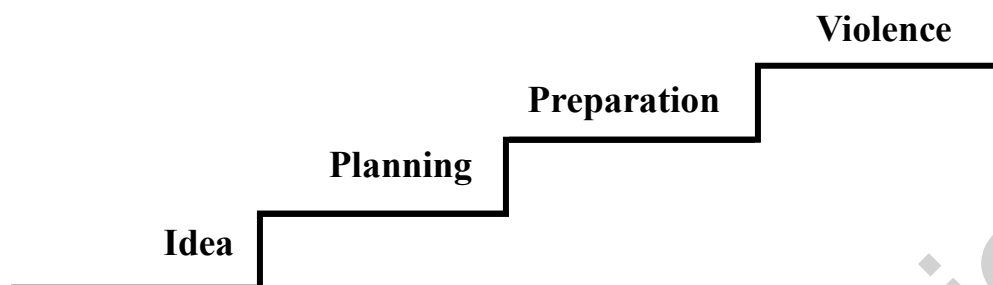


Figure 1: the *Pathway to Violence*

This process indicates opportunities to observe, identify, and intervene with threatening and/or aberrant behaviors that cause concern for violence by, or for the well-being of, the individual. Frequently, information about an individual's ideas, plans, and preparations for violence can be observed before violence occurs. However, information is likely to be scattered and fragmented. For example, a teacher may see a certain set of behaviors of an individual in her class, a coach observes other behaviors or expressed thoughts by the individual, a school resource officer has other concerns, and a school administrator is aware of certain conduct violations. The challenge, and the key, is to act quickly upon initial reports of concern, gather other pieces of the puzzle, and assemble them to determine what picture emerges.

Principles

To determine the risk of a threat, the TAT focuses on actions/behaviors, communications, and specific circumstances that might suggest that an individual intends to engage in violence and is planning or preparing for that event. The threat assessment process is centered upon an analysis of the known (or reasonably knowable) behavior(s) in a given situation.

TATs train to focus on the following core principles of threat assessment:

1. **The central question in a threat assessment inquiry is whether an individual *poses a threat* (i.e., is building the capability to cause harm), not just whether the person has made a threat (directly expressed intent to harm).** Research on targeted violence in schools and workplaces has found that fewer than 20 percent of violent perpetrators communicated a direct or conditional threat to their target before the violence. In the majority of incidents, perpetrators did not directly threaten their targets, but they did communicate their intent and/or plans to others before the violence. This indirect expression or third party communication of intent to cause harm is often referred to as *leakage*. The absence of a direct threat should not, by itself, cause a team to conclude that a subject does not pose a threat to others.
2. **Targeted violence is the end result of an understandable, and often discernable, process of thinking and behavior, often referred to as the *Pathway to Violence*, noted above in Figure 1.** Individuals who committed targeted violence did not “just snap,” but engaged in a process of thought and escalation of action over days, weeks, months, and even years.
3. **Targeted violence stems from an interaction among the Subject(s), Target(s), Environment, and Precipitating Events (STEP).** Identifying, preventing, and intervening with acts of violence requires a focus on these four components and their interaction. A focus on the *Subject* of concern should provide insight into how the individual perceives and deals with conditions, often stressful, in his or her life and the intensity of effort they direct toward planning and preparation for violence. A focus on the *Target* examines choices and coping strategies they are using or responding with that may increase or decrease their risk for harm. A focus on the *Environment* examines the school/workplace climate and systemic issues that

contribute to the risk of violence, or do not discourage it. A focus on *Precipitating* events examines critical stressors or events such as bullying, personal losses, enforcement actions, or even TAT interventions that may increase or decrease the risk for violence.

4. **An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.** Those who carry out threat assessment must strive to be both accurate and fair, continuing throughout the assessment process both to gather pieces of information and to fit the pieces into a larger picture to gain understanding of the context and situation.
5. **Effective assessment is based upon facts and observations of behavior, rather than on characteristics, traits, or profiles. Perpetrator profiles do not provide a reliable basis for making judgments of the threat posed by a particular individual.**
6. **An integrated systems approach, coordinating between local agencies and service systems within the school and community, should guide the threat assessment and management process.** Relationships with agencies and service systems within the school (e.g., school psychologist, school social worker, school counselor, school-based mental health clinicians, administrators, disciplinary officers, human resources, etc.) and community (e.g., mental health providers, juvenile justice system, child welfare agencies, law enforcement, etc.) are critical to identifying, assessing, and managing individuals who are on the *Pathway to Violence*.

DATED:

Operational Services

Exhibit - Threat Assessment Documentation

Imminent threats require immediate containment and action to protect the District's environment and/or identified or identifiable target(s). A Threat Assessment Team (TAT) does not document its activities in response to an imminent threat until after the threat is contained.

The Virginia Center for School and Campus Safety has created a model *Threat Assessment Triage and Assessment Form* (Form) containing eight parts, on pages 31-41 in a publication entitled *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Second Edition (2016), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services at: www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf.pdf.

The Form contains investigation questions designed to help a TAT gather information to identify, assess, classify, respond to, and manage threats of targeted violence to the District's environment. Modify the questions on the Form to reflect the District's local conditions and each TAT's specific building needs. Members of the TAT should use the Form to document threat assessment activities and in conjunction with 4:190-AP1, *Targeted School Violence Prevention Program*; 4:190-AP2, *Threat Assessment Team (TAT)*; 4:190-AP2, E1, *Principles of Threat Assessment*; 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*.

Consult the Board Attorney for recordkeeping procedures when or if the information gathered and entered in the Form is placed in a student's temporary record. See also Board policy 7:340, *Student Records*.

DATED:

Operational Services

Administrative Procedure - Threat Assessment Key Areas and Questions; Examples

This exhibit provides examples for Building-level Threat Assessment Team (TAT) members to use when assessing reports of threats to the District's environment. TAT members use this exhibit to assess a threat while following 4:190-AP2, *Threat Assessment Team (TAT)*.

Key Areas of Assessment

Review and use the following **key areas** of assessment. This is not intended as an exhaustive or complete list of areas of inquiry. Additional questions may be asked for clarification and/or to probe more deeply to fully understand the circumstances.

Before conducting an interview with a subject of concern (subject): (1) learn the facts that brought the subject to the attention of school administrators and others; and (2) review information about the subject's background, interests, and behaviors.

Key Area: Interview with person(s) who reported the threat, threat recipient(s)/target(s), and other witness(es): Interview, when possible, all persons who witnessed the reported and/or concerning behavior, including the subject and all recipients/targets. Inform the subject that the primary purpose of the interview is to gather information about a possible situation of concern and, when possible, prevent harm to staff members and/or students.

Ask potential targets of the threat about their relationship to the subject and any recent interactions with him or her. Gather information about grievances and grudges that may exist in these relationships. Conduct interviews of potential targets with special sensitivity and gather information without alarming them. If you believe a risk of violence to a potential target exists, offer him/her any available assistance and support for their safety.

Because the process provides a revised understanding of the situation in real time, always review new incoming information and re-evaluate the threat. Maintain contact with the targets to obtain information about any more concerning behaviors, improvements to the situation, or other developments.

Key Area: Review records and consult with staff who know the subject: Background information may assist with the approach to and questioning of the subject. It may also help determine whether the subject poses a threat to particular targets. Knowing background information before the interview may help determine whether the subject is honest. Areas that may contain helpful background information include:

1. Recent or historical work or school performance history
2. Disciplinary or personnel actions
3. Prior TAT contacts
4. Law enforcement or security contacts at school and/or in the community
5. Any involvement with mental health or social services
6. Presence of problems in the subject's life
7. Current or historical grievances that may be related to the behavior of concern
8. Electronic searches: Internet, social media, email, etc.

Key Area: Interview with the subject: Directly ask a subject who is a staff member or student about his/her reported actions and/or intentions. Many subjects will respond truthfully to direct questions when they are asked in a non-judgmental manner. This interview could elicit important information to understand a subject's situation and identify possible targets, which can assist the assessment of the risk of violence. More leads for further assessment may also arise.

Interviews send the message to the subject that the District noticed his/her behavior, and it caused concern. They also provide the subject an opportunity to: (1) tell his/her perspective, background, and intent; (2) be heard and experience support; and (3) reassess and redirect his/her behavior away from concerning activities. To a subject who has mixed feelings about attacking, an interview may suggest people are interested in his/her welfare, and that there are better, more effective, ways to deal with challenges or with specific people.

While interviewing a subject might provide valuable information, relying solely on that interview to make judgments about whether the subject poses a threat likely presents problems. Information offered during the interview may be incomplete, misleading, or inaccurate; and seeking corroboration and verifying information learned during the interview is very important.

Key Questions to Ask

Thoughtful consideration of the answers to the following key questions will produce a foundation for the TAT's response to the main question in its assessment: Does the subject pose a threat of targeted violence toward the District's environment?

Examine information gathered for evidence of behavior and conditions that suggest the subject is planning and preparing for an act of violence and/or to cause harm to him/herself or others in the District environment. Based on a review of the totality of the information available, try to answer the following questions:

1. What are the subject's motive(s) and goal(s)? What first brought him/her to someone's attention?

Does the subject have a major grievance or grudge? If so, against whom?

Does the situation or circumstance that led to these statements or actions still exist?

What efforts have been made to resolve the problem and what was the result?

Does the subject feel that any part of the problem is resolved or see any alternatives?

Has the subject previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

2. Have there been any communications suggesting ideas, intent, planning, or preparation for violence?

What, if anything, has the subject communicated to someone else (targets, friends, co-workers, others) or written in a diary, journal, email, or website concerning his/her grievances, ideas and/or intentions?

Do the communications provide insight about ideation, planning, preparation, timing, grievances, etc.?

Has anyone been alerted or *warned away*?

3. Has the subject shown any inappropriate interest in, fascination, and/or identification with other perpetrators and/or incidents of mass or targeted violence, e.g., terrorism, school/workplace shootings, mass murderers:

Previous perpetrators of targeted violence?

Grievances of perpetrators?

Weapons/tactics of perpetrators?

Effect or notoriety of perpetrators?

4. Does the subject have, or is he/she developing, the capacity to carry out an act of targeted violence?

How organized is the subject's thinking and behavior?

Does the subject have the means, e.g., access to a weapon, to carry out an attack?

Is he/she trying to get the means to carry out an attack?

Has he/she developed the will and ability to cause harm?

Has he/she practiced or rehearsed for the violence?
What is the *intensity of effort* expended in attempting to develop the capability?

5. Is the subject experiencing hopelessness and/or desperation?

Is there information to suggest that the subject is feeling hopeless or desperate?
Has the subject experienced a recent failure, loss, and/or loss of status?
Is the subject having significant difficulty coping with a stressful event?
Has the subject engaged in behavior that suggests that he/she has considered suicide?

6. Does the subject have a positive, trusting, sustained relationship with at least one responsible person?

Does the subject have at least one friend, colleague, family member, or other person that he/she trusts and can rely upon for support, guidance or assistance?
Is that trusted person someone that would work collaboratively with the TAT for the well-being of the subject?
Is the subject emotionally connected to other people or becoming more socially isolated?

7. Does the subject see violence as an acceptable, desirable – or the only – way to solve a problem?

Does the subject still perceive alternatives to violence to address his/her grievances?
Does the setting around the subject (friends, colleagues, family members, others) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
Has the subject been “dared” by others to engage in an act of violence?
Has the subject expressed sentiments of finality or desperation to address grievances?

8. Are the subject’s conversation and *story* consistent with his/her actions?

Does information from other interviews and the subject’s own behavior confirm or dispute what the subject says is happening and how he/she is dealing with it?
Is there corroboration across sources or are the subject’s statements at odds with his/her actions?

9. Are other people concerned about the subject’s potential for violence?

Are those who know the subject concerned about him/her: (a) taking action based on violent ideas or plans; (b) targeting a specific person; or (c) engaging in protective actions, e.g., distancing, avoiding, minimizing conflict, etc.?

10. What circumstances might affect the likelihood of an escalation to violent behavior?

What events or situations in the subject’s life, now or in the near future, may increase or decrease the likelihood that the subject will engage in violent behavior?
Are TAT interventions escalating, de-escalating, or having no effect on movement toward violence?
What is the response of others who know about the subject’s ideas or plans? Do others: (a) actively discourage the subject from acting violently; (b) encourage the subject to attack; (c) deny the possibility of violence; or (d) passively collude with an attack, etc.?

DATED:

Operational Services

Exhibit - Responding to Types of Threats

After a threat is assessed, use this exhibit with subhead **Responding to and Managing Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*. Each threat level listed provides research-based appropriate responses for TATs.

Imminent Threat Responses

Imminent threats require immediate: containment and action to protect the target, referral to law enforcement, and consultation with school security. Following containment and action to protect the target, the TAT becomes involved and follows the procedures set forth in High-Risk Threat Responses.

Low-Risk Threat Responses

Resolve a low-risk threat case with any of the following, as appropriate:

1. No further action;
2. Have involved individuals issue a clarification, explanation, retraction and/or an apology;
3. Refer the subject for disciplinary action in accordance with Board policy; and/or
4. Refer the subject and/or target to school and/or community-based resources.

If the subject and/or target is referred for resources or services, a member of the TAT is designated to monitor the subject's/target's reactions for a short period of time, to ensure the referral was effective.

When the target is a student the TAT may, at its discretion, notify the target and his/her parent(s)/guardian(s). If the parent(s)/guardian(s) are notified, contact them promptly and reassure them that the threat has been resolved. That TAT may also notify parent(s)/guardian(s) of the subject, so they are aware of the situation and that it has been resolved.

If new information comes to the attention of the TAT, reassess and update the case management plan.

Moderate-Risk Threat Responses

Resolve a moderate-risk threat case with any of the following, as appropriate:

1. Protect the target with the following precautions:
 - a. Direct supervision to prevent the threat while at school, at school functions, or on the bus.
 - b. Caution the subject about the consequences of carrying out the threat.
 - c. Notify the target and (if he/she is a student) the target's parent(s)/guardian(s) of the threat, the seriousness of the threat, the identity of the subject who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
 - d. When the subject is a student, contact the subject's parent(s)/guardian(s) to assume responsibility for supervising the subject and to enlist their support to prevent the subject from carrying out the threat.
2. Consult with the school resource officer to assist in monitoring and supervising the subject and determine the need, if any, for law enforcement action.
3. Refer the subject for disciplinary action in accordance with Board policy.
4. Refer the subject and/or target for counseling, conflict mediation, or other interventions to reduce the threat and to address the underlying conflict/issues that led to the threat. The Building Principal will involve school-based professionals and/or community-based professionals who can provide assistance and appropriate intervention.

5. Conduct a mental health risk assessment when the TAT reasonably believes that mental health or disability issues are causing or contributing to the risk of violence. Follow parameters for the mental health risk assessment as outlined in High-Risk Threat Responses, below.

High-Risk Threat Responses

Resolve a high-risk threat with any of the following, as appropriate:

1. Notify law enforcement to contain the threat and to consult regarding school safety and security.
2. Immediately protect the target with the following precautions:
 - a. Direct supervision to prevent the threat while at school, at school programs, or on the bus.
 - b. Caution the subject about the consequences of carrying out the threat.
 - c. Notify the target and (if he/she is a student) the target's parent(s)/guardian(s) of the threat, the seriousness of the threat, the identity of the subject who made the threat, and what actions are being taken to support the safety of the target and the school as a whole.
 - d. When the subject is a student, contact the subject's parent(s)/guardian(s) to enlist their support to prevent the subject from carrying out the threat; have either law enforcement or the subject's parent(s)/guardian(s) assume responsibility for supervising the subject.
3. Refer the subject for disciplinary action in accordance with Board policy.
4. Conduct a mental health risk assessment when the TAT reasonably believes that mental health or disability issues are causing or contributing to the risk of violence. The mental health risk assessment will be conducted by a qualified independent medical/psychological professional who does not have a treatment relationship with the subject. The professional will base his/her assessment on a review of all available information, including but not limited to an interview of the subject by the professional. The professional will prepare a written report that identifies the problem/conflict that prompted the threat and recommends strategies to address the problem/conflict and to reduce the risk of violence.
 - a. The Building Principal will determine the conditions for the subject's readmission to school, which may include requiring the subject to cooperate in a mental health evaluation. If the subject is a student, the parent(s)/guardian(s) will be notified of all readmission requirements and of any failure to comply. A readmission meeting will be held prior to the subject's return to school.
 - b. The TAT will attempt to obtain any required signed permission for release and exchange of information with mental health provider(s), if any, and where appropriate, LLEAs.
 - c. After receiving the mental health risk assessment report, the TAT will convene to complete and implement a written safety plan that includes immediate steps to prevent the threat from being carried out and a plan for further action before the subject is permitted to return to school or an alternative educational environment. The safety plan will include:
 - Readmission conditions;
 - Interventions, such as counseling or medication, that are needed to reduce risk;
 - Scheduled follow-up contact with the subject (and parent(s)/guardian(s) if subject is a student) to assess changes in risk and update the safety plan over time, until the perceived threat is resolved; and
 - The identities of person(s) responsible for monitoring and verifying that the safety plan is being followed.

A student/staff member should only be removed if the threatening behaviors engaged in by the subject are a violation of the code of conduct/Board policy, and when all applicable disciplinary procedures are followed.

In the event that applicable disciplinary procedures are not available to school-based staff, and the school administration or TAT believes the subject poses a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids or services as provided in federal regulations implementing the Americans with Disabilities Act of 1990 (ADA) at 28 C.F.R. §35.139, the ADA's direct threat standard may be applied. Before applying the ADA's direct threat standard, the Building Principal will contact the District's Director of Special Education and Board Attorney (through the Superintendent, if not authorized to contact the Board Attorney directly).

DATED:

Pending Implementation

Operational Services

Exhibit - Threat Assessment Case Management Strategies

Case management is a critical component of Building-level Threat Assessment Team (TAT) work. TATs use this exhibit to examine four types of research-based case management strategies when developing a case management plan in response to a threat. Types include: subject-based, target-based, environmental/system, and monitoring for the impact of precipitating events. See subhead **Responding to and Managing Threats** in 4:190-AP2, *Threat Assessment Team (TAT)*.

Case management integrates interventions, as appropriate, across the following relevant domains:

- S** De-escalate, contain, or control the **subject** who may take violent action;
- T** Decrease vulnerabilities of the **target**;
- E** Modify physical and cultural **environment** and systems to discourage escalation; and,
- P** Prepare for and mitigate against **precipitating events** that may trigger adverse reactions.

Subject-Based Case Management Strategies

Schools regularly use many of the following examples of interventions or strategies to address inappropriate behavior including, but not limited to, threatening behavior. TATs focus on interventions that de-escalate, contain, control, and redirect the subject away from plans and preparation for violence; and toward engaging with others, problem solving, adapting, and improving their coping skills and well-being. Examples include, but are not limited to:

1. Maintain channel of communication and engagement (with subject) to:
 - a. Gather information
 - b. Build rapport and relationship
 - c. Decrease isolation
 - d. De-escalate volatile reactions
 - e. Provide feedback and mentoring
 - f. Monitor reactions to grievances, interventions, and precipitating events
2. Problem-solving about legitimate grievances
3. Referral for assistance or support services, such as:
 - a. Academic assistance or accommodations
 - b. Social skills training
 - c. Behavioral contracting
 - d. Modification of student classroom assignment or schedule
 - e. Modification of work schedule or assignments

- f. Alternative schooling/home schooling
- g. Involvement in extra-curricular activities
- h. Performance improvement plans
- i. Peer coaching/mentoring
- 4. Counseling/mental health services, such as:
 - a. Check-in/check-out with school counseling staff
 - b. Outpatient counseling/mental health care
 - c. Emergency psychiatric evaluation
- 5. Disciplinary measures, such as:
 - a. Subject confrontation or warning
 - b. Administrative orders for no contact or communication
 - c. Detention
 - d. Suspension
 - e. Termination/expulsion
 - f. Law enforcement involvement
 - g. Court-issued protective orders
 - h. Diversion programs

TATs select intervention strategies with the greatest potential for addressing short-term crises as well as longer-term preventive power. While holding students and staff accountable for their actions, school administrators will be fair and reasonable in disciplinary responses. Disciplinary responses may be combined with other actions such as parent/guardian conferences, modifications of student classroom assignment or schedule, and referrals to in-school and community-based programs.

TATs recognize that even fair and reasonable discipline can be perceived by the subject as punitive discipline, which may lead to escalating threatening behavior. Suspension, expulsion or termination may risk triggering an immediate or delayed violent response unless they are coupled with containment and support. Suspension, expulsion, or termination options that focus solely on accountability and controlling the subject do not address the ongoing challenges of:

1. Moving the subject away from thoughts and plans of, and capacity for, violence and/or disruption;
2. Connecting the subject to resources (when needed);
3. Mitigating organizational/systemic factors; and
4. Monitoring the subject when he/she is no longer connected to the District.

In addition, a student who is suspended or expelled is often under less supervision than if he/she were to remain in a school setting. A student who is expelled may conclude: "I have lost everything. I have only a short time to act. I will give them what they deserve." TATs consider and plan for those

responses by using separation strategies intentionally, being aware of their limitations, and anticipating their consequences.

Target-Based Case Management Strategies

TATs attempt to minimize risk and negative impact on targets and seek to maintain contact with targets (where appropriate) to help monitor the actions and impact of the subject. Examples of target-based case management strategies include, but are not limited to:

1. Coaching regarding personal safety approaches in dealing with the subject:
 - a. Clear statements to the subject, e.g., “relationship/contact is unwanted” or “stop all contact and/or communication”
 - b. Avoid subsequent contact/response
 - c. Document all further contacts
 - d. Do not engage emotionally, monitor “buttons” getting pushed
2. Minimize publicly available information, e.g., by scrubbing internet information, checking privacy settings on social media applications
3. Maintain awareness of surroundings
4. Vary routine
5. Develop contingency plans for escape, shelter, and support
6. Encourage use of support systems, e.g., counseling/mental services and victim assistance programs

Environmental/System Case Management Strategies

TATs take a holistic view of the situation, monitoring for underlying systemic causes that may be contributing not just to a given case, but perhaps to a range of cases over time. This level of intervention focuses on group and subgroup behavior, not just that of the subject or target. Strategies include, but are not limited to:

1. Address systemic, policy, or procedural problems that may serve as precipitating events across cases
2. Bullying prevention/intervention programs
3. Enhance school/workplace climate – build and support a caring community
4. Intervene with associates that support or encourage violent behavior
5. Enhance conflict management skills of subgroups
6. Identify and address gaps in awareness of reporting and intervention options
7. Identify and address gaps in the threat assessment and management process

Monitoring for the Impact of Precipitating Events on Case Management

TATs recognize that cases do not occur in a vacuum and that life continues while they are assessing and intervening with a given case. TATs maintains an ongoing, long-term approach to anticipating, monitoring for, and (to the extent possible) managing the impact of potential precipitating events such as:

1. Loss impacting the subject, e.g., job or income, status, relationship, health, rejection/ostracization
2. Injustice

3. Implementation of administrative notices/court orders
4. Violation of administrative notices/court orders
5. Anniversary events, e.g., date of beginning of relationship, date of end of relationship, date served with court orders/separation documents, birthdays, holidays
6. Contagion effect of other high-profile or locally significant acts of violence

DATED:

Pending Implementation

Operational Services

Exhibit - Targeted School Violence Prevention and Threat Assessment Education

On District letterhead

Date:

To: District Staff and Parent(s)/Guardian(s)

From: Building Principal

Re: Targeted School Violence Prevention Program

Student safety is our District's top priority. To maximize safety, the District uses a threat assessment process to identify *threats* and prevent *targeted school violence*. This process is part of the Targeted School Violence Prevention Program (Program). For more information, see Board policy 4:190, *Targeted School Violence Prevention Program*. The Program is part of the preparedness and response phases of the School Emergency Operations and Crisis Response Plan, which in turn is part of the District's Comprehensive Safety and Security Plan.

The District wishes to create a climate that encourages sharing *any* information about a safety concern with a trusted adult who can help. **Sharing information about threats and safety concerns is everyone's responsibility: students, parents/guardians, staff, and community members.** The question-and-answer section below is designed to help students, parents/guardians, and staff understand when school officials want individuals to share information about a safety concern.

What Is a Threat?

A threat is a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that could cause harm to self or others. It may be expressed/communicated orally, visually, in writing, electronically, or in another way. Threats may be direct ("I'm going to beat you up" or "I'm going to blow this place up!") or indirect ("Come and watch what I am going to do to her."). A threat can be vague ("I'm going to hurt him.") or implied ("You better watch out."). Any possession of a weapon or mention of one is a possible threat.

A threat is a threat *regardless* of whether it is observed by or communicated directly to the target of the threat or is observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.

Sometimes students make threats that may seem funny or "just kidding," but sometimes a threat is very serious and/or criminal. **When you are in doubt as to whether the statement is kidding or serious, the responsible thing to do is to tell the Principal or other responsible staff member.**

What Is Targeted School Violence?

Targeted School Violence includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity. Individuals who have committed targeted violence did not "just snap," but engaged in a process of thought and escalation of action over days, weeks, months, and even years.

In the majority of incidents of targeted violence, perpetrators did not directly threaten their targets, but they *did* communicate their intent and/or plans to others before the violence. This indirect

expression or third party communication of intent to cause harm is often referred to as *leakage*. Reporting *leakage* is key to preventing targeted school violence.

Who Is Required to Report Threats?

All District staff, volunteers, and contractors are required to report any expressed threats or behaviors that may represent a threat to the community, school, or self to the Building Principal. Parents/guardians and students are also encouraged to report any such threats to the Building Principal.

Reported threats are assessed by the school's Threat Assessment Team (TAT). Each TAT includes people with expertise in counseling, instruction, school administration, and law enforcement. The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed.

The threat assessment process does not preclude anyone from acting immediately to address an imminent threat.

What Can Staff and Parents/Guardians Do?

The TAT will provide guidance to students and staff regarding recognizing threatening or unusual behavior that may represent a threat to the community, school, or self. Staff and parents/guardians can reinforce this guidance by discussing with students what a threat is, encouraging students not to make threats or "just kidding" statements in the first place, and reiterating that seeking help to prevent someone from getting hurt or hurting another by reporting threats is appropriate.

DATED:

**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
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Pending Implementation

General Personnel

Administrative Procedure - Workplace Accommodations for Nursing Mothers

The School District accommodates mothers who choose to continue breastfeeding after returning to work. An employee who is a nursing mother may take reasonable breaks to express breast milk or breastfeed her infant. The employee's supervisor shall help the employee arrange a break schedule accommodating the nursing mother while minimizing disruption. The break time may run concurrently with any break time already provided to the employee.

Each Building Principal or chief administrator in another District building shall identify a private room or space where, if a request is made, an employee may express milk or breastfeed her infant. The private space must: (1) be in close proximity to the work area and be other than a bathroom, and (2) be free from intrusion from coworkers and the public, and (3) include an electrical outlet for the use of an electric breast pump.

Supervisors should consider ways to accommodate an employee's needs with minimal disruption of the school environment. If possible, supervisors will ensure that employees are aware of these workplace accommodations prior to maternity leave.

DATED:

General Personnel

Administrative Procedure - Sample Questions and Considerations for Conducting the Internal Harassment in the Workplace Investigation

State and federal law prohibit harassment on the basis of an individual's actual or perceived race, religion, national origin, sex (including pregnancy), sexual orientation, age, citizenship status, disability, or other protected status, as identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. For the purpose of this procedure, sexual harassment includes harassment on the basis of sexual orientation, which means actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity.

The person charged with conducting the internal harassment investigation must ascertain: (1) if the alleged conduct occurred; (2) if the conduct was unwelcome; (3) if the harassing conduct was based on any protected status of the complainant; and (4) whether the harassment created a *hostile environment* in that it had the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment. The questions that follow are designed to help the investigator uncover this evidence. ***The questions below serve as a general sample; they are not all-inclusive and the exact questions must be designed for the specific allegations in each case.***

Did the alleged conduct occur?

Investigators should consider a number of factors in evaluating whether the complained of conduct occurred, such as:

1. The level of detail provided by the complainant/witness;
2. The consistency within and between the witness' statement(s)
3. The consistency between the witness' statements and those of other witnesses;
4. Corroborating witnesses and other evidence;
5. Body language/eye contact of the witness (**Note:** the manner of a complainant's body language/eye contact during an interview may be attributable to the complainant's discomfort, rather than a lack of truthfulness);
6. The existence of a pattern of similar past behavior/harassment complaints involving the alleged harasser;
7. Does the witness have reason to be untruthful, such as a personal stake in the outcome?

Is the conduct complained of unwelcome?

Unwelcome conduct is that verbal or physical conduct which the employee did not solicit or incite and that which the employee regarded as undesirable or offensive. The Equal Employment Opportunity Commission (EEOC) evaluates the issue of welcomeness on a case-by-case basis, considering the totality of the circumstances. The wise investigator will do the same.

Below are sample questions that can be used to formulate actual questions for this part of the investigation.

1. Who is the alleged harasser? What is his/her name? Is he/she a co-worker or a supervisor?

2. Is the conduct complained of physical, verbal, and/or committed using an electronic device, such as, through email, text message, or a social networking website? Obtain relevant details for each incident (the *Five W's*: Who, What, Where, When, and Why).
3. If physical, describe with specificity the nature of the physical conduct. Describe all locations on the complainant's body that were touched and indicate when, how often, how the complainant was approached, who witnessed the physical conduct, and where was the complainant when the conduct took place? Did the physical conduct involve an injury to or destruction of the complainant's possession(s) and, if so, what was the property, what was the nature of the injury, when did it happen, and where is the property now?
4. If the unwelcome conduct was verbal, what was stated, when, how often, where were the parties when the statements were made, and who witnessed the statements being made?
5. If the conduct was committed using an electronic device, e.g., through email, text message, or social networking website, what was stated, where, when, how often, who saw it?
6. Did the complainant or any of the witnesses retain any evidence of the offensive conduct such as a picture, email message, text message, or video or audio recording?
7. Was a complaint or protest made to anyone employed by the District or to anyone else? If so, to whom did the complainant complain, when was the complaint made, what was stated therein, and were there any witnesses to this or these complaints?
8. What was the complainant's response to the conduct? Did the complainant tell the alleged harasser to stop? Did the complainant complain to others about the alleged harasser's behavior? Did the complainant ask co-workers, supervisors or managers to make the harassment stop? If so, obtain all relevant details (the Five W's).
9. Did the complainant engage in any conduct with the alleged harasser that could have encouraged his/her behavior? If so, what was the conduct, when and where did it occur, how often and who witnessed it?
10. Did the complainant make the alleged harasser aware at the point when the conduct became unwelcome? If so, when, how was this done, what was communicated to the alleged harasser, and were there any witnesses?
11. Did the complainant complain about the harassment to the alleged harasser, his/her supervisors, other managers or others? If so, when were the complaints made, what was said, who was present, and what was the response to each complaint?
12. If no prior complaints about the alleged harassment were made, why not?
13. What other actions, if any, did the complainant take to indicate to the alleged harasser that his/her conduct was unwelcome?
14. If they lack knowledge about the harassment, did co-workers, supervisors or managers notice any changes in charging party's behavior at work or in the alleged harasser's treatment of the charging party?
15. Has the alleged harasser been accused of harassment by other employees? If so, when, and were the allegations investigated? If so, what was the result of the investigation, and what was management's response, i.e., what remedy was imposed?

Did the work environment become hostile?

To ascertain whether unwelcome conduct creates an unlawful *hostile environment*, the major inquiry is whether the conduct had the purpose or effect of unreasonably interfering with an individual's

performance or creates an intimidating, hostile, or offensive working environment. In the sexual harassment context, trivial or annoying conduct such as sexual flirtation or innuendo or vulgar language would probably not establish a hostile environment. The challenged conduct must substantially affect the work environment of a reasonable person for a violation to be found.

Consider the following additional questions for this part of the inquiry:

1. What effect, if any, did the alleged harassment have upon the complainant's ability to perform the complainant's job?
2. What effect, if any, did the alleged harassment have upon the complainant's mental or physical health or well-being? Was medical treatment/therapy sought?
3. Even if the alleged harassment had little, or no effect on the complainant's work performance or well-being, is there evidence, e.g., verbal or written comments, that the alleged harasser intended his or her conduct to have that effect?
4. **Additional question for sexual harassment complaints:** What was the sexual character of the work environment before the complainant entered the environment? Were sexual comments and actions common? If so, what types, when did they occur? Who was involved? Supervisors? Co-workers?
5. Did the character of the workplace change after complainant joined the workplace? If so, how? What was complainant's behavior? How did the alleged harasser and other co-workers or supervisors respond to complainant's behavior?
6. Was the complaint of verbal or physical behavior directed at persons other than complainant? If so, who were they? What conduct was directed towards them, when, how frequently, who was present, where did it occur and who witnessed it? How did these persons react to the physical or verbal conduct?
7. Did the alleged harasser single out the charging party? If so, how, when, where, and why?
8. Did others join in perpetrating the harassment? If so, who? What was done; when, where, who witnessed the conduct, and were others harassed too?
9. If the complained of conduct was verbal, what were the remarks? Were they hostile and derogatory? What was the frequency and context of the comments? Were the parties inside or outside of the workplace when the comments were made?
10. Was the alleged harassment observed by supervisors, managers, or other co-workers? If so, by whom, when, where, and what was observed?
11. Was the alleged harassment observed by former employees or others outside the workplace? If so, by whom, when, where, and what was seen?

Was the harassment committed by a supervisor?

The employer will be held responsible for acts of harassment committed by the employee's supervisor, meaning someone who was authorized by the employer to have authority over the complainant's terms and conditions of employment. To investigate harassment committed by the complainant's supervisor, include questions such as the following:

1. What conduct is the supervisor accused of? When, where, how often did it occur, and who observed?
2. Was the supervisor authorized to grant or deny tangible job benefits to the complainant? If so, what was the scope of that authority and what documents evidence it? If not, were the

supervisor's recommendations concerning the complainant's terms and conditions of employment typically or routinely followed?

Was the harassment *quid pro quo* (do this for that)?

An employer will be held responsible for acts of *quid pro quo* sexual harassment, meaning that tangible job benefits were either (1) conditioned on submitting to sexual favors, or (2) denied because of the complainant's rejection of a sexual advance or request for sexual favors. *Quid pro quo*-type harassment can also occur in other contexts, such as religious discrimination, for example, if a person is required to abandon or alter his or her religious practice as a condition of employment.

1. How was the complainant's employment affected by the alleged harassment? Was he/she denied a salary increase, a promotion, a job transfer, etc.? If so, when?
2. Was the complainant treated differently from similarly situated employees in regard to the denied salary increase, promotion, job transfer, etc.? If so, who was treated differently by this same supervisor?
3. What other management employees were involved in decisions to grant or deny the tangible job benefit(s) to the complainant? Did they have knowledge of the sexual conduct?

DATED:

General Personnel

Administrative Procedure - Interview Questions

Anti-discrimination laws affect all steps of the employee hiring process. Knowledge of the characteristics on which these laws prohibit inquiry is especially critical when conducting interviews. Any employer that asks applicants to record video interviews and uses an artificial intelligence analysis of the applicant-submitted videos must comply with the Artificial Intelligence Video Interview Act, 820 ILCS 42/, added by P.A. 101-260, eff. 1-1-20. Sloppy interview practices can result in the appearance of illegal discrimination or even actual discrimination.

Interviewers should avoid seeking information that will not be used to make an employment decision. Assume that a rejected applicant may believe that all information acquired was used. The District, if challenged, must explain why it asked for the information – a very difficult task when the information involves race, sex, religion, age, disability, etc. Information needed for insurance, tax, social security, or similar purposes should be obtained after employment. The following list of protected characteristics may not be complete because of the rapidly changing nature of discrimination laws.

Protected Status	Do not ask	Permissible to ask
Race and color	What race are your parents?	
Alienage, ancestry, national origin, nationality, and citizen status (provided the individual is authorized to work in the U.S.)	In what country were you born? In what country were your parents born? Are you a naturalized citizen?	Are you legally authorized to work in the United States? What languages do you read, speak, or write fluently?
Marital status	Are you married? Single? Divorced? Engaged? Are you living with someone? Would your spouse move with you if you got this position? What is your maiden name?	
Gender, including parent and pregnancy status	What are your future family plans? Are you pregnant? Do you have children? What are their ages? Do you have child care?	Is there anything that would interfere with regular work attendance? Are you available to work overtime?
Sexual orientation, including actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity	Do you have a spouse or partner – which?	How do you feel about supervising a diverse workplace?
Religion or creed	What religious holidays do you	We need you to work on <i>[insert</i>

Protected Status	Do not ask	Permissible to ask
	celebrate?	<i>days</i>]. Are you available to work those days?
Age	When do you plan to retire? When do you plan to collect your pension?	What are your long-term career goals?
Military status	Will you miss work because you are a member of a U.S. Reserve unit, such as, Army Reserve or Marine Corps Reserve, or a member of a National Guard unit?	How does your military training or experience prepare you for this job?
Unfavorable discharge from military service	Under what circumstances were you discharged from the service?	
Arrest record Conviction that is not on the School Code's list of disqualifying convictions	Have you ever been arrested? Spent time in jail?	Have you ever been convicted of attempting to commit, conspiring to commit, soliciting, or committing any crime in the following list? (1) any sex offense or drug offense, as defined in Sec. 21B-80(a) of the School Code, (2) first degree murder or a Class X felony, or (3) any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses. 105 ILCS 5/21B-80, amended by P.A. 101-531.
Use of lawful products during non-working hours	Do you smoke or use tobacco products during non-working hours? Do you consume alcoholic beverages during non-working hours?	Have you been disciplined by an employer for violating its rules forbidding the use of alcohol or tobacco products?
Genetic information	What were the results of any diagnostic, predictive, or pre-symptomatic genetic testing that you've had?	See section on <i>disability</i> below.
Whether applicant has ever filed a claim or received benefits under the Illinois Workers' Compensation	Have you ever filed a claim or received benefits under the Illinois Worker's Compensation Act or Workers' Occupational	

Protected Status	Do not ask	Permissible to ask
Act or Workers' Occupational Diseases Act	Disease Act?	
Credit history/report, unless the Employee Credit Privacy Act permits a satisfactory credit history to be a job requirement, such as, the position's duties include custody of or unsupervised access to cash or marketable assets valued at \$2,500 or more. 820 ILCS 70/10(b).	Unless specifically permitted, do not ask: Do you have a good credit score? Have you been denied a credit card within last 5 years? Have you ever filed bankruptcy?	How long have you lived at your current address?
Wage or salary history, including benefits or other compensation, unless: the applicant's wage or salary history is a matter of public record, or is contained in a document completed by the applicant's current or former employer and then made available to the public by the employer, or then submitted or posted by the employer to comply with State or federal law; or the applicant is a current employee applying for a position with the same current employer. 820 ILCS 112/10, amended by P.A. 101-177. For further discussion see f/n 19 in policy 5:30, <i>Hiring Process and Criteria</i> .	What is your current wage/salary? What was your previous wage/salary? What benefits or other compensation do you currently receive? What benefits or other compensation did you previously receive? What was your highest paid position? This position pays \$X; is that more or less than what you are making now?	This position provides the following wage/salary, benefits, and compensation: [<i>insert details</i>]. Does that meet your expectations? What are you looking for in terms of wage/salary, benefits, and other compensation for this position?
Victim of domestic violence or being protected under an order of protection	Have you ever requested a restraining order or order of protection against your spouse or other person?	

Disability

Inquiries that are likely to elicit information about a disability, before a bona fide job offer is made, are prohibited. Inquiries about the ability to perform job functions that do not ask about disabilities are permissible.

Protected Status	Do not ask	Permissible to ask, provided all applicants are asked
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Protected Status	Do not ask	Permissible to ask, provided all applicants are asked
Disability	<p>Have you had any recent illnesses or operations?</p> <p>Do you have AIDS?</p> <p>Do you have asthma?</p> <p>Do you have a disability which would interfere with your ability to perform the job?</p> <p>How many days were you sick last year?</p> <p>Have you ever filed for Workers' Compensation?</p> <p>Have you ever been injured on the job?</p> <p>How much alcohol do you drink each week?</p> <p>Have you ever been treated for alcohol problems?</p> <p>Have you ever been treated for mental health needs?</p> <p>What prescription drugs are you currently taking?</p>	<p>Can you perform the functions of this job (essential and/or marginal), with or without reasonable accommodation?</p> <p>Please describe/demonstrate how you would perform these functions (essential and/or marginal).</p> <p>Have you ever been disciplined (oral or written reprimand, suspension or termination) for attendance violations or problems?</p> <p>Are you a current user of illegal drugs?</p> <p>Do you have the required licenses to perform this job?</p>

DATED:

General Personnel

Administrative Procedure - Investigations

Immigration Investigation

All newly hired employees must complete section one of the U.S. Citizenship and Immigration Services Form I-9 (Form I-9) no later than three business days following their first working day (Immigration Reform and Control Act, 8 U.S.C. §1324a, 8 C.F.R. §274a.2). www.uscis.gov/i-9. If an individual is unable to provide the required documents to complete it, the individual may present a receipt for the application of the required documents within three days of the hire. The individual must then present the required documents within 90 days of the hire. The Superintendent or designee completes section two of the Form I-9 and confirms the employee's information.

If the Employment Eligibility Verification System (E-Verify) is used to complete Form I-9, the Superintendent or designee will review the Ill. Dept. of Labor's website and its E-Verify factsheet, available at: www2.illinois.gov/idol/Laws-Rules/legal/Pages/privacy-workplace.aspx. See the Ill. Dept. of Labor Right to Privacy in the Workplace Act, 820 ILCS 55/12.

The completed Form I-9 shall be maintained in a file separate from other personnel records in order to prevent unauthorized review of personnel files. The Form I-9 shall be retained for a period of three years after the date of hire or one year after individual employment is terminated, whichever is later.

Fingerprint-based Criminal History Records Information Check (105 ILCS 5/10-21.9, amended by P.A.s 101-72, 101-531, and 101-643)

A fingerprint-based criminal history records information check must be initiated prior to employment, but the District may permit the individual to be hired and begin employment pending its outcome. See *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: www.isbe.net/Documents/guidance_chr.pdf.

A complete criminal history records check pursuant to 105 ILCS 5/10-21.9 consists of:

1. Fingerprint-based checks through (a) the Ill. State Dept. of Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act (20 ILCS 2635/), and (b) the Federal Bureau of Investigation (FBI) national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (Pub. L. 109-248),
2. *A check of the Ill. Sex Offender Registry (see the Sex Offender Community Notification Law, 730 ILCS 152/ *et seq.*), and
3. *A check of the Murderer and Violent Offender Against Youth Registry (see the Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-154/105).

*These checks must be conducted by the District or the Regional Superintendent once every five years that an individual remains employed by the District. 105 ILCS 5/10-21.9(a-5), (a-6), amended by P.A. 101-531.

See also policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, and administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*. **Important:** 20 ILCS 2630/5.2 outlines how an individual may petition to have an arrest record expunged by the arresting authority and the records of the arrest sealed by the circuit court clerk. It also details offenses for which an individual cannot have his or her conviction sealed.

Note: The following criminal history records check guides are also available:

1. Guide to Understanding Criminal History Record Check Information is available at: www.isp.state.il.us/docs/5-727.pdf.
2. ISBE's non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at: www.isbe.net/Documents/guidance_chr.pdf.

The following individuals are responsible for the actions listed:

Applicant - Each applicant for employment in any position (except bus drivers employed by a private student transportation contractor) must provide a written authorization for a complete criminal history records check at the time he or she submits the application.

Individual Student Teaching or beginning a required internship - Each individual student teaching or beginning a required internship must provide written authorization for, and pay the costs of, his or her criminal history records check (including any applicable vendor's fees) prior to participating in any field experiences in the District. See 105 ILCS 5/10-21.9(g), amended by P.A. 101-531.

Applicant for Bus Driver - Each applicant for a bus driver position must complete the application required by the Secretary of State for a school bus driver permit (obtained from the District) and submit it to the District along with the necessary fingerprint submission as required by the ISP to conduct a fingerprint-based criminal history records check. The Superintendent or designee will conduct a pre-employment interview with prospective school bus driver candidates, distribute school bus driver applications and medical forms, and submit the applicant's fingerprint cards to the ISP. The Superintendent or designee will certify in writing to the Secretary of State that all pre-employment conditions have been successfully completed, including the successful completion of a criminal history records check as required by State law. The applicant must present the certification to the Secretary of State at the time of submitting the school bus driver permit application. See 625 ILCS 5/6-106.1, amended by P.A. 101-458; 92 Ill.Admin.Code §1035.

Superintendent or designee - Note: *Add any additional steps to efficiently receive a complete criminal history records check.*

1. Fingerprint-Based Criminal History Records Check:

For all applicants, the Superintendent or designee completes the required forms to request the criminal history records checks from an appropriate ISP or LiveScan vendor. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the School Board President shall ensure that these checks are completed. This may include submitting the applicant's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers to the ISP and FBI on the forms prescribed by each agency.

The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, will provide the applicant with a copy of the ISP and FBI reports. Required by 105 ILCS 5/10-21.9(b) amended by P.A. 101-531.

The Superintendent or designee, or the Regional Superintendent, notifies the State Superintendent of Education in writing within 15 business days when a CHRI returns a *conviction* of a crime set forth in 105 ILCS 5/21B-80. 105 ILCS 5/21.9(e), amended by P.A. 101-531.

The Superintendent or designee, or the Regional Superintendent, or as applicable the entity that provides background checks for public schools, notifies the State Superintendent of education in writing within 10 business days after receiving information of a *pending* criminal charge for an offense set forth in 105 ILCS 5/21B-80. Required by 105 ILCS 5/10-21.9(e), amended by P.A.s 101-531 and 101-643.

Note: For substitute teachers, superintendents will need to ensure that their districts perform these checks. Contact the board attorney and/or ISBE regarding the validity of a *certificate of authorization*, if a substitute teacher presents one. From 1-1-11 through 7-1-11, the Regional Superintendent of Schools or Suburban Cook County Intermediate Service Center, whichever is appropriate, was allowed to issue *certificates of authorization* to substitute teachers. Issuance of a *certificate of authorization* was proof that the substitute teacher applicant had met all of the requirements to substitute teach in the educational service region; i.e., a fingerprint-based criminal history records check, a physical examination, and a negative tuberculin test. Because P.A. 97-607 deleted *certificates of authorization*, substitute teachers no longer receive them because they no longer exist. For those substitute teachers who did receive them, there is not an answer to the question of whether their *certificates of authorization* are still valid. Attorneys in the field suggest looking for an expiration date on the *certificate of authorization*. If the document has no expiration date, it is likely invalid because the document no longer exists. If there is an expiration date, then the document is likely valid until the date listed.

For individuals student teaching or beginning a required internship, the Superintendent or designee ensures that the individual completes the required forms, authorizations, and provides payment to the District for the costs of completing a complete criminal history records check prior to student teaching or beginning a required internship (105 ILCS 5/10-21.9(g), amended by P.A. 101-531, and policy 5:260, *Student Teachers*). For more information, see also ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: www.isbe.net/Documents/guidance_chr.pdf.

2. Screen of the Statewide offender databases upon hire and every five years thereafter that an individual remains employed by the District. 105 ILCS 5/10-21.9(a-5), (a-6), amended by P.A. 101-531. The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, performs a screen for each applicant of:
 - a. The Statewide Sex Offender Registry, www.isp.state.il.us/sor, as authorized by the Sex Offender Community Notification Law (730 ILCS 152/ et seq.), and
 - b. The Statewide Murderer and Violent Offender Against Youth Registry www.isp.state.il.us/cmvo/, as authorized by the Murderer and Violent Offender Against Youth Community Notification Act (730 ILCS 154/75-154/105).

The Superintendent or designee, or when the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President, notifies the individual if he or she is identified in the database as a sex offender. Required by 105 ILCS 5/10-21.9 (a-5), (a-6), and (b), amended by P.A. 101-531. The Superintendent or designee, or the Regional Superintendent, notifies the State Superintendent of Education in writing within 15 business days, when a database screen finds a *registration* for an individual licensed by ISBE. 105 ILCS 5/21.9(e), amended by P.A. 101-531.

ISP and FBI - The ISP and FBI furnish records of convictions (until expunged), pursuant to the District's request, to the Board President. **Note:** The ISP and FBI must "furnish, pursuant to a fingerprint-based criminal history records check, records of convictions, until expunged, to the president of the school board...". See 105 ILCS 5/10-21.9(a) and (g), amended by P.A. 101-531. 20 ILCS 2630/3.3, added by P.A. 100-718, establishes authority for the ISP to collect fees from the District if wishes to participate in a Federal *Rap Back Service*. Rap Back Service is a capability of the FBI's Next Generation Identification (NGI) system that provides authorized agencies notification of criminal activity and, in limited cases, of civil activity, that occurs after the initial processing and retention of criminal or civil transactions, e.g., an initial fingerprint-based criminal history records check. The Board may determine that it wants to participate. Participation includes ISP submitting fingerprints that the District orders to the FBI Rap Back Service to be retained for the purpose of being searched by future submissions to the FBI Rap Back Service. For a student teacher, the report shall be returned to the Superintendent or designee (see ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: www.isbe.net/Documents/guidance_chr.pdf).

Board President - The School Code requires the Board President to keep a conviction record confidential. The information may only be shared between the Board President, the Superintendent or designee, Regional Superintendent (if the check was requested by the District), State Superintendent of Education, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, or for clarification purposes, the ISP and/or Statewide Sex Offender Registry. See 105 ILCS 5/10-21.9(b), amended by P.A. 101-531, and 105 ILCS 5/21B-10. For further discussion about the practical implementation issues for the Board President to ensure that a fingerprint-based criminal history records information check and other database screens are initiated and completed prior to employment, see f/n 11 in 5:30, *Investigations*.

Regional Superintendent/Suburban Cook County Intermediate Service Center - The Superintendent or designee may require the applicant to authorize the Regional Superintendent or Suburban Cook County Intermediate Service Center, whichever is appropriate, to conduct the check when an applicant is (1) seeking employment in more than one District simultaneously as (a) a substitute teacher, (b) a concurrent part-time employee, and/or (c) educational support personnel, or (2) the employee works for a contractor holding contracts with more than one district. The Regional Superintendent or Suburban Cook County Intermediate Service Center, whichever is appropriate, also performs a check of the Statewide Sex Offender Registry, www.isp.state.il.us/sor, as authorized by the Sex Offender Community Notification Law (730 ILCS 152/115), and the Violent Offender Against Youth Registry, www.isp.state.il.us/cmvo/, as authorized by the Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-154/105). See 105 ILCS 5/10-21.9 (a-5), (a-6), and (b), amended by P.A. 101-72.

Contractors - The above requirements for a complete criminal history records check apply to all employees and agents of contractors who have direct, daily contact with students (105 ILCS 5/10-21.9(f)). Every contractor with the District shall: (1) make every employee or agent who will have direct, daily contact with students submit to a complete criminal history records check, (2) agree to a contract provision that it will make those employees available to the District for the criminal history records check, and (3) submit payment for the costs of the check(s) to the District.

Note: The provisions in 105 ILCS 5/10-21.9(f) and (g), amended by P.A. 101-531, apply to employees of contractors who have "direct, daily contact" with students. To be comprehensive and to eliminate uncertainty, this procedure and policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, may require a criminal history records check on *all* employees of contractors who may work in any school building or on school property. Whether the District uses the comprehensive language or the direct language from the School Code, the District, not the contractor, must perform the background checks. Contractors are not authorized under any State or federal law to: (1) conduct

the required criminal history background checks; or (2) see the employee's criminal history furnished by the ISP and the FBI. All contracts should also require the contractor to purchase insurance to cover misconduct by their employees and/or an indemnification clause. Additionally, the Superintendent or designee should check insurance coverage to determine whether employees of contractors are covered. See also policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, and administrative procedure 4:60-AP3, *Criminal History Records Check of Contractor Employees*, for the responsibilities of contractors. Last, if the District has received, within the last year, information that concerns the record of conviction and identification as a sex offender of any contractors' employees, the District must provide the information to another school or school district that requests it (105 ILCS 5/10-21.9(f-5)). For more information, see ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: www.isbe.net/Documents/guidance_chr.pdf. Unless notified by the individual named in a criminal history records information (CHRI) request or by the ISP that the information furnished in a CHRI report is inaccurate or incomplete, the District cannot be liable for damages to any person to whom the CHRI pertains for actions it reasonably took in reliance on the accuracy and completeness of CHRI report (20 ILCS 2635/7(A)(3)).

District - The School District complies with 105 ILCS 5/10-21.9, amended by P.A.s 101-72 and 101-531, and 5/21B-80, amended by P.A. 101-531. It will not knowingly employ a person, or allow a person to work or student teach/complete a required internship (105 ILCS 5/10-21.9(g)) on school grounds, who:

1. Has been convicted of any one or more of the following offenses, until seven years following the end of the sentence for the criminal offense:
 - a. Those defined in the Cannabis Control Act, 720 ILCS 550/, except: 720 ILCS 550/4(a), 550/4(b), 550/4(c), 550/5(a), 550/5(b) (each amended by P.A. 100-27), and any offense for which the holder of a license is placed on probation under the provisions of 550/10 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
 - b. Those defined in the Ill. Controlled Substances Act, 720 ILCS 570/100 *et seq.*, except: any offense for which the holder of a license is placed on probation under the provisions of 570/410 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
 - c. Those defined in the Methamphetamine Control and Community Protection Act, 720 ILCS 646/, except: any offense for which the holder of a license is placed on probation under the provisions of 646/70 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
 - d. Any attempt to commit any of the offenses listed in (a)-(c) of this section.
 - e. Any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in Illinois, would have been punishable as one or more of the offenses listed in (a)-(d) of this section.
2. Has been convicted of committing or attempting to commit any one or more of the following offenses:
 - a. Attempting to commit, conspiring to commit, soliciting, or committing first-degree murder or any Class X felony.

- b. Attempting to commit, conspiring to commit, soliciting, or committing any *sex offense*. Sex offense means any offense defined in:
 - i. Sections 11-6 and 11-9 through 11-9.5, inclusive, and 11-30 (if punished as a Class 4 felony) of the Criminal Code of 1961 or the Criminal Code of 2012;
 - ii. Sections 11-14.1 through 11-21, inclusive, of the Criminal Code of 1961 or the Criminal Code of 2012;
 - iii. Sections 11-23 (if punished as a Class 3 felony), 11-24, 11-25, and 11-26 of the Criminal Code of 1961 or the Criminal Code of 2012; and
 - iv. Sections 11-1.20, 11-1.30, 11-1.40, 11-1.50, 11-1.60, 12-4.9, 12-13, 12-14, 12-14.1, 12-15, 12-16, 12-32, 12-33, 12C-45, and 26-4 (if punished pursuant to 26-4(d)(4) or (5)) of the Criminal Code of 1961 or the Criminal Code of 2012.
 - c. Any offense committed or attempted in any other state or against the laws of the United States, which if committed or attempted in Illinois, would have been punishable as one or more of the foregoing offenses.
3. Has been found to be the perpetrator of sexual or physical abuse of any minor less than 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987.

Reporting New Hires

The Superintendent or designee shall timely file an IRS Form W-4 or IDES *New Hire Reporting Form* for each newly hired employee with the Ill. Dept. of Employment Security. See 820 ILCS 405/1801.1. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure either the retiring Superintendent or designee performs this task.

DATED:

General Personnel

Administrative Procedure - Fair Labor Standards Act Exemptions

Important - School officials should contact the Board Attorney for application of the Fair Labor Standards Act to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

Overview

- An exempt employee in Illinois is “any employee employed in a bona fide executive, administrative or professional capacity, ... as defined by or covered by the Federal Fair Labor Standards Act of 1938 and the rules adopted under that Act, as both exist on March 30, 2003, but compensated at the amount of salary specified [current federal rules].” 820 ILCS 105/4a.
- According to the U.S. Dept. of Labor’s (DOL’s) rules, “[t]o qualify as exempt executive, administrative or professional employee,... an employee must be compensated on a salary basis at a rate of not less than \$684 per week.” 29 C.F.R. §541.600.
- Guidance on the DOL’s website includes:

Exemptions from overtime pay provisions: www.dol.gov/elaws/esa/flsa/screen75.asp

Exempt vs. non-exempt status of a particular job: www.dol.gov/elaws/esa/flsa/overtime/jobs.htm

FLSA Exemption Category	Staff Positions
Non-covered persons	Independent contractors: www.dol.gov/elaws/esa/flsa/docs/contractors.asp Volunteers: www.dol.gov/elaws/esa/flsa/docs/volunteers.asp Student teachers who: (1) receive academic credit for their work experience, (2) do not displace regular employees, (3) work under close supervision, and (4) are not entitled to a job at the end of their training (www.dol.gov/whd/opinion/FLSA/2006/2006_04_06_12_FLSA.htm)
Executive employees	Superintendent Associate/Assistant Superintendents Directors Supervisors Other department managers
Administrative employees	Building Principals Assistant Principals Data systems analysts or computer programmers involved in obtaining solutions to complex business problems: www.dol.gov/agencies/whd/fact-sheets/17e-overtime-computer Other certificated administrative staff
Professional employees	Teachers Counselors Registered nurses Media coordinators

FLSA Exemption Category	Staff Positions
	Other non-supervising certificated staff
Non-exempt employees	Secretaries (includes administrative assistants) Receptionists Bookkeepers Cafeteria workers Crossing guards Before/after school program workers Bus drivers/transportation workers Computer lab managers Custodians Maintenance workers Pre-school workers (whose primary duty is to care for physical needs of children rather than teaching; does <i>not</i> include licensed special education early childhood teachers) Teacher aides, paraprofessionals, and assistants

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Employee Records Required by the Fair Labor Standards Act

Important - School officials should contact the Board Attorney for application of the Fair Labor Standards Act (FLSA) to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

This table contains the FLSA recordkeeping requirements as described in www.dol.gov/whd/regs/compliance/whdfs21.htm.

Actor	Action
Business office working with supervisors of non-exempt employees	Keep each of the following records concerning non-exempt employees for at least three years (29 C.F.R. §516.2): <ol style="list-style-type: none"> 1. Employee’s full name and social security number 2. Address, including zip code 3. Birth date, if younger than 19 4. Sex and occupation 5. Time and day of week when employee’s workweek begins 6. Hours worked each day 7. Total hours worked each workweek 8. Basis on which employee’s wages are paid (e.g., \$9 per hour or \$440 a week) 9. Regular hourly pay rate 10. Total daily or weekly straight-time earnings 11. Total overtime earnings for the workweek 12. All additions to or deductions from the employee’s wages 13. Total wages paid each pay period 14. Date of payment and the pay period covered by the payment
Business office working with supervisors of exempt employees	Concerning exempt employees, keep for at least three years, the records listed in numbers 1-5 and 13-14 above and a record showing the basis on which the exempt employee’s wages are paid (e.g., salary basis of \$x per pay period). 29 C.F.R. §516.3.
Business office	<ol style="list-style-type: none"> 1. Payroll records must be kept for at least three years. 29 C.F.R. §516.5(a). 2. Records on which wage computations are based must be kept for at least two years, i.e., time cards and piece work tickets, wage rate tables, work and time schedules, and records of additions to or deductions from wages. 29 C.F.R. §516.6. 3. Collective bargaining agreements and individual employment contracts must be kept for at least three years (when an agreement is not in writing, prepare and retain a written memorandum summarizing it). 29 C.F.R. §516.5(b). 4. Certificates and notices must be kept for at least three years. 29 C.F.R. §516.5(b).

Actor	Action
Building Principal	Display an official poster outlining the provisions of FLSA, available at no cost from local offices of the Wage and Hour Division and toll-free, by calling 1-866-487-9243. This poster is also available electronically for downloading and printing at: www.dol.gov/whd/regs/compliance/whd_fs.pdf Keep records regarding the posting of notices for at least 3 years. 29 C.F.R. §516.5(b).

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Compensable Work Time for Non-Exempt Employees Under the FLSA

Important - School officials should contact the Board Attorney for application of the Fair Labor Standards Act (FLSA) to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

Resources

Overview - www.dol.gov/whd/flsa.

For help determining whether time spent on work-related activities is compensable as “hours worked,” see the U.S. Dept. of Labor’s [FLSA Hours Worked Advisor](#).

Volunteers - www.dol.gov/elaws/esa/flsa/docs/volunteers.asp.

Compensable Time Defined for Non-Exempt Employees

The amount of pay due an employee cannot be determined without knowing the total number of hours actually worked by that employee in each workweek. An employee must be paid for all of the time considered to be hours worked, and all time that is *hours worked* must be counted when determining overtime.

Non-Exempt Employee - The term *non-exempt employee* refers to employees who are not exempt from the overtime provisions in the wage and hour laws. See administrative procedure 5:35-AP1, *Fair Labor Standards Act Exemptions*.

Hours Worked - Non-exempt employees must be compensated for all hours worked in a workweek. In general, hours worked include:

- All the time an employee must be on duty;
- All the time an employee must be on the employer’s premises;
- All the time an employee must be at any other prescribed place of work; and
- Any additional time the employee is allowed, i.e., “suffered or permitted” to work (commonly referred to as “working off the clock”).

Suffered or Permitted to Work - If an employer knows or has reason to know that a non-exempt employee starts work early or continues to work late, it is considered work time. 29 C.F.R. §785.11.

This includes knowing or having reason to know that an employee works at home, e.g., as when a Building Principal’s secretary calls for substitutes early in the morning. 29 C.F.R. §785.12.

If an employee works additional straight time, at the regular rate of pay, or overtime hours without authorization, that employee must still be compensated but may be disciplined for violating School Board policy.

Volunteering to Perform Regular Work - Non-exempt employees may not volunteer to perform their regular work duties off-the-clock and without compensation. 29 U.S.C. §203(e)(4)(A). An employee must be paid even if he or she offers to do the work on his or her *own time*. Employees may not waive wage and hour law requirements.

Volunteering to Perform Services that Are Not the Same as Regular Work - Non-exempt employees may volunteer to perform services under these conditions:

1. The volunteer services are not the same as or similar to the employee's regular work duties,
2. The employee offers the services freely and without coercion, direct or implied, and
3. The employee provides the services without promise of compensation although a volunteer may be paid "expenses, reasonable benefits, or a nominal fee to perform such services." 29 U.S.C. §203(e)(4)(A), 29 C.F.R. §553.101 and 103.

A fee is not nominal if it is a substitute for compensation or tied to productivity. 29 C.F.R. §553.106(e). While the specific circumstances in each case must be analyzed, the District will generally limit nominal pay to employees for volunteer services to no more than 20% of what the District would otherwise pay to hire an employee for the same services. See *Wage and Hour Division (WHD) Opinion Letters* FLSA 2005-51 (11-10-05); FLSA 2006-28 (8-7-06); and FLSA 2006-28 (10-7-06). See also *WHD Opinion Letters* FLSA 2004-6 (7-14-04); and FLSA 2004-8 (9-7-04) for examples of non-exempt school employees serving as volunteer athletic coaches. U.S. Dept. of Labor WHD opinion letters are available at: www.dol.gov/whd/opinion/search/index.htm?FLSA.

Examples of Hours Worked for Non-Exempt Employees

Meal periods, unless the employee is completely relieved of all duties and free to leave the duty post for at least 30 minutes. Teacher aides who must supervise students during their lunch are not considered relieved of duties. Employees who eat at their desk and answer phones or otherwise perform work are not considered relieved of duties.

Attendance at inservices, meetings, or lectures, unless: (1) attendance is outside the employee's regular working hours, (2) attendance is voluntary, (3) the activity is not related to the employee's job, and (4) the employee performs no productive work for the District.

Coffee breaks or rest periods of 20 minutes or less.

Work done at home if the supervisor knows or should have known that such work was done.

Work done before or after regular hours or on weekends.

On-call time if the employee is required to remain on the employer's premises or so close that he/she is unable to use the time effectively for his/her own purposes while on-call.

Transporting material to a worksite before the start of the workday.

Time spent preparing for work, e.g., bus drivers doing safety checks before the route or securing the bus after the route.

Clean-up work at the end of a shift.

Travel time during the workday from one job site to another, e.g., non-exempt school nurses traveling from one school to another.

Travel time during the regular working hours, even if it is the weekend.

Attending a Board meeting at night either to take minutes or perform some other required or assigned duty.

DATED:

General Personnel

Administrative Procedure - Fair Labor Standards Act 12-Step Compliance Checklist

Important - School officials should contact the Board Attorney for application of the Fair Labor Standards Act (FLSA) to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

The U.S. Dept. of Labor, Wage and Hour Division, administers the FLSA. It posts an encyclopedic amount of information on the FLSA on its website at: www.dol.gov/whd/regs/compliance/hrg.htm#8.

Checklist for compliance with the FLSA:

1. Classify employees as exempt or non-exempt.

Identify which employees are covered by the overtime requirements of the FLSA, i.e., *non-exempt*, and which employees are exempt from the overtime requirements. See Administrative Procedure 5:35-AP1, *Fair Labor Standards Act Exemptions*, for a list of school employees traditionally exempt and non-exempt. Include a record in each employee's file stating whether he or she is exempt or non-exempt.

An exemption from the FLSA overtime pay/compensatory time requirements is the exception, rather than the rule. Any uncertainty should be resolved in favor of finding the employee to be non-exempt and the overtime compensable, as the burden is on the school system to prove that exemptions are applicable.

2. Make sure all employees have access to and understand the School Board policy and administrative procedures on the workweek, overtime, and compensatory time. See Board policy 5:35, *Compliance with the Fair Labor Standards Act*, and Administrative Procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*.

In addition, make sure that all employees:

- a. Are provided a copy of the Board policy or access to the Board policy published on-line;
- b. Acknowledge that they have received and understand the policy; and
- c. Agree to follow the policy and procedures or be subject to discipline.

3. Notify non-exempt employees of their expected work hours in a workweek.

Be clear that the salary of non-exempt employees is paid for a 40-hour workweek. Supervisors may regularly schedule employees to work 37.5 hours per week and leave the remainder as possible flexible time. However, to avoid the possibility of *straight-time* claims for hours worked between 37.5 and 40, supervisors need to clearly communicate that the District pays employees a salary for up to 40 hours of work and that the District retains the right to request that the employee perform additional duties up to 40 hours without additional pay.

4. Keep precise records of the hours worked by every non-exempt employee by using a good timesheet, time clock, computerized check-in system, or other method. Make sure individual employees keep and sign their weekly record of hours worked. Print an acknowledgment similar to the following on every time sheet: "I acknowledge that I have reviewed this time

sheet and that it accurately records all of the time that I worked for the District on the dates indicated and that I did not work for the District at any other times during the workweek that are not recorded on this timesheet.”

5. Annually train District supervisory staff, as well as supervisors when first assigned supervisory duties, on FLSA compliance issues, including:
 - a. What counts as compensable work time (see Administrative Procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*);
 - b. How timesheets must be completed for non-exempt employees; and
 - c. Their duty to monitor timesheets and verify time worked.
6. Train all non-exempt staff when hired and regularly thereafter on the following topics:
 - a. Board policy requirements;
 - b. What counts as compensable time; and
 - c. How to complete timesheets correctly.
7. Require non-exempt employees who want to volunteer to execute a Volunteer Agreement. See Exhibit 5:35-E, *Volunteer Agreement Executed by a Non-Exempt Employee*.

Non-exempt employees may only volunteer to perform services on behalf of the school that do not involve the same types of duties they regularly perform in their jobs. Further, in order to be a bona fide volunteer (1) the volunteer services may not be the same as or similar to the employee’s regular work duties, (2) the employee must freely and voluntarily, i.e., without any direct or implied coercion or requirement, agree to perform the volunteer services, and (3) the employee provides the services without promise of compensation; however, a volunteer may be paid expenses, reasonable benefits, or a nominal fee to perform the services. See Administrative Procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*, for information about *nominal fees*.
8. Have all non-exempt employees sign the following documents:
 - a. A statement that they were given a copy of the Board’s policy on work time and have reviewed it, and that they understand violators may be subject to discipline; and
 - b. If applicable, an agreement that any overtime worked over 40 hours per week will be compensated with time and a half compensatory time rather than overtime pay. See Exhibit 5:310-E, *Agreement to Receive Compensatory Time-Off*.
9. Have supervisory, payroll, and business staffs monitor weekly time records.

Make sure that supervisory staff continuously monitors weekly time records for accuracy and completeness, and that they report all overtime worked by non-exempt staff to the finance office for either overtime pay or compensatory time credit.
10. Keep FLSA-required records for non-exempt and exempt employees. See Administrative Procedure 5:35-AP2, *Employee Records Required by the Fair Labor Standards Act*.
11. Post all federal and State required employment posters.

Make sure that all employment posters are widely posted, e.g., in the teachers' lounge, school office, cafeteria kitchen, bus garage, janitor's closet, and other places where employees gather.

12. Consult the Board Attorney about FLSA compliance.

DATED:

Pending Implementation

General Personnel

Exhibit - Volunteer Agreement Executed by a Non-Exempt Employee

I would like to serve as a volunteer for the School District. I understand that:

1. I may **not** volunteer to perform a job that is the same or similar job for which I am employed.
2. My time and service as a volunteer are given without promise, expectation, or receipt of any form of compensation.
3. My volunteer services are not being performed in the course and scope of my regular employment and are not in any way required by the School District.
4. Either the District or I may terminate my volunteer services at any time for any reason. My withdrawal will not affect my continued employment with the School District.

This agreement will continue in force until terminated by either the employee or School District.

Volunteer Signature

Date

Supervisor

Date

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Communicable and Chronic Infectious Disease

The following procedures will be implemented when a District employee has a communicable and/or chronic infectious disease. A copy of the procedures will be given to the employee.

The District shall not discriminate against an employee disabled by a communicable or chronic infectious disease. An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions.

Evaluation of the Employee's Condition

1. The employee who has or is suspected of having a communicable and chronic infectious disease is encouraged to inform the Superintendent immediately.
2. The Superintendent will inform the Communicable and Chronic Infectious Disease Review Team within three days.
3. The Communicable and Chronic Infectious Disease Review Team will meet within three days to:
 - a. Meet with the employee or a member of the employee's family to review the status of the employee's health, and
 - b. Evaluate the employee and submit a written report with recommendations to the Superintendent.
4. The School Board will receive a report, both written and verbal, of the Communicable and Chronic Infectious Disease Review Team's evaluation from the Superintendent.
5. The employee or a member of the employee's family will receive a report, both written and verbal, of the Communicable and Chronic Infectious Disease Review Team's evaluation from the Superintendent.
6. The employee may be required to submit to a physical examination, given by a physician chosen and paid for by the District.

Monitoring the Employee's Condition

The employee's health condition will be reviewed on a schedule determined by the Communicable and Chronic Infectious Disease Review Team. The Team's employee status report will be given to the Superintendent.

Each status report will indicate an employment recommendation for the employee, such as:

1. Continued employment at the same position, with possible accommodations,
2. Continued employment but transfer to another position, with possible accommodations,
3. Temporary exclusion from the work place, or
4. Dismissal.

Employee Dismissal

The dismissal of an employee on contractual continued service shall be in accordance with 105 ILCS 5/24-12.

The dismissal of an employee not on contractual continued service shall be in accordance with the law or policy applicable to his or her position.

Confidentiality

The employee's medical condition and records shall be held in strictest confidence and shared only with members of the Communicable and Chronic Infectious Disease Review Team, the employee's direct supervisor, and someone who would need to know in the event of an emergency. Medical records will not become part of the employee's personnel file.

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Federal and State Grant Travel Expense Procedures

Employees must follow these procedures, **in addition to** the requirements of the Board policy 5:60, *Expenses* subhead entitled **Additional Requirements for Travel Expenses Charged to Federal and State Grants**, when their travel expenses are charged to federal grants and State grants governed by the Grant Accountability and Transparency Act (GATA).

Use of Expense Forms

Employees will submit their estimated travel expenses using 5:60-E2, *Employee Estimated Expense Approval Form*, in advance of travel and 5:60-E1, *Employee Expense Reimbursement Form*, following completion of travel. When travel expenses will be charged in part to grant funds and in part to non-grant District funds because certain expenses exceed those permitted to be charged to a grant by policy 5:60, *Expenses*, and/or these procedures, the Superintendent or designee notes that fact and the amount to be charged to each funding source in the “Comments” field on 5:60-E1, *Employee Expense Reimbursement Form*, and/or the “Comments” field on 5:60-E2, *Employee Estimated Expense Approval Form*, as applicable.

Lodging – General

1. Employees are not eligible for actual reimbursement of lodging expenses unless they are on official *travel status* for more than 12 hours. Travel status begins when the employee leaves his or her work location or, if reporting directly to a destination, from his or her residence or other location. It ends when the employee returns to his or her work location or, if reporting directly from the original destination, to the employee’s residence or other location at the completion of the authorized travel. See 80 Ill.Admin.Code §3000.140.
2. Employees must first contact any preferred hotel vendors of the District.
3. It is the employee’s responsibility to request the lowest available lodging rate the time of making a reservation. However, if the employee requires special lodging consideration due to a disability the employee may be reimbursed the actual cost of the least costly lodging that is substantially accessible. Employees should always inquire if a hotel offers a discounted rate for local government employees, including public school district employees. If applicable, employees should be prepared to show their school identification to prove school district employment when checking-in.
4. Employees should make hotel reservations as far in advance as possible. Employees need to be aware of hotel cancellation policies. In busier times, cancellation policies will sometimes require the traveler to cancel 72 hours in advance or be charged for the room. If an employee must cancel a reservation, the employee needs to cancel before the deadline, if at all possible. Employees making reservations for several nights in a row need to be aware of hotel early check-out policies. Some hotels charge an early check-out fee if a guest checks out prior to their scheduled departure date.
5. Employees must carefully review the bill upon check-out to ensure that the room charge reflects the appropriate rate and that no unauthorized charges have been added. For example, some hotels will automatically add a security charge or phone usage charge to a bill. If these services are not used, the charges should be removed before checking-out. Energy surcharge and lodging resort fees will be reimbursed if not optional.

6. If direct billing, employees must ensure that all personal or incidental charges are paid when checking-out, i.e., pay movies, personal phone calls, etc.
7. Employees must obtain a copy of the hotel bill to attach to 5:60-E1, *Employee Expense Reimbursement Form*.
8. If traveling by car, an employee needs to inquire regarding self-parking options to minimize parking expenses.

Lodging – Excessive Lodging Requests

When lodging at or below the State or federal rate for a particular location is unavailable, employees must:

1. Document on 5:60-E2, *Employee Estimated Expense Approval Form*, that lodging at the scheduled rate for the location is unavailable.
2. Attach documentation to 5:60-E2, *Employee Estimated Expense Approval Form*, showing that a minimum of three budget to mid-fare hotels were contacted (where available). If there are less than three hotels available in a location to contact, the employee must document that fact on the form. The employee must inquire if the hotels will honor the government rate when obtaining quotes. If the District has any preferred hotels at the location, the employee must contact those hotels first.
3. Submit all excessive lodging requests to the Superintendent or designee for pre-approval. The Superintendent or designee will place a note in the “Comments” field on 5:60-E2, *Employee Estimated Expense Approval Form*, to reflect approval of an excessive lodging amount.

Note: An excessive lodging request is not required if an employee stays in accommodations arranged by a conference/seminar organization or in the lowest-priced room available at or near a hotel where a conference or seminar is located.

Meals

Per diem rates and actual reimbursement amounts for meals may not exceed the rates established by the Governor’s Travel Control Board or federal travel regulations, whichever is less. To determine the lesser amount, compare the State rates with the federal per diem rates. Historically, the State meal allowances have been lower than the federal meal allowances. State rates are available at: www2.illinois.gov/cms/employees/travel/pages/travelreimbursement.aspx. Federal rates are available at: www.gsa.gov/travel/plan-book/per-diem-rates.

Airfare

When booking airfare, employees:

1. May not book airfare and lodging as a package through third party vendors. When booked as a package, third party vendors do not provide a detailed receipt which causes an issue verifying that the lodging rates are within the proper guidelines.
2. Should always know the restrictions and potential penalties applicable to the fare in case cancellation or change is necessary, regardless of how an airline ticket is booked.

Ride Sharing Services

When using a ride sharing service such as Uber and Lyft, employees must use the lowest cost service the ride sharing service offers such as “UberX” and “Lyft Standard.” Employees will not be reimbursed for premium services offered by ride share companies such as “Uber XL,” “UberSELECT,” “UberBLACK,” “UberSUV,” “UberLUX,” or “LyftPlus.” Employees need to be

aware that ride sharing services may charge users more during times of high demand. Ride sharing services typically let riders know in advance when prime time or surge pricing is in effect. Rides obtained during these higher cost periods are not reimbursable.

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Coordination with Children's Advocacy Center

Children's Advocacy Centers (CACs) are child-focused, trauma-informed, facility-based programs that provide a multi-disciplinary, comprehensive response to child abuse. Illinois CACs are organized and operate under the Children's Advocacy Center Act. 55 ILCS 80/. CACs are accredited based on standards set by the National Children's Alliance. 55 ILCS 80/2.5. See www.nationalchildrensalliance.org/.

If the District is located within a county that is served by an accredited CAC, it must coordinate with the CAC to implement the **Alleged Incidents of Sexual Abuse; Investigations** subhead of Board policy 5:90, *Abused and Neglected Child Reporting*. 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531. For a map of accredited CACs, and to identify a CAC that may serve the District, see www.childrensadvocacycentersofillinois.org/about/map. Use this procedure to coordinate with the District's local CAC.

Glossary of Terms

Alleged incident of sexual abuse - An incident of sexual abuse of a child (as defined in the Ill. Criminal Code of 2012, 720 ILCS 5/11-9.1A) that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred either: on school grounds during a school activity, outside of school grounds, or not during a school activity. 105 ILCS 5/22-85(b) (final citation pending), added by P.A. 101-531.

Alleged victim - A student who is alleged to be the victim of an alleged incident of sexual abuse.

Appropriate law enforcement agency - A law enforcement agency whose employees have been involved, in some capacity, with an investigation of a particular alleged incident of sexual abuse. 105 ILCS 5/22-85(b) (final citation pending), added by P.A. 101-531.

Child advocate - May be a school social worker, a school or equally-qualified psychologist, or a person in a position the Ill. State Board of Education (ISBE) has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i) (final citation pending), added by P.A. 101-531.

Forensic interview - An interview between a trained forensic interviewer, as defined by National Children's Alliance standards, and a child in which the interviewer obtains information from children in an unbiased and fact finding manner that is developmentally appropriate and culturally sensitive to support accurate and fair decision making by the multidisciplinary team in the criminal justice and child protection systems. 55 ILCS 80/2.5.

School personnel - School employees, vendors, and volunteers.

Sexual Abuse and Sexual Assault - See Ill. Criminal Code of 2012 definitions at:

720 ILCS 5/11-9.1A. Permitting sexual abuse of a child.

720 ILCS 5/11-1.20. Criminal sexual assault.

720 ILCS 5/11-1.30. Aggravated criminal sexual assault.

720 ILCS 5/11-1.40. Predatory criminal sexual assault of a child.

720 ILCS 5/11-1.50. Criminal sexual abuse.

Coordination with CAC

Actor	Action
ISBE	Identifies persons in positions who may be appropriate child advocates for students during a school’s investigation into an alleged incident of sexual abuse. As of March 2020, ISBE has not identified any persons.
Superintendent or designee	<p>Establishes a CAC Communication Committee (Committee) to operate as a Superintendent committee. See 2:150-AP, <i>Superintendent Committees</i>. Consider including:</p> <ul style="list-style-type: none"> District Nondiscrimination Coordinator (see 2:260, <i>Uniform Grievance Procedure</i>; and 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>) District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>) District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Alleged Incidents of Sexual Abuse; Investigations subhead of policy 5:90, <i>Abused and Neglected Child Reporting</i>) School personnel Employees from the accredited CAC that serves the District <p>Chairs and convenes Committee meetings for the purpose of implementing the Alleged Incidents of Sexual Abuse; Investigations subhead of policy 5:90, <i>Abused and Neglected Child Reporting</i>.</p> <p>Note: To achieve the minimum requirement of State law that the District coordinate with its local CAC, this procedure establishes an administrative committee. Establishing a committee provides a best practice for aligning with governance principles and examining implementation issues specific to each individual school district and the CACs that serve each district. While smaller school districts, e.g., one-building districts, may be able to implement a program through one meeting, larger school districts will likely require the uniform coordination this Committee provides.</p> <p>Informs the School Board of the Committee’s progress and needs by adding information items to the Board’s agendas as needed.</p> <p>Ensures that at least every two years, school personnel are trained to understand, provide information and referrals to, and address issues pertaining to students who are parents, expectant parents, or victims of domestic or sexual violence. Note: 105 ILCS 5/10-22.39(d) requires this training to be conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting students and must include training concerning each of the following:</p> <ol style="list-style-type: none"> 1. Communicating with and listening to student victims of domestic or sexual violence and expectant and parenting students. 2. Connecting student victims of domestic or sexual violence and

Actor	Action
	<p>expectant and parenting students to appropriate in-school services and other agencies, programs, and services as needed.</p> <p>3. Implementing the school district's policies, procedures, and protocols with regard to such students, including confidentiality.</p>
School Personnel	<p>Upon suspecting or receiving knowledge of an alleged incident of sexual abuse, shall perform each of the following (105 ILCS 5/22-85(c) (final citation pending), added by P.A. 101-531):</p> <ol style="list-style-type: none"> 1. Immediately report to the Ill. Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873 (within Illinois); 1-217-524-2606 (outside Illinois); or 1-800-358-5117 (TTY). 2. Follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. 25 ILCS 5/7, amended by P.A. 101-583. The written report shall include, if known, each of the following: <ul style="list-style-type: none"> The name and address of the child, his or her parents/guardians, or other persons having custody; The child's age; The child's condition, including any evidence of previous injuries or disabilities; and Any other information that the reporter believes may be helpful to DCFS for its investigation. 3. Promptly notify the Superintendent or Building Principal that a report has been made.
Superintendent or Building Principal	<p>Immediately coordinates any necessary notifications to the student's parents/guardians with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.</p> <p>Notifies the District's Nondiscrimination Coordinator of the reported alleged incident of sexual abuse.</p>
DCFS and/or Appropriate Law Enforcement Agency	<p>Determines whether to accept a reported alleged incident of sexual abuse for investigation. If a reported alleged incident is accepted, refers the matter to the CAC serving the District. 105 ILCS 5/22-85(d) (final citation pending), added by P.A. 101-531.</p> <p>Note: If neither DCFS nor law enforcement investigate the alleged incident of sexual abuse, the District can move forward with its own investigation without CAC involvement.</p>
CAC	<p>Coordinates the investigation of the alleged incident of sexual abuse in accordance with its existing multidisciplinary team protocol and National Children's Alliance accreditation standards. 105 ILCS 5/22-85(e)(1) (final citation pending), added by P.A. 101-531.</p> <p>Facilitates communication between the DCFS/law enforcement multidisciplinary team investigating the alleged incident of sexual abuse and the District's Nondiscrimination Coordinator. At a minimum:</p> <ol style="list-style-type: none"> 1. Ensures that all applicable parties have each other's contact information; and 2. Shares the CAC's protocol regarding the process of approving the

Actor	Action
	viewing of a forensic interview by school personnel, and a contact person for questions regarding the protocol. 105 ILCS 5/22-85(e)(2) (final citation pending), added by P.A. 101-531.
Nondiscrimination Coordinator	<p>Upon being notified of the reported alleged incident of sexual abuse by the Superintendent or Building Principal, shall:</p> <p>Open and conduct the District’s investigation into the alleged incident of sexual abuse in accordance with policy 7:20, <i>Harassment of Students Prohibited</i>.</p> <p>Schedule regular follow-up calls to the CAC to inquire whether DCFS/law enforcement has opened an investigation into the alleged incident of sexual abuse.</p> <p>If DCFS/law enforcement investigation is not opened, stops using this procedure and continues the District’s investigation in accordance with policy 7:20, <i>Harassment of Students Prohibited</i>.</p> <p>If DCFS/law enforcement investigation is opened, continues with the following steps.</p> <p>Notes the date DCFS/law enforcement opened its investigation and sets a reminder for 15 calendar days after it.</p> <p>Note: This time period is important because the CAC has 15 calendar days to conduct a forensic interview of the alleged victim. During this time, the District is cannot interview the alleged victim regarding the alleged incident.</p> <p>While the child abuse and/or criminal investigations related to the alleged incident of sexual abuse are being conducted by DCFS/law enforcement, the Nondiscrimination Coordinator:</p> <p>Continues the District’s investigation, which may include interviewing the alleged witnesses and/or the alleged perpetrator.</p> <p>May request information from the alleged victim or his or her parent/guardian to ensure his or her safety and well-being at school during the investigations. 105 ILCS 5/22-85(f) (final citation pending), added by P.A. 101-531.</p> <p>Refrains from interviewing the alleged victim until after the CAC completes its forensic interview. 105 ILCS 5/22-85(f) (final citation pending), added by P.A. 101-531.</p> <p>Upon request, must inform DCFS/law enforcement investigators of any evidence it has gathered, as permitted by federal or State law. 105 ILCS 5/22-85(f) (final citation pending), added by P.A. 101-531.</p> <p>Note: Evidence gathered by the Nondiscrimination Coordinator during the District’s investigation may be confidential under the Illinois School Student Records Act (105 ILCS 10/) and the Family Rights and Educational Privacy Act (20 U.S.C. §1232g). Consult the Board Attorney regarding what disclosures, if any, are allowed in response to a request from DCFS and/or law enforcement and conditions that</p>

Actor	Action
	<p>must be met prior to disclosure.</p> <p>Schedule regular follow-up calls with the CAC to inquire about the status of the forensic interview of the alleged victim.</p>
CAC	<p>Informs the Nondiscrimination Coordinator that:</p> <ol style="list-style-type: none"> 1. The forensic interview of the alleged victim is complete, and the electronic recording of the forensic interview may be viewed; or 2. The CAC determined a forensic interview will not be conducted. 105 ILCS 5/22-85(g), (h) (final citation pending), added by P.A. 101-531.
Nondiscrimination Coordinator	<p>If the electronic recording of the forensic interview of the alleged victim is available for viewing:</p> <ol style="list-style-type: none"> 1. Verifies the CAC has obtained informed consent from an alleged victim over the age of 13 or the alleged victim's parent/guardian for school personnel to view the forensic interview (105 ILCS 5/22-85(h) (final citation pending), added by P.A. 101-531); and <p>Note: Each CAC may have its own consent form. Contact your local CAC to confirm that it will obtain written consent from the alleged victim over the age of 13 or the alleged victim's parent/guardian (if under the age of 13).</p> <ol style="list-style-type: none"> 2. Views the electronic recording of the forensic interview. <p>If the CAC has not performed a forensic interview of the alleged victim within 15 calendar days after DCFS/law enforcement opens an investigation, notifies the CAC that the District intends to interview the alleged victim.</p>
CAC	<p>After receiving notification that the District intends to interview the alleged victim, has 10 additional calendar days to conduct a forensic interview. 105 ILCS 5/22-85(g) (final citation pending), added by P.A. 101-531.</p>
Nondiscrimination Coordinator	<p>If the CAC does not conduct a forensic interview of the alleged victim within the 10 additional calendar days, proceeds with the District's interview of the alleged victim. <u>Id.</u></p> <p>If the alleged victim is under 18 years old, makes a child advocate available to the alleged victim and allows the child advocate to be present during the interview. A child advocate may be a school social worker, a school or equally qualified psychologist, or a person in a position that ISBE has identified as an appropriate advocate for a student during a school's investigation into an alleged incident of sexual abuse. 105 ILCS 5/22-85(i) (final citation pending), added by P.A. 101-531.</p> <p>Schedules regular follow-up calls to DCFS/law enforcement to inquire if the investigation of an incident has been suspended and/or is complete, including the outcome of the investigation. 105 ILCS 5/22-85(j), (k) (final citation pending), added by P.A. 101-531.</p>

DATED:

General Personnel

Administrative Procedure - Staff Development Program

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

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

Implementation of Staff Development Program

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

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

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

- Attend professional conventions and meetings, visit exemplary programs, as well as participate in other professional growth activities. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Superintendent summarizing the activity's highlights.
 - Serve as speakers, consultants, or resource persons outside the District. The staff member accepting such assignments may not accept any fee or honorarium other than a reasonable fee for preparation done outside of the working day. The employee or the institution receiving the services is responsible for travel, lodging, meal expenses, and for substitute costs if any are incurred.
 - Attend training and staff development programs sponsored by an Educational Service Center (105 ILCS 5/2-3.62), the Illinois State Board of Education, a Regional Office of Education, the Illinois Association of School Boards, or any other professionally-sponsored education program. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Superintendent summarizing the activity's highlights.
- C. Leaves of absence for advanced training and internships are governed by School Board policy and/or collective bargaining agreements, if any.
 - D. The topics to be covered on days declared as Teacher Institutes (TI) must be approved by the Regional Offices of Education (ROE) or Intermediate Service Centers (ISC), whichever is applicable, governing the schools of that region. The request for approval should be submitted to the Regional Superintendent (for ROEs) or Chief Administrative Officer (for ISCs) at least 30 days prior to the event.

- E. Many opportunities for on-going professional development opportunities exist. Staff members are encouraged to discuss their plans for identifying and optimizing these opportunities with their supervisors.
- F. For nutrition directors and school nutrition professionals, the annual training standards for school nutrition professionals. 7 C.F.R. Parts 210 and 235.

LEGAL REF.: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, Pub. L. 111-296.
7 C.F.R. Parts 210 and 235.
105 ILCS 5/2-3.48, 5/2-3.53, 5/2-3.56, 5/2-3.59, 5/2-3.62, 5/3-11, 5/3-14.8, 5/10-20.17a, 5/10-20.60 (final citation pending), 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/22-80(h), and 5/24-5.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.
77 Ill.Admin.Code §527.800.

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Statement of Economic Interests for Employees

Date	Action
Upon initial employment	All employees who are required to file a statement of economic interests (see Board policy 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i>) must file such a statement 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 statement of economic interests (see policy 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i>). 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. 101-221 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 statement of economic interests. 5 ILCS 420/4A-106.5, added by P.A. 101-221.
On or before May 1, annually	All employees who are required to file a statement of economic interests (see Board policy 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i>) must file a statement of economic interests with the county clerk of the county in which the principal District office is located (5 ILCS 420/4A-106.5), unless he or she has already filed a statement in relation to the District within the calendar year. 5 ILCS 420/4A-105.
After January 1, 2011	<p>Any county clerk who uses a system of Internet-based filing of economic interest statements must: (1) post the contents of statements, without filers’ addresses or signatures, that were filed using the Internet on a publicly accessible website, and (2) otherwise comply with 5 ILCS 420/4A-108.</p> <p>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.</p>

DATED:

General Personnel

Administrative Procedure - Employee Conduct Standards

Professional and ethical behavior is expected of all District 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, 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 relationship with all students, both in and outside the school 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). 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; (d) soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and (e) 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*), 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). 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). 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; 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.

DATED:

General Personnel

Exhibit - Code of Ethics for Illinois Educators

Code of Ethics for Illinois Educators, Illinois State Board of Education (ISBE) (23 Ill.Admin.Code §22.20)

a) Responsibility to Students

The Illinois educator is committed to creating, promoting, and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

1. Embody the Standards for the School Support Personnel Endorsements (23 Ill.Admin.Code Part 23), the Illinois Professional Teaching Standards (23 Ill.Admin.Code Parts 24 and 130), and Standards for Administrative Endorsements (23 Ill.Admin.Code Part 29), as applicable to the educator, in the learning environment;
2. Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio-economic status;
3. Maintain a professional relationship with students at all times;
4. Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and
5. Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

b) Responsibility to Self

Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:

1. Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge and professional practice;
2. Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
3. Represent their professional credentials and qualifications accurately; and
4. Demonstrate a high level of professional judgment.

c) Responsibility to Colleagues and the Profession

The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:

1. Collaborate with colleagues in their respective schools and districts to meet local and State educational standards;

2. Work together to create a respectful, professional, and supportive school climate that allows all educators to maintain their individual professional integrity;
 3. Seek out and engage in activities that contribute to the ongoing development of the profession;
 4. Promote participation in educational decision-making processes;
 5. Encourage promising candidates to enter the education profession; and
 6. Support the preparation, induction, mentoring, and professional development of educators.
- d) Responsibility to Parents, Families and Communities
- The Illinois educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois educators:
1. Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
 2. Encourage and advocate for fair and equal educational opportunities for each student;
 3. Develop and maintain professional relationships with parents, families, and communities;
 4. Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and
 5. Cooperate with community agencies that provide resources and services to enhance the learning environment.
- e) Responsibility to ISBE
- Illinois educators are committed to compliance with the School Code (105 ILCS 5/) and its implementing regulations, and to State and federal laws and regulations relevant to their profession. Illinois educators:
1. Provide accurate communication to ISBE concerning all educator licensure matters;
 2. Maintain appropriate educator licensure for employment; and
 3. Comply with State and federal laws and regulations.

DATED:

General Personnel

Exhibit - Employee Receipt of Board Policy on Personal Technology and Social Media

I, the individual whose signature appears below, acknowledge receipt of the Board policy 5:125, *Personal Technology and Social Media; Usage and Conduct*. I affirm that I have read the policy and agree to comply with its requirements.

Name (please print)

Signature

Date

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Email Retention

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

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

Non-Record Messages

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

1. Personal correspondence not received or created in the course of District or school business, such as, "What's for dinner?" or "I'll be glad to drive to the meeting."
2. Notices concerning meetings or workshops, dates, discussion topics, or material to prepare for or to be discussed during a meeting.
3. Publications or promotional materials from vendors and similar materials that are available to anyone.
4. Correspondence containing recommendations or opinions that are preliminary to a decision.
5. Informal correspondence to parents/guardians concerning school activities or an individual student's progress or assignments provided the messages do not contain notice of final or official action.
6. Draft material.

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

Official Record Messages

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

1. Policy documents or contract-related documents.

2. Correspondence, e.g., letters, memos, or emails from individuals, companies, or organizations requesting information about the District or school policies or practices and the responses to these requests.
3. Project reports.
4. Correspondence dealing with significant aspects of District administration or a school executive office, including messages containing information concerning policies, programs, fiscal and personnel matters, and contracts.

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

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Personnel Records

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Applicant Records

Records for a successful employment applicant are maintained with the individual's employment records. Records for an unsuccessful employment applicant are maintained for no less than five years from the application date. Applicant records include the following if received by the District:

- Employment application forms
- Transcripts
- Previous work experience
- References
- Such other relevant information as the District desires of applicants for screening purposes

Personnel Records

Personnel records for all employees include:

- Pre-employment records, including verification of past employment
- Dates of employment
- Valid certificate and/or evidence of required credentials for services being performed
- Criminal background investigation history and report
- Form I-9 required under the Immigration Reform and Control Act
- Records maintained pursuant to Internal Revenue Service regulations
- Payroll information and deductions, including all records required to be kept by 5:35-AP2, *Employee Records Required by the Fair Labor Standards Act* (29 C.F.R. §§516.2 and 516.3)
- Records maintained for the Ill. Teachers' Retirement System or the Ill. Municipal Retirement System
- Credit release information
- Sick leave, leaves of absence, personal leave, and vacation data (where appropriate)
- Salary schedule data
- Relevant health and medical records, including the verification of freedom from tuberculosis required by the School Code (105 ILCS 5/24-5)
- Supervisory evaluations
- Promotions
- Awards received
- Personnel documents that have been or are intended to be used in determining an employee's qualification for promotion, transfer, discharge, or disciplinary action
- Disciplinary actions and accompanying records
- Notice of discharge and accompanying records
- Letter of resignation or retirement
- Notification that an employee is the subject of an Ill. Dept. of Children and Family Services (DCFS) investigation pursuant to the Abused and Neglected Child Reporting Act (ANCRA) and any report to DCFS made or caused to be made by a District employee concerning another employee; this record will be deleted if DCFS informs the District that the allegations were unfounded
- Any additional information the District deems to be relevant

In addition to the above, personnel records for all professional personnel include:

Valid certificate for services being performed
Copies of official transcripts required by the School Code (105 ILCS 5/24-23)
Transcripts of graduate work completed
Verification of past teaching experience, if any
Record of in-service work completed
Acknowledgement of mandated reporter status

Employment records will be maintained permanently for all District employees and former employees unless the Local Records Commission's approval is obtained to dispose of them.

Restrictions on Information that May Be Kept

The District will not gather or keep a record of an employee's associations, political activities, publications, communications, or non-employment activities, unless the employee submits the information in writing or authorizes the District in writing to keep or gather such records. However, the District may gather or keep records in an employee's personnel file concerning: (1) activities or associations with individuals or groups involved in the physical, sexual, or other exploitation of a minor, or (2) activities occurring on the District's premises or during the employee's working hours that interfere with the performance of the employee's duties or activities, or those of other employees, regardless of when and where occurring, that constitute criminal conduct or may reasonably be expected to harm the District's property, operations or educational process, or programs, or that could, by the employee's actions, cause the District financial liability. 820 ILCS 40/9, amended by P.A. 101-531.

Access to Employee Records and Correction Requests

An employee is granted access to his or her personnel records according to provisions in the Ill. Personnel Record Review Act (PRRA), 820 ILCS 40/, and any relevant provisions in an applicable collective bargaining agreement. Except for the documents described in 820 ILCS 40/10, an employee is granted access to his or her personnel records at least two times in a calendar year at reasonable intervals. Unless otherwise indicated in an applicable bargaining agreement, access to the employee's personnel records will be according to the following guidelines:

1. The employee must submit a written inspection request to the Superintendent or the Superintendent's designee.
2. The Superintendent or designee will provide the employee the opportunity for inspection within seven working days after the request. If such deadline cannot reasonably be met, the District will have an additional seven days to comply.
3. The employee will inspect the personnel record at the District's administrative office during normal working hours or at another time mutually convenient to the employee and the Superintendent or designee.
4. Inspection of personnel records will be conducted under the supervision of an administrative staff member.
5. Neither an employee nor his or her designated representative will have access to records that are treated as exceptions in the PRRA discussed below.
6. The employee may copy material maintained in his or her personnel record. Payment for record copying will be based on the District's actual costs of duplication.
7. The employee may not remove any part of his or her personnel records from his or her file or may not remove any part of his or her personnel records from the District's administrative office.
8. Should the employee demonstrate his or her inability to inspect his or her personnel records in person, the District will mail a copy of the specific record(s) upon written request.

9. Should the employee be involved in a current grievance against the District or involved in any other contemplated proceedings against the District, the employee may designate in writing a representative who has the authority to inspect the personnel records under the same rights as the employee.
10. If the employee disagrees with any information contained in the personnel record, a removal or correction of that information may be mutually agreed upon by the District and employee. If agreement cannot be reached, the employee may submit a written statement explaining his or her position. The District will attach the employee's statement to the disputed portion of the personnel record and the statement will be included whenever that disputed record is released to a third party as long as the disputed record is part of the employee's personnel file. Inclusion of any written statement attached to the disputed record in an employee's personnel file without any further comment or action by the District will not imply or create any presumption that the District agrees with the statement's contents.

Requests by Third Parties

The Board Attorney shall be consulted whenever a subpoena or court order requests personnel record information. Any other request for personnel information by a third party will be treated as a FOIA request and immediately forwarded to the School District's Freedom of Information Officer (see 2:250-AP1, *Access to and Copying of District Public Records*). Concerning a request for a disciplinary report, letter of reprimand, or other disciplinary action:

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 or severe physical abuse, access will be denied unless the release is ordered in a legal action or arbitration. 5 ILCS 140/7.5(q); 820 ILCS 40/8, amended by P.A. 101-531.
2. If the responsive record is more than four years old and is related to an incident or an attempted incident of sexual abuse or severe physical abuse, the request cannot be denied. 820 ILCS 40/8, amended by P.A. 101-531.
3. If the responsive record is four years old or less, access will be granted (regardless of its nature). The District will provide the employee with written notice or through electronic mail, if available, on or before the day any such record is released, unless notice is not required under the Personnel Record Review Act. 5 ILCS 140/7.5(q); 820 ILCS 40/7 and 40/8, amended by P.A. 101-531.
4. The employee will not be informed if the employee has 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.

A FOIA request for a performance evaluation will be denied. 820 ILCS 40/11, 5 ILCS 140/7.5(q).

Before replying to a request from a third party, the District will review the requested records and delete or redact material that is protected from disclosure. 820 ILCS 40/8, amended by P.A. 101-531.

Restriction on Employee Access

The PRRA, 820 ILCS 40/10, provides that the right of the employee or the employee's designated representative to inspect his or her personnel records does not extend to:

1. Letters of reference for that employee.
2. Any portion of a test document, except that the employee may see a cumulative total test score for either a section of or the entire test document.
3. Materials relating to the employer's staff planning, such as matters relating to the District's development, expansion, closing or operational goals, where the materials relate to or affect

more than one employee, provided, however, that this exception does not apply if such materials are, have been or are intended to be used by the employer in determining an individual employee's qualifications for employment, promotion, transfer, or additional compensation, or in determining an individual employee's discharge or discipline.

4. Information of a personal nature about a person other than the employee if disclosure of the information would constitute a clearly unwarranted invasion of the other person's privacy.
5. Records relevant to any other pending claim between the District and employee that may be discovered in a judicial proceeding.
6. Investigatory or security records maintained by the District to investigate criminal conduct by an employee or other activity by the employee that could reasonably be expected to harm the District's property, operations, or education process or programs, or could by the employee's activity cause the District financial liability, unless and until the District takes adverse personnel action based on information in such records.

Complying with Requirements in the Abused and Neglected Child Reporting Act

The Superintendent will execute the requirements in ANCRA whenever a District employee makes a report to DCFS involving another District employee's conduct. This includes performing the following tasks (325 ILCS 5/4 and 820 ILCS 40/13):

1. Disclose to any school district requesting information concerning a current or former employee's job performance or qualifications the fact that he or she was the subject of another employee's report to DCFS. Only the fact that a District employee made a report may be disclosed.
2. Inform the District employee who is or has been the subject of such report that the Superintendent will make the disclosure as described above.
3. Delete the record of such a report if DCFS informs the District that the allegation was unfounded.

LEGAL REF.: 5 ILCS 140/, Freedom of Information Act.
325 ILCS 5/4 and 5/7.4, Abused and Neglected Child Reporting Act.
820 ILCS 40/, Personnel Record Review Act.
23 Ill.Admin.Code §1.660.

DATED:

General Personnel

Administrative Procedure - Copyright Compliance

These guidelines help staff members determine if they may use non-original work freely or whether permission is needed to use or copy it. Whenever a staff member is uncertain, has questions, or needs permission from a copyright owner to use or copy a work, he or she should contact the Superintendent or designated copyright compliance officer. Appendix 1 is a *Fair Use Assessment Factors Checklist*. Appendix 2 contains use resources available online.

1. Is the work copyright protected? *A “no” means you may use the work freely; a “yes” or uncertain answer means you should proceed with the second query.*
 - a. No, if it is in the public domain.
 - b. No, if it is a U.S. Government publication.
 - c. No, if it is an idea or method described in copyrighted work.
 - d. The presence of a copyright notice is not determinative.
 - e. Yes, almost all other works.
2. Do you want to exercise one of the copyright owner’s exclusive rights? *A “yes” or uncertain answer means you should proceed with the third query.*
 - a. Yes, if you plan to copy the work.
 - b. Yes, if you plan to use the work as the basis for a new work.
 - c. Yes, if you plan to electronically distribute or publish copies.
 - d. Yes, if you plan to perform music or drama, recite prose or poetry, or if you plan to play a video and/or audio digital or tape recording or a CD-ROM or DVD.
 - e. Yes, if you plan to publicly display the work.
3. Does your planned use of the work require the copyright owner’s permission? *A “no” means you may use the work, provided that any copies contain the copyright notice as it appears in the original work; a “yes” or uncertain answer means you should contact the Superintendent or designated copyright compliance officer.*
 - a. No, if your planned use of printed work is within the *fair use* exception as defined in 17 U.S.C. §107. See Appendix 1.
 - b. No, if your planned use of the work is within the *library’s special rules* exception as defined in 17 U.S.C. §108.
 - A library may make a single copy containing the copyright notice for the purpose of archiving lost, stolen, damaged, or deteriorating works.

- A library may make a single copy containing the copyright notice for a student or staff member at no more than the actual cost of photocopying, provided that the library finds that the copyrighted work cannot be obtained elsewhere at a fair price.
- c. No, if your planned use of the work is within the *educational performances and displays* exception as defined in 17 U.S.C. §110.
Performances by teachers or students are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.
 - d. No, if you plan to use it in an overhead or opaque projector for instructional purposes.
 - e. No, if you plan to copy and use music for academic purposes, other than performance.
 - f. Yes, notwithstanding the above, if you plan to create anthologies, compilations, or collective works.
 - g. Yes, notwithstanding the above, if copies will be *consumed* during the course. *Consumable* works include: workbooks, exercises, standardized tests, test booklets, and answer sheets.
 - h. Yes, notwithstanding the above, if you plan to substitute copies for the purchase of the work; likewise, if you yearly copy the same item.
 - i. You must receive permission from the Superintendent or designated copyright compliance officer before showing the off-air recording of television programs, video rentals, or videos purchased for home use. You must follow any applicable license agreements.
 - j. You must receive permission from the Superintendent or designated copyright compliance officer before using any non-District owned software and/or CD-ROM or DVD products in District-owned equipment. No one may install or download any program on District-owned equipment without the Superintendent or designee's permission.
 - k. You must follow licensing agreements applicable to District-owned software and CD-ROM or DVD products.
 - Licensing agreements with the manufacturer and vendor shall be followed.
 - Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment, to avoid the installation of privately purchased software on school equipment, and to avoid the use of single copy software or CD-ROM products across a network with multiple users unless the applicable license agreement permits.
 - A back-up copy shall be purchased for use as a replacement when a program is lost or damaged. If the vendor is not able to supply such, the District shall make a back-up program in accordance with the terms of the applicable licensing agreement or 17 U.S.C. §117.

Appendix 1: Copyright Fair Use Assessment Factors Checklist

Purpose and Character of Use of Copyrighted Work

Use this checklist to analyze whether material falls under the *fair use doctrine*. Factors favoring fair use will generally indicate that material may be used without seeking permission from the copyright

owner. Factors opposing fair use require permission to reprint or adapt the material from the copyright owner. If a copyright owner is known, always request permission before using any material.

Favoring Fair Use	Opposing Fair Use
<input type="checkbox"/> Teaching	<input type="checkbox"/> Commercial activity - gain of financial rewards from (<i>sic</i>) use; e.g., sale of goods, services; advertising; fundraising, etc.
<input type="checkbox"/> Research/Scholarship/Academics	<input type="checkbox"/> Profiting from use
<input type="checkbox"/> Nonprofit educational institution	<input type="checkbox"/> Bad-faith behavior; e.g., misrepresentation of intended use
<input type="checkbox"/> Criticism	<input type="checkbox"/> Denying credit to original author or artist
<input type="checkbox"/> Comment	<input type="checkbox"/> Entertainment
<input type="checkbox"/> News reporting	
<input type="checkbox"/> Used to create something new	
<input type="checkbox"/> Restricted access given	
<input type="checkbox"/> Parody	

Nature of Copyrighted Work Used

Favoring Fair Use	Opposing Fair Use
<input type="checkbox"/> Published work	<input type="checkbox"/> Unpublished work
<input type="checkbox"/> Factual or nonfiction based	<input type="checkbox"/> Highly creative work (art, music, novel)
<input type="checkbox"/> Out of print work	<input type="checkbox"/> Fiction

Amount and Substantiality of Copyrighted Work Used

Favoring Fair Use	Opposing Fair Use
<input type="checkbox"/> Small amount used	<input type="checkbox"/> Large portion or whole work used
<input type="checkbox"/> Portion used not central or significant to entire work	<input type="checkbox"/> Portion used is the heart of the work

Impact on Market of Copyrighted Work

Favoring Fair Use	Opposing Fair Use
<input type="checkbox"/> User owns lawfully acquired/purchased copy	<input type="checkbox"/> Could replace sale of copyrighted work
<input type="checkbox"/> One or few copies made	<input type="checkbox"/> Significantly impairs market/potential market of copyrighted work or derivative work
<input type="checkbox"/> No significant effect on market/potential market for copyrighted work	<input type="checkbox"/> Reasonable available licensing mechanisms
<input type="checkbox"/> No similar product marketed by copyright holder	<input type="checkbox"/> Affordable permission to use copyrighted work available
<input type="checkbox"/> No ready licensing or permission mechanism	<input type="checkbox"/> Numerous copies made

	<input type="checkbox"/> Made accessible on the internet or elsewhere
	<input type="checkbox"/> Repeated or long-term use

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Appendix 2: Copyright Resource List

U.S. Copyright Office

www.copyright.gov

Copyright Act, as amended, Title 17 of the United States Code

www.copyright.gov/title17/92chap1.html

Copyright Term and the Public Domain in the United States; updated every Jan. 1.

copyright.cornell.edu/resources/publicdomain.cfm

Cornell University Copyright Information Center

Circular 21: Reproductions of Copyrighted Works by Educators and Librarians

www.copyright.gov/circs/circ21.pdf

U.S. Copyright Office

Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions with Respect to Books and Periodicals (see Circular 21: Reproductions of Copyrighted Works by Educators and Librarians, page 6) www.copyright.gov/circs/circ21.pdf

TEACH Act (Technology, Education and Copyright Harmonization Act of 2002)

www.copyright.gov/legislation/pl107-273.pdf

The TEACH Act and some Frequently Asked Questions

www.ala.org/advocacy/copyright/teachact/faq

TEACH ACT - Amended Section 110(2) Comparison Chart, Sections 110(1)-(2)

www.unc.edu/~uncclng/TEACH.htm

The University of North Carolina at Chapel Hill

WIPO (World Intellectual Property Organization)

www.wipo.org

MPAA (Motion Picture Association of America)

www.mpa.org

iCopyright.com (Automated copyright licensing system for digital content)

www.icopyright.com

Permissions Group (Negotiation of rights and fees for the use of copyrighted material in and for all media)

www.permissionsgroup.com

SIIA (Software & Information Industry Association)

www.sia.org

CCC Copyright Clearance Center (Copyright permission for publications worldwide)

www.copyright.com

ASCAP (American Society of Composers, Authors and Publishers)

www.ascap.com

BMI (Broadcast Music Inc.)

www.bmi.com

SESAC, Inc. (A performing rights organization)

www.sesac.com

The Harry Fox Agency, Inc. (Licensing agency for U.S. music publishers)

www.harryfox.com

The Authors Registry (Maintains an extensive directory of authors)

www.authorsregistry.org

Copyright & Fair Use (Stanford University Libraries)

fairuse.stanford.edu/

Copyright Society of the USA

www.csusa.org

The Copyright (Copyright Registration and Information Resource)

www.benedict.com

Crash Course in Copyright

University of Texas Libraries

copyright.lib.utexas.edu/

Kohn on Music Licensing

www.kohnmusic.com

National Writers Union

www.nwu.org

Poets & Writers, Inc.

www.pw.org

Project Gutenberg (Internet's oldest producer of FREE electronic books (eBooks or eTexts))

www.gutenberg.org

WATCH: Writers and Their Copyright Holders

The University of Texas at Austin

tyler.hrc.utexas.edu/

DATED:

General Personnel

Administrative Procedure - Seeking Permission to Copy or Use Copyrighted Works

The following resources are a partial list of where to begin searching for permission to copy or use copyrighted work. Whenever it is unclear who the owner is, or if the owner is a legal entity of some kind (a business or organization), be sure that the person granting permission is authorized to do so. Once it is known whom to ask, initiate contact by writing a letter, calling, or emailing. Seek written permission that clearly describes its scope. Document the receipt of an oral permission and send the owner a confirming letter. A copyright protects materials regardless of whether the owner cares about protection or not. Thus, if required permission cannot be obtained, the work may not be used.

1. For information regarding how to find copyright owners, contact the Writers Artists and Their Copyright Holders (WATCH) program through the University of Texas, Austin's Harry Ransom Humanities Research Center at research.hrc.utexas.edu/watch/. Phone: 512/471-8944, Fax: 512/471-9646, Email: www.hrc.utexas.edu/contact/.
2. For a part of a book or a journal article, contact: Copyright Clearance Center, "CCC" Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, Phone: 978/750-8400, Fax: 978/646-8600 Email: info@copyright.com, www.copyright.com.
3. For images, contact: The Film Foundation, 7920 Sunset Boulevard, 6th Floor, Los Angeles, CA 90046, Phone: 303/436-5060, Fax: 323/436-5061, Email: www.film-foundation.org; American Society of Media Photographers, 150 North Second Street, Philadelphia, PA 19106, Phone: 215/451-2767, Fax: 215/451-0880, Email: www.asmp.org.
4. If the author owns the copyright in a contribution to a periodical, magazine, or newspaper, permission may be obtained through The National Writers Union, PO Box 2424, Chicago, IL 60690, Phone: 312/924-1835, www.nwu.org; and the Society of Children's Book Writers and Illustrators, 8271 Beverly Blvd., Los Angeles, CA 90048, Phone: 323/782-1010, Fax: 323/782-1892, Email: scbwi@scbwi.org, www.scbwi.org.
5. For a musical work, contact: American Society of Composers, Authors and Publishers, (ASCAP) One Lincoln Plaza, New York, NY 10023, Phone: 212/621-6000, Email: www.ascap.com; Broadcast Music Incorporated, (BMI), 320 West 57th Street, New York, NY 10019-3790, Phone: 212/586-2000, Email: www.bmi.com/licensing; or SESAC, 55 Music Square East, Nashville, TN 37203, Phone: 615/320-0055, Fax: 615/329-9627, Email: www.sesac.com.
6. To record and distribute a musical composition recorded by someone else, or synchronize music with visual images, contact: The Harry Fox Agency, Inc., National Music Publishers Association, 711 Third Avenue, 8th Floor, New York, NY 10017, Phone: 212/370-5330, Fax: 646/ 487-6779, Email: www.harryfox.com, www.nmpa.org.

7. Play Rights

Samuel French, Inc.
235 Park Avenue South, 5th Floor
New York, NY 10003
Phone: 866/598-8449
Fax: 212/206-1429
info@samuelfrench.com
www.samuelfrench.com

Anchorage Press (Plays for young people)
c/o Dramatic Publishing
311 Washington St.
Woodstock, IL 60098-3308
Phone: 800/448-7469
Fax: 800/334-5302
customerservice@dpcplays.com
www.dramaticpublishing.com

Dramatists Play Service, Inc.
440 Park Avenue South
New York, NY 10016
Phone: 212/683-8960
Fax: 212/213-1539
postmaster@www.dramatists.com
www.dramatists.com

8. For news archives, check the Web. Many of the largest news organizations have placed archives of their back issues online.

9. Movies

The Motion Picture Licensing Corporation, 5455 Centinela Avenue, Los Angeles, CA 90066, Phone: 800/462-8855, Fax: 310/822-4440, Email: mplc.org/index/contactform, info@mplc.com, www.mplc.com, grants public performance rights. If the author and the publisher are known, contact them directly. If the publisher is unknown contact: The Literary Marketplace, www.literarymarketplace.com (for books) or Ulrich's International Periodicals, www.ulrichsweb.com (for journals), both published by the R. R. Bowker Company, www.bowker.com.

10. Changed Owner

The apparent copyright owner may not be the real copyright owner. The U.S. Copyright Office, www.copyright.gov, provides online searching of its registration records and performs professional searches for a fee.

11. Software

Contact the software's manufacturer at the address given on the licensing agreement.

DATED:

General Personnel

Administrative Procedure - Instructional Materials and Computer Programs Developed Within the Scope of Employment

Definitions

The definitions used in this procedure are in accordance with State and federal law. In the event of a change, these procedures shall be deemed to be modified to the extent required by the change.

Works made for hire - Instructional materials and computer programs (including written, electronic, digital, audio, visual materials and tapes, films, and works of art) when an employee creates them:

1. Within the employee's scope of employment,
2. In whole or in part during hours of District employment (not including lunch periods or other similar free periods),
3. Under the District's supervision or control,
4. As a direct result of the employee's duties with the District, and/or
5. Using District resources or facilities.

Proceeds - Profits derived from the marketing or sale of instructional materials after deducting the expenses of developing and marketing these materials.

Computer program - A series of coded instructions or statements in a form acceptable to a computer, which causes the computer to process data in order to achieve a certain result.

Computer - An internally programmed, general purpose digital device capable of automatically accepting and processing data and supplying the results of the operation.

Instructional Material Prepared Within the Scope of Employment

All instructional materials developed by an employee within the scope of District employment are works made for hire and belong to the District. The District is entitled to all proceeds from the marketing or sale of works made for hire other than computer programs.

An employee must provide the Superintendent or designee with prior written notification of his or her intention to publish any computer programs developed within the scope of employment. The District has the exclusive right to register the copyrights for them. Unless the employee specifically states in writing to the contrary, the employee warrants that any programs developed and submitted to the District for publication are original.

Computer Programs Prepared Within the Scope of Employment

All computer programs developed by an employee within the scope of District employment are works made for hire and belong to the District.

An employee who develops a computer program is entitled to a share of the proceeds from its sale as agreed to by the District. Neither the employee nor the District may receive more than 90% of the proceeds. An employee's representative may conduct the negotiation; the School Board must approve all agreements.

The employee must provide the Superintendent or designee with prior written notification of his or her intention to publish any computer programs developed within the scope of District employment. The District has the exclusive right to register the copyrights for them. Unless the employee

specifically states in writing to the contrary, the employee warrants that any programs developed and submitted to the District for publication are original.

The District shall compute proceeds. The proceeds of a computer program developed by more than one employee shall be equitably distributed among such employees, in proportion to their participation in the program's development.

LEGAL REF.: 17 U.S.C. §101.
105 ILCS 5/10-23.10.

DATED:

Pending Implementation

General Personnel

Administrative Procedure - Designation of District Digital Millennium Copyright Act (DMCA) Agent; Registration Process

Before using this exhibit, consult the Board Attorney to first identify whether the District is an online service provider (OSP) under the DMCA. The DMCA is an amendment to 17 U.S.C. §101 *et seq.* It provides certain limitations on the liability of OSPs for copyright infringement under the DMCA's *Safe Harbor Provision* (SHP). OSPs are operators of websites that allow users to generate content of their own and upload that content to the OSP's website.

If the District is an OSP, the SHP shields the District from being sued when or if infringing copyrighted content is uploaded to its website(s), and it provides limitations on liability for storage, at the direction of a user, of copyrighted material residing on a system or network controlled or operated by or for an OSP. The SHP is only available if an OSP designates an agent to receive notifications of claimed infringement, provides the agent's contact information to the U.S. Copyright Office, and posts that information on the its website in a location accessible to the public (www.copyright.gov/onlinesp/).

If the District is an OSP, the Superintendent or designee will follow these steps to identify and register a DMCA agent to receive notifications of claimed infringement:

1. Identify an agent to receive notification of claims of infringement. This may be the Superintendent, an Assistant Superintendent, or another administrator.
2. Review the video tutorial or video tutorial transcript entitled "Creating a DMCA Designated Agent Registration Account" at www.copyright.gov/dmca-directory/help.html, which provides step-by-step instructions for creating a Registration Account with the U.S. Copyright Office.
3. Go to dmca.copyright.gov/login.html and follow the tutorial instructions to create a Registration Account.
4. Review the video tutorial or video tutorial transcript entitled "Designating an Agent for Service Provider" at www.copyright.gov/dmca-directory/help.html, which provides step-by-step instructions for designating an agent with the U.S. Copyright Office.
5. Log in to your DMCA Designated Agent Registration Account at dmca.copyright.gov/osp/login.html and follow the tutorial instructions to designate a DMCA agent.
6. Continue following the tutorial instructions to the "Certify and Pay" step, and pay the requisite fee on Pay.gov using one of the payment methods provided. **Note:** Consult the Board Attorney about filing alternative names when registering and whether additional fees may apply. The fee for filing allows for the listing of only one name for OSP. It is the OSP's legal name. If the District uses other names or additional URLs, it should include them in the same filing to avoid additional fees to register.
7. Post the District's DMCA agent's contact information in a publicly accessible location on the website. See policy 5:170, *Copyright*. **Note:** Consult the Board Attorney about further steps necessary for registering and posting DMCA agent information. For example, some websites make users verify that they are not infringing copyright when they upload content, along with a Terms of Service and Copyright Policy. Other steps may include training from the Board

Attorney about procedures to terminate repeat infringers, responding to takedown notices, etc.

LEGAL REF.: 17 U.S.C. §101 et seq., Federal Copyright Law of 1976

DATED:

Pending Implementation

General Personnel

Exhibit - Request to Reprint or Adapt Material

On District letterhead

Date

To: _____

On behalf of the School District, I am requesting permission to **reprint** [*to use without change*] or **adapt** [*to use and modify*] the following material:

No reprinted or adapted material will be used in a sales promotion or advertising campaign. If permission to reprint or adapt this material is granted, the material will be used for the following purpose(s): _____

The following credit line will appear on each reprint or adaption:

Reprinted/Adapted, with permission from (publication) _____ Copyright year of publication _____ Copyright owner _____ All rights reserved.
--

If you agree to grant permission for the School District to reprint or adapt the above listed material, please sign the **Permission to Reprint or Adapt Material** and return it to the requestor.

Please contact me at _____ if you have any questions. Thank you for your consideration.

School District Requestor (*please print*)

Email/Fax

Signature

Date

Permission to Reprint or Adapt Material

I hereby grant permission to the School District requestor to reprint or adapt material as requested on the terms and conditions stated herein.

Copyright owner (*please print*)

Signature

Date

DATED:

General Personnel

Administrative Procedure - Resource Guide for Family and Medical Leave

Web Resources

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

Revised FMLA Poster
www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf

Certification of Health Care Provider for Employee’s Serious Health Condition
www.dol.gov/whd/forms/WH-380-E.pdf
Note: Consult the Board Attorney to ensure that: (1) the District is using the most recent version of the DOL’s FMLA notification and certification forms, (2) Genetic Information Nondiscrimination Act (GINA) safe harbor protections are adequately customized into these forms (the DOL did not include in its forms the specific instructions included in GINA’s sample safe harbor provision), and (3) both federal and State law requirements are met.

Certification of Health Care Provider for Family Member’s Serious Health Condition
www.dol.gov/whd/forms/WH-380-F.pdf
See **Note**, above.

Notice of Eligibility and Rights & Responsibilities
www.dol.gov/whd/forms/WH-381.pdf

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

Certification of Qualifying Exigency For Military Family Leave (PDF)
www.dol.gov/whd/forms/WH-384.pdf

Certification for Serious Injury or Illness of Covered Servicemember -- for Military Family Leave
www.dol.gov/whd/forms/WH-385.pdf

Fact Sheet #28 (Non-Military) (PDF)
www.dol.gov/whd/regs/compliance/whdfs28.htm

Fact Sheet #28A (Military) (PDF)
www.dol.gov/whd/regs/compliance/whdfs28a.htm

Department of Labor Rules

29 C.F.R. Part 825,
http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title29/29cfr825_main_02.tpl

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

- §825.100 The Family and Medical Leave Act
- §825.101 Purpose of the Act
- §825.102 Definitions
- §825.103 [Reserved]
- §825.104 Covered employer
- §825.105 Counting employees for determining coverage
- §825.106 Joint employer coverage
- §825.107 Successor in interest coverage
- §825.108 Public agency coverage

§825.109	Federal agency coverage
§825.110	Eligible employees
§825.111	Determining whether 50 employees are employed within 75 miles
§825.112	Qualifying reasons for leave, general rule
§825.113	Serious health condition
§825.114	Inpatient care
§825.115	Continuing treatment
§§825.116-118	[Reserved]
§825.119	Leave for treatment of substance abuse
§825.120	Leave for pregnancy or birth
§825.121	Leave for adoption or foster care
§825.122	Definitions of covered servicemember, spouse, parent, son or daughter, next of kin of a covered servicemember, adoption, foster care, son or daughter on active duty or call to covered active duty status, son or daughter of a covered servicemember, and parent of a covered servicemember
§825.123	Unable to perform the functions of the position
§825.124	Needed to care for a family member or covered servicemember
§825.125	Definition of health care provider
§825.126	Leave because of a qualifying exigency
§825.127	Leave to care for a covered servicemember with a serious injury or illness (military caregiver leave)

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

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

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

§825.300	Employer notice requirements
§825.301	Designation of FMLA leave

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

Subpart D - Enforcement Mechanisms

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

Subpart E - Recordkeeping Requirements

- §825.500 Recordkeeping requirements

Subpart F - Special Rules Applicable to Employees of Schools

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

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

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

DATED:

Professional Personnel

Exhibit - Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications

On District letterhead

Date

Re: You May Request Your Child's Classroom Teachers' Qualifications

Dear Parents/Guardians:

As a parent/guardian of a student at a school receiving funds under Title I of the Elementary and Secondary Education Act, you have the right to request the professional qualifications of the teachers who instruct your child and the paraprofessionals, if any, who assist them. You may request the following information about each of your child's classroom teachers and their paraprofessional assistants, if any:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the teacher's licensure; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

Sincerely,

Superintendent

DATED:

Professional Personnel

Exhibit - 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

On District letterhead

Date

Re: Your Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification or Licensure Requirements

Dear Parents/Guardians:

All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The teacher listed below has taught your child’s class for the last four consecutive weeks. While the District is unable to verify that the teacher meets applicable State certification or licensure requirements for the grade level and subject area to which he/she is assigned, our observations of his/her classroom indicate that he/she is providing a satisfactory educational program and experience. This notice is required by federal law (20 U.S.C. §6312(e)(1)(B)(ii)).

If you have any questions concerning this notice, please contact the school office.

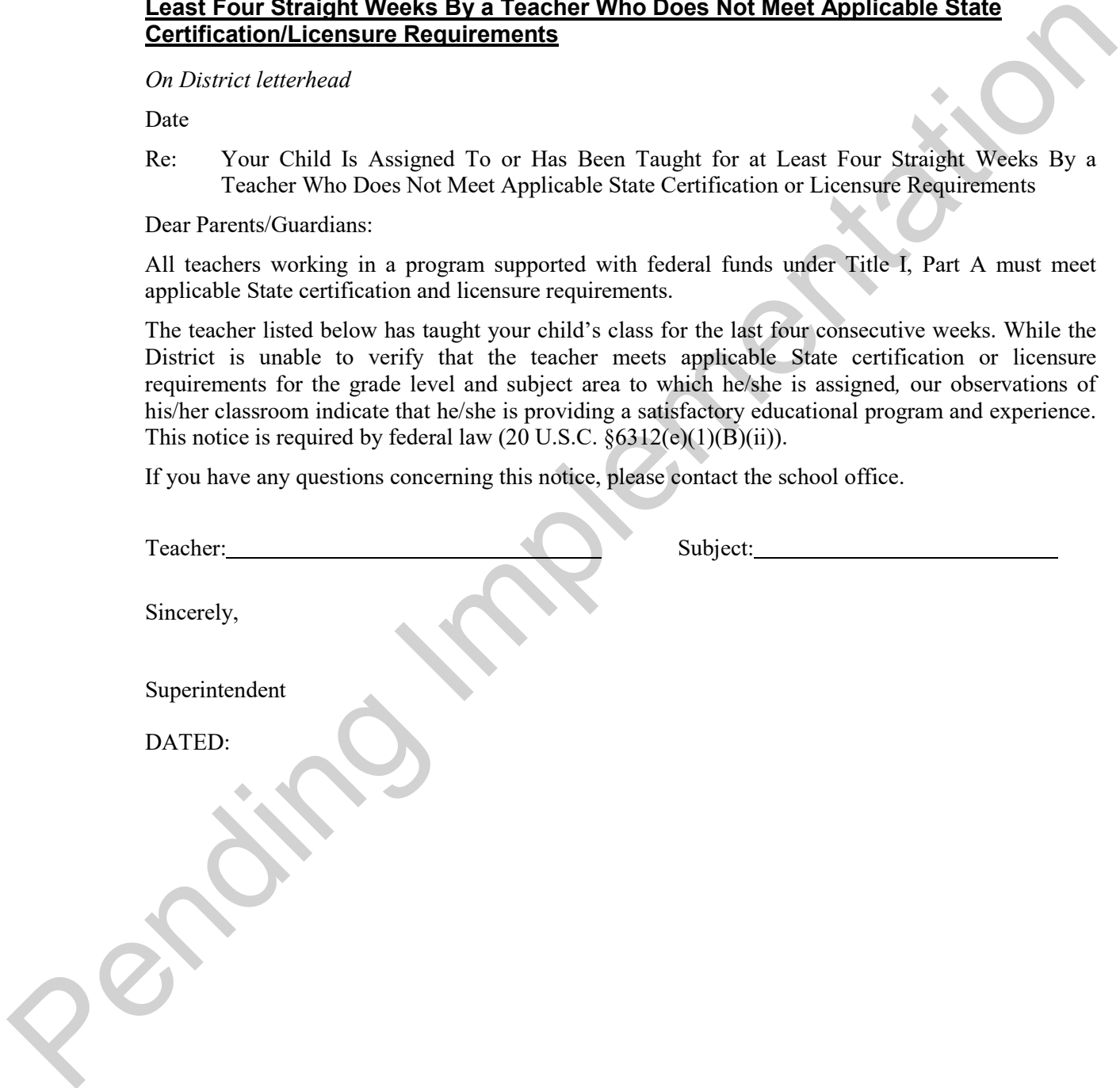
Teacher: _____

Subject: _____

Sincerely,

Superintendent

DATED:



Professional Personnel

Exhibit - Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade Level and Subject Area of Assignment

On District letterhead

Date

Re: Your Educator Certification/License

Dear *[insert teacher's name]*:

Teachers working in a program supported with federal funds under Title I, Part A are required to meet applicable State certification and licensure requirements.

Our records indicate you are teaching without meeting applicable State educator certification and licensure requirements for the grade level and subject to which you are assigned. As required by federal law, the District has provided to the parents of the students in your classes that you are teaching without the above-referenced certification or licensure (20 U.S.C. §6312(e)(1)(B)(ii)).

Please contact your Building Principal as soon as possible to discuss your educator certification and licensure requirements. If you believe this letter was sent to you by mistake, please contact your Building Principal as soon as possible so that we may correct our records if appropriate.

Sincerely,

Superintendent

DATED:

Professional Personnel

Administrative Procedure - Substitute Teachers

Minimum Qualifications of the Substitute Teacher

Substitute teachers are generally required to have one of the following that is valid in Illinois:

1. Professional educator license or professional educator license with stipulations that required a bachelor's degree for issuance
2. Substitute teaching license

Exceptions in 105 ILCS 5/21B-20(2)(E) and (F) allow individuals who do not hold a bachelor's degree to substitute teach in career and technical education classrooms if they hold an educator license with stipulations and such license holds: a career and technical educator endorsement; a provisional career and technical educator endorsement; or a part-time provisional career and technical educator endorsement.

Additionally, any individual who serves as a substitute teacher for driver's education must be endorsed for driver's education pursuant to 23 Ill.Admin.Code §25.100(k), amended at 42 Ill.Reg. 8884.

Minimum Qualifications of the Short-Term Substitute Teacher

Short-term substitute teachers must:

1. Hold a valid Short-Term Substitute Teaching License; and
2. Have completed the District's short-term substitute teacher training program.

The District's short-term substitute teacher training program provides short-term substitutes with information on curriculum, classroom management techniques, school safety, and District and building operations. This training program is also available to individuals who hold a Substitute Teaching License and/or substitute teachers holding a Professional Educator License.

Personnel File Requirements

All substitute teachers shall have each of the following documents on file with the District Administrative Office.

1. Completed application for employment and transcript of college credits
2. Evidence of license registration
3. Evidence of physical fitness to perform assigned duties and freedom from communicable disease
4. State and federal tax forms
5. If applicable, Immigration and Naturalization Service, Form I-9
6. Signed *Acknowledgement of Mandated Reporter Status* form provided by DCFS and, if applicable, evidence that the individual completed mandated reporter training within one year of initial employment and at least every five years after that date (required by the Abused and Neglected Child Reporting Act, 325 ILCS 5/4)

Contact ISBE, the ROE, or Intermediate Service Center with questions. More information is on the ISBE website, *Substitute Teacher License* at: www.isbe.net/Pages/Educator-Licensure-Requirements.aspx.

District Responsibilities

1. The Superintendent or designee maintains a list of all substitute teachers in the District Administrative Office.
2. The Superintendent or designee verifies:
 - a. Criminal background check results
 - b. Appropriate license and registration
 - c. References and employment verification

Additional Requirements and Procedures

1. Board policy 4:175, *Convicted Child Sex Offender; Criminal Background Check and/or Screen; Notification*
2. Administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*
3. Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*
4. Board policy 5:30, *Hiring Process and Criteria*
5. Administrative procedure 5:30-AP2, *Investigations*
6. Board policy 5:150, *Personnel Records*

Standard Duties of All Substitute Teachers

1. Keep and leave a status report of lesson plans completed and leave a report of the group's accomplishments.
2. Manage all recording of assignments and grading during the time worked as outlined in the applicable collective bargaining agreement or duties for substitute teachers.
3. Prepare plans for the following day's work.
4. Follow the regular teacher's lesson plans.
5. Leave the classroom and its equipment in order.
6. Leave a note reporting any unusual experience with a student during the day.
7. Hold as confidential any information concerning staff, parents, or students.
8. Be consistent in dealing with others; emphasize the positive, yet be firm and sympathetic.
9. When notified in time, arrive at least 20 minutes before the school period starts, and remain on duty at least 20 minutes after dismissal time.
10. Check with the office when reporting for substitute duty, and check with the office before leaving to see if you will be needed the next day.
11. If temporarily or permanently withdrawing from substitute work, so inform the District office.
12. Report any issues you encounter to the Building Principal.

Compensation

1. The rate of pay for substitute teachers is established from time-to-time by the School Board.
2. Substitute teachers are employed and paid for only days actually worked. Substitutes are not paid for holidays, vacation days, or days of illness.

Assignment Procedures

Substitute teachers will be called as needed from the office of the Building Principal. Only individuals who are on the substitute teacher list, as compiled by the Superintendent or designee, may be called for substitute work. Substitute teachers are given as much notice as possible; however, they may be called the morning they are needed.

Building-Level Responsibilities

The person arranging for a substitute teacher's service shall provide each substitute with the information relevant to the service, for example:

1. District map with locations of District schools indicated
2. District and school building emergency procedures, location of emergency equipment, etc.
3. School directory
4. School calendar and handbook
5. District student behavior policy and procedures

LEGAL REF.: 105 ILCS 5/10-20.68, 5/21B-20(2), 5/21B-20(3), 5/21B-20(4), and 5/24-5.23 Ill.Admin.Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teacher License).

DATED:

Professional Personnel

Exhibit - Unsatisfactory Performance Report for Substitute Teachers

To be submitted to the Building Principal. Please print.

Substitute's name _____ ID # _____

School _____ Assignment _____

Classroom teacher's name _____ Date of substitution _____

Areas of concern with a brief explanation:

- Arrived late and/or left early _____
- Inappropriate dress _____
- Improper language _____
- Lack of classroom control _____
- Accurate records not kept _____
- Failed to provide written feedback _____
- Physical aggression against student _____
- Received parental complaint _____
- Did not follow lesson plans or routines _____
- Other _____

Reported by: Student Staff Both

In the future, please do not assign this substitute to:

- Classroom/Teacher's name _____
- Grade level _____
- Building _____
- In any capacity _____

Reporter's name (*printed*) _____

Reporter's signature _____

Date _____

DATED:

Professional Personnel

Administrative Procedure - Suspensions

Suspension Without Pay

Actor	Action
School Board or designee	Provide the professional employee with a written pre-suspension notification that includes: <ol style="list-style-type: none"> 1. The reason(s) for the proposed suspension; 2. The date(s) and duration of the proposed suspension; 3. How the employee may request a hearing; and 4. The employee’s rights to be represented, present witnesses on his/her behalf, and cross-examine any witness who testifies against him/her. Contact the Board Attorney for advice and assistance.
Professional Employee	If a hearing is desired, request within five calendar days of receipt of the pre-suspension notification, a hearing before the Board.
School Board or designee	If a hearing is requested: <ol style="list-style-type: none"> 1. Promptly schedule a hearing and give the employee written notification of its date, time, and place at least 5 calendar days before the hearing. This notification shall set forth the procedure to be followed at the hearing as stated below. <ol style="list-style-type: none"> a. The hearing shall be in closed session. b. The professional employee may be represented by a person of the employee’s choice. c. The school officials and the employee may make short opening statements. d. The school officials shall present their evidence in oral or written form. e. After the school officials conclude their evidentiary presentation, the employee may present evidence to refute the charges orally or in writing. f. Each party shall be afforded an opportunity to cross-examine all witnesses who testify and to examine all written evidence presented. g. The Board may receive all relevant oral and written evidence without regard to the legal rules of evidence, but shall consider the weight of the evidence in making a

Actor	Action
	<p>determination.</p> <p>h. The school officials and the employee may make closing statements at the conclusion of the hearing.</p> <p>i. The hearing may be recorded stenographically, electronically, or by tape at the direction of either party at its own expense. If either party makes a recording, the other party shall be offered an opportunity to purchase a copy of the transcript or to reproduce the electronic/tape recording.</p> <p>2. Appoint a hearing officer, if desired.</p>
School Board or Hearing Officer, and Professional Employee	<p>Participate in the hearing.</p> <p>The hearing officer, if one was used, shall prepare a written summary of the evidence for the Board.</p>
School Board	<p>Decide whether to suspend the professional employee as authorized by 105 ILCS 5/24-12(d)(1). If a hearing officer was used, the Board may uphold, modify, or reverse the hearing officer's recommendation. If the teacher is not suspended, his or her personnel record shall be expunged of any notices or material relating to the suspension.</p> <p>If the Board's suspension is not sustained: (1) ensure that the professional employee does not suffer the loss of any salary or benefits by reason of the suspension, and (2) assign the professional employee to a position substantially similar to the one that the employee held prior to the suspension. 105 ILCS 5/24-12(d)(10).</p>

Suspension With Pay

Actor	Action
Superintendent or designee	<ol style="list-style-type: none"> 1. Inform the professional employee of a proposed suspension with pay by written or oral notice, which shall specify the reasons for the suspension. If the notice is oral, give written notice as soon as reasonable. 2. Meet with the employee before the proposed suspension to discuss the reasons for the suspension. If the Superintendent or designee cannot, for reasonable cause, meet with the employee before the suspension, the Superintendent or designee shall attempt such a meeting after the suspension begins. 3. Give the professional employee written confirmation of the suspension as soon as reasonably possible. <p>Contact the Board Attorney for advice and assistance.</p>

DATED:

Pending Implementation

Professional Personnel

Administrative Procedure - School Visitation Leave

Eligible employees

These administrative procedures apply to both professional staff and educational service personnel. An employee is eligible for a school visitation leave if he or she has worked for the District at least six consecutive months immediately before the request and works at least one-half of the full-time equivalent position. 820 ILCS 147/40. Periods when school is not in session will not count as a break in consecutive service.

School Visitation Leave

An employee is entitled to eight 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 employee's child, if the conference or meeting cannot be scheduled during non-work hours. Employees must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the employee, except sick and disability leave. 820 ILCS 147/15.

Request

An employee must request a school conference and activity leave in writing at least seven days in advance; in an emergency situation, 24 hours' notice is required. The employee must consult with the employer to schedule the leave so as to minimize disruption. 820 ILCS 147/15. A leave request may be denied if granting the leave would result in more than 5% of the work force, or work force shift, taking leave at the same time. 820 ILCS 147/49.

Compensation

A school visitation leave is unpaid. The District will attempt, however, to give the employee the opportunity to make-up the time taken for such a leave, subject to the requirements relating to reduction of pay of exempt employees in the federal Fair Labor Standards Act. 820 ILCS 147/20. The employee taking a visitation leave will not lose any benefits. 820 ILCS 147/35.

Verification

An employee returning from a school visitation leave must provide the Building Principal with verification of the visitation from the school administrator of the school visited. Failure to provide this verification within two working days of the visitation will subject the employee to the standard disciplinary procedures for unexcused absences from work. 820 ILCS 147/30.

LEGAL REF.: 820 ILCS 147/, School Visitation Rights Act.

DATED:

Educational Support Personnel

Exhibit - Notice of Employment

On District letterhead

To _____ Date _____

Please accept this letter as an acknowledgment that you have been or are being offered employment with the School District under the terms and conditions as stated in this letter, School Board policy, and any applicable employee handbook or collective bargaining agreement. If you wish to accept this offer, sign below and return this letter to the central administrative office.

Job position or title _____

Date and time on which you are to report to work _____

Job location _____

Hours per day _____ Days per week _____

Your hourly rate is \$ _____

The remaining terms and conditions of your employment, as well as any employment benefits, are contained in Board policy and any applicable employee handbook and/or collective bargaining agreement. These items will be discussed during your orientation.

Board President or Secretary Date _____

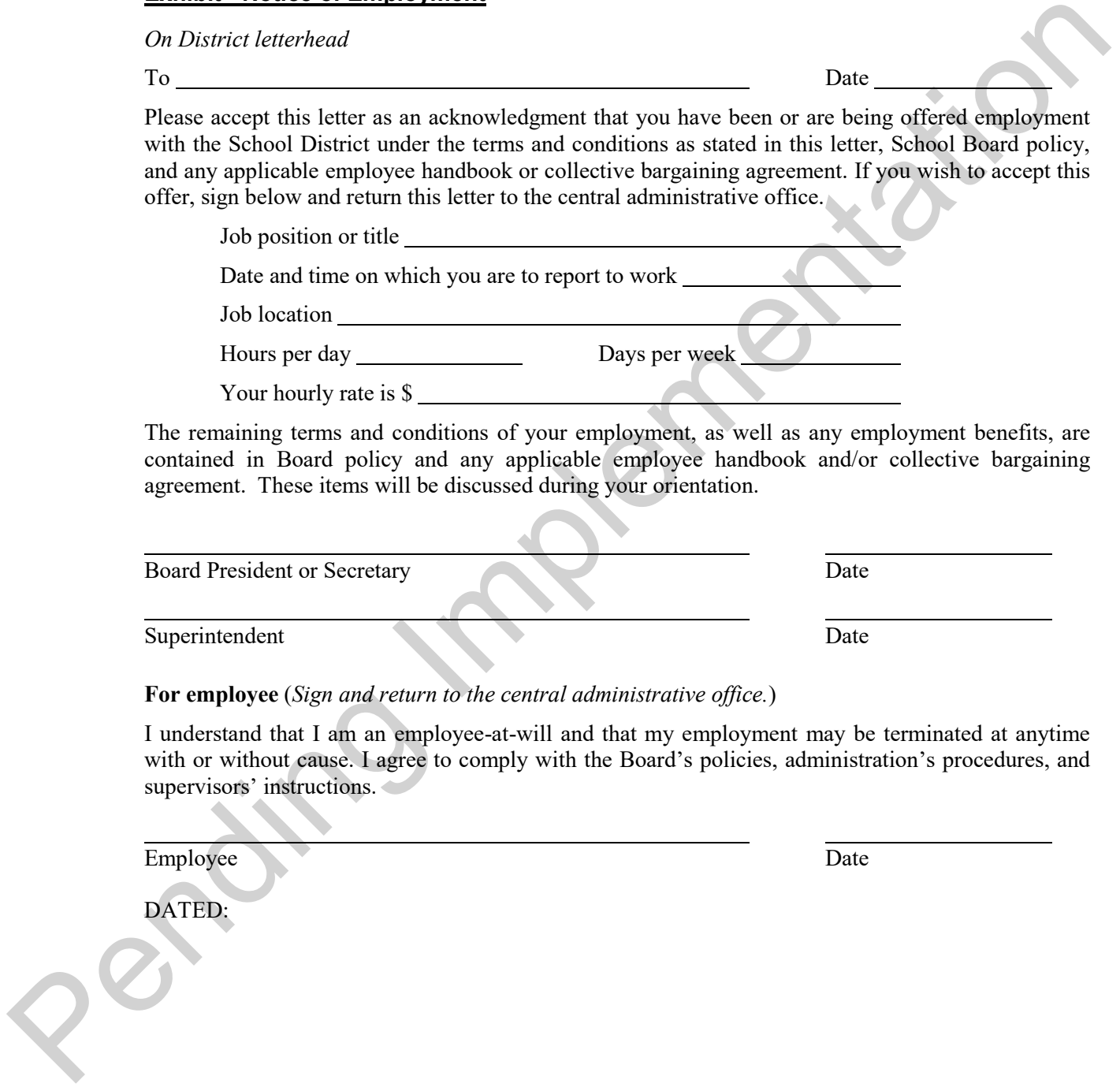
Superintendent Date _____

For employee (*Sign and return to the central administrative office.*)

I understand that I am an employee-at-will and that my employment may be terminated at anytime with or without cause. I agree to comply with the Board's policies, administration's procedures, and supervisors' instructions.

Employee Date _____

DATED:



Educational Support Personnel

Administrative Procedure - Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers ¹

The District's drug and alcohol testing program shall apply to all individuals in positions that require a commercial driver's license² and those that require an Illinois school bus driver permit.³ This includes casual, intermittent, or occasional drivers, leased drivers and independent owner-operator contractors, as well as full-time, regularly employed drivers.⁴ The Superintendent or designee will identify which positions are covered by the various provisions of this procedure.

Pre-Employment Tests

A pre-employment drug test shall be required of an applicant only after he/she has been offered the position. ⁵

Drug tests shall be conducted before the first time a driver performs any safety-sensitive function for the District.⁶ Safety-sensitive functions include all on-duty functions performed from the time a driver begins work or is required to be ready to work until he/she is relieved from work and all responsibility for performing work.⁷ Exceptions may be made for drivers who have participated in

The footnotes should be retained.

¹ State and federal law control this procedure. Before using this procedure, a district should seek legal advice concerning the law's requirements, identifying which employees are covered, and determining any collective bargaining implications or bargaining agreement alignment issues. This procedure should not be used by the district to determine the type of licensure a specific position requires. A district that contracts out the testing of employees subject to mandatory drug and alcohol testing should replace this sample procedure with the procedure supplied by its contractor, while retaining those portions that apply to the employer of a school bus driver permit holder, where the district is that employer. IASB sponsors a Drug and Alcohol Testing Consortium administered by the Mid-West Truckers Association. See www.iasb.com/sponsored/datest.cfm for more information.

Federal drug testing requirements for commercial and school bus drivers, including random testing, are unaffected by the legalization of cannabis for medical and recreational use at the State level. See policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*, at f/n 1 for further information.

² Commercial motor vehicle (CMV) means a motor vehicle or combination of motor vehicles used in commerce to transport passengers or property if the motor vehicle . . . (3) is designed to transport 16 or more passengers, including the driver. 49 C.F.R. §383.5. A commercial driver's license is required of the driver of any vehicle designed to transport 16 or more passengers, including the driver. 49 C.F.R. §383.91(a)(3); 625 ILCS 5/6-500(6)(A)(ii).

³ 625 ILCS 5/1-148.3a-5; 5/1-182; 5/1-217; 5/6-104.

See www.isbe.net/Documents/transportation_admin_manual.pdf for helpful links to ISBE documents.

⁴ Definition of *driver* at 49 C.F.R. §382.107.

⁵ This optional paragraph defers drug testing until after a job offer is made in order to limit the number of applicants tested.

⁶ 49 C.F.R. §382.301(a)-(c). If desired, the district may also do a pre-employment alcohol test as allowed by 49 C.F.R. 382.301(d).

⁷ Definition of *safety-sensitive function* at 49 C.F.R. §382.107. Safety-sensitive function means all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work, including: driving; remaining in readiness to operate the vehicle; waiting to be dispatched; all time, other than driving time, in or upon a commercial motor vehicle; inspecting and servicing equipment; supervising, performing or assisting in loading and unloading; repairing or obtaining and waiting for help with a disabled vehicle; performing other requirements related to accidents; and performing any other work for the district or paid work for any other entity.

the drug testing program required by law within the previous 30 days, provided that the District has been able to make all verifications required by law. ⁸

Pre-employment testing shall also be required of employees returning to work after a layoff period if the employee was removed from the random testing pool. If the employee remains in the random testing pool, additional testing shall not be necessary.

Controlled Substance Use ⁹

Drivers shall inform their supervisors if at any time they are using a drug that their physician has prescribed for therapeutic purposes. ¹⁰ Drivers using a Schedule I controlled substance cannot perform safety-sensitive functions. ¹¹ Drivers using a non-Schedule I controlled substance may continue to perform safety-sensitive functions only if a licensed medical practitioner who is familiar with the driver's medical history has advised the driver that the substance will not adversely affect his/her ability to safely operate a commercial motor vehicle. ¹² If the District has actual knowledge that a driver has used a controlled substance, it shall not permit the driver to perform or continue to perform a safety-sensitive function. ¹³

Pre-Duty Use of Alcohol ¹⁴

No driver shall perform safety-sensitive functions within four hours after using alcohol. If the District has actual knowledge that a driver has used alcohol within four hours, it shall not permit the driver to perform or continue to perform safety-sensitive functions.

On-Duty Use of Alcohol ¹⁵

No driver shall use alcohol while performing safety-sensitive functions. If the District has actual knowledge that a driver is using alcohol while performing safety-sensitive functions, it shall not permit the driver to perform or continue to perform safety-sensitive functions.

Post-Accident Tests ¹⁶

Alcohol tests shall be conducted as soon after an accident ¹⁷ as practicable on any surviving driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or ¹⁸

The footnotes should be retained.

⁸ 49 C.F.R. §382.301(b).

⁹ 49 C.F.R. §382.213.

¹⁰ Pursuant to 49 C.F.R. §382.213(d), the district may require a driver to inform the district when using any therapeutic drug.

¹¹ 49 C.F.R. §382.213(a).

¹² 49 C.F.R. §382.213(b).

¹³ 49 C.F.R. §382.213(c).

¹⁴ 49 C.F.R. §382.207. See sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*, which may be more restrictive than this federal regulation.

¹⁵ 49 C.F.R. §382.205.

¹⁶ A school bus driver operating a school bus at the time of an accident is deemed by the Illinois implied consent law to have given consent to submit to tests to be administered at the direction of a law enforcement officer of the driver's breath, blood, or urine for the purpose of determining the presence of alcohol, or other drugs, in the person's system. 625 ILCS 5/6-516.

¹⁷ *Accident* is defined at 49 C.F.R. §390.5.

¹⁸ 49 C.F.R. §382.303(a)(1).

2. Who receives a citation within eight hours of the occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved: ¹⁹
 - a. Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - b. One or more motor vehicles incurring disabling damage²⁰ as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.

Controlled substance tests shall be conducted as soon after an accident as practicable on any surviving driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life; ²¹
2. Who receives a citation within 32 hours of occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved:
 - a. Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
 - b. One or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle. ²²

Drivers shall make themselves readily available for testing, absent the need for immediate medical attention. ²³

No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first. ²⁴

If an alcohol test is not administered within two hours following the accident or if a drug test is not administered within 32 hours following the accident, the District shall prepare and maintain records explaining why the test was not conducted.²⁵ Tests will not be given if not administered within eight hours after the accident for alcohol or within 32 hours for drugs. ²⁶

Tests conducted by authorized federal, State, or local officials shall fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the District. Breath and blood tests meet the requirements of alcohol testing.²⁷ A urine test meets the requirements of a controlled substances test. ²⁸

The footnotes should be retained.

¹⁹ 49 C.F.R. §382.303(a)(2).

²⁰ *Disabling damages* means damage which precludes departure of a motor vehicle from the scene of the accident in its usual manner in daylight after simple repairs. 49 C.F.R. §390.5.

²¹ 49 C.F.R. §382.303(b)(1).

²² 49 C.F.R. §382.303(b)(2).

²³ 49 C.F.R. §382.303(e).

²⁴ 49 C.F.R. §382.209.

²⁵ 49 C.F.R. §382.303(d)(1)

²⁶ 49 C.F.R. §382.303(d)(1); (d)(2).

²⁷ 49 C.F.R. §382.303(g)(1).

²⁸ 49 C.F.R. §382.303(g)(2).

Random Tests ²⁹

Alcohol and drug tests shall be conducted on a random basis at unannounced times throughout the year. The number of random alcohol and drug tests shall be at least equal to those required by federal regulations. Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made.³⁰ Tests for alcohol shall be conducted just before, during, or just after the performance of safety-sensitive functions. ³¹

Employees off work due to leaves, vacation, and layoffs shall be informed that they remain subject to random testing. Employees drawn for such testing shall be notified and tested as soon as practicable after they return to duty. ³²

Probable Cause Tests (Applicable to School Bus Driver Permit Holders) ³³

A driver who has received a Uniform Traffic Ticket while in control of a school bus or any other vehicle owned or operated by or for the District, when the vehicle is being used over a regularly scheduled route for the transportation of persons enrolled as students in grade 12 or below, in connection with any activity of the District, may be tested for alcohol. To justify an alcohol test, a police officer must have probable cause to believe that the driver has consumed any amount of an alcoholic beverage based upon evidence of the driver's physical condition or other first hand knowledge of the police officer.

Upon receipt of a law enforcement officer's sworn report that the test result was positive or that the driver refused to be tested, the Secretary of State will notify both the permit holder and the District of the sanction (sanction is effective on the 46th day following the date notice was given).

Reasonable Suspicion Tests (Applicable to School Bus Driver Permit Holders) ³⁴

An alcohol or drug test shall be conducted if a supervisor or District official trained in accordance with law has reasonable suspicion that a driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The observations may include indications of the chronic and withdrawal effects of controlled substances. ³⁵

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before, or just after the period of the work day when the driver must comply with alcohol

The footnotes should be retained.

²⁹ 49 C.F.R. §382.305. The random tests described above must be conducted throughout the calendar year, not just at one time. Further, they should not be conducted at the same time each calendar year, and employees should be tested the same day as the tests are announced. Pursuant to 49 C.F.R. §382.305(b), the number of random alcohol tests annually must equal 10 percent of the average number of driver positions and the number of random drug tests annually must equal 25 percent of the average number of driver positions. However, the Federal Motor Carrier Safety Administration Administrator is authorized to modify these percentages annually based on reported industry violation rates. 49 C.F.R. §382.305(c).

³⁰ 49 C.F.R. §382.305(i).

³¹ 49 C.F.R. §382.305(m).

³² Optional.

³³ 625 ILCS 5/6-106.1a.

³⁴ 625 ILCS 5/6-106.1c. All applicants for a school bus driver permit must consent, in writing, to the release of results of reasonable suspicion drug and alcohol testing under Section 6-106.1c by the employer of the applicant to the Secretary of State. 625 ILCS 5/6-106.1(a)(15).

³⁵ 49 C.F.R. §382.307(a)-(b). Pursuant to 49 C.F.R. §382.603, persons designated to determine whether reasonable suspicion exists must receive at least 60 minutes of training that covers the physical, behavioral, speech, and performance indicators of alcohol misuse and an additional 60 minutes of training covers the indicators of controlled substance use.

prohibitions.³⁶ An alcohol test may not be conducted by the supervisor or District official who determines that reasonable suspicion exists to conduct such a test.³⁷ If an alcohol test is not administered within two hours following a determination of reasonable suspicion, the District shall prepare and maintain a record explaining why the alcohol test was not promptly administered. If an alcohol test is not administered within eight hours following a determination of reasonable suspicion, the District shall cease attempts to administer the alcohol test and shall state in the record the reasons for not administering the test.³⁸ Notwithstanding the absence of a reasonable suspicion alcohol test, no driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while he or she is under the influence of or impaired by alcohol. ³⁹

A supervisor or District official who makes observations leading to a controlled substance reasonable suspicion test shall make a written record of his/her observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier. ⁴⁰

The Superintendent or designee shall ensure that an employee under reasonable suspicion is transported to the designated collection or testing site. ⁴¹

The Superintendent or designee shall notify the Secretary of State, in a manner and form prescribed by the Secretary, of the result of a reasonable suspicion test when: (i) the test indicates an alcohol concentration greater than 0.00; (ii) the test indicates a positive result on a National Institute on Drug Abuse five-drug panel utilizing the federal standards set forth in 49 C.F.R. 40.87; or (iii) when a driver refuses testing. The notification to the Secretary must be submitted within 48 hours of the refusal of testing or the employer's receipt of the test results. ⁴²

Commercial Driver's License Drug and Alcohol Clearinghouse Checks for all CDL Drivers ⁴³

Beginning 1-6-20, prior to employment, the District⁴⁴ will conduct a full query of the Federal Motor Carrier Safety Administration's Drug and Alcohol Clearinghouse to obtain information about the

The footnotes should be retained.

³⁶ 49 C.F.R. §382.307(d).

³⁷ 49 C.F.R. §382.307(c).

³⁸ 49 C.F.R. §382.307(e)(1).

³⁹ 49 C.F.R. §382.307(e)(2). Except as provided in Section 382.307(e)(2), no employer shall take any action under 49 C.F.R. 382 against a driver based solely on the driver's behavior and appearance, with respect to alcohol use, in the absence of an alcohol test. This does not prohibit an employer with independent authority of this part from taking any action otherwise consistent with the law. 49 C.F.R. §382.307(e)(3).

⁴⁰ 49 C.F.R. §382.307(f).

⁴¹ Optional.

⁴² All provisions in the paragraph are required by 625 ILCS 5/6-106.1c.

⁴³ 49 C.F.R. Part 382, Subpart G. The Drug and Alcohol Clearinghouse is a secure online database that gives employers, the Federal Motor Carrier Safety Administration (FMCSA), state driver licensing agencies, and state law enforcement real-time information about CDL holders' drug and alcohol program violations. Beginning 1-6-20, employers and consortia/third-party administrators are required to report drug and alcohol program violations to the Clearinghouse and, for a fee, check that no current or prospective employees are prohibited from performing safety-sensitive functions, such as operating a motor vehicle, due to an unresolved drug and alcohol program violations. See www.clearinghouse.fmcsa.dot.gov for comprehensive FAQ information about the Clearinghouse, including information on queries, consent for queries, reporting and recordkeeping obligations. Until 1-6-23, prospective employers must conduct manual inquiries with a driver's previous employers to satisfy the three-year timeframe for pre-employment driver investigations required under 49 C.F.R. §391.23(e). Thereafter, employers will be able to rely on the Clearinghouse to satisfy that requirement, provided the prospective employee was previously subject to drug and alcohol testing through the FMCSA. Employers must retain records of Clearinghouse queries and responses for three years; as of 1-6-23, an employer who maintains a valid Clearinghouse registration satisfies that requirement. 49 C.F.R. §382.701(e).

⁴⁴ An employer may designate a consortium or third-party administrator to perform queries of the Clearinghouse and report violations to the Clearinghouse on its behalf. 49 C.F.R. §382.107.

driver's eligibility under federal rules to perform a safety-sensitive function.⁴⁵ For current employees, the District will, at least annually, conduct a limited query⁴⁶ of the Clearinghouse for each driver. If information exists in the Clearinghouse about the individual driver, the District will conduct a full query within 24 hours to determine the driver's eligibility under federal rules to perform any safety-sensitive function. If the District fails to conduct a full query within 24 hours, it will not allow the driver to continue to perform any safety-sensitive function until it conducts the full query and confirms that the driver may perform such functions.

Enforcement for Non-School Bus Driver Permit Holders

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. If the District has actual knowledge that a driver has an alcohol concentration of 0.04 or greater, it shall not permit the driver to perform or continue to perform safety-sensitive functions.⁴⁷

Federal laws require that any driver who refuses to submit to a post-accident, random, reasonable suspicion test, or follow-up test as described below, shall not perform or continue to perform safety-sensitive functions. The District shall not permit a driver who refuses to submit to such tests to perform or continue to perform safety-sensitive functions.⁴⁸

A driver who is tested and found to have an alcohol concentration of .02 or greater, but less than 0.04, may not perform or continue to perform safety-sensitive functions, including driving a commercial motor vehicle, until the start of the driver's next regularly scheduled duty period, but not less than 24 hours after the test was administered.⁴⁹

A driver who tests positive for drugs or an alcohol concentration of 0.04 or greater shall be subject to District disciplinary action up to and including dismissal.⁵⁰

The footnotes should be retained.

⁴⁵ Under federal rules, no employer can allow a driver to perform any safety-sensitive function if the results of a Clearinghouse query show the driver (1) has a verified positive, adulterated, or substituted controlled substances test result, (2) has an alcohol confirmation test with a concentration of .04 or higher, (3) has refused to submit to a required alcohol or drug test, (4) the employer has *actual knowledge* (see f/n 53) that the driver used alcohol or drug in violation of federal rules, except where the Clearinghouse query demonstrates that the driver has successfully completed all return-to-work requirements. 49 C.F.R. §382.701(d). Bus driver permit holders in Illinois are subject to more stringent standards than the federal rules; see the **Enforcement for School Bus Driver Permit Holders** subhead in this procedure.

⁴⁶ Employers may choose to conduct *full queries* post-employment for their annual (or more frequent) checks of the Clearinghouse, but full queries require drivers to give specific electronic consent through the Clearinghouse for each query. *Limited queries*, which simply alert employers to the existence of a record about resolved or unresolved drug and alcohol program violations, only require an employee's general written consent, which can be effective for more than one year and allow for multiple limited queries. See 49 C.F.R. §§382.701(a)(2) and 382.703. A sample limited consent form will be posted by the FMCSA on the Clearinghouse website for employers' reference. See www.clearinghouse.fmcsa.dot.gov for updates.

⁴⁷ 49 C.F.R. §382.201.

⁴⁸ 49 C.F.R. §382.211.

⁴⁹ 49 C.F.R. §382.505(a). Federal law provides that no employer shall take any action under 49 C.F.R. 382 against a driver based solely on test results showing an alcohol concentration less than 0.04. This does not prohibit an employer with authority independent of this part from taking any action otherwise consistent with law. 49 C.F.R. §382.505(b).

⁵⁰ Federal law prohibits an employer from taking action against a driver based solely on test results showing an alcohol concentration less than .04. State law prohibits discrimination based on the use of lawful products during non-work hours. 820 ILCS 55/5. However, 820 ILCS 55/5 does not apply to the use of those lawful products that impair an employee's ability to perform the employee's assigned duties. In an attempt to find congruity between the state and federal standards, this procedure uses an alcohol concentration of 0.04 or greater as the level at which a Non-School Bus Permit Holders duties would be impaired.

A driver who violates District prohibitions related to drugs and alcohol shall receive from the District the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee shall be evaluated by a substance abuse professional (SAP) who shall determine what help the driver needs in resolving such a problem. Any SAP who determines that a driver needs assistance shall not refer the driver to a private practice, person, or organization in which he/she has a financial interest, except under circumstances allowed by law. ⁵¹

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a SAP to determine that he/she has properly followed the prescribed rehabilitation program. ⁵²

If an employee is permitted to return to the performance of safety-sensitive functions, the District will not allow, require, permit or authorize a driver to operate a commercial motor vehicle during any period in which the District determines that a driver is not in compliance with the return-to-duty requirements, after the occurrence of any of the following events:

1. The driver receives a positive, adulterated, or substituted drug test result.
2. The driver receives an alcohol confirmation test result of 0.04 or higher alcohol concentration.
3. The driver refused to submit to a test for drugs or alcohol required by federal regulations.
4. The driver used alcohol prior to a post-accident alcohol test.
5. An employer has *actual knowledge*⁵³ that a driver has:
 - a. Used alcohol while performing safety-sensitive functions;
 - b. Used alcohol within four hours of performing safety-sensitive functions; or
 - c. Used a controlled substance. ⁵⁴

Return-to-Duty Tests for Non-School Bus Driver Permit Holders

If a driver who has violated the District's drug or alcohol prohibition is returned to performing safety-sensitive duties, a drug or alcohol test shall be conducted. ⁵⁵

The District shall not allow employees whose conduct involved drugs to return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result. The District

The footnotes should be retained.

⁵¹ The choice of SAP and assignment of costs shall be made in accordance with employer/driver agreements and employer policies. The assignment of costs of the SAP may be a matter within the scope of negotiations. 49 C.F.R. §40.289(e). As an employer, the district is not required to provide a SAP's evaluation or any subsequent recommended education or treatment for an employee who has violated a DOT drug and alcohol regulation. 49 C.F.R. §289(a).

⁵² 49 C.F.R. §§40.281-40.313; 49 C.F.R. §382.605. If the district offers an employee an opportunity to return to a DOT safety-sensitive duty following a violation, it must, before the employee again performs that duty, ensure that the employee receives an evaluation by a SAP meeting the requirements of §40.281 and that the employee successfully complies with the SAP's evaluation recommendations. 49 C.F.R. §40.289(b).

⁵³ *Actual knowledge* means actual knowledge by an employer that a driver has used alcohol or controlled substances based on the employer's direct observation of the employee, information provided by the driver's previous employer(s), a traffic citation for driving a CMV while under the influence of alcohol or controlled substances or an employee's admission of alcohol or controlled substance use, except as provided in §382.121 (voluntary self-identification program). 49 C.F.R. §382.107.

⁵⁴ 49 C.F.R. §382.217.

⁵⁵ 49 C.F.R. §40.305; 49 C.F.R. §382.605.

shall not allow employees whose conduct involved alcohol to return to duty in a safety-sensitive function until the return-to-duty alcohol test indicates an alcohol concentration of 0.02 or less. ⁵⁶

Follow-Up Tests for Non-School Bus Driver Permit Holders

A driver who violates the District's drug or alcohol prohibition and is subsequently identified by a SAP as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the SAP in accordance with the law.⁵⁷ The District must carry out the substance abuse professional's follow-up testing requirements. ⁵⁸

Follow-up testing shall consist of at least six tests in the first 12 months following the driver's return to duty.⁵⁹ Testing shall not occur beyond 60 months from the date of the driver's return to duty.⁶⁰ The substance abuse professional may terminate the follow-up testing if he/she determines that the employee has successfully demonstrated compliance. ⁶¹

Maintenance of Records for Non-School Bus Driver Permit Holders

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with the law. Upon written request, a driver shall receive copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver. ⁶²

Enforcement for School Bus Driver Permit Holders

In Illinois, a person whose privilege to possess a school bus driver permit has been canceled under 625 ILCS 5/6-106.1a is not eligible for restoration of the privilege until the expiration of three years from the effective date of the cancellation if the person has refused or failed to complete a test or tests to determine blood alcohol concentration, or has submitted to testing with a blood alcohol concentration of more than 0.00. ⁶³

The Ill. Secretary of State must suspend a school bus driver permit for a period of three years upon receiving notice that the holder refused to submit to an alcohol or drug test as required by Section 5/6-106.1c or has submitted to a test required by that Section that disclosed an alcohol concentration of more than 0.00 or disclosed a positive result on a National Institute on Drug Abuse five-drug panel, utilizing federal standards set forth in 49 C.F.R. 40.87. ⁶⁴

The footnotes should be retained.

⁵⁶ 49 C.F.R. §382.309; 49 C.F.R. §40.305.

⁵⁷ 49 C.F.R. §40.309; 49 C.F.R. §382.311.

⁵⁸ *Id.*

⁵⁹ 49 C.F.R. §40.307(d); 49 C.F.R. §382.311. The district may schedule follow-up testing on dates of its choosing, but it must ensure that the tests are unannounced with no discernible pattern as to their timing, and that the employee is given no advance notice. 49 C.F.R. §40.309(b).

⁶⁰ 49 C.F.R. §40.307(d)(2).

⁶¹ 49 C.F.R. §40.301(c)(2); 49 C.F.R. §382.311.

⁶² 49 C.F.R. §§382.401-382.405. 49 C.F.R. §§382.401, 382.403 identifies records that the district must keep for varying periods of time in connection with alcohol misuse and controlled substances use prevention programs. 49 C.F.R. §382.405 prohibits the release of information required to be maintained by 49 C.F.R. §382.401 except as required by law.

⁶³ 625 ILCS 5/6-106.1b.

⁶⁴ 625 ILCS 5/6-106.1(g)(7); 92 Ill.Admin.Code §1035.35.

A driver who tests positive for drugs or is found to have an alcohol concentration of greater than 0.00 shall have their employment terminated. ⁶⁵

Notifications

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the District's policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. ⁶⁶ The information shall identify all of the following: ⁶⁷

1. The person designated by the District to answer drivers' questions about the materials;
2. The categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382;
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. Specific information concerning driver conduct that is prohibited by Part 382;
5. The circumstances under which a driver will be tested for drugs and/or alcohol under Part 382, including post-accident testing under §382.303(d);
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results, and ensure that test results are attributed to the correct driver, including post-accident information, procedures and instructions required by §382.303(d); ⁶⁸
7. The requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382;
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation, and treatment;
10. The consequences for drivers who do not hold a school bus driver permit found to have an alcohol concentration of 0.02 or greater but less than 0.04;

The footnotes should be retained.

⁶⁵ If handled correctly by the district, the incongruity between State and federal law in this area is a non-issue given that a driver who has had his or her license suspended for a three year period is no longer able to fulfill the duties of the job for which he or she was hired. The district should consult with the board attorney in order to determine how best to move forward with the termination of the suspended driver.

⁶⁶ Required by 49 C.F.R. §382.601.

⁶⁷ 49 C.F.R. §382.601(b).

⁶⁸ 49 C.F.R. Part 40 specifies detailed testing procedures that must be used to ensure accuracy, reliability, and confidentiality. These procedures include training and proficiency requirements and requirements for a suitable test location. Firms with which the district contracts for collection and laboratory services can be expected to provide information about the procedures they use; these procedures should be distributed to employees and included in the district's regulation.

11. The consequences for drivers who hold a school bus driver permit found to have an alcohol concentration over 0.00; ⁶⁹
12. The effects of drugs and alcohol on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a coworker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management; ⁷⁰ and
13. Other legal requirements, District policies, and disciplinary consequences related to the use of alcohol and drugs. ⁷¹

Each driver shall sign a statement certifying that he/she has received a copy of the above materials. ⁷²

Before any driver operates a commercial motor vehicle, the District shall provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements. ⁷³

Before drug and alcohol tests are performed, pursuant to 49 C.F.R. §382, the District shall inform drivers that the tests are required by these regulations. ⁷⁴

The District shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application. ⁷⁵

The District shall notify a driver of the results of random, reasonable suspicion, and post-accident drug tests if the test results are verified positive. The District shall also tell the driver which controlled substance(s) were verified as positive. ⁷⁶

DATED:

The footnotes should be retained.

⁶⁹ There is no requirement to notify the district and provide information to School Bus Driver Permit holders specifically addressing the legal requirements applicable to them under Illinois law. The district should also inform School Bus Driver Permit holders of the disciplinary consequences for violating any Illinois drug and alcohol laws specifically pertaining to school bus permit holders.

⁷⁰ 49 C.F.R. §382.601(b)(11).

⁷¹ Pursuant to 49 C.F.R. §382.601(c), materials supplied to drivers may also include information about other policies and disciplinary consequences based on the district's authority independent of 49 C.F.R. §382 and described as such. Such additional policies or consequences must be clearly and obviously described as being based on independent authority. Id.

⁷² 49 C.F.R. §382.601(d).

⁷³ 49 C.F.R. §382.303(f).

⁷⁴ 49 C.F.R. §382.113. 49 C.F.R. §382.113 also states that employers shall not falsely represent that a test was administered under 49 C.F.R. Part 382.

⁷⁵ 49 C.F.R. §382.411(a).

⁷⁶ Id.

Educational Support Personnel

Exhibit - Agreement to Receive Compensatory Time-Off

The School Board has a policy of granting compensatory time-off to non-exempt employees in lieu of overtime pay for time worked in excess of 40 hours in any workweek. I have either received a copy of the policy or been told where it may be found or downloaded. I understand that:

1. I must obtain my supervisor’s express authorization to work overtime before working in excess of 40 hours in any workweek.
2. I will earn compensatory time-off at a rate of not less than one and one-half (1.5) hours for each one hour of overtime worked.
3. I will be allowed to use accrued compensatory time-off within a reasonable period after making a request to use it, provided that my absence would not unduly disrupt operations considering factors like emergency requirements for staff and the availability of qualified substitute staff.
4. My supervisor may require that I use my accrued compensatory time-off within a certain time period, may prohibit my use of accrued compensatory time-off on certain days, may require that I cash out my compensatory time-off after a particular time period, and may otherwise limit my use of compensatory time-off.

I agree to receive compensatory time-off in lieu of overtime pay for time worked in excess of 40 hours in any workweek, and I accept this as a condition of my employment.

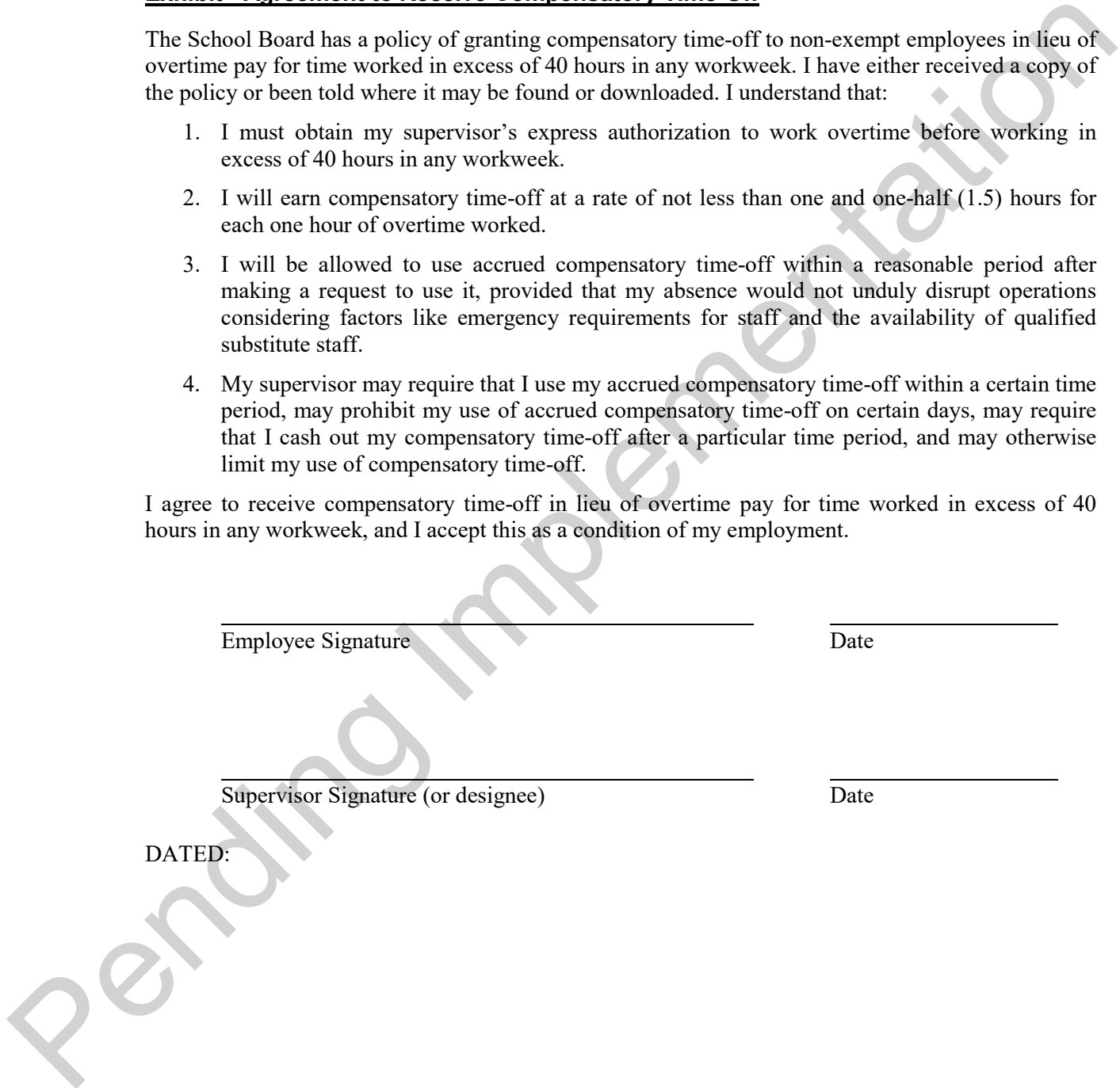
Employee Signature

Date

Supervisor Signature (or designee)

Date

DATED:



**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
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Instruction

Administrative Procedure – Remote and/or Blended Remote Learning Day Plan(s)

*Use this procedure in conjunction with the subhead **Suspension of In-Person Instruction; Remote and/or Blended Remote Learning Day Plan(s)** in policy 4:180, Pandemic Preparedness; Management; and Recovery.*

When the District must implement a Remote and/or Blended Remote Learning Day Plan (Plan) that designates *remote learning days* (RLDs) and/or *blended remote learning days* (BRLDs) for instruction in grades pre-kindergarten through 12, the Superintendent must approve a Plan, present the Plan to the Board for adoption prior to its implementation, implement the Plan after Board approval, and post it on the District's website.

The Superintendent will begin the process of developing a Plan in one of the two following ways:

1. Adapting the District's e-learning program (adopted by the Board pursuant to 105 ILCS 5/10-20.56) into a Plan and ensuring that it is posted on the District's website and communicated to the community in accordance with this procedure. See *E-learning Program; Days*, in the **Definitions** subhead below for more information about an e-learning program.
2. Using this procedure if the District has not implemented an e-learning program.

Definitions

Blended Remote Learning Days (BRLDs) – School attendance days during which the District provides hybrid days of in-person and remote instruction to students. Once the State Superintendent of Education declares that the District must use remote learning days or blended remote learning days, the Superintendent implements these days in grades pre-kindergarten through 12. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101-643. If the District has implemented an *e-learning program*, these school attendance days may be met through it. See 105 ILCS 5/10-30, added by P.A. 101-643.

E-learning Program; Days – E-learning is short for electronic learning. As an optional instructional tool for school districts, e-learning days are part of an implemented *e-learning program* in the District that:

1. Uses the Internet, telephones, texts, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners; and
2. Addresses a district's responsibility to ensure that all teachers and staff who may be involved in the provision of e-learning have access to any and all hardware and software that may be required for the program.

An e-learning program is implemented after a school board:

1. Adopts a resolution to implement research-based program(s) for district-wide e-learning days that permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days as required by 105 ILCS 5/10-19 (105 ILCS 5/10-20.56(b), amended by P.A. 101-12);
2. Conducts a public hearing on the District's initial e-learning program proposal or renewal with at least 10 days' advanced notice (*Id.* at 5/10-20.56(c), amended by P.A. 101-12); and
3. On or before September 1st annually, to ensure access for all students, receives verifications by the regional office of education (ROE) or intermediate service center (ISC) that the board's proposal for an e-learning program has: (a) met the requirements specified in 105 ILCS 5/10-

20.56, amended by P.A. 101-12; (b) the components designed to reasonably and practicably accomplish the requirements outlined in the enabling statute; and (c) not exceeded the minimum number of emergency days in a district's approved school calendar. In its verification process, the ROE/ISC ensures that the specific needs of all students are met, including special education students and English Learners, and that all mandates are still met using the proposed research-based program. See 105 ILCS 5/10-20.56(b), amended by P.A. 101-12.

While the ROE/ISC must annually verify a district's e-learning program, the Board's approval of an e-learning program is for a term of three years. 105 ILCS 5/10-20.56(d)(10), amended by P.A. 101-12.

Plan – The District's formal implementation of remote instruction that includes RLDs and BRLDs. If the District already has an e-learning program in place, it should adapt the program into a Plan by ensuring that the requirements for communicating the Plan, e.g., website posting, etc. are met. When finalized, it is provided to students and faculty, posted on the District's website where other policies, rules, and standards of conduct are posted, and listed in 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Plans should be periodically reviewed and amended to ensure the needs of all students continue to be met throughout the suspension of in-person learning. If a plan is amended, post the amended plan to the District website.

Remote Learning Days (RLDs) – Remote learning is learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. Remote learning can be real-time or flexibility-timed, and it may or may not involve technology. School attendance days are days that the District provides remote instruction to students. Once the State Superintendent of Education declares that the District must use remote learning days or blended remote learning days, the Superintendent implements these days in grades pre-kindergarten through 12 on days of attendance. These days are counted as pupil attendance days for calculation of the length of the District's official calendar under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101-643. If a district has implemented an *e-learning program*, these school attendance days may be met through it. Five RLDs, taken consecutively or in separate increments, may be used to develop, review, or amend the District's Plan or provide professional development to staff about remote education; i.e., *Remote Learning Planning Days*. See 105 ILCS 5/10-30, added by P.A. 101-643.

Remote Learning Planning Days – Up to five consecutive or separate increment days that a district may use to develop, review, or amend its Plan or to provide professional development to staff about remote education. These days are counted as days of attendance and are pupil attendance days for calculation of the length of a school term under 105 ILCS 5/10-19 and 5/10-19.05, added by P.A. 101-643. See 105 ILCS 5/10-30, added by P.A. 101-643.

Plan Development and Implementation

Use this Plan before, during, and after implementing 105 ILCS 5/10-30, added by P.A. 101-643. Note: The legislative history and purpose of 105 ILCS 5/10-30, added by P.A. 101-643 is to ensure school districts may reopen in time for the start of the 2020-2021 school year, even if that requires remote learning.

Consult the Board Attorney for guidance on this procedure. 105 ILCS 5/10-30, added by P.A. 101-643 was signed days before PRESS Issue 104 publication. PRESS Editors expect the Ill. State Board of Education is likely to provide more guidance regarding the implementation of remote and/or blended remote learning day plan(s) that may affect the contents of this procedure prior to the ability of PRESS Editors to update it.

Actor	Action
Board	If permitted by local resources and conditions, implement an e-learning program pursuant to 105 ILCS 5/10-20.56, amended by P.A. 101-12.

Actor	Action
	<p>If the Board decides not to implement an e-learning program in the District, provides the Superintendent with the resources necessary to implement a Remote and/or Blended Remote Learning Day Plan (Plan) that meets the needs of all students. 105 ILCS 5/10-30, added by P.A. 101-643.</p> <p>Directs, through policy, the Superintendent to recommend any suspensions or amendments to policies to reduce any Board-required graduation or other instructional requirements in addition to the minimum requirements specified in School Code that the District was not able to complete due to a pandemic. 105 ILCS 5/10-16.7.</p> <p>Monitors Board policies 2:20, <i>Powers and Duties of the School Board; Indemnification</i>, 4:180, <i>Pandemic Preparedness; Management; and Recovery</i>, and 6:20, <i>School Year Calendar and Day</i>, 6:60, <i>Curriculum Content</i>, and 6:300, <i>Graduation Requirements</i> (if applicable), and makes changes recommended by the Superintendent. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Considers all policy changes recommended by the Superintendent pursuant to policy 2:240, <i>Board Policy Development</i>, and included as a topic for discussion in the annual report required by Board policy 6:10, <i>Educational Philosophy and Objectives</i>.</p> <p>Adopts the Superintendent-approved Plan for District-wide implementation.</p> <p>Provides appropriate, additional resources requested by the Superintendent to successfully implement the Plan.</p>
Board and Superintendent	<p>Identify, discuss, modify, and monitor relevant policies that remote learning may possibly affect, including but not limited to:</p> <ul style="list-style-type: none"> 4:130, <i>Free and Reduced-Price Food Services</i> 4:180, <i>Pandemic Preparedness; Management; and Recovery</i> 5:35, <i>Compliance with the Fair Labor Standards Act</i> 5:40, <i>Communicable and Chronic Infectious Disease</i> 5:180, <i>Temporary Illness or Temporary Incapacity</i> 5:185, <i>Family and Medical Leave</i> 5:200, <i>Terms and Conditions of Employment and Dismissal</i> 5:270, <i>Employment At-will, Compensation, and Assignment</i> 5:300, <i>Schedules and Employment Year</i> 5:330, <i>Sick Days, Vacation, Holidays and Leaves</i> 6:10, <i>Educational Philosophy and Objectives</i> 6:15, <i>School Accountability</i> 6:20, <i>School Year Calendar and Day</i> 6:30, <i>Organization of Instruction</i> 6:60, <i>Curriculum Content</i> 6:120, <i>Education of Children with Disabilities</i> 6:150, <i>Home and Hospital Instruction</i> 6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:300, <i>Graduation Requirements</i> 7:70, <i>Attendance and Truancy</i> 7:280, <i>Communicable and Chronic Infectious Disease</i> 8:30, <i>Visitors to and Conduct on School Property</i>

Actor	Action
	8:100, <i>Relations with Other Organizations and Agencies</i>
Superintendent or Designee	<p>When the District is required by the State Superintendent of Education to implement RLDs and/or BRLDs:</p> <ol style="list-style-type: none"> 1. If an e-learning program is in place: <ol style="list-style-type: none"> a. Adapts it into a Plan by ensuring that the requirements for communicating the Plan, e.g., website posting, etc. are met; b. Approves the Plan; and c. Presents the Plan to the Board for adoption. 2. If an e-learning program is not in place: <ol style="list-style-type: none"> a. Establishes a District-wide Remote Learning Committee to design a Plan for implementation of RLDs and BRLDs. Committee members should include: <ul style="list-style-type: none"> District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Plan) Pandemic Planning Team member(s) District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>, Part C, District Safety Coordinator and Safety Team; Responsibilities) 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>) Staff members Parents/Guardians Students b. Chairs and convenes Committee meetings. Manages virtual attendance by some or all Committee members when necessary. 3. Designates RLDs and/or BRLDs in grades pre-kindergarten through 12. 4. Approves the Plan and presents it to the Board for adoption. 5. Implements the Plan. 6. Ensures that the Plan is provided to students and faculty, posted on the District’s website where other policies, rules, and standards of conduct are posted, and listed in 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>. 7. Provides periodic reports to the Board about the Committee’s progress and needs, along with any amendments to the Plan for the purposes of ensuring that it meets the needs of all students by adding information items to the Board’s agendas as needed.
Remote Learning Committee	<p>Designs a Plan for the Superintendent’s approval and Board’s adoption to implement remote instruction through the District in a manner that:</p> <ol style="list-style-type: none"> 1. Explores what may work best for the school community using Remote Learning Recommendations During COVID-19 Emergency at:

Actor	Action
	<p>www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf, and any other remote learning guidance issued by the Ill. State Board of Education (ISBE).</p> <p>2. Potentially uses Remote Learning Planning Days consecutively or in separate increments to develop, review, or amend this Plan or provide professional development to staff about remote education;</p> <p>If the District does not have an e-learning program, includes design in the Plan for implementation of remote instruction that also provides:</p> <ol style="list-style-type: none"> 1. Accessibility of remote instruction to all students enrolled in the District; 2. Hybrid RLDs and BRLDs, as directed or allowed by the ISBE; 3. Activities for both RLDs and BRLDs that align with State learning standards and policies 6:10, <i>Educational Philosophy and Objectives</i>, 6:15, <i>School Accountability</i>, 6:30, <i>Organization of Instruction</i>, 6:60, <i>Curriculum Content</i>, and 6:300, <i>Graduation Requirements</i>, if applicable; 4. Communication between students and teacher(s), as necessary to align with the requirements of policy 7:340, <i>Student Records</i>; 5. Methods to address the unique needs of students in special populations, including, but not limited to, students eligible for special education under 105 ILCS 5/14-1.01 <i>et seq.</i>, students who are English learners as defined in 105 ILCS 5/14C-2, and students experiencing homelessness under the Education for Homeless Children Act (105 ILCS 45/), or vulnerable student populations; 6. Guidance for how the District will take attendance and monitor and verify each student's remote participation; and 7. Resources for transitions from remote learning to in-person instruction when the State Superintendent declares that RLDs and/or BRLDs are no longer deemed necessary. <p>Delivers the Plan to the Superintendent for approval in a format that is easily posted on the District's website.</p> <p>Periodically reviews and amends the Plan, with the Superintendent as needed, to ensure it meets the needs of all students. 105 ILCS 5/10-30, added by P.A. 101-643.</p> <p>Recommends to the Board, through the Superintendent, any policy changes for consideration. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Reports reviews and amendments to the Plan to the Superintendent or designee.</p>
All Staff	Implements the Plan.

LEGAL REF.: 105 ILCS 5/10-30.

DATED:

Instruction

Administrative Procedure - Curriculum Development

Faculty Curriculum Committee

The Faculty Curriculum Committee assists in the District's curriculum planning process and provides the Superintendent with recommendations and supportive summaries. The Committee shall serve in an advisory capacity only.

The Faculty Curriculum Committee will:

1. Engage in two-way communication with teachers in order to address questions and concerns, keep everyone informed, and cooperatively strive for continuous improvement.
2. Provide system-wide coordination of curriculum and student learning experiences.
3. Identify and categorize problems related to curriculum.
4. Research instructional methods and curriculum, utilizing available resources.
5. Engage in long-range planning for the continuous improvement of the curriculum.

The Superintendent or designee appoints Committee members and directs the Committee providing specific tasks and time-frames.

Curriculum Guides and Course Outlines

Development of guides:

1. Curriculum guides are best developed by the staff and teachers who are to use them.
2. When entire staff participation is not feasible, the Superintendent or designee will direct staff representatives and/or relevant department heads to study, create, and revise the guides.
3. Completed guides will be given to the Superintendent.

Use of guides:

1. Curriculum guides serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
2. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence.
3. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental issues that add to motivation and meaningful teaching and learning.
4. The Building Principal and/or department heads shall see that optimum use is made of available curriculum guides.

DATED:

Instruction

Administrative Procedure - Comprehensive Health Education Program

The major educational areas of the District's comprehensive health education program are described below:

1. In all secondary schools the health program shall include human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic, and social responsibilities of family life (including, in grades 9 through 12, instruction about both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS); prevention and control of disease, and course material and instruction to advise students of the Abandoned Newborn Infant Protection Act. The program shall include information about 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.
2. In grades 9 through 12, age appropriate sexual abuse and assault awareness and prevention education shall be included in a child sexual abuse prevention program.
3. The grades 9-12 health program shall include the prevention, transmission and spread of AIDS; public and environmental health; consumer health; safety education and disaster survival; mental health and illness; personal health habits; alcohol and drug use and abuse (including the medical and legal ramifications of alcohol, drug, and tobacco use and abuse during pregnancy); emphasis that sexual abstinence is a responsible and positive decision; tobacco; nutrition; and dental health.
4. The following areas may also be included in the curricula: basic first aid (including cardiopulmonary resuscitation and the Heimlich maneuver); heart disease; diabetes; stroke; the prevention of child abuse, neglect, and suicide; and age appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 9 through 12.
5. In secondary schools, the program shall include: (1) cardiopulmonary resuscitation (CPR) training from a nationally recognized certifying organization, e.g., American Heart Association or American Red Cross, and (2) how to use an AED.
6. In grades 9-12, the health program shall include instruction on alcohol and drug use and abuse, including the consequences of drug and substance abuse.
7. In grades 9-12, students should be provided with age-appropriate information about the dangers of drug abuse. The District's educational program shall offer drug education units that are integrated into the curricula and are designed to promote effective methods for the prevention and avoidance of drug and substance abuse.
8. In grades 9-12, the program shall include the prevention of abuse of anabolic steroids. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.
9. The family life and sex education program shall be developed in a sequential pattern and related in depth and scope to the students' physical, emotional, and intellectual maturity level. Family life courses offered in grades 9-12, shall include information regarding the

alternatives to abortion and information regarding the prevention, transmission, spread of AIDS, and the meaning of consent to sexual activity. Course content shall be age-appropriate.

Class sessions which deal exclusively with human sexuality may be conducted separately for males and females.

10. Students shall be provided parenting education in grades 9-12.
11. Students shall be provided safety education in all grades.
12. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.
13. Students in grades 9 or 10 shall receive instruction on donations and transplants of organs/tissue and blood.

No student shall be required to take or participate in any class or course on AIDS, family life instruction, sex abuse, or organ/tissue transplantation, if his or her parent/guardian submits a written objection to the Building Principal. Refusal to take or participate in any such course or program shall not be reason for disciplinary action or academic penalty.

Parents/guardians shall be provided the opportunity to preview all print and non-print materials used for instructional purposes.

LEGAL REF.: 105 ILCS 5/27-9.1, 5/27-9.2, 5/27-13.2, 5/27-17, 5/27-23.1, 5/27-23.3, 5/27-23.5, and 110/3.

DATED:

Instruction

Exhibit - Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes

Date _____

Class and Time _____

Teacher _____

Classes or Courses on Sex Education, Family Life Instruction, Instruction on Diseases, Recognizing and Avoiding Sexual Abuse, or Donor Programs for Organ/Tissue, Blood Donor, and Transplantation

For your information, State law requires that all sex education instruction be developmentally and age appropriate, evidence-based, medically accurate, and complete. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 9 through 12, the prevention of AIDS.

Request to Examine Instructional Material

A sample of the District’s instructional materials and course outline for these classes or courses is available from the classroom teacher for your inspection. If you are requesting to examine this material, please complete the following statement and return it to your child’s classroom teacher within five days.

I request to examine the instructional materials and course outline for this class.

Class Attendance Waiver Request

According to State law, no student is required to take or participate in these classes or courses. There is no penalty for refusing to take or participate in such a course or program.

If you do not want your child to participate in these classes or courses, please complete the following **class attendance waiver** statement and return it to your child’s classroom teacher within five school days.

I request that the District waive the class attendance of my child in a class or courses on:

- Comprehensive sex education, including in grades 9-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS, and other areas of instruction required by 105 ILCS 5/27-9.1**
- Family life instruction, including in grades 9-12, instruction on the prevention, transmission, and spread of AIDS**
- Instruction on diseases**
- Recognizing and avoiding sexual abuse**
- Instruction on donor programs for organ/tissue, blood donor, and transplantation**

Student (*please print*)

Parent/Guardian (*please print*)

Parent/Guardian Signature

Date

DATED:

Pending Implementation

Instruction

Exhibit - Resources for Biking and Walking Safety Education

105 ILCS 5/27-23.11, added by P.A. 100-1056, requires the District to make education available to students in grades kindergarten through 8 on effective methods for preventing and avoiding traffic injuries related to walking and bicycling. How that education is made available and any specific resources used are at the discretion of the District.

Pedestrian Safety Programs

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

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

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

Bicycle Safety Programs

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

Bikeology by Shape America and the National Highway Traffic Safety Administration - Aligns with the National Standards for kindergarten-12 Physical Education and includes lessons and assessments for skills and knowledge. Supplemental materials include a parent guide to reinforce the curriculum. Available at: www.shapeamerica.org/publications/resources/teachingtools/qualitytype/upload/bikeology-curriculum-part1-v2.pdf.

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

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

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

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

Combined Pedestrian and Bicycle Safety Programs

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

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

LEGAL REF.: 105 ILCS 5/27-23.11

DATED:

Instruction

Administrative Procedure - Teaching About Religions

The following are guidelines for teaching about religions:

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

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

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

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

DATED:

Instruction

Administrative Procedure - Dissection of Animals

Actor	Action	Time
Curriculum Director	<p>Identifies: (1) which, if any, courses contain a dissection project, and (2) the available alternative projects. Reports this information to the Building Principal.</p> <p>“Dissection” includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving, or mounting of: (1) meat or other animal products that have been processed for use as food or in the preparation of food, or (2) wool, silk, glue, or other commercial or artistic products derived from animals. 105 ILCS 112/10.</p> <p>Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty. 105 ILCS 112/25.</p>	Throughout the curriculum development process
Building Principal	<p>Ensures that course descriptions indicate which courses contain a dissection unit. For such courses, indicates that objecting students have the right to refrain, and the availability, if any, of an alternative.</p> <p>ISBE guidelines for notifying students, parents, administrators, and teachers are available at: www.isbe.net/Documents/alternatives_dissection_2000.pdf#search=dissection.</p>	Annually when course offerings and descriptions are distributed to students
Guidance Counselors and Teachers	Reminds objecting students to check the expectations and requirements of the post-secondary schools that they may be interested in attending. 105 ILCS 112/20(b).	Whenever a student may choose between dissection and an alternative program
Students	If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project.	Within the first 10 days of the course, if possible
All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection. 105 ILCS 112/25.	Continuously

DATED:

Instruction

Exhibit - Guidelines and Application for Using Animals in School Facilities for Educational Purposes

To be submitted to the Building Principal

This application must be approved before an animal may be brought into any school facility. Animals may be brought into the classroom or learning center for educational purposes, provided: 1) prior permission is received from both the supervising teacher and the Building Principal or designee; and 2) the following *Guidelines for Using Animals in School Facilities* are agreed to by the applicant, supervising teacher, and/or the animal owner.

Please print

Name and type of animal	School facility
Materials (i.e., cages, food, etc.)	Date(s) requested
Educational purpose	

Guidelines for Using Animals in School Facilities

Prohibited Animals

The following animals are prohibited in school facilities:

1. Inherently dangerous animals (e.g., lions, tigers, cougars, and bears)
2. Nonhuman primates (e.g., monkeys and apes)
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes)
4. Aggressive or unpredictable animals, wild or domestic
5. Stray animals with unknown health and vaccination history
6. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians)

Vaccination Requirements

Prior to bringing certain animals into school facilities, current health records and/or proof of current vaccination is required as follows:

1. **Cats** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis, and rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
2. **Dogs** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPIV), parovirus, Bordatella, and rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
3. **Ferrets** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
4. **Psittacine Birds** – Proof of treatment or negative test results for psittacosis (avian chlamydiosis).

General Guidelines

To protect students and staff from zoonotic diseases, the following guidelines apply to animals brought into school facilities for educational purposes:

1. The Building Principal or designee must approve all animals brought into school facilities.
2. Animals must be clean and free of intestinal parasites, fleas, ticks, and mites.
3. Students must be supervised by District staff during all human-animal contact.
4. Animals should be handled humanely.
5. Animals should be displayed in enclosed cages or under appropriate restraint (e.g., leash).
6. Animals may not roam free, fly free or have contact with wild animals.
7. No animals are allowed in areas where food or drink is prepared or consumed.
8. Food for animals must be stored in air-tight, closed contains (preferably hard plastic) to prevent spills and attracting nuisance animals and/or insects.
9. Anyone handling animals must wash his/her hands thoroughly with warm water and soap afterwards. Hand sanitizer may not be used as a substitute for soap and water.
10. Areas where animals have been present must be cleaned and disinfected by District staff.
11. Animal waste must be appropriately disposed of by a District staff member (e.g., using disposable plastic gloves and plastic bags). **Under no circumstances are students allowed to clean cages/aquariums or handle animal waste.**
12. The supervising teacher must:
 - A. Consult with parent(s)/guardian(s) to determine any special considerations needed for students who are immunocompromised or have allergies, asthma, or other health concerns; and
 - B. Complete and issue the *Student Permission for Exposure to Animal(s)* form to the parent(s)/guardian(s) of all students who will be exposed to the animal(s).
13. A responsible adult must accompany all animal visits into school facilities.

Procedures for the Housing, Care and Handling of Specific Animals

1. **Dogs** – All dogs must be housebroken.
2. **Farm animals** – Due to the risk of E. coli O157:H7, Salmonella, Campylobacter, and Cryptosporidium, these animals are not appropriate unless meticulous attention to personal hygiene can be assured.
3. **Ferrets** – Ferrets bite when startled, therefore students should not handle ferrets in the classroom. Students under the age of five are prohibited from having contact with these animals.
4. **Fish** – Use disposable gloves when cleaning aquariums. Do not dispose of aquarium water in sinks used for food preparation or for obtaining drinking water.
5. **Hamsters, Guinea pigs, and Gerbils** – Due to the risk of Salmonella bacteria and Lymphocytic choriomeningitis virus, special care must be taken when students handle these animals. Students under the age of five are prohibited from having contact with these animals.
6. **Psittacine Birds** – Because these birds (e.g., parrots, parakeets, budgies, and cockatiels) can carry disease, students are prohibited from handling them. Staff members should clean cages when students are not present.
7. **Reptiles and Amphibians** – Due to the risk of Salmonella bacteria, special precautions must be taken when students handle these animals. Students under the age of five are prohibited from having contact with these animals.

Animal-Related Injuries

If an animal bites, scratches, or otherwise injures someone at school and the skin is pierced, the Building Principal or designee will ensure:

1. The teacher immediately reports the incident to the Building Principal or designee and school nurse;
2. If necessary, the school nurse notifies public health authorities;
3. The school nurse notifies the student's parent(s)/guardian(s); and
4. An incident/accident report is completed by the staff member responsible at the time of the injury and forwarded to the school nurse.

Additional Applicant, Supervising Teacher, and Animal Owner Responsibilities

1. Applicant responsibilities:
 - A. The applicant must have a plan that assures the animal is appropriately housed, humanely cared for, and properly handled.
 - B. The applicant must submit health records and/or proof of current vaccination as set forth in these *Guidelines for Using Animals in School Facilities*.
 - C. Animals are not to be transported on school buses.
2. Supervising teacher and/or facility staff responsibilities:
 - A. The supervising teacher signing the application must assume primary responsibility for the animal.
 - B. Only the teacher or students designated by the teacher are to handle the animals.
 - C. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
3. Animal owner's responsibilities:
 - A. The animal's owner agrees to hold the District, its employees, agents, and assigns harmless for any injury to, including death of, the animal.
 - B. The animal's owner, if different from the person making the application, must sign below demonstrating that he or she granted permission for the animal to come into the classroom and agrees to the conditions set forth in this application.

I agree to abide by the *Guidelines for Using Animals in School Facilities* outlined above in this application.

_____ Applicant (<i>please print</i>)	_____ Telephone number
_____ Address	
_____ Applicant's signature	_____ Date
_____ Supervising teacher (<i>please print</i>)	
_____ Supervising teacher's signature	_____ Date
_____ Animal owner's name if different from applicant (<i>please print</i>)	
_____ Animal owner's signature	_____ Date

The Building Principal will base his or her decision on the information being provided in this application as well as other criteria deemed important. *Note to Building Principal or designee: after approving or denying this application, return a copy of it to the applicant and keep the original in the school office.*

Approved **Denied**

_____ Building Principal or designee's signature	_____ Date
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DATED:

Instruction

Exhibit - Student Permission for Exposure to Animals(s)

To be used when animal(s) are brought into the classroom or learning center for educational purposes.

Student: _____

Grade/Teacher: _____

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, District guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On (insert date) , the following animal(s) will visit my classroom for educational purposes:

- Cat Bird Ferret Guinea Pig
- Dog Rabbit Hamster Reptile or amphibian
- Rat Mouse Gerbil Other _____

The following animals are prohibited in schools: venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians), wild or exotic animals, mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes), non-human primates, stray animals, or aggressive/unpredictable animals.

The Building Principal or designee will ensure that the District’s *Guidelines for Using Animals in School Facilities* are followed. You may find these *Guidelines* in the school office. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and appropriately dispose of animal waste. **Under no circumstances are students allowed to clean cages or handle animal waste.**

Please complete and return this form to me by (insert date) . If you have any questions or concerns, please feel free to contact me at (insert contact information) .

To Be Completed by Parent/Guardian:

- I **do** permit my student identified above to be exposed to the animal(s) listed above. I further 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 my student’s exposure to the animal(s) listed above.
- I **do not** permit my student identified above to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.

Parent/Guardian Name (please print)

Parent/Guardian Signature

Date

DATED:

Instruction

Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities

The District implements by reference the IASB/ICSA special education procedures found at www.iasb.com/law/icsaspeded.cfm.

DATED:

Pending Implementation

Instruction

Exhibit - Notice to Parents/Guardians Regarding Section 504 Rights

On District letterhead.

Date:

Dear Parent/Guardian:

Re: Section 504 Rights

Section 504 of the Rehabilitation Act of 1973, commonly referred to as *Section 504*, is a nondiscrimination statute enacted by the U.S. Congress. The Act's purpose is to: (1) protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Dept. of Education (ED), and (2) ensure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who: has a record of having, or is regarded as having, a *physical or mental impairment* which substantially limits a *major life activity* as defined by 34 C.F.R. §104.3.

This notice describes the rights ensured by Section 504 to those disabled students who do not qualify for special education and related services under the Individuals With Disabilities Education Act (IDEA). The intent of this notice is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any decisions in reference to Section 504.

Please keep this explanation for future reference.

Parents/Guardians and/or students have the right to:

1. Be informed by the School District of your rights and procedural safeguards under Section 504 in an understandable language. 34 C.F.R. Part 104. The purpose of this notice is to advise parents/guardians and/or students of these rights.
2. A free appropriate public education designed to meet a student's individual educational needs as adequately as the needs of non-disabled students are met. 34 C.F.R. §104.33.
3. Free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 C.F.R. §104.33.
4. A placement in the least restrictive environment to the maximum extent appropriate to meet the student's needs. 34 C.F.R. §104.34.
5. Facilities, services, and activities comparable to those provided for non-disabled students. 34 C.F.R. §104.34.
6. An evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 C.F.R. §104.35.
7. Testing and other evaluation procedures conforming to the requirements of 34 C.F.R. §104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical conditions, social and cultural background, adaptive behavior,

physical or medical reports, student grades, progress reports, parent/guardian observations, anecdotal reports and standardized test scores. 34 C.F.R. §104.35.

8. Placement decisions made by a group of persons, i.e., a Section 504 committee, including the parent(s)/guardian(s) and persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements for the least restrictive environment and comparable facilities. 34 C.F.R. §104.35(c).
9. Periodic reevaluation of students who have been provided special education and related services. 34 C.F.R. §104.35(d).
10. A notice prior to any action by the District in regard to the identification, evaluation, or placement of the student. 34 C.F.R. §104.36.
11. Examine relevant records. 34 C.F.R. §104.36.
12. An impartial hearing regarding the student's identification, evaluation, or educational placement including an opportunity for parental participation in the hearing and representation by an attorney, and a review procedure. 34 C.F.R. §104.36.

[Insert details regarding the district's hearing and review procedures.]

13. File a grievance under Board policy 2:260, *Uniform Grievance Procedure*, regarding any complaints that allege action prohibited by Section 504.
14. File a complaint with the District's Section 504 coordinator or designee concerning Section 504 matters other than your student's identification, evaluation and/or placement. The Section 504 coordinator or designee will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. File a complaint with the Office of Civil Rights. The Illinois regional Office of Civil Rights is located in Chicago at:

Chicago Office for Civil Rights
U.S. Department of Education
Citigroup Center
500 West Madison Street, Suite 1475
Chicago, IL 60661
Phone: 312/730-1560
Fax: 312/730-1567
TDD: 877/521-2172
Email: OCR.Chicago@ed.gov

If you would like more information about the differences between Section 504 and IDEA, see *Protecting Students with Disabilities FAQ about Section 504 and the Education of Children with Disabilities*, available at: www2.ed.gov/about/offices/list/ocr/504faq.html.

Sincerely,
Superintendent

DATED:

Instruction

Exhibit - Special Education Required Notice and Consent Forms

Below is the URL to Ill. State Board of Education (ISBE) updated *Special Education Required Notice and Consent Forms* and instructions to understand the purpose and use of each form. The forms are the official versions of the State-required forms. The URL also provides access to each form in languages other than English.

www.isbe.net/Pages/Special-Education-Required-Notice-and-Consent-Forms.aspx

DATED:

Pending Implementation

Instruction

Administrative Procedure - Access to Classrooms and Personnel

Access to classrooms and personnel is permitted in limited situations by 105 ILCS 5/14-8.02(g-5). Guidelines follow:

1. These guidelines apply to access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility, an independent educational evaluator, or a qualified professional retained by or on behalf of a parent/guardian or student. A *qualified professional* means “an individual who holds credentials to evaluate the child in the domain or domains for which an evaluation is sought or an intern working under the direct supervision of a qualified professional, including a master’s or doctoral degree candidate.” These individuals are referred to in this procedure as *visitors*.
2. Visitors will be afforded reasonable access to educational facilities, personnel, classrooms, and buildings and to the student. To minimize disruption, reasonable access means that the parent(s)/guardian(s) or qualified professional retained by or on behalf of a parent(s)/guardian(s) or student is allowed access once per school quarter for up to one hour or one class period.¹ A visitor may request the authorized administrator to grant longer or additional observations based on individual circumstances and provide any supporting documentation in support of such a request. A professional evaluator can request longer or additional observations in his or her initial request. The administrator may grant, deny, or modify the request, and the administrator’s decision shall be final.
3. Visitors must comply with:
 - a. School safety, security, and visitation policies at all times.
 - b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act and the Illinois School Student Records Act.
 - c. Board policy 8:30, *Visitors to and Conduct on School Property*. Visitors may not disrupt the educational process.
4. If the visitor is a parent/guardian, he or she will be afforded reasonable access as described above for the purpose of:
 - a. Observing his or her child in the child’s current educational placement, services, or program, or
 - b. Visiting an educational placement or program proposed for the child by the Individualized Education Program (IEP) team.
5. If the visitor is an independent educational evaluator or a qualified professional retained by or on behalf of a parent or student, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the student, the student’s

performance, the student's current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the student, including interviews of educational personnel, student observations, assessments, tests, or assessments of the student's educational program, services, or placement or of any educational program proposed by the IEP team, services, or placement. If one or more interviews of school personnel are part of the evaluation, the interviews must be conducted at a mutually agreed upon time, date, and place that do not interfere with the school employee's school duties. The Building Principal or designee may limit interviews to personnel having information relevant to the student's current educational services, program, or placement or to a proposed educational service, program, or placement.

6. Prior to visiting a school, school building, or school facility, a visitor must complete 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*. This form serves to:
 - a. Inform the Building Principal or designee in writing of the proposed visit(s), the purpose, and the duration, and
 - b. Identify requested dates/times for the visit(s) to facilitate scheduling.
7. The student's parent/guardian must consent in writing to the student being interviewed by the named evaluator as part of a visit. The parent/guardian will grant this consent by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
8. The student's parent/guardian, or the student, if he or she is over the age of 18, must execute an Authorization to Release Student Record Information before an independent educational evaluator or a qualified professional retained by or on behalf of a parent/guardian or student will be given access to student school records or to personnel who would likely release such records during discussions about the student. If a student is over the age of 12 and the records contain mental health and/or developmental disability information, the student must also be requested to sign the Authorization to Release Student Record Information before any observation by or disclosure of school student records or information to a visitor.
9. The visitor must acknowledge, before the visit, that he or she is obligated to honor students' confidentiality rights and refrain from any re-disclosure of such records and/or information. The visitor will provide this acknowledgment and agreement by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
10. The Building Principal or designee will attempt to arrange the visit(s) at times that are mutually agreeable. The Building Principal or designee will accompany any visitor for the duration of the visit, including during any interviews of staff members.
11. If the visitor is a professional retained by the parent/guardian, the visitor must provide identification and credentials before the visit.
12. This procedure applies to any public school facility, building, or program and to any facility, building, or program supported in whole or in part by public funds. The student's case manager or other School District designee must facilitate such visit(s) when the student attends a program outside of the District, such as at a private day program or residential program, provided it is supported in whole or in part by public funds.

DATED:

Instruction

Exhibit - Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes

Student name: _____

DOB: _____

School attending: _____

Grade: _____

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview School District personnel or the student named above for the purpose of assessing the student’s special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

Parent/Guardian *(Complete this section if the person making the request is the parent/guardian.)*

Name: _____ Title: _____ Phone: _____

Address: _____

I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: _____
for the purpose of: _____

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: _____
_____ for the purpose of: _____

Observations are limited to one hour or one class period per school quarter.

Independent Evaluator or Other Qualified Professional *(Complete this section if the person making the request is not the parent/guardian.)*

Name: _____ Agency/Company: _____

Phone: _____ Email address: _____

Address: _____

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Teacher, certified in the areas of: _____ Illinois certified? <input type="checkbox"/> Y <input type="checkbox"/> N | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Clinical Psychologist | <input type="checkbox"/> Licensed Social Worker |
| <input type="checkbox"/> Licensed Clinical Social Worker | <input type="checkbox"/> Occupational Therapist |
| <input type="checkbox"/> School Social Worker | <input type="checkbox"/> Speech/Language Pathologist |
| <input type="checkbox"/> Physical Therapist | <input type="checkbox"/> Psychiatrist |
| <input type="checkbox"/> Audiologist | <input type="checkbox"/> Certified School Nurse |
| <input type="checkbox"/> Registered Nurse | |
| <input type="checkbox"/> Other qualified professional (list credentials): _____ | |

I have been requested by the above named student’s parent/guardian to conduct an evaluation of the student for the purpose of: _____

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

Observation of student in the following classroom(s)/setting(s): _____
_____ Duration: _____

Opportunity to interview the following personnel believed to work with the student: _____
_____ Duration: _____

Opportunity to interview the student.

I will need more than one hour or one class period for my visit for the following reason(s): _____

Student records, as noted in the attached, signed Authorization to Release Student Record Information.

Acknowledgement *(To be completed by the person making the access request.)*

I understand that the District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of 6:120-AP2, *Access to Classrooms and Personnel*, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records and/or information.

Individual Requesting Access Signature

Date

Parent/Guardian Verification *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, _____, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

Parent/Guardian Signature

Date

DATED:

Instruction

Administrative Procedure – Service Animals

State and federal laws allow a student with a disability to be accompanied by a service animal that is individually trained to perform work or tasks for the benefit of a student. The animal may accompany the student to all school functions, whether in or outside the classroom. Use this procedure to identify and manage legal and practical issues when a student with a disability uses a service animal at school.

Definitions

Service Animal - A dog or miniature horse trained or being trained as a hearing animal, guide animal, assistance animal, seizure alert animal, mobility animal, psychiatric service animal, autism service animal, or animal otherwise trained to assist an individual with a physical, mental or intellectual disability, according to State law. 105 ILCS 5/14-6.02; 720 ILCS 5/48-8. Federal law defines *service animal* as any *dog* or *miniature horse* that is individually trained to perform tasks or work for the benefit of a student with a disability. 28 C.F.R. §§35.104 and 35.136. Federal law also explains that other species of animals, whether wild or domestic, trained or untrained, are not service animals.

Under federal law, *disability* includes a physical, sensory, psychiatric, intellectual, or other mental disability. The *work or tasks performed* must be directly related to the student’s disability. Examples of work or tasks include, but are not limited to, assisting a student who is blind or has low vision with navigation and other tasks; alerting a student who is deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting a student during a seizure; alerting a student to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to a student with mobility disabilities; and helping a student with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

For more information about the definition of *service animal*, see the following U.S. Dept. of Justice, Civil Rights Div., *Disability Rights Section*, documents:

Service Animals at: www.ada.gov/service_animals_2010.htm.

Frequently Asked Questions about Service Animals and the ADA at: www.ada.gov/regs2010/service_animal_qa.html.

Handler - An individual who has and maintains control over the service animal. This individual may be the student using the service animal. Control of the service animal means using a harness, leash, or other tether, unless the handler is unable because of a disability to use one of these devices or their use would interfere with the service animal’s safe, effective performance of work or tasks. If or when these devices are not used, control of the service animal must be accomplished through voice control, signals, or other effective means.

Actor	Action
Parent/Guardian	<p>Informs the School District of the need for a service animal to accompany their disabled child to school.</p> <p>Cooperates with the District to successfully incorporate the service animal into the educational environment.</p>
Superintendent or designee	<p>Discusses this procedure with the Building Principal, other appropriate administrative and special education staff, and the Board Attorney.</p> <p style="text-align: center;">The Board Attorney will be a necessary participant in the</p>

Actor	Action
	<p>District’s efforts to manage the issues presented by service animals being used in school facilities. The Superintendent may want to authorize the Building Principal to consult with the Board Attorney as needed for this issue.</p> <p>Contacts the District’s insurance carrier(s) to assess appropriate coverage for issues involving service animals, including a handler.</p> <p>Informs all Building Principals and Special Education Coordinators that any <i>disabled student</i> has the right to be accompanied by a service animal “that is individually trained to perform tasks or work for the benefit of a student” at all school facilities or functions.</p> <p>105 ILCS 5/14-6.02 grants a student with a disability the right to bring a service animal to all school functions, whether in or outside the classroom. Schools must modify their policies, practices, or procedures to permit the use of a service animal by a student with a disability. 28 C.F.R. §35.136(a).</p> <p>Discusses 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>, with building principals and instructs them to: (1) inform their individual building staff of these guidelines when service animals are present in their individual buildings, and (2) use this exhibit as an internal District document to ensure legitimate safety interests of staff and students. It may not be used as an agreement between the District and its students and their parents/guardians as a condition of the student using a service animal.</p>
IEP and/or 504 Team	<p>For a student who is not already identified as disabled, follows the District’s 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>If a student does not qualify as a student with a disability, consult the Board Attorney before excluding the service animal from the school. This will ensure that there are not special circumstances that require the school to allow access despite a student’s non-disabled status.</p> <p>For a student with an IEP or Section 504 plan, or who qualifies for one, determines:</p> <ol style="list-style-type: none"> 1. Whether the service animal is a required <i>related service</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or 2. Whether the service animal is an appropriate <i>reasonable accommodation</i> for the student’s disability. <p>Permits the use of the service animal if the answer to either of the above questions is positive, i.e., determines that the service animal will perform tasks for the benefit of a student with a disability.</p> <p>Informs the parent/guardian that the student’s service animal may accompany the student to school, and explains that the service animal must be under the control of its handler at all times and housebroken. 28 C.F.R. 35.136(b), and (d).</p> <p>If the school excludes the service animal:</p>

Actor	Action
	<ol style="list-style-type: none"> 1. Notifies the parent/guardian in writing of the reasons for the exclusion and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; 34 C.F.R. Parts 104 and 300; and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>. 2. Gives the student with a disability the opportunity to participate in all of the school's services, programs, or activities without having the service animal at the school facility.
Building Principal	<p>When notice of the need for a service animal in a school facility is provided:</p> <p>Balances student's need for the service animal and the legitimate safety interests of other students and staff by ensuring the service animal will meet the guidelines listed in 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>. Takes appropriate steps to inform the student's parent(s)/guardian(s) of any unmet guidelines and what actions must be taken to meet these guidelines and avoid exclusion of the service animal.</p> <p>Discusses 6:120-AP3, E1, with building staff. Requests to be immediately informed if the animal's behavior does not conform to these guidelines.</p> <p>Ensures that the District conducts a criminal background check on any handler(s) pursuant to policy 6:250, <i>Community Resource Persons and Volunteers</i>. See 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, and 6:250-E, <i>Resource Person and Volunteer Information Form and Waiver of Liability</i>.</p> <p>ADA regulations, 28 C.F.R. §§35.130(f) and 35.136(h), and the Illinois White Cane Law, 775 ILCS 30/, both prohibit charging a disabled individual a deposit or a surcharge as a condition to allowing a service animal to accompany the disabled individual. Consult the Board Attorney about payment of any criminal background screening fees for an adult handler.</p> <p>Creates a plan with the student's parent/guardian and the handler for:</p> <ol style="list-style-type: none"> 1. Integrating the animal into the classroom and school environment (assemblies, cafeteria, library, etc.), and 2. Meeting the service animal's basic needs during the school day. <p>Any plan depends on the individual student's service animal arrangement, any management issues, and the schedules within each individual building. The school staff is not required to provide care or assistance except in special circumstances. See 28 C.F.R. §35.136(e). Consider addressing: where the animal will relieve itself, who disposes of the waste, where the animal drinks water, and who provides it, etc. Note: While the school is not required to provide staff to take the animal outside, it may need to provide a staff member to accompany a student outside if the student is the animal's handler. See 28 C.F.R. §35.130(b)(7); <u><i>Alboniga v. Sch. Bd. of Broward Co. Fla.</i></u>, 87 F.Supp.3d 1319 (S.D. FL. 2015).</p>

Actor	Action
	<p>Checks with the school nurse regarding any known allergies among students attending the school.</p> <p>Manages identified students' competing educational interests by:</p> <ol style="list-style-type: none"> 1. With the Superintendent's permission, consulting the Board Attorney. 2. Minimizing contact between any allergic students and the service animal. 3. Creating a method to monitor identified competing educational interests between students based upon the individual facts of the situation. 4. Responding to future unidentified competing educational interests and managing them immediately. 5. Modifying any other conditions as the individual facts of the situation require. <p>See <u>Kalbfleisch ex rel. v. Columbia Community Unit School District</u>, 396 Ill.App.3d 1105 (5th Dist. 2009), for a discussion about the balancing of interests. Other helpful publications include:</p> <p>The U.S. Dept. of Education's <i>Reasonable Accommodation Handbook</i>, Section C10, provides information about balancing competing interests in the context of a service animal's presence in the work environment. See: www2.ed.gov/policy/gen/leg/foia/acshbom3.pdf.</p> <p>The Ill. Attorney General Office's <i>Disability Rights Service Animals: A Guide for Illinois Businesses and Other Public Accommodations</i> at: www.illinoisattorneygeneral.gov/rights/servanimals.html.</p> <p>The U.S. Dept. of Justice's <i>Commonly Asked Questions about Service Animals in Places of Business</i> at: www.ada.gov/qasrvc.htm.</p> <p>Facilitates the dissemination of accurate information about the presence of the service animal at school while respecting privacy rights.</p> <p>Considers creating a joint communication from the Building Principal and the parent/guardian of the student using a service animal. The communication should inform other students and their parents/guardians about the placement of a service animal in their educational setting.</p> <p>Providing a joint communication allows the school to exchange the information needed to balance competing educational interests without violating federal or State laws that govern student records. See the 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 parent or eligible student, unless an exception applies. See</p>

Actor	Action
	<p>policy 7:340, <i>Student Records</i>.</p> <p>Prepares a list of answers to anticipated questions.</p> <p>Educates students, staff, and the community about the rights of students to use service animals in the school and the consequences for mistreatment of animals. See the Humane Care of Animals Act, 510 ILCS 70/4.03, 70/4.04, and 70/7.15 (makes it unlawful to meddle or tamper with a service dog or to tease, strike or mistreat one); White Cane Law, 775 ILCS 30/3 (makes it unlawful to interfere with the rights of a disabled person).</p> <p>Contacts the student's parent/guardian if at any time the animal fails to meet the guidelines listed in 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>.</p> <p>When a service animal arrives at school without notice:</p> <p>Keeps the animal with the student if the service animal is obviously:</p> <ol style="list-style-type: none"> 1. Able to perform tasks or work for the benefit of a student with a disability, 2. Able to stay under the control of its handler and, if not, the handler can take effective action to control it, and 3. Housebroken. <p>Informs staff that the animal may not be taken away from the student.</p> <p>Informs the parent/guardian of this procedure and requests their cooperation with the District to successfully incorporate the service animal into the educational environment.</p> <p>Excludes the animal and contacts the student's parent/guardian if the animal does not obviously meet the conditions in 6:120-AP3, E1.</p> <p>Contacts animal control if the Principal or designee believes the animal is not properly vaccinated, licensed, may be dangerous, or is sick.</p>

LEGAL REF.: 105 ILCS 5/14-6.02.
Humane Care for Animals Act, 510 ILCS 70/
Illinois White Cane Law, 775 ILCS 30/
28 C.F.R. Part 35.
28 C.F.R. §36.104.
34 C.F.R. Parts 100 and 300.

DATED:

Instruction

Exhibit - Guidelines for Service Animals in School Facilities

For use by Superintendent and Building Principal only.

This exhibit’s guidelines are not intended for use as an agreement between the District and its students and their parents/guardians as a condition of the student using a service animal. It is intended for use by the Building Principals to:

1. Ensure that the legitimate safety interests of staff and students are met,
2. Inform their individual building staff of these guidelines when service animals are present in their individual buildings, and
3. Request that staff members inform the Building Principal if they observe a service animal that is not meeting any of the listed guidelines.

These guidelines are not based on speculation, stereotypes, or generalizations about students with disabilities. Each guideline includes an explanation based upon State and federal law with legal citations and resources that provide further information.

The animal is *individually trained* to perform tasks for the benefit of a student with a disability.

Explanation	Legal Citation(s) and Resources
<p>A service animal must perform work or an individualized task(s) for the benefit of a student with a disability. When it is not obvious what service the service animal provides, only the following questions may be asked:</p> <ol style="list-style-type: none"> 1. Is the animal a service animal required because of a disability? 2. What work or task has the service animal been trained to perform? 	<p>105 ILCS 5/14-6.02 requires the service animal to be <i>individually trained</i> to perform tasks for the benefit of a student with a disability.</p> <p>28 C.F.R. §§35.104 and 35.136 mirror state law and require that the work or tasks performed by a service animal be directly related to the student's disability. Section 36.104 defines work or tasks, which include but are not limited to, assisting a student who is blind or has low vision with navigation and other tasks; alerting a student who is deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting a student during a seizure; alerting a student to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to a student with mobility disabilities; and helping a student with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. Note: Providing emotional support, well-being, comfort, companionship or being present to deter criminal behaviors does not satisfy the requirement to “perform work or tasks.”</p>

The animal has a current rabies vaccination tag.

Explanation	Legal Citation(s) and Resources
<p>A service animal must have a current rabies vaccination and tag for the safety interests of all individuals in the school environment.</p> <p>School officials must always assume that the service animal is properly licensed.</p>	<p>510 ILCS 5/8 requires a current rabies vaccination, which is verified through a current rabies vaccination tag. Because State law requires animals to receive this vaccination, it is a legitimate safety requirement that is based upon an actual risk for the service animal to access school facilities. 28 C.F.R. §35.130(h).</p> <p>Federal law does not allow the District to ask for proof of a license. This is true even when local municipalities, cities, or villages within the District’s boundaries have additional registration requirements. The U.S. Dept. of Justice opines that unlicensed animals do not pose the same safety concern as those that are not vaccinated, i.e., the fundamental nature of the school environment is not affected by failing to obtain a license. The District may call animal control if there is a legitimate suspicion that the animal is not licensed, and the animal’s owner may then be subject to a fine. However, the animal must still be allowed in the school.</p>

The handler(s) may lawfully:

- 1. Be on school property, and**
- 2. Have contact with children.**

Explanation	Legal Citation(s) and Resources
<p>The animal handler must not be a person who is a <i>sex offender</i>, as defined by the Sex Offender Registration Act, or a <i>violent offender against youth</i>, as defined in the Murderer and Violent Offender Against Youth Registration Act.</p>	<p>720 ILCS 5/11-9.3 prohibits a child sex offender from being present on school property when persons under the age of 18 are present. Because this requirement is State law, it is a legitimate safety requirement based upon an actual risk for the service animal’s handler to access school facilities. 28 C.F.R. §35.130(h).</p> <p>The U.S. Dept. of Justice opines that a service animal’s handler should be treated the same as the District treats all other resource persons and volunteers. Note: Some school boards forbid the use of convicted felons as volunteers.</p> <p>Board policy 6:250, <i>Community Resource Persons and Volunteers</i>, requires the Superintendent to establish procedures for securing and screening resource persons and volunteers. 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, requires criminal history records checks for individuals who work in direct contact with students or where a check would be prudent.</p>

The animal is under the control of the handler and housebroken.

Explanation	Legal Citation(s) and Resources
<p>A service animal must be under the control of its handler.</p> <p>A service animal must be housebroken.</p>	<p>Federal law allows exclusion of a service animal from the school environment when its handler is not able to take effective action to control the animal or the animal is not housebroken. The U.S. Dept. of Justice opines that one accident, however, will not be sufficient for exclusion of a service animal. 28 C.F.R. §35.136.</p> <p>For more examples and explanation regarding effective action to control a service animal and whether an animal is housebroken, see Americans with Disabilities Act, Title II Regulations, Nondiscrimination on the Basis of Disability in State and Local Government Services, <i>2010 Guidance and Section-by-Section Analysis</i> at: www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.htm .</p>

DATED:

Pending Implementation

Instruction

Administrative Procedure - Care of Students with Diabetes

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

1. Sample procedures for the care of students with diabetes
2. Answers to FAQs on: process for selecting a delegated care aide; training; developing a diabetes care plan; classroom management; and sample authorization, release, and acknowledgement

The material is posted on the IASB website, iasb.com/law/diabmats.cfm.

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

DATED:

Instruction

Administrative Procedure - Accelerated Placement Program Procedures

The District’s Accelerated Placement Program (APP) places qualified students in an educational setting that includes curriculum usually reserved for students who are older or in higher grades than the student, and is implemented by the Superintendent or designee. 105 ILCS 5/14A.

This administrative procedure contains five sections as follows:

1. Definitions
2. Annual Notification
3. Referral Process
4. Evaluation Process
5. Eligibility Determination

Definitions

Accelerated placement is the placement of a student in an educational setting with curriculum that is usually reserved for students who are older or in higher grades than the student. Accelerated placement includes, but may not be limited to: accelerating a student in a single subject, and grade acceleration.

Individual subject acceleration is the practice of assigning a student to a specific content area at a higher instructional level than is typical given the student’s grade for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. It may be accomplished by either: (a) physically moving the student to a higher level class for instruction; or (b) using higher level curricular or study materials in the student’s current classroom.

Whole grade acceleration is the practice of assigning a student to a higher grade level than is typical, given the student’s age, on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities. Commonly referred to as *skipping* a grade, grade acceleration may be done at the beginning of or during the school term.

Referral Process

Actor	Action
Parent(s)/Guardian(s), Licensed Educational Professionals, Student (with written consent of a parent/guardian), or Peer (through a licensed educational professional who has knowledge of the student’s abilities).	Refers a student for possible evaluation for accelerated placement using the process set forth in this procedure.
Student Services Director, Building Principal, or designee	Within 15 school days after receiving a referral, determines whether an evaluation for accelerated placement is warranted. To determine whether an evaluation is warranted, may review existing data about the student, utilize screening data, and conduct preliminary procedures such as observation of the student, consultation with the teacher or other individual making the request, and a conference with the student.

Actor	Action
	Provides the student's parent(s)/guardian(s) with written notice of the referral determination. For cases not warranting an evaluation, the process ends here. For cases warranting an evaluation, proceed to Evaluation Process, below.

Evaluation Process

Actor	Action
Student Services Director, Building Principal, or designee	<p>Convenes an Evaluation Team (consisting of District teacher(s) and school support personnel, as appropriate) having the knowledge and skills necessary to:</p> <ol style="list-style-type: none"> 1. Identify multiple valid, reliable indicators to use during the evaluation; 2. Identify appropriate assessment instruments; 3. Administer said assessments; and 4. Interpret evaluation results. <p>The composition of the team may vary depending upon the type of acceleration requested and other relevant factors.</p>
Evaluation Team	<p>Identifies multiple valid, reliable indicators and any assessment instruments appropriate to use during the evaluation.</p> <p>Prepares a written document identifying the evaluation components. This may occur without a meeting.</p>
Student Services Director, Building Principal, or designee	<p>Provides parent(s)/guardian(s) with written notification of the Evaluation Team's conclusions regarding the evaluation components and requests parent(s)'/guardian(s)' written consent to conduct the evaluation.</p>
Parent/Guardian	<p>Provides written consent to conduct the evaluation.</p>
Evaluation Team	<p>Completes the evaluation within 15 school days following the date of receipt of parent(s)'/guardian(s)' written consent to conduct the evaluation.</p> <p>Ensures the evaluation is nondiscriminatory and follows policy 7:10, <i>Equal Educational Opportunities</i>.</p>

Eligibility Determination

Actor	Action
Evaluation Team	Convenes a meeting with parent(s)/guardian(s) to review evaluation results and determine eligibility for the APP. Provides parent(s)/guardian(s) with written notice of eligibility determination. <ol style="list-style-type: none">1. If the student is found eligible for the APP, prepares and provides parent(s)/guardian(s) with a written plan detailing the type of acceleration the student will receive and strategies to support the student.2. If the student is not found eligible for the APP, provides parent(s)/guardian(s) with written notice of their right to appeal the eligibility determination, within five calendar days after receiving the determination, by submitting a written request to the Superintendent.
Parent/guardian	If desired, within 15 calendar days after receiving written notice that student is not eligible for the APP, submits written appeal to the Superintendent.
Superintendent	Within 15 calendar days after receiving the written appeal request, reviews the case, and provides parent(s)/guardian(s) with written notice of his/her decision. The Superintendent's decision is final.

DATED:

Pending Implementation

Instruction

Administrative Procedure - Education of Homeless Children

Actor	Action
School Board Preliminary Step	<p>Upon recommendation of the Superintendent, determine whether to expend transportation funds to provide financial homeless prevention assistance to the parents/guardians (or persons who enroll students) of children who are homeless or <i>at risk of becoming homeless</i>, in accordance with the provisions of 105 ILCS 5/29-5 (amended by P.A. 100-332); 105 ILCS 45/1-17 (added by P.A. 100-332). See duties of the Liaison for Homeless Children below for specific eligibility requirements.</p>
Superintendent Preliminary Steps	<p>Serve as or designate an appropriate staff person, who may also be a coordinator for other federal programs, to serve as a Liaison for Homeless Children. 42 U.S.C. §11432(g)(1)(J)(ii).</p> <p>Under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a(2)), <i>homeless children</i> means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 U.S.C. §11302(a)(1)). The term includes:</p> <ol style="list-style-type: none"> 1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; Note: Effective 12-10-16, Section §11434a(2) will no longer include children “awaiting foster care placement” within the definition of <i>homeless children</i>. 2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 11302(a)(2)(C)); 3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and 4. Migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for purposes of this part because the children are living in clauses (1) through (3) above. <p>Under the Ill. Education for Homeless Children Act, 105 ILCS 45/1-5, <i>homeless person, child, or youth</i> includes, but is not limited to, any of the following:</p> <ol style="list-style-type: none"> 1. An individual who lacks a fixed, regular, and adequate nighttime place of abode. 2. An individual who has a primary nighttime place of abode that is: <ol style="list-style-type: none"> a. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare

Actor	Action
	<p>hotels, congregate shelters, and transitional housing);</p> <p>b. An institution that provides a temporary residence for individuals intended to be institutionalized; or</p> <p>c. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.</p>
<p>Liaison for Homeless Children</p> <p>Duties</p>	<p>Review and use the information provided at: www.isbe.net/Pages/Homeless.aspx to become aware of the resources and training materials provided by the Illinois State Board of Education with regard to the education of homeless children. See www2.ed.gov/programs/homeless/legislation.html for the U.S. Dept. of Education’s information about federal requirements.</p> <p>Ensure that homeless children and youths are identified by school personnel and through coordinated activities with other entities and agencies. 42 U.S.C. §11432(g)(6)(A)(i).</p> <p>Ensure that homeless children and youths enroll in, and have a full and equal opportunity to succeed in District programs. 42 U.S.C. §11432(g)(6)(A)(ii).</p> <p>Ensure that homeless families, children, and youths receive educational services for which they are eligible, and make referrals to health care, dental, mental health, and other appropriate services. 42 U.S.C. §11432(g)(6)(A)(iii)-(iv).</p> <p>Inform parent(s)/guardian(s) of educational and related opportunities available to their children, and provide them with meaningful opportunities to participate in their children’s education. 42 U.S.C. §11432(g)(6)(A)(v).</p> <p>Disseminate public notice of the educational rights of homeless children and youths in the location where they receive services (such as schools, family shelters, and soup kitchens). 42 U.S.C. §11432(g)(6)(A)(vi).</p> <p>Mediate enrollment disputes to:</p> <ol style="list-style-type: none"> 1. Ensure the child/youth is immediately admitted to the school in which enrollment is sought, pending resolution of the dispute; 2. Provide the homeless child/youth’s parent/guardian with a written explanation of the school's decision regarding school selection or enrollment, including their rights to appeal the decision; 3. Complete the dispute resolution process as expeditiously as possible; and 4. In the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending resolution of the dispute. 42 U.S.C. §11432(g)(3)(E)(iv) and 42 U.S.C. §11432(g)(6)(A)(vii). <p>Fully inform the parent/guardian of a homeless child/youth, and any unaccompanied youth, of all transportation services and assist in accessing transportation services. 42 U.S.C. §11432(g)(6)(A)(vii). Convene a meeting with the parent/guardian and teacher of the child if the travel time to a homeless child’s school of origin is longer than one hour each way, or</p>

Actor	Action
	<p>if the travel time is shorter, but the District wishes to evaluate whether such travel is in the best interest of the child’s development and education. 105 ILCS 45/1-15.</p> <p>Assist unaccompanied youth in placement/enrollment decisions, consider the youth’s wishes in those decisions, and provide notice to the youth of the right to appeal such decisions. 42 U.S.C. §11432(g)(3)(B)(iv).</p> <p>Assist children/youths who do not have immunizations or medical records in obtaining necessary immunizations and/or medical records. 42 U.S.C. §11432(g)(3)(C)(iii).</p> <p>If needed, verify children’s homeless status so they may obtain free copies of their birth certificates, in accordance with procedures established by the State Registrar of Vital Records. 410 ILCS 535/25.3, amended by P.A. 100-506, eff. 1-1-18.</p> <p>Collaborate with State and local social service agencies that provide services to the homeless as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. 42 U.S.C. §11432(g)(5)(A) and (g)(6)(C).</p> <p>Conduct a hardship review whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing; a hardship review should be performed after the passage of 18 months and annually thereafter. 105 ILCS 45/1-25(a-5).</p> <p>Make a recommendation to the Superintendent regarding whether the Board should authorize financial homeless prevention assistance for families with children who are homeless or <i>at risk of being homeless</i>. 105 ILCS 5/29-5; 105 ILCS 45/1-17.</p> <p>In those cases where the parties agree it is in the best interest of the child and District to do so, prepare a written housing plan (Plan) to provide financial assistance in an amount that will allow a child who is homeless or <i>at risk of being homeless</i> to remain permanently in his/her home or obtain new housing. Financial assistance may include: (1) mortgage or rental assistance that will allow a child to remain permanently in his/her living situation or obtain a new living situation; and/or (2) assistance with unpaid bills, loans, or other financial debts that result in housing being inadequate. 105 ILCS 45/1-17(a).</p> <p>Before entering into any such Plan, verify that all of the following requirements have been met in order for the District to claim the financial assistance against its State transportation funds:</p> <ol style="list-style-type: none"> 1. The District has attempted to provide the financial assistance through its local homeless assistance agency that is part of the McKinney-Vento Homeless Act’s continuum of care. 105 ILCS 45/1-17(b). 2. The amount of the financial assistance will not exceed the District’s actual costs for providing transportation for the child. 105 ILCS 5/29-5. 3. The District is not otherwise claiming the transportation costs in

Actor	Action
	<p>another State or federal grant. 105 ILCS 5/29-5.</p> <p>4. If the assistance is to be provided to a child <i>at risk of becoming homeless</i>, the parent/guardian, person who enrolled the child, or unaccompanied minor has provided documented evidence showing that the child’s living situation will, within eight weeks, cease to be fixed, regular, and adequate and will result in the child becoming homeless. Acceptable proof includes, but is not limited to: foreclosure notice, eviction notice, utility shut-off or discontinuation notice, or written statement from the parent/guardian, person who enrolled the student, or unaccompanied minor. 105 ILCS 45/1-17(d).</p> <p>Refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent whenever a school denies a homeless child enrollment or transportation, and provide the child or his or her parent/guardian with a written statement of the basis for the denial. 105 ILCS 45/1-25(a).</p>
<p>Parent(s)/guardian(s)</p> <p>Assignment</p>	<p>Choose the child’s attendance center between the following options (105 ILCS 45/1-10 controls because it exceeds the rights granted to parent(s)/guardian(s) in federal law):</p> <ol style="list-style-type: none"> 1. Continuing the child’s education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or 2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend. <p>The term <i>school of origin</i> means the school that the child attended when permanently housed or the school in which the child was last enrolled. 42 U.S.C. §11432(g)(3)(I) and 105 ILCS 45/1-5.</p> <p>If the child is attending his/her school of origin, make a good faith effort to provide or arrange for transportation to and from the school of origin, including authorizing relatives, friends, or a program for homeless persons to provide the child with transportation.</p>
<p>Building Principal Where Homeless Student Will be Enrolled</p> <p>Enrollment</p>	<p>Shall immediately enroll the homeless child/youth, even if the child/youth is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation. 42 U.S.C. §11432(g)(3)(C)(i) and 105 ILCS 45/1-20.</p> <p>Shall immediately contact the school last attended by the child/youth to obtain relevant academic and other records. 42 U.S.C. §11432(g)(3)(C)(ii) and 105 ILCS 45/1-20.</p> <p>If the child/youth needs to obtain immunizations, or immunization or medical records, shall immediately refer the child/youth’s parent/guardian to the Liaison for Homeless Children. 42 U.S.C. §11432(g)(3)(C)(iii) and 105 ILCS 45/1-20.</p> <p>Maintain records for the homeless child/youth that are ordinarily kept for students according to District policy and procedure on student school</p>

Actor	Action
	<p>records. 42 U.S.C. §11432(g)(3)(D).</p> <p>Ensure each homeless child/youth is provided services comparable to services offered to other students including the following: 42 U.S.C. §11432(g)(4).</p> <ol style="list-style-type: none"> 1. Transportation services; 2. Educational services for which the child/youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency; 3. Programs in vocational and technical education; 4. Programs for gifted and talented students; and 5. School nutrition programs. <p>Shall require a parent/guardian of a homeless child/youth, if available, to submit contact information. 42 U.S.C. §11432(g)(3)(H) and 105 ILCS 45/1-20.</p>
<p>Transportation Director and Building Principal Where Homeless Student Will be Enrolled</p> <p>Transportation</p>	<p>Ensure transportation is provided to a homeless child/youth, at the request of the parent/guardian (or in the case of an unaccompanied youth, the Liaison), to and from the school of origin. 42 U.S.C. §11432(g)(1)(J)(iii); 42 U.S.C. §11432(g)(4)(A). State law, found at 105 ILCS 45/1-15, is superseded by federal law. The term <i>school of origin</i> means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(I). Transportation shall be arranged as follows:</p> <ol style="list-style-type: none"> 1. If the homeless child/youth continues to live in the area served by the school district in which the school of origin is located, the child/youth's transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located. 2. If the homeless child/youth's living arrangements in the area served by the district of origin terminate and the child/youth, though continuing his or her education in the school of origin, begins living in an area served by another school district, the district of origin and the district in which the homeless child/youth is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally. <p>42 U.S.C. §11432(g)(1)(J)(iii).</p>
<p>Superintendent or Designee</p> <p>Dispute</p>	<p>If a dispute arises, shall inform the homeless child/youth's parent(s)/guardian(s) of the availability of an investigator, sources for low-cost or free legal assistance, and other advocacy services in the community.</p> <p>Each Regional Superintendent appoints an ombudsperson to provide resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act. 105 ILCS 45/1-25. The Homeless Family Placement Act governs</p>

Actor	Action
	shelter placement. 310 ILCS 85/1 <u>et seq.</u>

DATED:

Pending Implementation

Instruction

Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs

The development, implementation, and maintenance of parent/guardian and family engagement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates and convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to be held to discuss District and/or school compacts.
 - Always begin with “introducing where we are now” and end with “next steps.”
 - Agendas should provide for two-way communication between District and parents/guardians of children participating in Title I programs.
 - Agendas can be built around the federal compliance requirements as stated in the IASB sample district- and school-level compacts.
 - Agendas should also include a section to inform parents/guardians of their school’s participation under Title I and to explain Title I’s requirements regarding parent/guardian involvement, including the right of the parents/guardians to be involved.
 - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
 - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to their children’s education.
 - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the schoolwide program plan under 20 U.S.C. §6314(b)(2).
 - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
 - Parents/guardians of students’ participating in Title I programs
 - Staff members
 - Students participating in Title I programs
 - School Board members
 - Media
 - Coordinators for other school programs, e.g., Head Start and preschool programs
 - Other _____

- Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
 - Make all Open Meetings Act notifications and postings for meetings to be held to discuss District and/or school compacts. Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.
 - Appoint a recording secretary to keep meeting minutes.
 - Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
 - Determine *success* indicators to measure the effectiveness of the parent and family engagement compacts in improving the academic achievement.
 - Review the *success* indicators in order to evaluate the effectiveness of the parent and family engagement compacts in improving the academic achievement.
 - Identify:
 - Barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
 - The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - Strategies to support successful school and family interactions.
- Use the findings of such evaluation to design evidence-based strategies for more effective parent/guardian involvement.
- If the schoolwide program plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Board.
 - Provide status reports to the Board and, periodically, submit updated parent and family engagement compacts to the Board.
 - Revise the applicable parent and family engagement compacts as necessary.

DATED:

Instruction

Exhibit - District-Level Parent and Family Engagement Compact

This District-level *Compact* provides an understanding of the joint responsibility of the District and parents/guardians and family members to improve students' academic achievement and school performance. To that end, the District provides opportunities for parent/guardian and family engagement at the District level as follows:

1. The District involves parents/guardians and family members in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. §6312), and the development of comprehensive and targeted support and improvement plans (20 U.S.C. §§6311(d)(1), (2)) by:
 - Establishing a District-level committee with parent/guardian liaisons from each building as well as representatives from other relevant federal, State, and local programs.
 - Establishing meaningful, ongoing two-way communication between the District, staff and parents/guardians.
 - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
 - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parent/guardian participation, e.g., illiteracy or language difficulty.
2. The District provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance by:
 - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
 - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
 - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
 - Seeking input from parents/guardians in developing workshops.
 - Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
 - Engaging the building PTO's to actively seek out and involve parents/guardians through regular communication updates and information sessions.
 - Utilizing PTOs to assist in identifying effective communication strategies based on their members' needs.
 - Providing a master calendar of District meetings to discuss pertinent topics.
 - Allowing meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents/guardians and family members in education.
3. The District coordinates and integrates parent/guardian and family engagement strategies under this *Compact*, to the extent feasible and appropriate, with engagement strategies under other relevant federal, State and local programs by:

- Involving District and program representatives to assist in identifying specific population needs.
 - Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
4. The District conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served under Title I, including identifying: (a) barriers to greater participation by parents/guardians in activities authorized by 20 U.S.C. §6318 (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (b) the needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (c) strategies to support successful school and family interactions. The District then uses the findings of such evaluation to design evidence-based strategies for more effective parent/guardian involvement, and to revise, if necessary, its District-level parents/guardians and family engagement policies. The District does these activities by:
- Evaluating the effectiveness of the content and communication methods through a variety of means, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
 - Identifying barriers to effective evaluation by language support or other assistance as needed.
 - Identifying potential policy and compact changes to revise and improve program(s).
5. The District involves parents/guardians in the activities of the schools served under Title I by:
- Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
 - Providing Building Principal and PTO coordination of events.
 - Establishing a parent-advisory board comprised of a sufficient number and representative group of parents/guardians or family members to adequately represent the needs of the District's population for the purposes of developing, revising, and reviewing the parent and family engagement policy.

DATED:

Instruction

Exhibit - School-Level Parent and Family Engagement Compact

This school-level parent and family engagement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

Parent/Guardian Involvement

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
 - Invite all parents/guardians of participating children to the annual meeting at school.
 - Explain the rights of parents/guardians to be involved in establishing this compact.
 - Introduce and involve the building representatives on the District-level committee.
 - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
 - Indicate the mechanisms by which the committee work will be communicated.
 - Seek the involvement and input of parents/guardians.
 - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
 - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
 - Engage building-based parent organizations to assist with communication and implementation needs.
 - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
 - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
 - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
 - Provide parents/guardians of participating children timely information about programs.
 - Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.

5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
6. The Building Principal or designee shall:
 - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
7. If the school-wide plan under 20 U.S.C. §6314(b) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
 - Submit any parent/guardian comments on the plan when the school makes the plan available to the School Board.
 - Provide a process for parents/guardians to express concerns and complaints.

Shared Responsibilities for High Student Academic Achievement

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's challenging academic standards. Each parent/guardian is responsible for supporting their children's learning by:
 - Volunteering in their child's classroom.
 - Participating, as appropriate, in decisions relating to their children's education and positive use of extracurricular time.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
 - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
 - Frequent reports to parents/guardians on their child's progress.
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
 - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as, literacy and technology (including education about the harms of copyright piracy), to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers, instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents/guardians, in: a) the value and utility of contributions of parents/guardians; and b) how to effectively communicate and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school.
- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, State and local programs, including public preschool programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.

- Ensure that information is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language that parents/guardians can understand.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In addition, each school may:

- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
-
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.

Accessibility

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide opportunities for the informed participation of parents/guardians and family members (including those with limited English proficiency, with disabilities, and migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

DATED:

Instruction

Administrative Procedure - Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act

The Elementary and Secondary Education Act (ESEA), McKinney-Vento Homeless Assistance Act (McKinney-Vento), and Protection of Pupil Rights Act (PPRA) mandate that schools receiving federal funds provide parents/guardians with information and notices in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to the parents/guardians of students. The legal references are provided at the end of the procedure. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. In addition, see:

- ISBE's *Frequently Asked Questions regarding the Every Student Succeeds Act (ESSA)*, published 8-12-16, at: www.isbe.net/Documents/ESSA-faq.pdf.
- U.S. Department of Education's *Frequently Asked Questions regarding Transitioning to the Every Student Succeeds Act (ESSA)*, updated 6-29-16, at: www2.ed.gov/policy/elsec/leg/essa/essafaqstransition62916.pdf.

I. Improving Basic Programs Operated by Local Educational Agencies

The following information must be provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. **Annual report cards.** Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other information required by Section 6311(h)(2)(C)). See 6:170-AP2, E1 *District Annual Report Card Required by Every Student Succeeds Act (ESSA)*.

The District's annual report card shall be concise and accessible to the public, which includes placing it on the District's website or, if the District does not operate a website, providing it in another manner determined by the District.

2. **Teacher and paraprofessional qualifications.** At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, whether:
 - a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
 - b. The teacher is teaching under emergency or other provisional status.
 - c. The teacher is teaching in the field of discipline of the certification of the teacher.

- d. Paraprofessionals provide services to the student and, if so, their qualifications.
3. **Student achievement.** Districts must provide to parents information on the level of academic achievement and growth of the parent's child in each of the State academic assessments.
4. **Non-certificated/licensed teachers.** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
5. **Testing transparency.** At the beginning of each school year, a school that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding any State or District agency policy regarding student participation in any assessments mandated by Section 6311(b)(2) and by the State or District, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

In addition, the District shall make widely available through public means (including by posting in a clear and easily accessible manner on the District's website and, where practicable, on each school's website), information on each assessment required by the State to comply with Section 6311, other assessments required by the State, and (where available and feasible to report) assessments required districtwide, including:

- a. The subject matter assessed;
- b. The purpose for which the assessment is designed and used;
- c. The source of the requirement for the assessment; and
- d. Where such information is available:
 - i. The amount of time students will spend taking the assessment, and the schedule for the assessment; and
 - ii. The time and format for disseminating results.

II. English Learners

1. **Language instruction educational programs.** Districts must inform a parent of an English learner identified for participation, or participating in, such a program of:
 - a. The reasons for their child being identified as an English learner;
 - b. Their child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
 - c. The instructional methods used in their child's program and the instructional methods used in other available programs;
 - d. How their child's program will meet their child's educational strengths and needs
 - e. How the program will help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
 - f. Exit requirements for the program, including the expected rate of transition from such program into classrooms not tailored for English learners and the expected rate of high school graduation;
 - g. In the case of a child with a disability, how the program meets the objects of their child's individualized education program; and

- h. Information regarding parental rights that includes written guidance:
 - i. Detailing parents' right to immediately remove their child from the program upon their request;
 - ii. Detailing parents' options to decline enrollment in the program or to choose another program or instructional method, if available; and
 - iii. Assisting parents in selecting among various programs and instruction methods, if more than one program/method is offered.

Parents shall be provided this information no later than 30 days after the beginning of the school year or, for students identified as English learners during the school year, within the first two weeks of the child's placement in a language instruction educational program.

2. **Outreach.** Each district shall implement an effective means of outreach to parents of English learners to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet challenging State academic standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

III. Parent and Family Engagement

1. **Parent and family engagement policies.** Parents and family members shall be notified of the parent and family engagement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
2. **Meeting and information.** Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parent and family engagement policy and the joint development of the schoolwide program plan under §6314(b);
 - d. Provide parents of participating children:
 - Timely information about programs under this part;
 - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

- e. If the schoolwide program plan under §6314(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the Board.

IV. Voluntary Public School Choice Program

The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:

- a. The existence of the program;
- b. The program's availability; and
- c. A clear explanation of how the program will operate.

V. Education of Homeless Children and Youths

1. **Notice of rights.** The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
 - a. Shall be signed by the parent/guardian (or, in the case of an unaccompanied youth, the youth);
 - b. Sets the general rights provided under this subtitle;
 - c. Specifically states:
 - The choice of schools homeless children and youths are eligible to attend,
 - That no homeless child or youth is required to attend a separate school for homeless children or youths,
 - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs;
 - That homeless children and youths should not be stigmatized by school personnel; and
 - Includes contact information for the local liaison for homeless children and youths.
2. **Assistance to unaccompanied youth.** In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. **Public notice of rights.** Each district shall ensure that public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

VI. Student Privacy

1. **Notice of privacy policy.** The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
 - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and

- b. Offer an opportunity for the parent to opt the student out of the activity.
- 2. **Notification of specific events.** Each district shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.
- 3. **Notice of existing policy.** All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., “The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request.”

- LEGAL REF.:
- I.
 - 1. Elementary and Secondary Education Act (ESEA), 20 U.S.C. §6311(h)(2).
 - 2. ESEA, 20 U.S.C. §6312(e)(1).
 - 3. ESEA, 20 U.S.C. §6312(e)(1).
 - 4. ESEA, 20 U.S.C. §6312(e)(1).
 - 5. ESEA, 20 U.S.C. §6312(e)(2).
 - II.
 - 1. ESEA, 20 U.S.C. §6312(e)(3)(A), (B)..
 - 2. ESEA, 20 U.S.C §6312(e)(3)(C).
 - III.
 - 1. ESEA, 20 U.S.C. §6318(b).
 - 2. ESEA, 20 U.S.C. §6318(c).
 - IV. ESEA, 20 U.S.C. §7225d(a).
 - V.
 - 1. McKinney-Vento Homeless Assistance Act (McKinney-Vento), 42 U.S.C. §11432(e)(3)(C).
 - 2. McKinney-Vento, 42 U.S.C. §11432(g)(3)(B)(iii).
 - 3. McKinney-Vento, 42 U.S.C. §11432(g)(6)(A)(v).
 - VI.
 - 1. Protection of Pupil Rights Act (PPRA), 20 U.S.C. §1232h(c)(2)(A).
 - 2. PPRA, 20 U.S.C. §1232h(c)(2)(B).
 - 3. PPRA, 20 U.S.C. §1232h(c)(3).

DATED:

Instruction

Administrative Procedure - District Annual Report Card Required by Every Student Succeeds Act (ESSA)

Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students, including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other required information required by 20 U.S.C. §6311(h)(2)(C) of ESSA.

District Annual Report Card

The Illinois State Board of Education (ISBE) will ensure that the District:

1. Collects the appropriate data for its annual report card, including:
 - a. ISBE's State Report Card Information (see **ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)** subhead, below) disaggregated in the same manner as ISBE is required to present it, as that information applies to the District and each of its schools, including:
 - i. Information that shows how students in the District achieved on the academic assessments described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(i));
 - ii. Information that shows how each student in each of the District's Schools achieved on the academic assessments described in described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(ii)); and
 - iii. Any other information that the District determines is appropriate and will best provide parents, students, and other members of the public with information regarding the progress of each school in the District, whether or not such information is included in the annual ISBE report card (20 U.S.C. §6311(h)(2)(C)(iii)).
2. Excludes "results on the Illinois academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results (20 U.S.C. §6311(h)(1)(C)(xii))."

ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)

The following text is a direct copy of 20 U.S.C. §6311(h)(1)(C)(i)-(xiv), amended by Pub. L. 115-224; it states that Illinois' report card shall include the following information:

- (i) A clear and concise description of the State's accountability system under subsection (c), including--
 - (I) The minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
 - (II) The long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

- (III) The indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
 - (IV) The State's system for meaningfully differentiating all public schools in the State, including--
 - (aa) The specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;
 - (bb) The methodology by which the State differentiates all such schools;
 - (cc) The methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
 - (dd) The methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
 - (V) The number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
 - (VI) The exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
- (ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).
 - (iii) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), and for purposes of subclause (II) of this clause, homeless status and status as a child in foster care--
 - (I) Information on the performance on the other academic indicator under subsection (c)(4)(B)(ii) for public elementary schools and secondary schools that are not high schools, used by the State in the State accountability system; and
 - (II) High school graduation rates, including four-year adjusted cohort graduation rates and, at the State's discretion, extended-year adjusted cohort graduation rates.
 - (iv) Information on the number and percentage of English learners achieving English language proficiency.
 - (v) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), information on the performance on the other indicator or indicators of school quality or student success under subsection (c)(4)(B)(v) used by the State in the State accountability system.
 - (vi) Information on the progress of all students and each subgroup of students, as defined in subsection (c)(2), toward meeting the State-designed long term goals under subsection (c)(4)(A), including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection.

- (vii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), the percentage of students assessed and not assessed.
- (viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 3413(c)(1) of this title, on--
 - (I) Measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment; and
 - (II) The number and percentage of students enrolled in--
 - (aa) Preschool programs; and
 - (bb) Accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.
- (ix) The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of--
 - (I) Inexperienced teachers, principals, and other school leaders;
 - (II) Teachers teaching with emergency or provisional credentials; and
 - (III) Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.
- (x) The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.
- (xi) The number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under subsection (b)(2)(D), by grade and subject.
- (xii) Results on the State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)), compared to the national average of such results.
- (xiii) Where available, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection (c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation--
 - (I) In programs of public postsecondary education in the State; and
 - (II) If data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.
- (xiv) Any additional information that the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the State's public elementary schools and secondary schools, which may include the number

and percentage of students meeting State determined levels of performance for core indicators, as defined by section 113(b)(3)(A) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)(3)(A)), and reported by States only in a manner consistent with section 113(b)(3)(C) of such Act (20 U.S.C. 2323(b)(3)(C)).

LEGAL REF.: 20 U.S.C. §6311(h)(1)(C) and (h)(2)(C).
Pub. L. 115-224, Strengthening Career and Technical Education for the 21st Century Act.

DATED:

Pending Implementation

Instruction

Administrative Procedure - Academic Eligibility for Participation in Extracurricular Activities

Actor	Action
Building Principal	Include the minimum academic criteria for participation in the student handbook.
Coach or Sponsor	Explain the minimum academic criteria for participation to student-participants.
Student	In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must pass 25 credit hours of high school work per week. A student must have passed and received credit toward graduation for 25 credit hours of high school work for the entire previous semester to be eligible at all during the ensuing semester. Any student-participant failing to meet these academic criteria shall be suspended from further participation in all school-sponsored and school-supported athletic and extracurricular activities until the specified academic criteria are met. Students must also be in regular attendance at school. Students with seven absences or greater in a semester will be evaluated by administration and may be excluded from participation in these trips. Final determination of participation will be made by the administration.
Coach or Sponsor	Before allowing a student to join an extracurricular activity, ensure that the student meets the academic criteria.
Building Principal or designee	At the end of each grade-reporting period, arrange for all coaches and sponsors to have access to their student-participants' grades and grade point averages.
Coach or Sponsor	At the end of each grade-reporting period, determine whether any student(s) failed to meet the academic criteria. For any student who fails to meet the academic criteria: Determine how long the student will be suspended from the activity; explain to the student the reason for the suspension; send a notice of the suspension to the student's parent(s)/guardian(s). For any student suspended for not meeting the academic criteria: At the end of the suspension, determine whether the student now meets the District's academic criteria. If so, notify the student and the student's parent(s)/guardian(s) that the student is now eligible to participate. If the student does not meet these criteria, notify the student's parent(s)/guardian(s) that the student will remain ineligible to participate until the student meets the academic criteria.

DATED:

Instruction

Administrative Procedure - Acceptable Use of the District's Electronic Networks

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

Terms and Conditions

Acceptable Use - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

Privileges - Use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

Unacceptable Use - The user is responsible for his or her actions and activities involving the networks. Some examples of unacceptable uses are:

- a. Using the networks for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading of copyrighted material for other than personal use;
- d. Using the networks for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the networks for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and

- m. Using the networks while access privileges are suspended or revoked.

Network Etiquette - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.
- d. Recognize that email is not private. People who operate the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the networks in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the networks to be private property.

No Warranties - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security - Network security is a high priority. If the user can identify a security problem on the Network, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

Vandalism - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Copyright Web Publishing Rules - Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

- a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.

- b. Students and staff engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of “public domain” documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
- d. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

Use of Email - The District’s email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account’s user. Unauthorized access by any student or staff member to an email account is strictly prohibited.
- b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District’s Internet gateway carry with them an identification of the user’s Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message’s authenticity and the nature of the file so transmitted.
- e. Use of the School District’s email system constitutes consent to these regulations.

Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is almost assured if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children’s Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).
Enhances Education Through Technology Act of 2001, 20 U.S.C §6751 et seq.
Harassing and Obscene Communications Act, 720 ILCS 135/0.01.

DATED:

Pending Implementation

Instruction

Exhibit - Student Authorization for Access to the District's Electronic Networks

This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of the District's Electronic Networks. It must be signed when students will have unsupervised Internet access or when supervision will be minimal. Please submit this form to the Building Principal.

Dear Parents/Guardians:

Our School District has the ability to enhance your child's education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this *Authorization for Access to the District's Electronic Networks* once while the student is enrolled in the School District.

The District *filters* access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child should follow, and the School District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions. If you agree to allow your child to have a network account, sign the *Authorization* form below and return it to your school.

Authorization for Access to the District’s Electronic Networks Form

Students must have a parent/guardian read and agree to the following before being granted unsupervised access:

All use of the Internet shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of the *Acceptable Use of the District’s Electronic Networks* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

I have read this *Authorization* form. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child’s use is not in a school setting. I have discussed the *Acceptable Use of the District’s Electronic Networks* with my child. I hereby request that my child be allowed access to the District’s electronic networks, including the Internet.

Parent/Guardian Name *(please print)*

Parent/Guardian Signature

Date

Students must also read and agree to the following before being granted unsupervised access:

I understand and will abide by the *Acceptable Use of the District’s Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District’s electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District’s electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District’s electronic networks, including the Internet.

Student Name *(please print)*

Student Signature

Date

DATED:

Instruction

Exhibit - Staff Authorization for Access to the District’s Electronic Networks

This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of the District’s Electronic Networks. Each staff member must sign this Authorization as a condition for using the District’s Electronic Networks. Please submit this form to the Building Principal.

All use of the Internet shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. Administrative Procedure 6:235-AP1, *Acceptable Use of the District’s Electronic Networks*, does not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of *Acceptable Use of the District’s Electronic Networks*, will result in the loss of privileges, disciplinary action, and/or legal action.** The signature at the end of this document is legally binding and indicates that the individual has read the terms and conditions carefully and understands their significance.

Staff members need only sign this *Authorization for Access to the District’s Electronic Networks* once while employed by the School District.

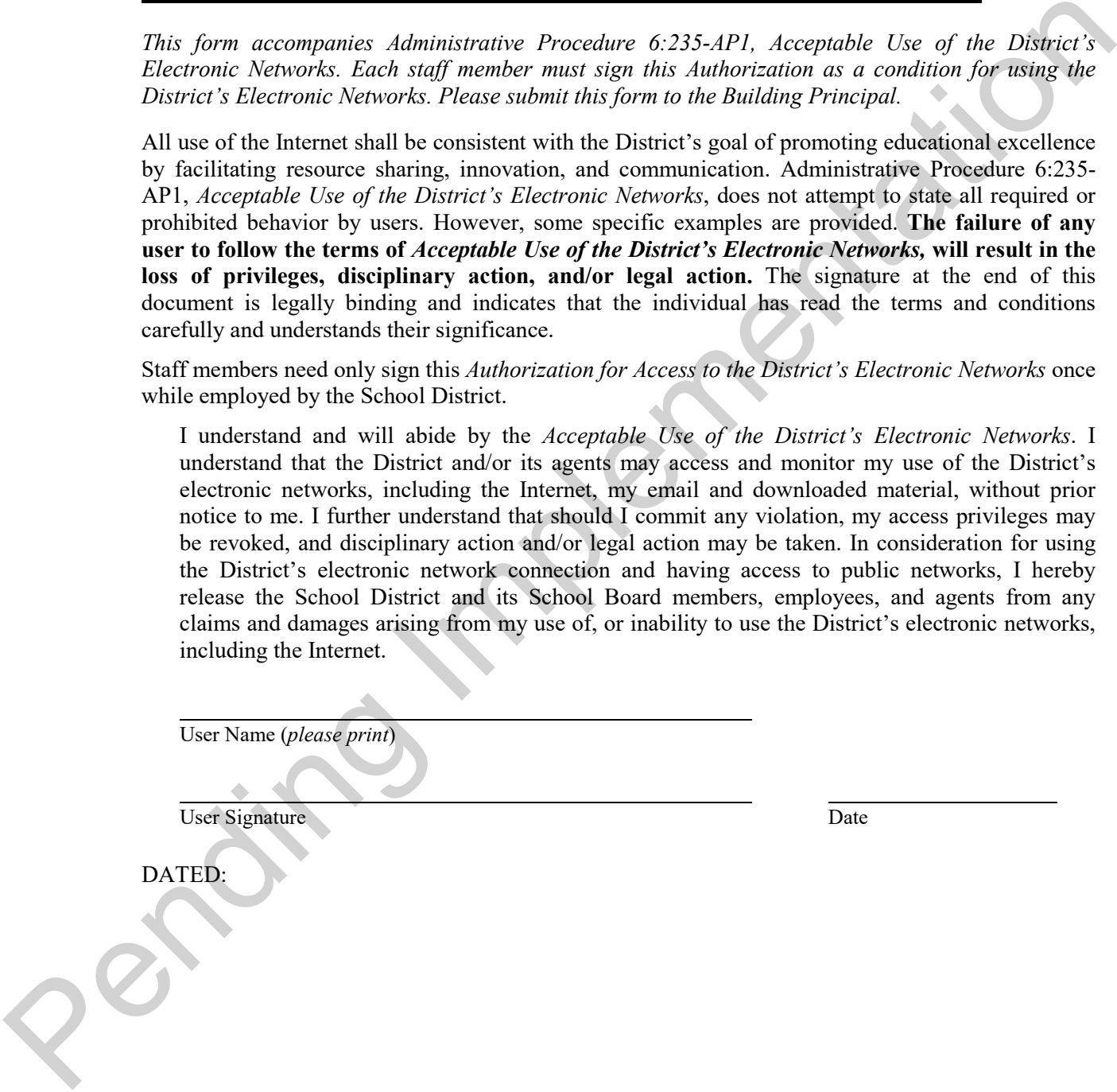
I understand and will abide by the *Acceptable Use of the District’s Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District’s electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and disciplinary action and/or legal action may be taken. In consideration for using the District’s electronic network connection and having access to public networks, I hereby release the School District and its School Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District’s electronic networks, including the Internet.

User Name *(please print)*

User Signature

Date

DATED:



Instruction

Administrative Procedure - Web Publishing Guidelines

General Requirements

All material published on the District's website must have educational value and/or support the District guidelines, goals, and policies. Material appropriate for web publishing includes information about the District and its School Board members, agendas, policies, appropriate administrative procedures, Department activities or services, schools, teachers or classes, student projects, and student extracurricular organizations. Personal information, not related to education, will not be allowed on the District's website.

The District webmaster shall implement a centralized process for review and uploading of material onto the District's website to ensure that, before material is published, it complies with District policy and procedures. The District webmaster shall supervise the efforts of all staff members responsible for web publishing at each level of District web publishing and, when appropriate, hold in-service opportunities for those staff members. The staff members responsible for web publishing are identified in these procedures in the section **Different Levels of Web Publication**. The District webmaster shall provide regular feedback and suggestions to the Superintendent regarding these Guidelines.

All content published on the District's website must:

1. Comply with all State and federal law concerning copyright, intellectual property rights, and legal uses of network computers.
2. Comply with Board policies, administrative procedures, these Guidelines, and other District guidelines provided for specific levels of publishing. This specifically includes the Board's *Access to Electronic Networks* policy and the District's procedures on *Acceptable Use of the District's Electronic Networks*.
3. Due to limited storage space and varying network speeds, file sizes must be kept under 500 kilobytes unless the District webmaster approves otherwise.
4. Comply with the publishing expectations listed below.

Material that fails to meet these Guidelines or is in violation of Board policy and/or procedures shall not be published on the District's website. The District reserves the right to remove any material in violation of its policy or procedures. Failure to follow these Guidelines or Board policy and/or procedures may result in loss of privileges, disciplinary action, and/or appropriate legal action.

Publishing Expectations

The following are minimum expectations for all District web pages:

1. The style and presentation of web published material should be of high quality and designed for clarity and readability. Material shall not be published in violation of the District's procedures on *Acceptable Use of the District's Electronic Networks*, including material that is defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or harassing, or material that invades the privacy of any individual. Anonymous messages are prohibited.
2. Correct grammar and spelling are expected.

3. All information must be verifiable.
4. Publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials.
5. Publications must identify affiliation with the District, school, and/or department.
6. Widespread use of external links to non-District websites is discouraged, but if used, the external sites must contain appropriate educational materials and information as exclusively determined by the District. Every effort should be made to ensure that all links are operational. Every link to an external website must open a new browser window.
7. Relevant dates are required on all publications, including the date on which the publication was placed on the District's website. Each site should contain the date the page was last updated.
8. All publications must include the District email address of the staff member responsible for the page. This provides a contact person for questions or comments. If a student is the publisher, the sponsoring staff member's email must be included as the responsible person. Only District staff members may act as student sponsors.
9. Use of the District's website for personal or financial gain is prohibited. No commercial or private accounts should be listed on any District web pages.
10. All documents should be previewed on different web browsers, especially Google Chrome, Mozilla Firefox, or Microsoft Internet Explorer, before being posted on the District's website.

For more information about these expectations or other issues related to web publishing, please contact the System Administrator.

Protecting Student and Staff Privacy

Personal information concerning students or staff members, including home addresses and telephone numbers, shall not be published on District web pages.

A student's last name, last name initial, and grade-level shall not be published on District web pages. In addition, student records shall not be disclosed. In special circumstances (e.g., where accolades are warranted), the sponsoring staff member should contact the Building Principal who may seek permission from the student's parents/guardians. Web pages shall not display student pictures with a student identified by his or her name unless written parental permission was first granted (e.g., by executing the form *Using a Photograph or Videotape of a Student*). Student email addresses, whether a personal or District account, shall not be listed on any District web page.

Submitting Material to Be Published

Everyone submitting material for publication on the District's website shall have signed an *Authorization for Access to the District's Electronic Networks*. Before material is published on the District's website, the author must authorize the District in writing to publish the material, unless the District owns the copyright. All material submitted by a teacher or other staff member for publication on the District's website is deemed "work for hire," and the copyright in those works vests in the District. All material submitted for the District's website is subject to treatment as a District-sponsored publication.

Different Levels of Web Publication

The following guidelines provide specific information regarding web publishing at different levels within the District. At each level, a staff member is identified as being responsible for web publishing at that level. This individual's web publishing efforts are supervised by the District webmaster.

District-Level

The District webmaster conducts the District-level web publishing efforts and supervises other levels of web publishing. District-level publishing includes the District's homepage as well as any publishing activities representing the District as a whole, e.g., information about Board meetings, Board policy, and schedules. The District homepage shall have a link to an Online Privacy Statement.

Department-Level

District departments (e.g., Transportation, Personnel, or Curriculum) may publish their own web pages as part of the District's website. The department supervisor or director is ultimately responsible for his or her respective department's web pages, but may appoint a staff member as the department's webmaster to fulfill the maintenance, reviewing, and uploading tasks. The department supervisor or director shall keep the District webmaster informed of who is the department webmaster.

The web-published material should coincide with that department's printed material. The District webmaster should be consulted before publishing potentially sensitive material, e.g., school comparisons or student data.

The department front pages should maintain the look and feel of the District homepage – the connection to the District should be obvious. Links to the main website's "home" must be included at the bottom of main pages, and the District's logo must be included at the top of main front pages of each department.

School-Level

The Building Principal is ultimately responsible for his or her respective school's webpages, but may appoint a staff member as the school webmaster to fulfill the maintenance, reviewing, and uploading tasks. The Building Principal shall keep the District webmaster informed of who is the school webmaster. All official material originating from the school will be consistent with the District style and content guidelines. The Building Principal or school webmaster may develop guidelines for the various sections of and contributors to the school's web pages.

Staff-Level

Any teacher or other staff member wanting to create web pages for use in class activities or to provide a resource for other teachers or staff members shall notify the school webmaster of his or her desired publishing activities.

Student-Level

A student wanting to create web pages on the District's website as part of a class or school-sponsored activity should request a teacher or staff member to sponsor the student's publishing efforts. The sponsoring teacher or staff member shall notify the school webmaster of the desired publishing activities. The student's web page must include an introduction written by the sponsor that describes the intent of the student's web page and contains the sponsor's District email address. Student web pages will be removed at the end of the school year unless special arrangements are made.

Personal web pages are not allowed on the School District's web server. Likewise, student web pages may not contain commercial or advertising links, including links to games and advertisements for games.

CROSS REF.: 6:235 (Access to Electronic Networks)

ADMIN. PROC.: 5:170-AP1 (Administrative Procedure - Copyright Compliance), 6:235-AP1 (Administrative Procedure - Acceptable Use of the District's Electronic Networks), 6:235-AP1, E1 (Exhibit - Student Authorization for Access to the District's Electronic Networks), 6:235-AP1, E2 (Exhibit - Staff Authorization for Access to the District's Electronic Networks), 6:235-E3 (Exhibit - Online Privacy Statement)

DATED:

Pending Implementation

Instruction

Exhibit - Online Privacy Statement

Online Privacy Statement

The School District respects the privacy of all website visitors to the extent permitted by law. This Online Privacy Statement is intended to inform you of the ways in which this website collects information, the uses to which that information will be put, and the ways in which we will protect any information you choose to provide us.

There are four types of information that this site may collect during your visit: network traffic logs, website visit logs, cookies, and information voluntarily provided by you.

Network Traffic Logs

In the course of ensuring network security and consistent service for all users, the District employs software programs to do such things as monitor network traffic, identify unauthorized access or access to nonpublic information, detect computer viruses and other software that might damage District computers or the network, and monitor and tune the performance of the District network. In the course of such monitoring, these programs may detect such information as e-mail headers, addresses from network packets, and other information. Information from these activities is used only for the purpose of maintaining the security and performance of the District's networks and computer systems. Personally identifiable information from these activities is not released to external parties without your consent unless required by law.

Website Visit Logs

District websites routinely collect and store information from online visitors to help manage those sites and improve service. This information includes the pages visited on the site, the date and time of the visit, the Internet address (URL or IP address) of the referring site (often called "referrers"), the domain name and IP address from which the access occurred, the version of browser used, the capabilities of the browser, and search terms used on our search engines. This site makes no attempt to identify individual visitors from this information; any personally identifiable information is not released to external parties without your consent unless required by law.

Cookies

Cookies are pieces of information stored by your web browser on behalf of a website and returned to the website on request. This site may use cookies for two purposes: to carry data about your current session at the site from one webpage to the next and to identify you to the site between visits. If you prefer not to receive cookies, you may turn them off in your browser, or may set your browser to ask you before accepting a new cookie. Some pages may not function properly if the cookies are turned off. Unless otherwise notified on this site, we will not store data, other than for these two purposes, in cookies. Cookies remain on your computer, and accordingly we neither store cookies on our computers nor forward them to any external parties. We do not use cookies to track your movement among different websites and do not exchange cookies with other entities.

Information Voluntarily Provided by You

In the course of using this website, you may choose to provide us with information to help us serve your needs. For example, you may send us an email to request information, an application or other

material, and you may sign up for a mailing list. Any personally identifiable information you send us will be used only for the purpose indicated. Requests for information will be directed to the appropriate staff and may be recorded to help us update our site. We will not sell, exchange, or otherwise distribute your personally identifiable information without your consent, except to the extent required by law. We do not retain the information longer than necessary for normal operations.

Each webpage requesting information discloses the purpose of that information. If you do not wish to have the information used in that manner, you are not required to provide it. Please contact the person listed on the specific page, or listed below, with questions or concerns on the use of personally identifiable information.

While no system can provide guaranteed security, we take reasonable efforts to keep information you provide to us secure, including encryption technology (if any), and physical security at the location of the server where the information is stored.

Communication Preferences

You can stop the delivery of informational emails from the District by following the specific instructions in the email you receive. Depending on the respective service, you may also have the option of proactively making choices about the receipt of email, telephone calls, and postal mail for particular District information and activities.

Links to Non-District Websites

District websites provide links to other websites or resources. We do not control these sites and resources, do not endorse them, and are not responsible for their availability, content, or delivery of services. In particular, external sites are not bound by this Online Privacy Statement; they may have their own policies or none at all. Often you can tell you are leaving a District website by noting the URL of the destination site. These links to external websites open a new browser window as well.

Please email your questions or concerns to the System Administrator [*insert contact information*].

DATED:

Instruction

Exhibit - Keeping Yourself and Your Kids Safe On Social Networks

For students:

- Put everything behind password protected walls, where only friends can see.
- Protect your password and make sure you really know who someone is before you allow them onto your friend's list.
- Blur or morph your photos a bit so they won't be abused by cyberbullies or predators.
- Don't post anything your parents, principal or a predator couldn't see.
- What you post online stays online - forever!!!! So ThinkB4UClick!
- Don't do or say anything online you wouldn't say offline.
- Protect your privacy and your friends' privacy too...get their okay before posting something about them or their pics online.
- Check what your friends are posting/saying about you. Even if you are careful, they may not be and may be putting you at risk.
- That cute 14-year old boy may not be cute, may not be 14 and may not be a boy! You never know!
- And, unless you're prepared to attach your blog to your college/job/internship/scholarship or sports team application...don't post it publicly!
- Stop, Block and Tell! (don't respond to any cyberbullying message, block the person sending it to you and tell a trusted adult).
- R-E-S-P-E-C-T! (use good netiquette and respect the feelings and bandwidth of others).
- Keep personal information private (the more information someone has about you, the more easily they can bully you).
- Google yourself! (conduct frequent searches for your own personal information online and set alerts ... to spot cyberbullying early).
- Take 5! (walk away from the computer for 5 minutes when something upsets you, so you don't do something you will later regret).

And for parents:

- Talk to your kids - ask questions (and then confirm to make sure they are telling you the truth!)
- Ask to see their profile page (for the first time)...tomorrow! (It gives them a chance to remove everything that isn't appropriate or safe...and it becomes a way to teach them what not to post instead of being a gotcha moment! Think of it as the loud announcement before walking downstairs to a teen party you're hosting.)
- Don't panic...there are ways of keeping your kids safe online. It's easier than you think!
- Be involved and work with others in your community. (Think about joining WiredSafety.org and help create a local cyber-neighborhood watch program in your community.)
- Remember what you did that your parents would have killed you had they known, when you were fifteen.
- This too will pass! Most kids really do use social networks just to communicate with their friends. Take a breath, gather your thoughts and get help when you need it. (You can reach out to WiredSafety.org.)
- It's not an invasion of their privacy if strangers can see it. There is a difference between reading their paper diary that is tucked away in their sock drawer...and reading their blog. One is between them and the paper it's written on; the other between them and 700 million people online!
- Don't believe everything you read online - especially if your teen posts it on her blog!

For more information, visit www.WiredSafety.org; www.stopcyberbullying.org.

Reprinted with permission from "Parry Aftab's Guide to Keeping Your Kids Safe Online, MySpace, Facebook and Xanga, Oh! My!" Parry Aftab, Esq., www.aftab.com.

Resources for Students and Parents

Resources for students:

Federal Trade Commission - Kids and Socializing Online www.onguardonline.gov/articles/0012-kids-and-socializing-online.

Connect Safely - Social Web Tips for Teens www.connectsafely.com/Safety-Tips/social-web-tips-for-teens.html (2014).

Life online (Girls Scouts and Windows) - lmc.girlscouts.org/Online-Safety-Topics/Social-Networking/Is-It-Safe-/Test-Your-Knowledge-on-Social-Networking-Safety.aspx. Test for knowledge of networking safety. National Center for Missing and Exploited Children – Teens Talk Back, Social Networking www.netsmartz.org/TeensTalkBack/SocialNetworking.

Resources for parents:

National Crime Prevention Council – Social Networking Safety, Tips for Parents www.npc.org/topics/internet-safety/social-networking-safety. Great comprehensive article for parents.

Connect Safely - Social Web Tips for Parents www.connectsafely.com/Safety-Tips/social-web-tips-for-parents.html (2014).

National Cyber Security Alliance - Raising Digital Citizens www.staysafeonline.org/stay-safe-online/for-parents/raising-digital-citizens.

Illinois Attorney General – Stay Connected Stay Informed www.illinoisattorneygeneral.gov/cyberbullying/.

DHS U.S. CERT - Socializing Securely: Using Social Networking Services www.us-cert.gov/sites/default/files/publications/safe_social_networking.pdf.

DHS U.S. Computer Emergency Readiness Team - Staying Safe on Social Network Sites www.us-cert.gov/ncas/tips/ST06-003 (January 26, 2011).

Internet Safety: Social Networking Sites for Children blog.privatewifi.com/internet-safety-social-networking-sites-for-children/ (March 30, 2011).

8 Safe Social Networks for Kids kommein.com/8-safe-social-networks-for-kids/ (Jan. 5, 2011). List of sites that are compliant with Children’s Online Privacy Protection Act and have parental controls.

DATED:

Instruction

Exhibit - Children's Online Privacy Protection Act

On District letterhead:

RE: Children's Online Privacy Protection Act

Dear Parents/Guardians:

This letter is being sent as part of the District's continuing effort to educate parents and students about privacy protection and Internet use that occurs outside of the protections required for use of educational technology in school.

The Children's Online Privacy Protection Act (COPPA) gives parents/guardians control over what information companies can collect from their children online. However, not all companies are transparent about what data a mobile app or website collects, who will have access to that data, and how it will be used. Allowing your child access to games and other seemingly harmless applications on a smartphone or computer risks his or her exposure to intrusive marketing and access to personal information.

The following suggestions may help keep children from being bombarded by unwanted advertising, from making unwanted purchases and from disclosing personal information and location:

- Talk to your child early and often about online behavior, safety, and security, and encourage your child to make good choices.
- Be choosy about the applications that you let your child use. Try the app yourself to check for advertising messages and/or social networking and purchase options before allowing your child access.
- Select activities that do not require access to the Internet or an application, such as looking at family pictures or listening to preselected music, screened and approved by you.
- Make certain that the ability to make purchases is password protected.
- Set up family rules and consequences explaining that all purchases made via a smartphone or computer must have parent/guardian consent.
- Caution children about the use of social networking and other sites and/or apps that can pinpoint locations.
- Monitor computer and smartphone use whenever and wherever possible.

For more information on the Children's Online Privacy Protection Act and protecting your child online, please see the following links:

www.consumer.ftc.gov/articles/0031-protecting-your-childs-privacy-online#breakingrules

www.consumer.ftc.gov/features/feature-0002-parents

Sincerely,

DATED:

Instruction

Administrative Procedure - Field Trip Guidelines

Actor	Action
Teacher(s) or administrator who seeks consent for a school-sponsored trip with students	<p>Submits a trip proposal to the Building Principal. The proposal must specifically describe each of the following:</p> <ol style="list-style-type: none"> 1. The trip, including possible dates, location, and experience 2. The trip’s educational value 3. Transportation requirements 4. Supervision plans that include, among other things, plans for at least two adult supervisors to be present with every grouping of students 5. The students who will be involved 6. The alternative experience that will be provided non-participating students 7. A summary and evaluation of any previous similar trip
Building Principal	<p>Prepares a recommendation for the Superintendent or Board, as appropriate, using the following factors to analyze the trip proposal:</p> <ul style="list-style-type: none"> Educational value Distance to be traveled Location Travel arrangements Fees Parent concerns Insurance carrier’s liability feedback Safety considerations Heightened security alerts Whether trip is an annual event
Appropriate teacher(s) and Building Principal	<p>Makes final transportation arrangements.</p> <p>Recruits parents/guardians for supervisory roles, as appropriate.</p> <p>Collects signed consent forms and fees from all participating students’ parents/guardians.</p> <p>Makes sure all supervisors have a list of the following:</p> <ol style="list-style-type: none"> 1. Names of all student participants and supervisors 2. Names and specifics of students with special needs 3. Name/phone number of emergency contacts for all students and supervisors 4. Date/time and specific destination of trip 5. Departure/arrival times both to and from destination 6. Name and phone number of transportation company and primary contact in case of emergency 7. Name/phone number of contact at destination 8. Once at destination, where to go in case of an emergency 9. Make final supervisor assignments and inform all supervisors of

Actor	Action
	their individual assignments
Parent(s)/guardian(s)	Decides whether to consent to their student's participation. If the student is participating, pays all applicable fees for entry, food, lodging, transportation, or other costs. The District will pay such costs for students who qualify for free and reduced school lunches.
Teacher(s) or administrator proposing the trip	After a trip, evaluates the trip and provides the Building Principal with the evaluation.

DATED:

Pending Implementation

Instruction

Administrative Procedure - Securing and Screening Resource Persons and Volunteers

The Building Principal or designee directs the use of resource persons and volunteers within his or her 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 School 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 Not Allowed to Serve as a School 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. Whenever an individual submits a new volunteer information form, the Building Principal or designee shall review the Illinois Sex Offender Registry, www.isp.state.il.us/sor, and the Murderer and Violent Offender Against Youth Database maintained by the State Police www.isp.state.il.us/cmvo/. The Building Principal may request an individual to submit to a criminal history records check in situations where a check would be prudent. In addition, the Building Principal or designee shall review each new list received from law enforcement containing the names of sex offenders (authorized by the Sex Offender Community Notification Law) and violent offenders against youth (authorized by the Child Murderer and Violent Offender Against Youth Community Notification Law) to determine if any resource person or volunteer appears on it.

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 Building Principal, recruits someone, the staff member must provide the individual’s name and address to the Building Principal.

Role - Resource persons and volunteers serve only in an auxiliary capacity under the direction and 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 a name tag 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 demonstrates he or she is not a good role model or is otherwise detrimental to the school environment. Examples of such behavior include: 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.

Training - Each academic year, when an individual first completes the volunteer information form, the Principal or designee should 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.

DATED:

Pending Implementation

Instruction

Exhibit - Resource Person and Volunteer Information Form and Waiver of Liability

Volunteers must complete this form one time each school year. Please print clearly in ink:

Name _____
Last First Middle Telephone

Address _____
Street City Zip Code

Personal physician _____ Telephone _____

Emergency adult contact _____ Telephone _____

Are you now or have you ever been a school volunteer? Yes No

If yes, at which school? _____ Year? _____

Name(s) of any child(ren) attending this school _____

Criminal Conviction Information: Are you a child sex offender? Yes No

Have you ever been convicted of a felony? Yes No If Yes, list all offenses.

Offense	Date	Location
_____	_____	_____
_____	_____	_____

If requested, are you willing to consent to a criminal history records check? Yes No

Waiver of Liability

The School District does not provide insurance coverage to non-District personnel serving as volunteers for the School District. The purpose of this waiver is to provide notice to prospective volunteers that they do not have insurance coverage by the School District and to document the volunteer’s acknowledgment that they are providing volunteer service at their own risk.

By your signature below:

You acknowledge that the School District does not provide insurance coverage for the volunteer for any loss, injuries, illness, or death resulting from the volunteer’s unpaid service to the School District.

You agree to assume all risk for death or any loss, injury, illness, or damage of any nature or kind, arising out of the volunteer’s supervised or unsupervised service to the School District. You also agree to waive any and all claims against the School District, or its officers, School Board Members, employees, agents or assigns, for loss due to death, injury, illness or damage of any kind arising out of the volunteer’s supervised or unsupervised service to the School District.

For volunteer coaches only: I understand that while fulfilling my coaching responsibilities, I am a school official under State law. In accordance with policy 5:90, *Abused and Neglected Child Reporting*, I will report to the Building Principal any hazing, which includes any unsanctioned or unauthorized act that results in bodily harm to any person. If the act results in death or great bodily harm, I will make a report to law enforcement and promptly notify the Building Principal that a report has been made (720 ILCS 5/12C-50.1).

Volunteer Name *(please print)* _____

Volunteer Signature _____

Date _____

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: www.isp.state.il.us/sor/

Registry checked by: _____ Date: _____ *(mandatory)*

Illinois Murderer and Violent Offender Against Youth Registry at: www.isp.state.il.us/cmvo/

Registry checked by: _____ Date: _____ *(mandatory)*

Dru Sjodin National Sex Offender Public Website (NSOPW) at: www.nsopr.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 _____

DATED:

Instruction

Exhibit - Curriculum Objection

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 classroom observation by review
- by word-of-mouth other _____

To what in the curriculum area, instructional material, or program do you object? Be specific.

Do you want your child excluded from participation? Yes No

In place of participation in the curriculum area, what course of study would you recommend for your child?

Complainant name (*please print*) Telephone

Complainant represents: Student Parent/guardian of student
 Other _____

Complainant address

Signature of complainant Date

DATED:

Instruction

Administrative Procedure - Evaluating and Reporting Student Achievement

Actor	Action
Teacher	<p>Informs students about the grading system at the beginning of each school year or term, whichever is applicable.</p> <p>Explains that grades: (1) assess progress toward education goals and assist in the improvement of that progress, (2) will be given by the teacher, using his or her professional judgment, in an impartial and consistent manner, and (3) will reflect excessive absences.</p> <p>Assesses student achievement as demonstrated through such performance indicators as the following (these are not listed in order of importance and are not exclusive):</p> <ol style="list-style-type: none"> 1. Preparation of assignments, including completeness, accuracy, legibility, and promptness. 2. Contribution to classroom discussions. 3. Demonstrated understanding of concepts. 4. Application of skills and knowledge to new situations. 5. Organization, presentation, and content of written and oral reports. 6. Originality and reasoning ability when working through problems. 7. Accomplishment in class presentations and projects. 8. Performance on tests, quizzes, and final examinations. <p>Assigns grades for academic improvement and achievement using standardized criterion-referenced test scores, letter grades, and/or other assigned numerical criteria.</p> <p>A grade of <i>incomplete</i> should be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within two weeks, will be changed to a failure.</p> <p>Whenever it becomes evident that a student is in danger of failing, arranges a special conference with the parent(s)/guardian(s) or sends the parent(s)/guardian(s) a written report.</p>
Building Principal or designee	<p>Supervises implementation of this administrative procedure.</p> <p>Ensures that parents/guardians are informed of their child’s progress at regular intervals, but at least four times a year, and whenever the student’s performance requires special attention.</p> <p>Divorced or separated parents will both be informed unless a court order requires otherwise.</p>

Actor	Action
	<p>All grades and symbols must be appropriately explained.</p> <p>Establishes an appropriate means of communication whenever he or she becomes aware that a parent/guardian is unable to understand written communications from the school or oral communications made during conferences related to his/her child's progress or school activities.</p> <p>Develops a timetable for deficiency reports.</p> <p>Supervises the various methods for communicating with parents/guardians including:</p> <ol style="list-style-type: none"> 1. Parent-teacher conferences, conducted on a regular basis. They may be scheduled on different days and at different times to accommodate the various grade levels and attendance centers. 2. Open houses, parent education meetings, and newsletters. 3. Interim reports, through which teachers contact parents/guardians whenever teachers believe additional information should be shared. Teachers shall try to be available to meet with parents/guardians at a mutually agreed upon time.
Building Principal or designee	<p>Makes a recommendation to the Superintendent regarding:</p> <ol style="list-style-type: none"> 1. Whether a 4.0 or a 5.0 (or another alternative) system should be used for calculating grade point average (GPA); 2. Whether advanced placement, honors, and accelerated courses will have additional points added toward calculating GPA and class rank, i.e., weighted grades; 3. Which courses' grades will be used in computing GPA and class rank; 4. How to determine academic scholars, class valedictorian, salutatorian, and/or honor roll; and 5. Whether a pass/fail option will be offered and, if so, the guidelines for that option.
Parents/Guardians	<p>Attend parent-teacher conferences.</p> <p>Provide a study-conducive atmosphere and supervise their child's completion of course work.</p> <p>Sign or otherwise acknowledge receipt of their child's report cards and other assessment notices and provide appropriate feedback to their child.</p> <p>Whenever a question or concern arises, leave a message at the school for the appropriate teacher or other school staff member.</p> <p>In order to object to a grade or retention/promotion decision, first confer with the appropriate teacher and, if still not satisfied, contact the Building Principal.</p>

Actor	Action
Building Principal or designee	<p>Confers with any parent/guardian and/or student who objects to a grade or to a retention/promotion decision.</p> <p>Discusses with the teacher the reason(s) why an objection was made to a grade or to a retention/promotion decision and requests the teacher's perspective.</p> <p>Determines whether to change the grade or retention/promotion decision based on the existence of any of reasons authorized in policy 6:280, <i>Grading and Promotion</i>, i.e.:</p> <ul style="list-style-type: none"> • A miscalculation of test scores; • A technical error in assigning a particular grade or score; • The teacher agrees to allow the student to do extra work that may impact the grade; • An inappropriate grading system used to determine the grade; or • An inappropriate grade based on an appropriate grading system. <p>Decides whether to change the grade or retention/promotion decision and, if so, notifies the teacher of the nature and reason for the change and signs the changed record.</p>

DATED:

Instruction

Exhibit - Application for a Diploma for a Service Member Killed in Action or for Veterans of WWII, the Korean Conflict, or the Vietnam Conflict

Complete and submit to the Superintendent.

Please print:

_____			_____		
Name to Appear on Diploma			Phone		
_____			_____		
Address			Birth Date		
_____			_____		
City	State	Zip			

For Veterans of WWII, the Korean Conflict, or the Vietnam Conflict

The applicant is requesting a high school diploma and attests that he or she meets the following criteria as established by School Board policy:

1. Served in the U.S. Armed Forces during World War II, the Korean Conflict, or the Vietnam Conflict.

Please check one or more of the following:

- World War II: December 7, 1941 - December 31, 1946, including the induction period of September 16, 1940 – December 6, 1941
- Korean Conflict: June 27, 1950 - January 31, 1955, including the induction period of January 1, 1947 – June 26, 1950
- Vietnam Conflict: January 1, 1961 – May 7, 1975

2. Left high school in order to serve in the U.S. Armed Forces.
3. Resided within an area currently within the School District at the time he or she withdrew from high school.
4. Has not received a high school diploma or a GED (high school equivalency).

_____	_____	_____
Applicant's Name (<i>printed</i>)	Signature	Date

For Service Members Killed in Action

The applicant is requesting a high school diploma on behalf of a service member who was killed in action and attests that the deceased service member meets each of the following criteria as established by Board policy:

1. Was killed in action while performing active military duty with the U.S. Armed Forces.
2. Left high school in order to serve in the U.S. Armed Forces.

3. Resided within an area currently within the School District at the time he or she withdrew from high school.
4. Has not received a high school diploma or a GED (high school equivalency).

Applicant's Name (*printed*)

Signature

Date

DATED:

Pending Implementation

Instruction

Exhibit - State Law Graduation Requirements

The School Code, 105 ILCS 5/27-22, amended by P.A.s 101-464 and 101-643, and 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-180, contains the following course requirements for a student in Illinois to receive a high school diploma. Other graduation requirements, including additional course requirements, if any, are contained in School Board policy 6:300, *Graduation Requirements*. For guidance in offering the coursework necessary to meet the State graduation requirements, see the Illinois State Board of Education, *State Graduation Requirements, Guidance Document* (2016), available at: www.isbe.net/Documents/grad_require.pdf.

State Law Graduation Requirements
105 ILCS 5/27-22

Sec. 27-22. Required high school courses.

(a) - (d) are not listed because their dates have passed.

(e) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade must, in addition to other course requirements, successfully complete all of the following courses:

- (1) Four years of language arts.
- (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
- (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content, and one of which may be an Advanced Placement computer science course. A mathematics course that includes geometry content may be offered as an integrated, applied, interdisciplinary, or career and technical education course that prepares a student for a career readiness path.
- (4) Two years of science.
- (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government and, beginning with pupils entering the 9th grade in the 2016-2017 school year and each school year thereafter, at least one semester must be civics, which shall help young people acquire and learn to use the skills, knowledge, and attitudes that will prepare them to be competent and responsible citizens throughout their lives. Course content shall focus on government institutions, the discussion of current and controversial issues, service learning, and simulations of the democratic process.
- (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.

(f) The State Board of Education shall develop and inform school districts of standards for writing-intensive coursework.

(f-5) If a school district offers an Advanced Placement computer science course to high school students, then the school board must designate that course as equivalent to a high school mathematics course and must denote on the student’s transcript that the Advanced Placement

computer science course qualifies as a mathematics-based, quantitative course for students in accordance with subdivision (3) of subsection (e) of this Section.

- (g) This amendatory Act of 1983 does not apply to pupils entering the 9th grade in 1983-1984 school year and prior school years or to students with disabilities whose course of study is determined by an Individualized Education Program.

This amendatory Act of the 94th General Assembly does not apply to pupils entering the 9th grade in the 2004-2005 school year or a prior school year or to students with disabilities whose course of study is determined by an Individualized Education Program.

- (h) The provisions of this Section are subject to the provisions of Section 27-22.05 [substitutions for required courses].
- (i) The State Board of Education may adopt rules to modify the requirements of this Section for any students enrolled in grades 9 through 12 if the Governor has declared a disaster due to a public health emergency pursuant to Section 7 of the Illinois Management Agency Act.

105 ILCS 5/22-85

(final citation pending), added by P.A. 101-180

Sec. 22-85. Graduation requirements; Free Application for Federal Student Aid.

- (a) Beginning with the 2020-2021 school year, in addition to any other requirements under this Code, as a prerequisite to receiving a high school diploma from a public high school, the parent or guardian of each student or, if a student is at least 18 years of age or legally emancipated, the student must comply with either of the following:
 - (1) File a Free Application for Federal Student Aid with the United States Department of Education or, if applicable, an application for State financial aid.
 - (2) On a form created by the State Board of Education, file a waiver with the student's school district indicating that the parent or guardian or, if applicable, the student understands what the Free Application for Federal Student Aid and application for State financial aid are and has chosen not to file an application under paragraph (1).
- (b) Each school district with a high school must require each high school student to comply with this Section and must provide to each high school student and, if applicable, his or her parent or guardian any support or assistance necessary to comply with this Section. A school district must award a high school diploma to a student who is unable to meet the requirements of subsection (a) due to extenuating circumstances, as determined by the school district, if (i) the student has met all other graduation requirements under this Code and (ii) the principal attests that the school district has made a good faith effort to assist the student or, if applicable, his or her parent or guardian in filing an application or a waiver under subsection (a).
- (c) The State Board of Education may adopt rules to implement this Section.

DATED:

Instruction

Exhibit – Form for Exemption from Financial Aid Application Completion

This form is to be used to document a parent/guardian or student’s exemption from the State law requirement to file, as a prerequisite to receiving a high school diploma:

- *A Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/>,*
- *An application for State financial aid at www.isac.org/students/before-college/financial-aid-planning/retention-of-illinois-rise-act/, or*
- *An Ill. State Board of Education (ISBE) FAFSA Nonparticipation Form at www.isbe.net/Documents/FAFSA-Non-Participation-Form.pdf. 105 ILCS 5/22-85(b) (added by P.A. 101-180, final citation pending).*

Return a copy of the completed form to the parent/guardian or student, and keep a copy in the student’s file.

Completed by Student’s parent/guardian or Student, if 18 years or older or legally emancipated.

Student’s Name: _____

Address: _____

School: _____

Grade: _____

I am unable to file a FAFSA, an application for State financial aid, or an ISBE FAFSA Nonparticipation Form because of the following:

Completed by the High School Principal.

Extenuating circumstances exist and the Student is exempt from the requirement to file a FAFSA, an application for State financial aid, or an ISBE FAFSA Nonparticipation Form:

Yes No, exemption denied

(Complete next portion only if the answer is Yes above)

I attest that the District has made the following good faith efforts to assist the Student’s parent/guardian or Student in filing an application or a waiver from this requirement:

The student has met all other graduation requirements and receive a diploma.

Yes, exemption approved No, exemption denied

High School Principal Signature

Date

DATED:

Pending Implementation

Instruction

Exhibit - Class Substitution Request

Students in grades 9-12 may satisfy one or more high school courses or graduation requirements by successfully completing related vocational or technical education courses, or a registered apprenticeship program. Students participating in a registered apprenticeship program must be at least 16 years old.

This request for class substitution must be completed by the student's parent/guardian (or by the student who is at least 18 years of age) and submitted to the Building Principal for approval. Such requests will be kept in the student's temporary school record in accordance with 23 Ill.Admin.Code §1.445 (as applicable) and Section 4 of the Ill. School Student Records Act (105 ILCS 10/4).

Student Name <i>(please print)</i>	Grade
Parent/Guardian Name <i>(please print)</i>	Telephone
	Student Birthdate

Class Requesting to Substitute	Vocational/Technical Course/Registered Apprenticeship Program Substitute

Student Signature	Date
Parent/Guardian Signature <i>(For students under age 18)</i>	Date

Request for class substitution:

Approved
 Denied

Building Principal	Date
--------------------	------

DATED:

**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
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Pending Implementation

Students

Administrative Procedure - Accommodating Transgender Students or Gender Non-Conforming Students

This procedure's accommodation and support guidelines advance the District's goals of: (1) providing all students equal access to a safe, non-hostile learning environment, and (2) implementing risk management controls in a developing and unsettled area of the law in which the federal Office of Civil Rights and Dept. of Justice have issued guidance.

While there is no mandate requiring procedures for accommodating transgender students or gender non-conforming students, this procedure guides school officials through the: (1) application of State and federal anti-discrimination laws to this student population, and (2) common needs in which transgender or gender non-conforming students may request accommodations and support at school. This procedure applies to all school activities, school-provided transportation, and school-sponsored events regardless of where they occur.

The Building Principal, Nondiscrimination Coordinator, and/or Complaint Manager, with input from others as appropriate, will implement this procedure. They will work with each transgender or gender non-conforming student, and as appropriate with the student's parent(s)/guardian(s), to manage a student's accommodations and supports on a case-by-case basis. The Board Attorney will be consulted concerning legal compliance.

Gender-Based Discrimination Is Prohibited

School districts must provide equal educational opportunities to transgender students and gender non-conforming students. Under State law, *sex discrimination* extends to claims of discrimination based on *sexual orientation* and *gender identity*. 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. The Ill. Human Rights Act defines *sexual orientation* as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103.

Federal law prohibits exclusion and discrimination on the basis of *sex*. 20 U.S.C. §1681(a), Title IX of the Education Amendments of 1972. The U.S. Dept. of Education has taken varying positions on the application of Title IX to transgender or gender non-conforming students depending upon the administration in power. However, the Seventh Circuit U.S. Court of Appeals (which has jurisdiction over the State of Illinois) has ruled that a school's practice of denying a transgender student access to the bathroom that aligned with his gender identify violated Title IX because it was a sex-based classification. See Whitaker by Whitaker v. Kenosha Unified School District No. 1 Board of Education, 858 F.3d 1034 (7th Cir. 2017).

School Board policy 7:10, *Equal Educational Opportunities*, recognizes the legal requirements described above. This procedure's guidance on accommodating transgender students or gender non-conforming students is based on the Ill. State Board of Education's (ISBE) non-regulatory guidance and OCR pronouncements. See the last section, **Resources**.

Gender-Based Bullying and/or Harassment Is Prohibited

The laws prohibiting gender discrimination require the District to protect transgender students and gender non-conforming students from bullying and harassment by other students. Under Title IX of

the Education Amendments of 1972 (Title IX), a school district is responsible for damages suffered by a student who was the victim of protected sex-based harassment: unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity. 34 C.F.R. §106.30(a). Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, and its accompanying procedures are used to address sex-based harassment as defined in Title IX. The School Code prohibits bullying on the basis of actual or perceived sexual orientation, gender-related identity or expression, and/or association with a person or group with one of the aforementioned actual or perceived characteristics. 105 ILCS 5/27-23.7(a). The Board policy on bullying and the District's suite of bullying prevention materials are used to address and resolve peer bullying and harassment of transgender or gender non-conforming students. See 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

Terminology and Definitions

The District uses the following terms and definitions when discussing accommodations for a transgender student or gender non-conforming student (from the *Arcadia Resolution Agreement*, 7-24-13, at: www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf and ISBE Non-Regulatory Guidance, *Supporting Transgender, Nonbinary and Gender Nonconforming Students*, at: www.isbe.net/supportallstudents). **Note:** Definitions are not intended to label students, but rather to assist with understanding. *Gender identity*, *sex assigned at birth*, *transgender*, and *gender transition* are defined slightly differently in a *Dear Colleague Letter* issued jointly by the U.S. Depts. of Education and Justice on 5-13-16 (see **Resources** below).

Gender-based discrimination – a form of sex discrimination, refers to differential treatment or harassment of a student based on the student's sex, including gender identity, gender expression, and non-conformity with gender stereotypes, that results in the denial or limitation of education services, benefits, or opportunities. Conduct may constitute gender-based discrimination regardless of the actual or perceived sex, gender identity, or sexual orientation of the persons experiencing or engaging in the conduct.

Sex assigned at birth and assigned sex – a label a person is given at birth, often based on a medical professional's interpretation of the newborn's physical characteristics. Common examples may be *male* or *female*. This is typically the sex reflected on one's original birth certificate.

Gender expression – an individual's characteristics and behaviors such as appearance, dress, grooming, mannerisms, voice or speech patterns, activities, and social interactions that are perceived as masculine, feminine, both, or neither.

Gender identity – a person's internal, deeply held sense or psychological knowledge of their own gender that can include being female, male, another gender, nonbinary, gender non-conforming, or no gender, and is unrelated to the person's sex assigned at birth. Gender identity is an innate part of a person's identity, and the responsibility for determining an individual's gender identity rests with the individual. Unlike gender expression, gender identity is not visible to others.

Transgender – an individual whose gender identity is different from the individual's assigned sex at birth. Being transgender is not dependent on appearance, body parts, or medical procedures. Transgender can also be used as an umbrella term that encompasses diversity of gender identities and expressions. For purposes of this procedure, a *transgender student* is a student who consistently and uniformly asserts a gender identity different from the student's assigned sex, or for whom there is documented legal or medical evidence that the gender identity is sincerely held as part of the student's core identity.

Gender transition – the process whereby people may change their gender expression, bodies, and/or identity documents to match their gender identity. Transition can be social (changing gender

expression, using facilities, using a different name/pronouns), medical (hormones and/or surgeries), and/or legal (changing name/gender marker on identity documents), and is different for every individual. It is common for gender transition to be an ongoing process and is unique to each person. *Gender stereotypes* – stereotypical notions of masculinity and femininity, including expectations of how boys or girls represent or communicate one’s gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

Gender non-conforming or gender expansive – one’s gender expression or gender identity that does not conform to traditional, societal, or stereotyped expectations based on the sex assigned at birth. Gender expansive individuals may identify as male, female, some combination of both, or neither.

Gender pronouns – The set of words used to refer to someone without using their name. Common examples include, but are not limited to, “she/her/hers,” “he/him/his,” “they/them/theirs,” and “ze/zir/zirs.”

Gender support plan – a document that may be used to create a shared understanding about the way in which a student’s gender identity will be accounted for and supported at school.

Facilities refers to facilities and accommodations used by students at school or during school-sponsored activities and trips, and include, but are not limited to, restrooms, locker rooms, and overnight facilities.

Relevant Board Policies for Accommodations, Supports, and Inclusion of Transgender or Gender Non-Conforming Students

- 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
- 2:265, *Title IX Sexual Harassment Grievance Procedure*, contains the process for an individual to report or complain of sexual harassment in violation of Title IX. The District Nondiscrimination Coordinator shall address the report or complaint promptly and equitably.
- 6:60, *Curriculum Content*, requires the history curriculum to include a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois.
- 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District’s curriculum and other educational programs.
- 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
- 7:20, *Harassment of Students Prohibited*, prohibits *any* person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
- 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
- 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.
- 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District’s bullying prevention program.
- 7:185, *Teen Dating Violence Prohibited*, prohibits students 13-19 years of age from using or threatening to use physical, mental, or emotional abuse to control an individual in the dating relationship, and from using or threatening to use sexual violence in the dating relationship.

- 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health needs that impact learning.
- 7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
- 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

Common Needs for Transgender or Gender Non-Conforming Students; Accommodations and Supports

The goal of an accommodation is to allow a transgender or gender non-conforming student to equally participate in educational and extracurricular opportunities. The right of transgender students to accommodations is generally found in legislation (Illinois Human Rights Act and Title IX) but has not been fully interpreted by the courts. Determining appropriate accommodations must be made on a case-by-case basis depending upon the needs expressed by the student.

The Superintendent may establish a gender support team that will identify accommodations for a specific student. Those accommodations may be documented in a gender support plan or other written document. The Board Attorney should be consulted and may be invited to be a member of the team.

This following list of possible accommodation considerations is not exhaustive, and each student's request must be managed on a case-by-case basis. A particular student may not be interested in an accommodation for each item listed. Seek the Board Attorney's advice concerning the scope and extent of accommodations.

1. Gender transition
2. Names and gender pronouns
3. School student records

For managing demographic information in the ISBE Student Information System, see www.isbe.net/Documents/student_demographics.pdf.

4. Student privacy and confidentiality
5. Access to gender-segregated areas, e.g. locker rooms and restrooms
6. Sports and physical education classes - participation in competitive athletic activities and contact sports is resolved pursuant to IHSA policy #34, *Policy and School Recommendations for Transgender Participation* at: www.ihsa.org/AbouttheIHSA/ConstitutionBylawsPolicies.aspx
7. Dress codes
8. Gender segregation in other activities, e.g., class discussions and field trips (including any overnight school trips)
9. Communication with a new school about gender-specific accommodations upon transfer or graduation

Training for School Staff Members

Professional development for staff members should include regular opportunities to gain a better understanding of equal educational opportunity laws, gender identity, gender expression, and gender diversity; the development of gender identity in children and adolescents; developmentally appropriate strategies for communicating with students and parents/guardians about issues related to gender identity; gender-affirming approaches to ensuring the safety and support of transgender students and gender non-conforming students; developmentally appropriate strategies for preventing

and intervening in bullying incidents; and Board policies regarding equal educational opportunities, bullying, discrimination, and student privacy.

Resources

Ill. State Board of Education, *Supporting Transgender, Nonbinary, and Gender Nonconforming Students* (March 1, 2020), at www.isbe.net/supportallstudents. *Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity*, published by the National School Board Association and other participating organizations, April 2013, at: www.nsba.org/sites/default/files/reports/Dealing%20with%20Legal%20Matters%20Surrounding%20Students%E2%80%99%20Sexual%20Orientation%20and%20Gender%20Identity.pdf.

Gender Spectrum, an organization whose mission is to help create gender sensitive and inclusive environments for all children and teens, at: www.genderspectrum.org.

Mass. Dept. of Elementary and Secondary Education, *Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment Nondiscrimination on the Basis of Gender Identity* (undated), at: www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html.

OCR Dear Colleague Letter, harassment and bullying (2010), at: www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html.

OCR Guidance on Responsibilities of Schools to Address Sexual Violence, Other Forms of Sex Discrimination (2014) at: www.ed.gov/news/press-releases/guidance-issued-responsibilities-schools-address-sexual-violence-other-forms-sex.

OCR and DOJ Consent Decrees and Resolution Agreements at:
www2.ed.gov/about/offices/list/ocr/docs/investigations/05115901.html (Anoka-Hennepin School District, MN, 3-5-2012).
www2.ed.gov/about/offices/list/ocr/docs/investigations/09111031.html (Tehachapi Unified School District, CA, 7-7-2011).
www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf (Arcadia Unified School District, CA, 7-24-2013).

OCR Resources for LGBTQ Students, at:
www2.ed.gov/about/offices/list/ocr/lgbt.html

Executive Order No. 11,246, 30 FR 12319, 12935, 3 CFR, 1964-1965 Comp., p. 339, (1965), as amended on 7-21-14, prohibits discrimination by the federal government or federal contractors on the basis of sexual orientation or gender identity. The Secretary of Labor was directed to prepare implementing regulations within 90 days (or by 10-19-14).

The School Leaders Risk Management Association. *District Transgender and Gender Non-conforming Student Practice and Policy*, May 2014 (Copyright - Chicago: Brokers Risk Placement Service, Inc., 2014).

Transgender Students in Schools: Frequently Asked Questions and Answers for Public School Boards and Staff. April 2016 (Copyright – National School Boards Association), at: cdn-files.nsba.org/s3fs-public/reports/2016_Transgender_Guide.pdf?fr8tsknQRT6y2_Cy.WC6K2y2KEH.ewZg.

Which Way to the Restroom? Respecting the Rights of Transgender Youth in the School System. April 2012 (Copyright - National School Boards Association), Grant Bowers and Wendy Lopez, at: www.nsba.org/sites/default/files/reports/Respecting%20the%20Rights%20of%20Transgender%20Youth%20and%20appendices.pdf.

DATED:

Students

Administrative Procedure - Accommodating Breastfeeding Students

The Superintendent or designee shall ensure that students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. The District's Title IX Coordinator, in consultation with the Building Principal, will implement reasonable accommodations for the nursing mother in a manner that minimizes disruption to the student's education.

Reasonable accommodations for breastfeeding students, include, but are not limited to:

1. Access to a private and secure room, other than a bathroom, to express breast milk or breastfeed an infant child.
2. Permission to bring onto the school campus a breast pump or other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breastmilk.
4. Access to a place to store expressed breastmilk safely.
5. Reasonable breaks to accommodate the student's need to express breast milk or breastfeed an infant child.
6. The opportunity to make up work missed to due to the student's use of reasonable accommodations for breastfeeding.

Complaints

The District's Complaint Manager or Non-Discrimination Coordinator will process any complaints regarding reasonable accommodations for breastfeeding students in accordance with Policy 2:260, *Uniform Grievance Procedure*. In those cases where a complainant appeals the Superintendent's decision to the Board, the Superintendent will inform the complainant that he or she may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent, in accordance with 23 Ill.Admin.Code §200.40.

LEGAL REF.: 105 ILCS 5/10-20.60 (P.A. 100-20, final citation pending).
34 C.F.R. §106.40.

DATED:

Students

Exhibit - Notification to Parents of Family Privacy Rights

Date

Re: Student Survey Participation

Dear Parents:

Your child will be asked to complete a survey as described below:

Survey description: _____

Survey grade/participants: _____ Anticipated Survey date(s): _____

Parents/guardians may request that their child not participate in surveys that concern one or more of the following eight areas:

1. Political affiliations or beliefs of the student or student’s parent/guardian;
2. Mental or psychological problems of the student or student’s family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student has close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income other than as required by law to determine program eligibility.

The school will not penalize any student whose parent/guardian exercises this option. In addition, a parent/guardian may review surveys asking questions about the above areas as well as other instructional materials. School Board policy 7:15, *Student and Family Privacy Rights*, contains a more thorough explanation of these rights and may be obtained from the Building Principal.

Opt-Out Instructions (Note: This notice and opt-out right transfers from parents/guardians to any student who is 18 years old.)

If you do not want your child to participate in this activity, contact your child’s Building Principal no later than _____. If we do not hear from you by this date, we will assume that you do not object to having your child participate in the surveys described above.

Request to Review

If you wish to review any survey instrument or instructional material, please submit your request to the Building Principal. You will be notified of the time and place where you may review these materials.

Building Principal contact information: _____

DATED:

Students

Administrative Procedure - Harassment of Students Prohibited

This procedure informs: (1) the Building Principal of specific steps to prevent harassment of students, and (2) staff members of the appropriate response to allegations of harassment.

Actor	Action
Building Principal or Designee	<p>Informs staff members and students that the District prohibits harassment of students. Distributes or references School Board policies 2:260, <i>Uniform Grievance Procedure</i>; 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>; and 7:20, <i>Harassment of Students Prohibited</i>, using various methods. Takes measures to prevent harassment of students, which may include:</p> <ol style="list-style-type: none"> 1. Conducts regular harassment awareness training for all school staff, including administrators, teachers, and guidance counselors, and ensures all new employees are trained. 2. Conducts regular age-appropriate harassment awareness training for students. 3. Provides a means for students to learn and discuss what constitutes harassment and how to respond to it in the school setting. 4. Surveys students to determine if harassment is occurring at school. 5. Conducts regular harassment awareness training for parents/guardians. 6. Works with parents/guardians and students to develop and implement age-appropriate, effective measures for addressing harassment. 7. Determines when extra supervision and precaution should be taken, such as when: two or more students seem to be in conflict with each other; there have been previous incidents of harassment, sexual assaults, threats, or bullying around perceived sexual orientation; or a specific student has had multiple disciplinary violations. 8. Has a process in place to: (1) inform a staff member when a student that he or she supervises has a history of violent or sexually inappropriate behavior, and (2) keep such a student constantly supervised. 9. Regularly trains staff members regarding: (1) their classroom and non-classroom supervisory responsibilities, e.g., during a school-sponsored event, before and after school, while students wait for the school bus, between classes, during lunch, and at recess, (2) behaviors that may be an indicator of sexual or physical violence against another student, and (3) what to do when they observe an unusual and disruptive student. 10. Identifies areas in the school building that are isolated, e.g., restrooms, locker rooms, hallways while classes are in session, stairwells, and empty rooms, and takes extra steps to make them safe.

Actor	Action
	11. Immediately notifies the police and relevant parents/guardians when an assault or attempted assault has occurred.
Nondiscrimination Coordinator and/or Complaint Manager(s)	<p>Thoroughly and promptly investigates allegations of harassment by:</p> <ol style="list-style-type: none"> 1. Distributing Board policies 2:260, <i>Uniform Grievance Procedure</i>; 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>; and 7:20, <i>Harassment of Students Prohibited</i>, to any person upon request; 2. Following Board policies 2:260, <i>Uniform Grievance Procedure</i>; 2:265, <i>Title IX Sexual Harassment Grievance Procedure</i>; and 7:20, <i>Harassment of Students Prohibited</i>; 3. Notifying a student’s parents/guardians that they may attend any investigatory meetings in which their child is present; 4. Keeping the complaining parents/guardians informed of any investigation’s progress; and 5. Keeping confidential all information about an investigation and the statements of students and other witnesses. The Superintendent shall be kept informed of an investigation’s progress, unless the Superintendent is the subject of the complaint. If a complaint contains allegations involving the Superintendent, the Board President shall be kept informed of an investigation’s progress.
All District Staff Members	<p>Immediately reports to the Ill. Dept. of Children and Family Services any situation that provides you with reasonable cause to believe that a child may be an abused child or a neglected child. See Board policy 5:90, <i>Abused and Neglected Child Reporting</i>.</p> <p>Promptly notifies the Superintendent or Building Principal that you made a report. If a report contains allegations involving the Superintendent, only notifies the Building Principal who shall contact the Board President. If a report contains allegations involving the Building Principal, only notifies the Superintendent.</p>

DATED:

Pending Superintendent

Students

Administrative Procedure - Placement of Nonpublic School Students Transferring Into the District

Actor	Action
<p>Parent(s)/guardian(s) of a nonpublic school student transferring into the District</p>	<p>Shall perform all school admission requirements contained in School Board policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i>, and administrative procedure 7:50-AP, <i>Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools</i>.</p>
<p>Building Principal or designee</p>	<p>Meets with parent(s)/guardian(s) to discuss appropriate placement.</p> <p>Inquires about the student’s special interests, concerns, and goals.</p> <p>Administers a Student Home Language Survey. ISBE provides Sample Home Language Surveys that are available in English and twenty-nine other languages under the Home Language Surveys tab at: www.isbe.net/Pages/Screening-for-English-Language-Proficiency.aspx.</p> <p>Determines achievement level based on interviews, school records, achievement testing, and/or other appropriate means.</p> <p>Considers special circumstances, e.g., whether the student: is gifted, is accelerated, has a disability, is homeless, has limited English proficiency, is part of a migrant or refugee family, has special medical needs, or has other needs.</p> <p>Before making a placement decision, seeks input from appropriate school personnel.</p> <p>Awards credits and determines placement.</p> <p>Course credit awarded to students transferring from a non-graded school or a school that is not recognized by the state education agency, will be given the grade of “P” for passing with no letter or numerical designation for the level of proficiency.</p> <p>Completes other enrollment procedures.</p>

DATED:

Students

Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools

Annual Review

The Superintendent or designee reviews this procedure to ensure it is consistent with applicable State and federal laws.

Legal Citations

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.

Guidance Documents

The following non-regulatory guidance list provides more information:

1. Ill. State Board of Education’s annual registration and enrollment guidance document titled *Residency & Enrollment, Immigrant Pupils, Homeless Pupils and School Fees & Waivers*, www.isbe.net/Documents/guidance_reg.pdf;
2. *Dear Colleague Letter: School Enrollment Procedures*, (OCR 05/08/14), www2.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf;
3. *Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents* (revised 05/08/14), www2.ed.gov/about/offices/list/ocr/docs/qa-201405.pdf; and
4. *Fact Sheet: Information on the Rights of All Children to Enroll in School*, www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf.

Transferring In

Steps	Requirements and Actions That Must Be Completed
Compliance with admission eligibility prerequisites in State law and School Board policy	All students seeking admission shall meet all residency, age, health examination, immunization, and other eligibility prerequisites as mandated by State law and School Board policy on admissions. See Board policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> .
Compliance with the Missing Children Records Act and Missing Children Registration Law	The Building Principal or designee of the school into which the student is transferring 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. 325 ILCS 55/5(b); 20 Ill.Admin.Code §1290.60(a). If the person enrolling a student fails to comply with the above requirement, 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

Steps	Requirements and Actions That Must Be Completed
	<p>he or she complies within 10 days, the matter will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, refer the case.</p> <p>The Building Principal or designee shall immediately report to the local law enforcement authority and the Ill. Dept. of State Police (ISP) any affidavit explaining the inability to produce a copy of the birth certificate that appears inaccurate or suspicious in form or content. 325 ILCS 50/5 and 55/5(b).</p> <p>The Building Principal or designee shall, within 14 days after enrolling a transfer student, request directly from the student's previous school a certified copy of the student's record. 23 Ill.Admin.Code §375.75(b); 325 ILCS 50/5(c).</p>
Compliance with the Good Standing Requirement	<p>The parent(s)/guardian(s) of a student who is transferring from an Illinois public school shall ensure that a completed <i>Good Standing Form</i> from that school arrives at the school into which the student is transferring. 105 ILCS 5/2-3.13a.</p> <p>The <i>Good Standing Form</i>, ISBE Form 33-78, available at: www.isbe.net/Documents/33-78_student_transfer.pdf, indicates whether the student's medical records are current and whether the student is currently being disciplined by a suspension or expulsion. 105 ILCS 5/2-3.13a(b).</p> <p>If the student is transferring from any private school (whether located in Illinois or not) or any non-Illinois public school, the parent(s)/guardian(s) shall certify in writing that the student is not currently serving a suspension or expulsion imposed by the school from which the student is transferring. 105 ILCS 5/2-3.13a(b).</p> <p>The Building Principal or designee shall deny admittance to any student who was suspended or expelled for any reason from any public or private school in this or any other state until the student completes the entire term of the suspension or expulsion. 105 ILCS 5/2-3.13a(a).</p> <p>If the student is transferring from an Illinois public school, the Building Principal or designee shall refuse to admit the student unless the student can produce a <i>Good Standing Form</i>.</p> <p>If the student is transferring from any private school (whether located in Illinois or not) or any non-Illinois public school, the Building Principal or designee shall refuse to admit the student unless his or her parent(s)/guardian(s) certify in writing that the student is not currently serving a suspension or expulsion imposed by the school from which the student is transferring.</p>
Compliance with the School Code and the Illinois School	If a request has not been made, the Building Principal shall request academic transcripts and medical records from the

Steps	Requirements and Actions That Must Be Completed
Student Records Act	<p>student's former school.</p> <p>The Building Principal or designee shall enroll a student whose former school transferred an unofficial record of grades in lieu of the student's official transcript of scholastic records pursuant to 105 ILCS 5/2-3.13a(a) and 23 Ill.Admin.Code §375.75(i). 105 ILCS 10/8.1.</p> <p>Out-of-state transfer students, including children of military personnel, may use unofficial transcripts for admission to a school until official transcripts are obtained from the student's last school district. 105 ILCS 10/8.1(d); 105 ILCS 70/32. Simultaneous with the enrollment of a child of active duty military personnel, the Building Principal or designee shall request the child's educational records from his or her former school. 105 ILCS 70/32.</p>
Compliance with laws concerning education of homeless children	<p>The Building Principal or designee shall immediately enroll a homeless child even if the child is unable to produce records normally required for enrollment, in accordance with Board policy 6:140, <i>Education of Homeless Children</i>, and 6:140-AP; <i>Education of Homeless Children</i>. 42 U.S.C. §11432(g)(3)(C)(i) (McKinney-Vento Homeless Assistance Act); 105 ILCS 45/1-20.</p> <p>The Building Principal or designee must immediately contact the school last attended by the child to obtain relevant academic and other records. 42 U.S.C. §11432(g)(3)(C)(ii); 105 ILCS 45/1-10.</p>
Other admission steps	<p>Building Principal or designee shall make the class or grade level assignment, with input from a counselor when needed, and may accept or reject the transferring school's recommendations.</p> <p>When parent(s)/guardian(s) of a student eligible for special education present a copy of the student's current individualized education program (IEP) to a new school, the student must be placed in a program described in the IEP. 105 ILCS 10/8.1(c); 23 Ill.Admin.Code §226.50(a)(1). If the school does not receive a copy of the student's current IEP or a verbal or written confirmation of the requirements of that IEP from the previous school district when the student is presented for enrollment, the student must be placed in a setting that the District believes will meet the student's needs until a copy of the current IEP is obtained or a new IEP is developed. 23 Ill.Admin.Code §226.50(a)(2).</p> <p>The Building Principal or designee shall administer a Student Home Language Survey, to each student entering the District's schools for the first time. 23 Ill.Admin.Code §228.15(a). ISBE provides Sample Home Language Surveys that are available in English and twenty-nine other languages under the Home Language Surveys tab at: www.isbe.net/Pages/Screening-for-English-Language-Proficiency.aspx.</p>

Steps	Requirements and Actions That Must Be Completed
	<p>If the Building Principal or designee did not send a request for records to the student's former school or school district, he or she shall send a notification to the school or school district from which the student transferred documenting that the student has enrolled in the school. 105 ILCS 5/2-3.13a(c); 23 Ill.Admin.Code §375.75(e).</p> <p>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. P.A. 99-30 repealed 105 ILCS 5/22-65; this language is not contained in 105 ILCS 70/. All course, program, extracurricular, graduation and other placements from the student's former school shall be initially honored if the District has those options, and spaces available. 105 ILCS 70/35.</p> <p>The Building Principal or designee shall notify the student and the student's parent(s)/guardian(s) of their rights with respect to the collection, distribution, and retention of biometric information in accordance with the Student Biometric Information Collection subhead in Board policy 7:340, <i>Student Records</i>. 105 ILCS 5/10-20.40; 23 Ill.AdminCode §375.30(a).</p>

Transferring Out

Steps	Requirements and Action That Must Be Completed
Initial step	The parent(s)/guardian(s) of a student shall notify the Building Principal of their intent, pay outstanding fees or fines, sign a release form authorizing the release of student records, and return all school-owned property.
Compliance with the Illinois School Student Records Act	<p>After receiving a request to transfer school student records, the Building Principal or designee of the transferring school must provide written notice of the nature and substance of the information to be transferred and the opportunity to inspect, copy, and challenge the record. 23 Ill.Admin.Code §375.70(a).</p> <p>The Building Principal or designee of the transferring school must, within 10 days of the notice of the student's transfer, forward a copy of the student's school record to the student's new school. 105 ILCS 10/8.1(b); 23 Ill.Admin.Code §375.75(c), (h). Each school must forward written information relative to the grade levels, subjects and record of academic grades achieved, current mathematics and language arts placement levels, health records, and a most current set of standardized test reports. However, if the student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, an official record of the student's grades will be sent in lieu of the student's official transcript of scholastic records. 105 ILCS</p>

Steps	Requirements and Action That Must Be Completed
	<p>5/2-3.13a(a); 23 Ill.Admin.Code §375.75(i).</p> <p>For children of active duty military personnel, if official educational records cannot be released to a student for the purpose of transferring, the Building Principal or designee shall prepare and furnish a complete set of unofficial educational records to the extent feasible. 105 ILCS 70/32(a).</p> <p>The Building Principal or designee shall, within 10 days after the student has paid all of his or her outstanding fines and fees and at the school's own expense, forward an official transcript of the scholastic records as defined in 23 Ill.Admin.Code §375.75(i). 105 ILCS 5/2-3.13a(a).</p> <p>The Building Principal shall notify the parent(s)/guardian(s) and the student of the destruction schedule for the student's permanent and temporary school records and of his or her right to request a copy of those records. 105 ILCS 10/4(h), amended by P.A. 101-161, eff. 1-1-20; 23 Ill.Admin.Code §375.40(c).</p> <p>If within 150 days after a student leaves a school, the school has not received a request for the student's record, or been presented with other documentation that the student has enrolled in another school, the student is counted in the school's and District's calculation of its annual dropout rate. 105 ILCS 5/2-3.13a(c); 23 Ill.Admin.Code §375.75(e).</p>
Compliance with requirements for destruction of biometric information (if applicable)	<p>The Building Principal or designee of the transferring school shall, within 30 days, ensure the destruction of any biometric information collected in accordance with the Student Biometric Information Collection subhead in 7:340, <i>Student Records</i>.</p> <p>No biometric information shall be transferred to another school district in which a student has enrolled. 105 ILCS 5/10-20.40; 23 Ill.Admin.Code §375.70(a)(2). Destruction of a student's biometric information is not subject to authorization by the appropriate Local Record Commission (50 ILCS 205/7). 105 ILCS 5/10-20.40(d); 23 Ill.Admin.Code §375.40(c).</p>
Compliance with the Missing Children Records Act and Missing Children Registration Law	<p>The Building Principal or designee of the transferring school must send the student's records within 10 days of receipt of the request, unless the record has been flagged pursuant to the Missing Children Records Act and/or Missing Children Registration Law; if flagged, the copy shall not be forwarded and the requested school must notify the local law enforcement authority and ISP of the request. 325 ILCS 55/5 and 50/5.</p> <p>If ISP notifies a school of a current or former student's disappearance, the school must flag the student's record so that whenever information regarding the record is requested, the school can immediately report the request to ISP.</p>
Compliance with the Good	The Building Principal or designee of the transferring school shall send to the school in which the student will or has enrolled a

Steps	Requirements and Action That Must Be Completed
Standing Requirement	<p>completed <i>Good Standing Form</i> (ISBE Form 33-78 available at: www.isbe.net/Documents/33-78_student_transfer.pdf) and, if a transferring student is currently suspended or expelled, indicate (105 ILCS 5/2-3.13a(a)):</p> <ol style="list-style-type: none"> 1. The date and duration of the suspension or expulsion, and 2. Whether the suspension or expulsion is for knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. §7961 <i>et seq.</i>), for knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis, or for battering a staff member of the school.
Compliance with the Illinois Domestic Violence Act	<p>If a child transferring to another school is a <i>protected person</i> under an order of protection, the petitioner may request the Building Principal or designee to provide written notice of the order of protection, along with a certified copy of the order, to the institution to which the child is transferring. 750 ILCS 60/222(f).</p> <p>The Building Principal or designee shall respond to the above request by providing, within 24 hours of the transfer or sooner if possible, written notice of the order of protection, along with a certified copy of the order, to the institution to which the child is transferring. 750 ILCS 60/222(f).</p>
Compliance with requirements for tracking transfer	<p>The Superintendent and Building Principal, or their designees, shall count a student as a dropout in the calculation of a school's and District's annual student dropout rate unless the school or district to which a student transferred sends notification that the student has enrolled in the transferee school or school district. 105 ILCS 5/2-3.13a(c); 23 Ill.Admin.Code §375.75(e).</p>

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act.
Plyler v. Doe, 457 U.S. 202 (1982).
105 ILCS 5/2-3.13a, and 5/10-20.40.
105 ILCS 10/, 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.
750 ILCS 60/222, Ill. Domestic Violence Act of 1986.
20 Ill.Admin.Code §1290.60(a).
23 Ill.Admin.Code Part 375, Student Records.

DATED:

Students

Administrative Procedure - Challenging a Student’s Residence Status ¹

Actor	Action
Superintendent or Designee	On behalf of the School Board, notifies the person who enrolled a student of the tuition amount due to the District for the nonresident student’s attendance. The notice shall detail the specific reasons why the board believes that the student is a nonresident of the District and shall be sent by certified mail, return receipt requested.
Person Who Enrolled the Student	<p>Within ten calendar days after receipt of the notice, may request a hearing to review the determination that tuition is due. The request shall be sent certified mail, return receipt requested, to the Superintendent.</p> <p>If a hearing is requested to review the Board’s decision: May request that the student continue attending the District’s schools pending the Board’s final decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Board decides the student is a nonresident who must pay tuition.</p>
Superintendent or Designee	<p>On behalf of the Board and within ten calendar days after receiving the hearing request, shall notify the person requesting the hearing of its time and place; the notification shall be sent by certified mail, return receipt requested. The hearing shall be held not less than ten nor more than 20 calendar days after this hearing notice is given. The hearing notice shall notify the person requesting the hearing that any written evidence and testimony or witnesses not disclosed at least three calendar days prior to the hearing are barred at the hearing without the District’s consent.</p> <p>At least three calendar days prior to the hearing, discloses to the person requesting the hearing all written evidence and testimony the District may submit during the hearing and a list of witnesses it may call to testify during the hearing.</p>
Person Who Enrolled the Student	At least three calendar days prior to the hearing, discloses to the District all written evidence and testimony he/she may submit during the hearing and a list of witnesses he/she may call to testify during the hearing.
School Board or Hearing Officer Designated by the Board	<p>Conducts the hearing. At the hearing: (1) the Board and the person who enrolled the student may use representatives of their choice, and (2) the person who enrolled the student has the burden of going forward with the evidence concerning the student’s residency.</p> <p>If the hearing is conducted by a hearing officer: Within five</p>

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

Actor	Action
	calendar days after the hearing's conclusion, sends a written report of his or her findings to the Board and to the person who enrolled the student. The report shall be sent by certified mail, return receipt requested.
Person Who Enrolled the Student	If the hearing is conducted by a hearing officer: Within five calendar days after receiving the hearing officer's findings, may file written objections to the findings with the Board. The objections shall be sent by certified mail, return receipt requested, addressed to the Superintendent.
School Board	Whether the hearing is conducted by the Board or a hearing officer: Within 30 calendar days after the hearing's conclusion, decides whether or not the student is a resident of the District and the amount of any tuition required to be charged as a result of the student's attendance in the District's schools. Within five calendar days of its decision sends a copy of its decision to the person who enrolled the student by certified mail, return receipt requested. The decision must inform the person who enrolled the student that: (1) he/she may, within five calendar days after receipt of the Board's decision, petition the Regional Superintendent or appropriate Intermediate Service Center of schools to review the decision; and (2) at his/her request, the student may continue attending the District's schools pending the Regional Superintendent or appropriate Intermediate Service Center's review of the Board's decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Regional Superintendent or appropriate Intermediate Service Center decides the student is a nonresident.
Person Who Enrolled the Student	Within five calendar days after receiving the Board's decision, may petition the Regional Superintendent or appropriate Intermediate Service Center to review the decision. The petition must include the basis for the request and be sent by certified mail, return receipt requested, to both the Regional Superintendent or appropriate Intermediate Service Center and the Superintendent.
School Board	Within five calendar days after receiving petition, delivers to the Regional Superintendent or appropriate Intermediate Service Center the Board's decision, any written evidence and testimony submitted by the parties during the hearing, a list of all witnesses that testified during the hearing, and any existing written minutes or transcript or verbatim record of the hearing. May also provide the Regional Superintendent or appropriate Intermediate Service Center and the person who enrolled the student with a written response to the petition.
Regional Superintendent of Schools or appropriate Intermediate Service Center	Within ten calendar days after receipt of documentation from the District, issues a written decision as to whether or not there is clear and convincing evidence the student is a resident of the District and eligible to attend the District's schools on a tuition-free basis. The decision shall be transmitted to the Board and the person who

Actor	Action
	enrolled the student, and shall, with specificity, detail the decision's rationale.

LEGAL REF: 105 ILCS 5/10-20.12b, amended by P.A. 99-670.

DATED:

Pending Implementation

Students

Administrative Procedure - Establishing Student Residency

Actor	Requirements and Actions that Must Be Completed
<p>Anyone Seeking to Enroll a Student</p>	<p>Must present a certified copy of the student’s birth certificate.</p> <p>Must present proof of residency within the District by providing the required number of documents from each of the following categories:</p> <p><u>Category I</u> (One document required)</p> <ul style="list-style-type: none"> Most recent property tax bill and proof of payment, e.g., canceled check or Form 1098 (homeowners) Mortgage papers (homeowners) Signed and dated lease and proof of last month’s payment, e.g., canceled check or receipts (renters) Letter from manager and proof of last month’s payment, e.g., canceled check or receipt (trailer park residents) Letter of residence from landlord in lieu of lease (7:60-AP2, E1) Letter of residence to be used when the person seeking to enroll a student is living with a District resident (7:60-AP2, E2) <p><u>Category II</u> (Two documents showing proper address are required)</p> <ul style="list-style-type: none"> Driver’s license Vehicle registration Voter registration Most recent cable television and/or credit card bill Current bank statement Current public aid card Current homeowners/renters insurance policy and premium payment receipt Most recent gas, electric, and/or water bill Current library card Receipt for moving van rental <p><u>Military Personnel Enrolling a Student for the First Time in the District.</u></p> <p>Must provide one of the following within 60 days after the date of student’s initial enrollment)</p> <ul style="list-style-type: none"> Postmarked mail addressed to military personnel Lease agreement for occupancy Proof of ownership of residence <p><u>Military Personnel with Legal Custody of a Child Who Want to Keep the Child Enrolled in the District Despite Having Changed Residence Due to a Military Service Obligation.</u></p> <p>Upon submitting a written request, the student’s residence will be deemed to be unchanged for the duration of the custodian’s military service obligation. The District, however, is not responsible for the student’s</p>

Actor	Requirements and Actions that Must Be Completed
	transportation to or from school. <u>Military Personnel Placing Nonresident Child with Non-Custodial Parent While on Active Military Duty.</u> A student will not be charged tuition while he or she is placed with a <i>non-custodial parent</i> (a person who has temporary custody of a child of active duty military personnel and who is responsible for making decisions for the child). Must provide any “special power of attorney” created by the student’s parent/guardian for the District to follow. A special power of attorney authorizes: (1) the student to enroll in a district of the non-custodial parent, and (2) the non-custodial parent to make decisions for the student. Any special power of attorney will be filed in the student’s temporary record.
Anyone with a Custody Order Seeking to Enroll a Student	Presents court order, agreement, judgment, or decree that awards or gives custody of the student to any person (including divorce decrees awarding custody to one or both parents).
Non-Parent Seeking to Enroll a Student	Must complete and sign <i>Evidence of Non-Parent’s Custody, Control, and Responsibility of a Student</i> form, School Board exhibit 7:60-AP2, E3.

IMPORTANT:

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

WARNING:

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

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

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

DATED:

Students

Exhibit - Letter of Residence from Landlord in Lieu of Lease

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

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

_____		_____
Child		School
_____		_____
Individual enrolling the child		Home Telephone

Relationship to the child		
_____		_____
Residence street address	City	Zip code
_____		_____
Landlord’s name		Landlord’s telephone
_____		_____
Landlord’s address	City	Zip code
_____		_____
Signature of the individual enrolling the student		Date

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

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

_____	_____
Landlord’s signature	Date

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

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

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

DATED:

Students

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

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

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

Child School

Individual enrolling the child Home Telephone

Relationship to the child

Residence street address City Zip code

Signature of the individual enrolling the student Date

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

Name of the individual who is responsible for the residence Telephone

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

Total number of: Persons living at this residence _____ Rooms in residence _____ Bedrooms _____

State the reasons for this living arrangement, including your relationship to the individual enrolling the child:

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

Signature of the individual who is responsible for the residence Date

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

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

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

DATED:

Students

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

This form establishes a child’s residency in the School District when the child is not living with a natural or adoptive parent. It must be completed by the individual who has assumed custody. Read **Important Warning** and submit this form with your signature to the Building Principal.

Student’s name District attendance building

Name of individual completing this form (*Please print*) Relationship to child

Please check all applicable boxes:

- The child lives with me at my residence address, as stated below, and is not living with me solely for the purpose of attending the District’s school.
- I have assumed and exercise full legal responsibility for and control of the child regarding daily educational and medical decisions, including responsibility for:
 - medical decisions and costs
 - discipline and restitution for vandalism or other crimes
 - food and clothing
 - school fees (books, bus, etc.)

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

- Eats meals _____
- Sleeps _____
- Spends weekends and summers _____

Important Warning: The School District reserves the right to evaluate the evidence presented. Completing this form does not guarantee admission. If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

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

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

Date Signature of individual completing this form

Telephone Address

Optional: *To be completed by the natural or adoptive parent(s), if one is available.*

Please check all applicable boxes:

- I am the natural or adoptive parent of the child.
- I have willingly transferred full custody and control of, as well as responsibility for this child to: _____
- The transfer of custody is not solely for the purpose of attending the District’s schools.

Date Signature of individual completing this form

Telephone Address

DATED:

Students

Administrative Procedure - Use of Metal Detectors for Student Safety

Nothing in this procedure shall limit the authority of school officials to search a student in accordance with School Board policy 7:140, *Search and Seizure*. All property removed as a result of this procedure that may be legitimately brought onto District property will be returned to the individual. Property removed from a student, possession of which violates Board policy, shall be confiscated and the student disciplined in accordance with Board policy.

Students who fail to cooperate with school personnel performing their duties may be subject to discipline for insubordination. Individuals who fail to cooperate will be asked to leave District property.

Metal Detectors

Metal detectors may be used when any one of the following occurs: (1) the administration has reasonable suspicion that a weapon is in the possession of unidentified students, (2) weapons or dangerous objects were found at school, on school property, or in the vicinity of a school, (3) violence involving weapons has occurred at a school or on school property, at school functions, or in a school's vicinity, or (4) a mass search takes place according to the District's standards for when and how metal detector searches are to be conducted. The Building Principal shall obtain the Superintendent's permission before using a metal detector. The reasons supporting the use of a metal detector shall be documented.

Signs will be posted to inform individuals that they will be required to submit to a screening for metal as a condition of entering District property. The screening will be conducted by District staff who may be assisted by law enforcement officials.

An individual will be asked to remove metal objects from his or her person prior to use of a metal detecting device. If, after the removal of metal objects, the metal detector activates, the individual will be asked to double-check that he/she removed all metal objects on his or her person, and the metal detecting device will be used again. If the metal detector activates a second time, the individual may be subjected to a *pat-down* search.

School personnel may inspect the contents of any briefcase, knapsack, purse, or parcel that activates the metal detector for the limited purpose of determining whether a weapon is concealed therein.

Pat-Down Search

When feasible, a pat-down search should be conducted: (1) outside the view of others, including students; (2) in the presence of a school administrator or adult witness; and (3) by a certificated employee or liaison police officer of the same sex as the student.

A pat-down search conducted by school personnel shall be limited to clothing for the purpose of discovering items that may have activated the metal detecting device. If school personnel conducting a pat-down search feel an object that may have activated the metal detecting device or may be other prohibited contraband, the individual will be asked to remove it.

Immediately following a pat-down search, a written report shall be made by the school authority who conducted the pat-down search, and given to the Superintendent.

DATED:

Pending Implementation

Students

Exhibit - Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act

On District letterhead

Re: When may school officials require a student to share the content from his or her account or profile on a social networking website?

Dear Parents/Guardians:

State law requires the District to notify students and their parents/guardians of each of the following:

1. School officials may not request or require a student or his or her parents/guardians to provide a password or other related account information to gain access to the student's account or profile on a social networking website. Examples of *social networking websites and platforms* include Facebook, Instagram, Twitter, TikTok, and Snapchat.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school behavior rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Please contact the school if you have any questions.

Sincerely,

Building Principal

DATED:

Pending Implementation

Students

Administrative Procedure - Agency and Police Interviews

The Ill. Council of School Attorneys with participation from the DuPage County State's Attorney's Office and Regional Superintendent of Schools developed *Guidelines for Interviews of Students at School by Law Enforcement Authorities* to assist law enforcement authorities and school officials in determining when it is appropriate for law enforcement authorities or the Ill. Dept. of Children and Family Services to interview students while the students are at school or participating in school-related activities. The document is available on the Illinois Association of School Boards website: www.iasb.com/law/ICSAGuidelinesforInterviewsofStudents.pdf.

DATED:

Students

Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying

The strategic components for integrating an anti-bullying program into the District's existing policies and procedures are listed below. Each component lists specific implementation steps along with resources and accompanying exhibits. The Superintendent or designee, at the District-level, or the Building Principal or designee, at the Building-level, is responsible for the integration of these components. Use the local conditions of the community and other available resources to determine the best implementation methods. At times, support from the School Violence Prevention Team (see 4:190, *Targeted School Violence Prevention Program*) may be appropriate as bullying and threats of school violence often arise from the same behavior pattern(s), i.e., interpersonal aggression.

Preventing Bullying

1. Review 7:180-AP1, E1, *Resource Guide for Bullying Prevention*.
2. Assess the District's Conditions for Development and Learning. Below are resources that discuss and provide information about how to implement school climate measurement instruments:

School Bullying Prevention Task Force Report, *Selection of School Climate Measures*, p. 19 at: www.isbe.net/Documents/sbptf_report_030111.pdf.

Safe Supportive Learning's School Climate Measurement compendium at: <https://safesupportivelearning.ed.gov/topic-research/school-climate-measurement>.

Identifying Bullying

1. Post 7:180-AP1, E2, *Be a Hero by Reporting Bullying*, in school buildings, student handbooks, online, etc.
2. Train staff to recognize and accept reports of bullying, 7:180-AP1, E3, *Memo to Staff Regarding Bullying*.
3. Inform parents about the District's anti-bullying program, 7:180-AP1, E4, *Memo to Parents/Guardians Regarding Bullying*.
4. Inform students how to make a report, including an anonymous report, i.e., complete and submit 7:180-AP1, E5, *Report Form for Bullying*.

Investigating Reports of Bullying

1. Conduct a prompt, thorough and impartial investigation upon receiving a report.
2. Review the report, i.e., 7:180-AP1, E5, *Report Form for Bullying*.
3. Interview the listed aggressor(s), target(s) and witnesses using 7:180-AP1, E6, *Interview Form for Bullying Investigation*.

Responding to Bullying

1. Complete 7:180-AP1, E7, *Response to Bullying*.

2. Notify the District's Non-Discrimination Coordinator if the findings indicate that the behavior was based upon the protected statuses listed in 7:20, *Harassment of Students Prohibited*.
3. Communicate and partner with the parents/guardians of the students involved. Ask parents/guardians, "How can we help you and your child?"
4. Stop the behavior(s).
5. Eliminate any hostile environment(s) and its effects (see **Preventing Bullying #2**, above).
6. Prevent the bullying from happening again.
7. Implement appropriate interventions for the target, aggressor, and District.
8. Address any findings of repeated inaccurate accusations against an alleged-aggressor that are beginning to impede his or her education, e.g., reverse bullying.
9. Follow-up with target, aggressor and their parent(s)/guardian(s) to ensure subsequent bullying has not occurred and no new concerns have arisen.

DATED:

Students

Exhibit - Resource Guide for Bullying Prevention

General Resources

ISBE's *School Bullying Prevention Task Force Report*:
www.isbe.net/Documents/sbptf_report_030111.pdf

Resources section of the website managed by the U.S. Department of Health & Human Services:
www.stopbullying.gov

Bullying in Schools - Cops – U.S. Department of Justice:
https://cops.usdoj.gov/html/cd_rom/solution_gang_crime/pubs/BullyinginSchools.pdf

Restorative Discipline Resources

Positive Behavior Intervention & Supports (PBIS):
www.pbis.org/school/default.aspx

Social and Emotional Learning Standards:
www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx

Dignity in Schools:
<http://dignityinschools.org/take-action/model-school-code/>

Illinois Balanced and Restorative Justice:
www.ibarj.org

Conditions for Development and Learning; Data Collection Resources

Centers for Disease Control and Prevention (CDC)'s *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools*:
<https://www.cdc.gov/violenceprevention/pdf/bullycompendium-a.pdf>

Safe Supportive Learning's School Climate Measurement Compendium:
<https://safesupportivelearning.ed.gov/index.php?id=133>

PBIS:
www.pbis.org/school/default.aspx

CDC's *Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools - Second Edition*:
https://www.cdc.gov/violenceprevention/pdf/yv_compendium.pdf

CDC's *Intimate Partner Violence and Sexual Violence Victimization Assessment Instruments for Use in Healthcare Settings, Version 1*:
<https://www.cdc.gov/violenceprevention/pdf/ipv/ipvandsvscreening.pdf>

World Health Organization Information Series on School Health's *Document 10, Creating an Environment for Emotional and Social Well-Being*:
www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf

Rachel's Challenge:
<https://rachelschallenge.org>

DATED:

Pending Implementation

Students

Exhibit - Be a Hero by Reporting Bullying

Who reports?	YOU, if you have information about bullying, harassment, and/or a threat of one of these actions. It doesn't matter whether you are the target of bullying or think someone is being bullied, please report it!
What do I report?	<p>Any activity that targets someone to be hurt. Bullying, harassment, and threats take many forms. One thing they have in common – someone is targeted to be hurt. Examples of these hurtful behaviors include unwanted teasing, intimidation, physical violence, humiliation, spreading false rumors, social exclusion, or theft or destruction of property.</p> <p>Bullying, harassment, and threats may occur almost anywhere students go – in school buildings, on school grounds or busses, at bus stops, for example. Bullying or harassing may also occur using social networking sites or cell phones.</p>
When should I report?	As soon as possible.
Where or how do I report?	<p>Tell any school staff member. You may do this in person, by phone, or by email. You may be asked to complete 7:180-AP1, E5, <i>Report Form for Bullying</i>.</p> <p>You may make an anonymous tip.</p>
Why should I report?	Fear and abuse have no place in our school. Be a hero and report bullying. If you are being bullied, a report will help you and other students who may also be targeted for bullying.
What will happen after I report?	<p>An Administrator will:</p> <ol style="list-style-type: none"> 1. Acknowledge and review your report. 2. Treat your report with privacy and respect its sensitive nature. 3. Investigate your report. The school will not bring students who bully and those they bully into the same room to confront each other. All interviews will be private. 4. Take appropriate action that may include increased monitoring and supervision, restructuring schedules, additional resources, and disciplinary action for conduct code violations, among others. 5. Provide you with feedback, if appropriate.

DATED:

Students

Exhibit - Memo to Staff Regarding Bullying

On District Letterhead

Date

Re: Bullying

All staff members:

Please join me in stopping and preventing student bullying in our school. The purpose of this letter is to introduce you to our three-pronged approach that will help accomplish this goal.

First - If a student reports bullying to you, respond immediately and with compassion. Ask for the basic facts (who-what-when-where). Refer the report to my office. Give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying*.

Second - Provide me your feedback and concerns. Do you know of any bullying *hot spots* that need additional supervision or monitoring? Are there known bullies or targets of bullying?

Third - Intervene immediately to stop a bullying incident. When teachers or adults ignore bullying, students interpret it as acceptable behavior. Immediately contact administration and building security or law enforcement if the incident involves a weapon or other illegal activity.

Bullying is defined in School Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, as follows:

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

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Board’s entire policy may be found on the District’s website. Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

DATED:

Students

Exhibit - Memo to Parents/Guardians Regarding Bullying

On District Letterhead

Date

Re: Bullying

Dear Parents/Guardians:

At our school, bullying of any kind, by any person, is unacceptable. All students should be free from worries about being bullied. Students who bully others must be taught other, appropriate ways of interacting with peers. The purpose of this letter is to provide you with information concerning the School District's anti-bullying program and to encourage you to help us identify students who are being bullied.

The School Board policy on bullying begins with this goals statement:

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 is an important District goal.

Bullying is defined as follows:

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

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

I asked our school staff members to respond immediately and with compassion to a student who reports bullying or school violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying*. I will inform you whenever your child is involved in a bullying report.

I also asked our staff members for their feedback and concerns specifically regarding locations that may be bullying *hot spots* needing additional supervision or monitoring or if there are any known bullies or targets of bullying in our building. I want to ask you to do the same thing. Please inform me if you know of any bullying *hot spots* in or around our school, or if you are aware of a known bully or target of bullying.

Finally, I requested our staff members to intervene immediately to stop a bullying incident. They will immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Below are some of the signs that a young person is being bullied:

- Does not want to go to school and refuses to explain the reason
- Talks about not having any friends
- Has unexplained bruises, cuts, scratches, or abrasions
- Has unexplained damage to clothing, possessions, books, etc.
- Frequently loses money or possessions
- Loses interest in school and/or has declining grades
- Becomes withdrawn and/or has stress or depression symptoms

These signs do not necessarily mean your child is being bullied, but if present, ask your child whether he or she is being bullied.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

DATED:

Students

Exhibit - Report Form for Bullying

To be completed by the bullying target, witness, or person with information about an incident of bullying and submitted to the Building Principal's office. Make readily accessible via website(s) and other publicized designated areas in schools.

Please print and check appropriate boxes.

Name: _____ Date: _____
 Student Parent Staff Other _____

Indicate here if you prefer to remain anonymous. Yes No

Are you the target of the bullying that you are reporting? Yes No

Date of incident: _____ Time of incident: _____

Person(s) being reported as targets of bullying:

Name: _____ Student Staff
Name: _____ Student Staff
Name: _____ Student Staff

Person(s) being reported as aggressors engaged in bullying:

Name: _____ Student Staff Other
Name: _____ Student Staff Other
Name: _____ Student Staff Other

Person(s) who witnessed the bullying:

Name: _____ Student Staff Other
Name: _____ Student Staff Other
Name: _____ Student Staff Other

Was the incident based on any of these characteristics? (Check all that apply.)

- Race
- Sex
- Pregnancy
- Age
- Mental disability
- Marital status
- Associated with person/group with one or more of the above actual or perceived characteristics
- Other _____
- I do not know.
- Color
- Sexual orientation
- Gender-related expression
- Religion
- Order of protection status
- Parental status
- Nationality
- Gender identity
- Ancestry
- Physical disability
- Homeless status

Student(s) were targeted for bullying in the following way(s): (Check all that apply.)

- Electronic devices (e.g., internet, social media platforms, text, email, cyberbullying, etc.)
- Written communication (e.g., handwritten notes, other written documents, email, etc.)
- Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.)
- Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)
- Social (e.g., purposeful exclusion, causing psychological harm, etc.)
- Items depicting implied hatred or prejudice were worn, possessed or displayed
- Other (*please explain*): _____

Student(s) were targeted for bullying in the following place(s): (Check all that apply.)

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Locker room |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Extracurricular activity |
| <input type="checkbox"/> Cafeteria | <input type="checkbox"/> Bus |
| <input type="checkbox"/> Restroom | <input type="checkbox"/> Bus stop |
| <input type="checkbox"/> Gym | <input type="checkbox"/> School or related activity or event |
| <input type="checkbox"/> Other _____ | |

Please tell us about the incident in your own words. Use as much detail as possible - what time did the incident(s) take place, who witnessed it, what was said, what types of interactions occurred (physical, written, social, electronic, etc.)

The above information is true and accurate to the best of my knowledge.

Signature: _____ Date: _____

DATED:

Students

Exhibit - Interview Form for Bullying Investigation

To be completed by the Building Principal or designee to obtain information about a bullying report. Use this form as a coversheet for each person interviewed during the investigation.

Name of person interviewed: _____ Date: _____

Name of interviewer: _____ Title: _____

Instructions for Interviewer

1. Protect the identity of the student who reports. Begin a prompt, thorough and impartial investigation by interviewing witnesses separately in a private location with a school colleague present (not the school resource officer). Use the **Questions** section below to guide your notes while you interview the person listed above. Attach to 7:180-AP1, E7, *Response to Bullying*.
2. Make your notes on a separate document and attach them to this form.
3. Review and preserve any videos, photos, screenshots or other physical evidence and label it.
4. File this form, notes, and any other evidence provided in a designated investigation and response folder.
5. Use this form to complete 7:180-AP1, E7, *Response to Bullying*.
6. Create a *Basic Facts* section, i.e., who, what, where, when, why and how.
7. Record the actions and behavior that were experienced or observed (follow-up with leading questions to complete the description of what happened and its consequences, if necessary).
8. Include open-ended questions. For example, ask “How are you feeling?” “How has what happened affected you?”

Questions

1. Has this happened before?
2. Do you fear for your safety? How? Where (at school, home, or both places)?
3. Do you fear that harm would come to any of your personal property? How?
4. Age appropriately ask whether the target’s health (physical, emotional, and/or mental) has been affected. How (seen by a doctor, missing school)?
5. Has your academic performance been affected? How (increase in tardiness/absences, grades going down, missed assignments)?
6. Have you quit or modified attendance in any extracurricular activities?
7. Have you changed any of your usual routines at school (using different hallway, skipping lunch in lunchroom or using different lunch period, taking different route to school, etc.)?
8. Why do you think this behavior is happening?
9. What will help make you feel safe?

DATED:

Students

Exhibit - Response to Bullying

To be completed by the Building Principal and attached as a coversheet for the school office's designated bullying report investigation and response folder. Place a copy of the completed coversheet only (not attachments) in each listed student's temporary school student record. Redact all student names other than the student's name for which the record pertains.

Investigator: _____ Title: _____

Investigation

File an interview form for each party interviewed in the designated investigation and response folder.

Check here to indicate that all interview forms have been properly completed and filed.

Target: _____ Date: _____

Aggressor: _____ Date: _____

Witnesses: _____ Date: _____

_____ Date: _____

_____ Date: _____

Are there any prior documented incidents by the aggressor identified above? Yes No (Attach information)

If yes, have incidents involved target or target group previously? Yes No

Findings

Bullying Other: _____

Aggressor motivated by protected characteristics listed in policy 7:20, *Harassment of Students Prohibited*.

Bullying Investigation Response

Response and Plan for Target (Check all that apply and include descriptions.)

Contact parent/guardian: _____ Date: _____

Circle contact method: Phone Email Letter In-person Other: _____

Safety plan: _____

Increase staff supervision: _____

Education: _____

Minimize contact with aggressor: _____

District resources: (Student Services/IDEA/504) _____

Other: _____

Target follow-up scheduled date: _____ Date and initial completed: _____

Parent/guardian follow-up date: _____ Date and initial completed: _____

Circle contact method: Phone Email Letter In-person Other: _____

Provide parent/guardian with copies of Board policy 2:260 and 7:180. Date: _____

Response and Plan for Aggressor (Check all that apply and include descriptions.)

- Contact parent/guardian: _____ Date: _____
Circle contact method: Phone Email Letter In-person Other: _____
- 7:190-E1, *Aggressive Behavior Reporting Letter and Form* sent Date: _____
- Provide parent/guardian with copies of Board policy 2:260 and 7:180 Date: _____

Restorative Responses

- Safety plan: _____
- Increase staff supervision: _____
- Education: _____
- Non-District affiliated psychological services: _____
- Alternative school assignment: _____
- Minimize contact with target: _____
- District resources (Student Services/IDEA/504): _____
- Other: _____

Punitive Responses

- Loss of privileges: _____
- Detention: _____
- Suspension: _____
- Expulsion: _____
- Community agency service: _____
- Reciprocal Reporting Act utilized: Yes No _____
- Report to School Resource Officer/Law Enforcement: _____
- Other: _____

Aggressor follow-up date: _____ Date and initial completed: _____
Circle contact method: Phone Email Letter In-person Other: _____

Parent/guardian follow-up date: _____ Date and initial completed: _____
Circle contact method: Phone Email Letter In-person Other: _____

- Contact District complaint manager: _____ Date: _____
- Target response implementation: _____
- Aggressor response implementation: _____
- Systemic culture/climate intervention: _____
- Referral to address needs for ideal conditions for developmental learning: _____
- Other: _____

Submit reports to: Building Principal (if not the investigator) Date: _____
 Superintendent Date: _____

Signature of investigator: _____ Date: _____

DATED:

Students

Exhibit - Memo to Parents/Guardians Regarding Teen Dating Violence

On District letterhead

Date

Re: Teen Dating Violence

Dear Parents/Guardians:

At our school, teen dating violence is unacceptable. We are committed to providing our students with a school environment where they can learn free from worries about school violence. The purpose of this letter is to inform you of School Board policy, 7:185, *Teen Dating Violence Prohibited*, which is a component of the District's anti-bullying program.

Research has shown that teen dating violence can form lifelong, unhealthy habits during young adults' formative years. Educating parents/guardians, students, and staff about teen dating violence can help us identify incidents of teen dating violence at school or school-related activities. The Board's policy states that *teen dating violence* occurs whenever a student uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

Students in grades 7 through 12 will receive age-appropriate instruction on teen dating violence including its warning signs and prevention. School staff will also receive training on handling the signs and incidents of teen dating violence. I have asked our school staff members to respond immediately and with compassion to a student who reports teen dating violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying*.

Finally, I have directed staff members to intervene immediately to stop incidents of teen dating violence occurring at school. They will proceed under our District's procedures for responding to incidences of bullying and school violence.

Below are some warning signs that your child may be involved in teen dating violence:

- Name-calling and *put-downs*. Does one individual in the relationship call the other person names? Does he or she use insults to put the other person down?
- Extreme Jealousy. Does one individual in the relationship act overly jealous when the other talks to peers? Does one person accuse the other of flirting even when it's innocent conversation?
- Making Excuses. Does one individual in the relationship make excuses for the other? Does he or she have to apologize for the other person's behavior?
- Canceling or changing plans. Does one individual cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?
- Monitoring. Does one person call, text message, or check up on the other constantly? Does he or she demand to know the other person's plans or with whom the other person was with?
- Uncontrolled Anger. Have you seen one individual lose his or her temper? Does he or she throw things – or break things – when angry? Does one person in the relationship worry a lot about upsetting the other?
- Isolation. Has one individual in the relationship given up spending time with friends? Has that individual stopped doing activities that used to be important?

- **Dramatic Changes.** Have either of the individuals in the relationship had appearance changes? Has he or she lost or gained weight? Have his or her grades dropped? Does he or she seem depressed?
- **Injuries.** Does one person in the relationship have unexplained injuries, or does he or she give explanations that don't make sense?
- **Quick Progression.** Did the relationship get serious very quickly?

These signs do not necessarily mean that your child is involved in teen dating violence, but, if present, talk to your child about teen dating violence.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at:

www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen_dating_violence.html.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

DATED:

Students

Student Handbook - Hazing Prohibited

Soliciting, encouraging, aiding, or engaging in hazing, no matter when or where it occurs, is prohibited. *Hazing* means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Students engaging in hazing will be subject to one or more of the following disciplinary actions:

1. Removal from the extracurricular activities,
2. Conference with parents/guardians, and/or
3. Referral to appropriate law enforcement agency.

Students engaging in hazing that endangers the mental or physical health or safety of another person may also be subject to:

1. Suspension for up to 10 days, and/or
2. Expulsion for the remainder of the school term.

DATED:

Students

Student Handbook - Gang Activity Prohibited

Students are prohibited from engaging in gang activity. A *gang* is any group of two or more persons whose purpose includes the commission of illegal acts.

No student shall engage in any gang activity, including but not limited to:

1. Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that are evidence of membership or affiliation in any gang;
2. Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang; and
3. Using any speech or committing any act or omission in furtherance of any gang or gang activity, including but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school district policies, (d) inciting other students to act with physical violence upon any other person.

Students engaging in any gang-related activity will be subject to one or more of the following disciplinary actions:

- Removal from extracurricular and athletic activities
- Conference with parent(s)/guardian(s)
- Referral to appropriate law enforcement agency
- Suspension for up to 10 days
- Expulsion not to exceed two calendar years.

DATED:

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/; 23 Ill.Admin.Code Part 375. 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 (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: dean, building principal, guidance counselor, State's Attorney, juvenile probation officer, and police department school liaison officer.
2. The Building Principal and the 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 juvenile law enforcement records are managed under 105 ILCS 5/22-20 and 705 ILCS 405/1-7, amended by P.A. 100-1162. 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 guidance counselor designated by either administrator. 705 ILCS 405/1-8(F).
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.A. 100-1162, and 405/5-905(h). For an example of relevancy and implementation of this type of law enforcement information in a school building, see 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.
5. Local law enforcement may allow the Building Principal or appropriate school official(s) to inspect and copy juvenile 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 or the Criminal Code of 2012 (deadly weapons); Ill. Controlled Substances Act; Cannabis Control Act; forcible felonies defined at Section 2-8 of the Criminal Code of 1961 or the Criminal Code of 2012; Methamphetamine Control and Community Protection Act; Section 1-2 of the Harassing and Obscene Communications Act; Hazing Act; or Section 12 of the Criminal Code of 1961 or the Criminal Code of 2012 (bodily harm); or Article 25 of the Criminal Code of 1961 or the Criminal Code of 2012 (mob action and related offenses). 705 ILCS 405/1-7(A)(8)(A), amended by P.A. 100-1162, and 405/5-905(h)(A).
6. 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.
7. 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 Board policy 4:190, *Targeted School Violence Prevention Program*.

8. 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.: 105 ILCS 5/10-20.14 and 5/22-20.
705 ILCS 405/1-7, 1-8(F), 1-8(G), and 5-905.

CROSS REF.: 2:150 (Committees), 4:190 (Targeted School Violence Prevention Program),
7:150 (Agency and Police Interviews)

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

DATED:

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 only 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 it. The District may not use isolated time out, time out, and 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, and physical restraint by any staff member shall comply with the Ill. State Board of Education (ISBE) 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: www.isbe.net/Pages/Special-Education-Regulations-Legislation.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: www.isbe.net/Pages/Special-Education-Regulations-Legislation.aspx.

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

Isolated time out - 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) 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 - 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. *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. Until 7-1-21, prone and supine physical restraint is prohibited, unless all of the criteria in §1.285(d)(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 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. §1.285(j)(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 or physical restraint. §1.285(j)(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). §1.285(j)(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. §1.285(j)(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 or designee in order to facilitate the report's compilation: §1.285(j)(5).
 - 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, timelines of agency notification, and administrative review.

LEGAL REF.: 105 ILCS 5/10-20.33.
23 Ill.Admin.Code §§1.280 and 1.285.

DATED:

Students

Student Handbook - Electronic Devices

Electronic Signaling Devices

Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time, unless the Building Principal specifically grants permission.

Cell Phones and Other Electronic Devices

The possession and use of smartphones, cell phones, and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:

1. They must be kept out of sight and in an inconspicuous location, such as a backpack, purse, or locker.
2. They must be turned **off** during the regular school day unless the supervising teacher grants permission for them to be used or if needed during an emergency.
3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.
4. They may not be used for creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions* or *non-consensual dissemination of private sexual images* as defined in State law, i.e., *sexting*. Possession is prohibited regardless of whether the depiction violates State law. Any cellular phone or electronic device may be searched upon reasonable suspicion of sexting or other violations of policy. All sexting violations will require school administrators to follow student discipline policies in addition to contacting the police and reporting suspected child abuse or neglect when appropriate.

Electronic study aids may be used during the school day if:

1. Use of the device is provided in the student's IEP, or
2. Permission is received from the student's teacher.

Examples of electronic devices that are used as study aids include: devices with audio or video recording, MP3 players, some cellular telephones, smartphones, laptop computers, Chromebooks®, and tablet computers or devices, e.g., iPads®.

Examples of electronic devices that are **not** used as study aids include: hand-held electronic games, CD players, MP3 players used for a purpose other than a study aid, global positioning systems (GPS), radios, and cellular telephones (with or without cameras) used for a purpose other than a study aid.

The use of technology as educational material in a curriculum-based program is not a necessity but a privilege, and a student does not have an absolute right to use his or her electronic device while at school. Using technology must always follow the established rules for cell phones and other electronic devices at school.

The School District is not responsible for the loss or theft of any electronic device brought to school.

DATED:

Students

Administrative Procedure - Guidelines for Investigating Sexting Allegations

Establishing procedures with local law enforcement agencies and State's attorneys to investigate allegations of sexting protects the District, its staff and its students from the broad legal implications that sexting allegations present. This administrative procedure contains three sections:

1. Glossary of Terms
2. Preparation of Guidelines for Investigating Sexting Allegations
3. Investigation and Management of Sexting Allegations

Glossary of Terms

Electronic device: any type of electronic communication device, defined at 705 ILCS 405/3-40(a). It includes, but is not limited to, a wireless telephone, personal digital assistant, or a portable or mobile computer, that is capable of transmitting images or pictures. This includes cellular telephones (see www.thesaurus.com, listing cellular and wireless telephones as synonyms). For more discussion, see f/n 3 in administrative procedure 7:190-AP5, *Electronic Devices - Student Handbook*.

Sexting: a portmanteau word of sex and texting with no clear definition. It is commonly explained as the act of sending sexually explicit photos, images, or messages electronically, primarily by mobile phone or the internet. For purposes of this procedure, it also includes:

1. *Indecent visual depiction*, which means a depiction or portrayal in any pose, posture, or setting involving a lewd exhibition of the unclothed or transparently clothed genitals, pubic area, buttocks, or, if such person is female, a fully or partially developed breast of the person (705 ILCS 405/3-40(a) (enacted to provide law enforcement officials an alternative to bringing child pornography charges against minors in possession of indecent visual depictions through placing them under the supervision of juvenile courts), or
2. *Non-consensual dissemination of private sexual images*, which is a crime that is committed when a person:
 - (1) intentionally disseminates an image of another person:
 - (A) who is at least 18 years of age; and
 - (B) who is identifiable from the image itself or information displayed in connection with the image; and
 - (C) who is engaged in a sexual act or whose intimate parts are exposed, in whole or in part; and
 - (2) obtains the image under circumstances in which a reasonable person would know or understand that the image was to remain private; and
 - (3) knows or should have known that the person in the image has not consented to the dissemination (720 ILCS 5/11-23.5).

Preparation of Guidelines for Investigating Sexting Allegations

This section identifies best practices to create guidelines for investigating sexting allegations at the District-wide level. The Superintendent should discuss this procedure with local law enforcement agencies and State's attorneys to minimize the potential legal implications for students and administrators that managing sexting in school presents. Customize the procedure to each District's specific needs.

Actor	Action
<p>Superintendent or designee</p>	<p>Convene a meeting with the Board Attorney, local law enforcement agencies, and State’s attorney to determine best practices and procedures for investigating sexting in the District. Use the Investigation and Management of Sexting Allegations section (see below) as a template for discussion at the meeting and customize it to meet local considerations as necessary.</p> <p>Ask the Board Attorney to provide direction about searching student owned electronic devices in Step 2: Isolate Evidence / Confiscate Device in the Investigation and Management of Sexting Allegations section (see below).</p> <p>Searching electronic devices involves Fourth Amendment search and seizure and the federal Stored Communication Act (SCA) (18 U.S.C. §2701) issues. Generally asking for permission, calling the parents to come and look through the phone, or getting a warrant solves this issue. Note: See <i>Searching and Seizing Computers and Obtaining Electronic Evidence Manual</i> (Sept. 2009), Chapter 3, The Stored Communication Act, at: www.justice.gov/sites/default/files/criminal-ccips/legacy/2015/01/14/ssmanual2009.pdf, and Orin S. Kerr, <i>A User’s Guide to the Stored Communications Act, and a Legislator’s Guide to Amending It</i>, <i>George Washington Law Review</i> (Aug. 2004), at: courses.ischool.berkeley.edu/i205/s10/readings/week10/kerr-storedcomm.pdf.</p> <p>Identify and list all State’s attorneys and local law enforcement agencies with jurisdiction over the District’s boundaries. Provide this list to all Building Principals in the District.</p> <p>Provide the local State’s attorney offices and law enforcement agencies with an annual list of school buildings and the names of each building’s administrators that are located within their jurisdictions.</p> <p>Invite local State’s attorney offices and law enforcement agencies to meet with District school officials to provide input on how the District should manage sexting.</p> <p>Add an agenda item about sexting to a Parent Teacher Advisory Committee meeting (see policy 2:150, <i>Committees</i>). Include information from discussions with State’s attorneys and local law enforcement about the issue. Discuss local considerations for:</p> <ol style="list-style-type: none"> 1. Disciplinary actions and consequences in response to sexting; and 2. Sexting education and prevention efforts. <p>Consider adding information about the negative consequences of sexting to the District’s sex education curriculum. See, U.S. Dept. of Justice (DOJ) Guide titled <i>Citizen’s Guide to United States Federal Child Exploitation and Obscenity Laws</i>, at: www.justice.gov/criminal-ceos/citizens-guide-us-federal-child-exploitation-and-obscenity-laws; MTV’s four-part series titled <i>Sexting in America: When Privates Go Public</i>, available at:</p>

Actor	Action
	<p>Part 1: www.mtv.com/videos/news/483801/sexting-in-america-when-privates-go-public-part-1.jhtml</p> <p>Part 2: www.mtv.com/videos/news/483802/sexting-in-america-when-privates-go-public-part-2.jhtml</p> <p>Part 3: www.mtv.com/videos/news/483803/sexting-in-america-when-privates-go-public-part-3.jhtml</p> <p>Part 4: www.mtv.com/videos/news/483804/sexting-in-america-when-privates-go-public-part-4.jhtml; and the resources available at www.athinline.org.</p> <p>Consider adding the above resources to 4:170-AP2, E4, <i>Exhibit-Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>.</p> <p>Convene a meeting with Building Principals to inform them of the District’s Investigation and Management of Sexting Allegations procedures (see below).</p> <p>Raise awareness of and increase educational opportunities about sexting as necessary. Follow the Parent Teacher Advisory Committee’s recommendations for providing sexting education and prevention efforts. Invite the local State’s attorney and local law enforcement to participate in the District’s education and prevention efforts.</p>
Building Principals	<p>Educate building staff members about the procedures for Investigation and Management of Sexting Allegations (see below).</p> <p>Follow the Investigation and Management of Sexting Allegations.</p>

Investigation and Management of Sexting Allegations

This section relies upon the Building Principal or designee to manage several practical and legal implications when conducting sexting allegation investigations.

Actor	Action
Building Principal or designee	<p>Step 1: Investigate</p> <p>Determine where actions took place.</p> <p>Contact parents/guardians of all students involved.</p> <p>Contact the Superintendent and request permission to contact the Board Attorney.</p> <p>Step 2: Isolate Evidence / Confiscate Device</p> <p>NEVER transfer or store depictions on personal or school electronic devices to minimize accusations of possession of child pornography. (See 720 ILCS 5/11-20.1 <i>et seq.</i>, 720 ILCS 5/11-23.5 (provides an exception on transfer of an image for a lawful purpose), and 18 U.S.C. §§2251, 2252, and 2252A). Also see the DOJ’s Child Exploitation and Obscenity Section discussing child pornography issues, available at: www.justice.gov/criminal-ceos.</p> <p>Contact the Board Attorney for guidance to determine whether to involve local law enforcement or manage the situation within the District’s</p>

Actor	Action
	<p>disciplinary policy.</p> <p>See Joshua D. Herman, <i>Criminal Law. Sexting: It's No Joke, It's a Crime</i>. Illinois Bar Journal, Volume 98, No. 4, P. 192 at f/n 42 (published April 2010), at: www.isba.org/ibj/2010/04/criminallaw, (quoting an attorney in the Ill. Attorney General's High Tech Crimes Bureau who advises school administrators to immediately confiscate devices with such material on them and report the incident to law enforcement immediately, stating that possession of a sext message that is child pornography is no different than possessing a "kilo of cocaine.")</p> <p>Follow Board policy 7:140, <i>Search and Seizure</i> and 7:150-AP, <i>Agency and Police Interviews</i>.</p> <p>Follow the Board Attorney's direction regarding searches of student owned technological devices. See Preparation of Guidelines for Investigating Sexting Allegations (above).</p> <p>Step 3: Follow the reporting requirements of Board policy 5:90, <i>Abused and Neglected Child Reporting</i>, when applicable</p> <p>A <i>sexted</i> image may constitute child abuse depending upon the visual depiction or image, the ages of the individuals involved, and other circumstances. See 325 ILCS 5/3 and 705 ILCS 405/2-3 (2) which includes sex offenses defined at 720 ILCS 5/1-1 <i>et seq.</i> School personnel are granted broad immunities against civil and criminal claims for filing reports in good faith, even if the report is unfounded. In contrast, school personnel who willfully fail to report may be guilty of a Class A misdemeanor (325 ILCS 5/4) and face suspension of their teaching certificates (105 ILCS 5/21B-75, amended by P.A. 101-531).</p> <p>Step 4: Determine appropriate disciplinary actions for all students involved in the incident</p> <p>Evaluate disciplinary options. Remember that a student who forwards sexts of himself or herself likely expected the depiction to remain private. As a result, consider the social stigma, bullying, harassment, and severe embarrassment issues involved in the issue.</p> <p>Provide an equivalent discipline to all students involved in the creation, dissemination and storage of the sexted image, whenever possible.</p> <p>See Sorenen, Vitale, and Haase, <i>Sexting at School: Lessons Learned the Hard Way</i>. National School Board Association, Council of School Attorney's Inquiry & Analysis, f/n 40 (published February 2010) discussing several sex equality claims against school districts for punishing students differently when they are involved in the same incident.</p> <p>For situations that may require unequal punishment, contact the Superintendent so that he or she may consult the Board Attorney.</p> <p>Step 5: Prepare a plan to prevent harassment and bullying of</p>

Actor	Action
	<p>involved students</p> <p>Remind the students and their parents/guardians of the Board policies 7:20, <i>Harassment of Students Prohibited</i>; 7:180, <i>Prevention of and Response to Bullying Intimidation and Harassment</i>; and 7:185, <i>Teen Dating Violence Prohibited</i>.</p> <p>Instruct involved students not to harass anyone involved in the sexting incident and keep the issues confidential.</p> <p>Consider involving the social worker or guidance counselor, if available, in the process to assist students.</p> <p>Follow 7:180, <i>Prevention of and Response to Bullying Intimidation and Harassment</i>, for students who violate the policy.</p>

DATED:

Pending Implementation

Students

Administrative Procedure - Student Discipline Guidelines ¹

The intent of these guidelines is to enhance school climate, improve school discipline practices, and ensure that students are disciplined without discrimination on the basis of race, color, national origin, gender, disability, or other protected status. Data collected from Ill. school districts on student discipline is available at www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx.

Recordkeeping

1. Develop and implement a District-wide uniform discipline referral form that documents each of the following:
 - a. Student name
 - b. Identity of staff member making referral
 - c. Date and time of incident
 - d. Location of incident
 - e. Description of incident
 - f. Description of interventions attempted prior to incident
 - g. Description of the incident's effect on other students and/or the learning environment
 - h. Parent/guardian contact made (when, how, and by whom)
2. Maintain each of the following data related to student discipline referrals:
 - a. Race of the student referred for discipline
 - b. Gender of the student referred for discipline
 - c. Disability status of the student referred for discipline
 - d. Basis for the referral
 - e. Identity of the staff member making referral
 - f. Race of the staff member making referral
 - g. Gender of the staff member making referral
 - h. Basis for imposing or not imposing discipline
 - i. Description of discipline imposed, if any, and the rationale for its selection

The footnotes should be retained.

¹ This guidance aligns with the 1-8-14 *Dear Colleague Letter* issued jointly by the U.S. Dept. of Education (DOE) and U.S. Dept. of Justice (DOJ), and their comprehensive School Climate and School Discipline Guidance Package (a weblink is provided in the Resources section of this procedure). **Note:** These guidance documents were rescinded by a joint DOE and DOJ *Dear Colleague* letter dated 12-21-18, at: www2.ed.gov/about/offices/list/ocr/letters/colleague-201812.pdf. See also: Christian County Public Schools, Case No. 03-11-5002 (decision letter issued 2-28-14). Christina School District, Case No. 03-10-5001 (decision letter issued 12-14-13). Oakland Unified School District, Case No. 09-12-5001 (decision letter issued 9-27-12). Independent School District #761, Case No. 05-10-1148 (decision letter issued 5-4-11).

- j. Whether the referral was made to the school resource officer² (SRO) or law enforcement
- k. Basis for making the referral to the SRO or law enforcement (if applicable)
- l. Whether there were any criminal charges filed as a result of the student's misconduct
- m. If the student received an exclusionary consequence (out-of-school suspension or expulsion) for his/her misconduct, whether the student was offered any academic or behavior support services and, if so, which support services

Periodic Review and Self-Monitoring

Review the following on a periodic basis and at least annually:

1. Discipline-related District policies and procedures
 - a. Such policies may include:
 - 7:20, *Harassment of Students Prohibited*
 - 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 and Response to Bullying, Intimidation, and Harassment*
 - 7:185, *Teen Dating Violence Prohibited*
 - 7:190, *Student Behavior*
 - 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*
 - 7:250, *Student Support Services*
 - b. This review should:
 - 1) Include input from all members of the school community (administrators, staff, students, parents/guardians, volunteers and community members). Such input may be obtained through school climate surveys, school forums, and the District's parent-teacher advisory committee (established per 105 ILCS 5/10-20.14) and the behavior interventions committee for students with disabilities (established per 105 ILCS 5/14-8.05).
 - 2) Ensure policies and procedures (e.g., an individual school's conduct code) have clear definitions of prohibited student conduct, especially those entailing the subjective exercise of discretion.
 - 3) Attempt to incorporate alternative disciplinary measures into Board policies and procedures.

The footnotes should be retained.

² *School resource officer* means a law enforcement officer who has been primarily assigned to a school or school district under an agreement with a local law enforcement agency. 105 ILCS 5/10-20.68, added by P.A. 100-984.

- 4) Implement a system of Positive Behavioral Interventions and Support (PBIS) or, if PBIS has been implemented, analyze and monitor its effectiveness and ways to improve it.
2. Discipline data
 - a. Data review should analyze each of the following:
 - 1) Number of referrals by teacher/staff member.
 - 2) Race/gender/disability status of referred students by teacher/staff member.
 - 3) Overall percentage of student disciplinary referrals by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
 - 4) Overall percentage of student disciplinary referrals for a specific offense (i.e., tardy, dress code violation) by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
 - 5) Overall percentage of student disciplinary referrals resulting in an exclusionary consequence by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
 - 6) Overall percentage of student disciplinary referrals resulting in a referral to law enforcement by race, gender, and disability status versus the overall percentage of said student groups in the school and District.
 - 7) Comparison of discipline imposed for the same or similar offense for students of different races, gender, and disability statuses.
 - b. Compare the District's student discipline data with the data from other school districts. As required by 105 ILCS 5/2-3.162, by Oct. 31 annually, ISBE prepares a report on student discipline from data collected from all Ill. school districts. The report includes data on the issuance of out-of-school suspensions, expulsions, and removals to alternative settings in lieu of another disciplinary action, disaggregated by race and ethnicity, gender, age, grade level, whether a student is an English learner, incident type, and discipline duration. It is available at www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx.
 - c. According to 105 ILCS 5/2-3.162:
 - 1) School districts that are identified in the top 20% of any of the metrics for three consecutive years must submit a plan identifying its strategies to reduce the use of exclusionary disciplinary practices or racial disproportionality or both, if applicable.
 - 2) The plan must be approved by the school board and posted on the district's website. Within one year after being identified, the school district must submit to ISBE and post on the district's website a progress report describing the plan's implementation and the results achieved.
 - d. If there are any *red flags* resulting from the data analysis, the discipline committee should meet to determine if there are comparably effective alternative practices or policies that would meet the school's stated educational goal with less of a burden or adverse impact on the disproportionately affected group.

Training

1. Annually train all District staff and school-based law enforcement on each of the following:
 - a. The District's discipline-related policies and procedures, including which behaviors fall into categories of misconduct defined therein so that there is consistency in application.

- b. How to apply school discipline policies, procedures, and practices in a fair and equitable manner so as not to disproportionately impact students of color, students of a particular gender, students with disabilities, or at-risk students.
 - c. Effective classroom management strategies, recognizing that the removal of students from the classroom is to be used as a last resort.
 - d. How to engage students and support positive behavior, including through any PBIS program implemented in the District.
 - e. Classroom management techniques and resources available to staff who are having difficulty with classroom management.
 - f. The role that school-based law enforcement is expected to play in the discipline process, including when it is or is not appropriate to refer a student to school-based law enforcement.
2. Provide ongoing professional development on the adverse consequences of exclusion and justice system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates to administrators, teachers, staff, school board members, and SROs.³

Notice

Annually notify students and parents/guardians of the District's discipline-related policies and procedures.

1. Use varied communication methods, such as student handbooks, District or school websites, posters, classroom instruction, assemblies, etc.
2. Ensure such notice is provided in an age-appropriate, easily understood manner.
3. Ensure such notice is provided in multiple languages.
4. Explain to students:
 - a. The District's discipline-related policies and procedures, including which behaviors fall into categories of misconduct.
 - b. Their particular school's discipline-related procedures and conduct codes, including which behaviors fall into categories of misconduct.
 - c. Behavior expectations.
 - d. Resources and support services available to students.

Collaboration with Law Enforcement

1. Annually train SROs on the District's discipline-related policies and procedures (if applicable).
2. Review the District's reciprocal reporting agreement⁴ with local law enforcement agencies to determine if revisions are necessary.

The footnotes should be retained.

³ 105 ILCS 5/10-22.6(c-5), amended by P.A. 100-810. The statute does not define *ongoing* or specify whether each group must receive training on all of the topics. As these are important matters, consult the board attorney for guidance.

⁴ Pursuant to 105 ILCS 5/10-20.14, school districts are to establish and maintain a parent-teacher advisory committee, whose duties include developing policy guideline procedures to establish and maintain a reciprocal reporting system between the school district and local law enforcement agencies regarding criminal offenses committed by students.

3. Develop and enter into a memorandum of understanding (MOU) with local law enforcement agencies. The MOU should clearly define law enforcement's role in the District's schools. Follow an existing MOU and suggest modifications as the need arises.⁵

Resources

Dear Colleague letter, issued by the Civil Rights Division of the U.S. Dept. of Justice and the Office for Civil Rights of the U.S. Dept. of Education at:

www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf.

Note: These guidance documents were rescinded by a joint *Dear Colleague* letter dated 12-21-18, at: www2.ed.gov/about/offices/list/ocr/letters/colleague-201812.pdf.

Civil Rights Data Collection at: www2.ed.gov/about/offices/list/ocr/data.html?src=rt.

ISBE Data Analysis of Expulsions, Suspensions, and Truants by District at:

www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx.

DATED:

The footnotes should be retained.

⁵ 105 ILCS 5/10-20.14(b) encourages school districts to create memoranda of understanding (MOU) with law enforcement agencies. An MOU defines law enforcement's role in schools and describes the respective duties of a school district and local law enforcement agencies. Its purpose is to prevent confusion, decrease conflict, and promote school safety. MOUs vary by community because they are created through a collaborative process involving local school districts and local law enforcement agencies. For an example, see 7:190-E3, *Memorandum of Understanding*.

Students

Administrative Procedure - Student Re-Engagement Guidelines

Actor	Action
<p>Building Principal and/or Dean of Students or designee(s), student’s teacher</p>	<p>Determine on a case-by-case basis whether a <i>re-engagement conference</i> and/or a <i>re-engagement plan</i> is/are appropriate.</p> <p>School boards must adopt a policy on the re-engagement of students who are returning from an exclusionary discipline or an alternative school. 105 ILCS 5/10-22.6(b-25). See 7:190, <i>Student Behavior</i>.</p> <p>While neither a <i>re-engagement conference</i> nor a <i>re-engagement plan</i> is mandatory, one or both will advance “supporting the student’s ability to be successful in school following a period of exclusionary discipline,” from Board policy 7:190, <i>Student Behavior</i>.</p> <p>As appropriate:</p> <ol style="list-style-type: none"> 1. Initiate and schedule a <i>re-engagement conference</i> with the suspended or expelled student and the student’s parent(s)/guardian(s) for a time soon after the student is excluded. If the student is expelled, a second re-engagement conference may be needed before the student’s scheduled return date. 2. Develop a <i>re-engagement plan</i> for each student who is returning from an exclusionary discipline. The plan may address each of the following, as determined on a case-by-case basis: <ol style="list-style-type: none"> a. Appropriate and available support services, if any, during the period of exclusionary discipline. For students who are suspended out-of-school for longer than 4 days (5-10 days), districts are required to: (1) provide “appropriate and available support services” during the period of their suspension, (2) determine what are the “appropriate and available support services,” and (3) document whether such services are to be provided or whether there are no “appropriate and available support services.” 105 ILCS 5/10-22.6(b-25). Districts may refer students who are expelled to “appropriate and available support services.” 105 ILCS 5/10-22.6(b-25). b. Provisions for a suspended student to continue work during an out-of-school suspension or makeup academic credit, such as completing academic work; taking tests or exams; or enrolling in an alternative education program. Districts are required to do this for students who are suspended; it is optional whether to give expelled students this opportunity. 105 ILCS 5/10-22.6(b-30). c. Academic and behavioral re-engagement strategies and interventions, such as the following: <ol style="list-style-type: none"> 1) A plan for the student to receive tutoring (during school, after

Actor	Action
	<p>school, at an alternative site, etc.).</p> <ol style="list-style-type: none"> 2) Regularly scheduled and/or impromptu meetings with counseling, guidance, or other staff members. 3) Steps to prevent future misconduct, such as avoiding certain other students and/or situations. 4) Ways to develop the social and emotional skills to cope with adversity. 5) An altered schedule. 6) A communication plan between the school and the student and his or her parent(s)/guardian(s). 7) Completion of identified behavioral assessments, with the consent of the parent/guardian, and/or a safety plan where appropriate. <p>3. Identify community resources that may help the student, such as mental health and behavioral support services and academic supports. Note: 20 ILCS 1705/76, added by P.A. 101-45, requires the Ill. Dept. of Public Health to create and maintain an online database and resource page on its website that contains mental health resources specifically geared toward school social workers, school counselors, parents, teachers, and school support personnel. See the database at: www.dhs.state.il.us. Also, the Ill. Public Aid Code, 305 ILCS 5/5-5.23(g), amended by P.A. 101-461, eff 7-1-20, requires the Ill. Dept. of Healthcare and Family Services to restructure the Family Support Program (formerly known as the Individual Care Grant program) to enable early treatment of youth, emerging adults, and transition-age adults with a serious mental illness or serious emotional disturbance.</p>
Parent(s)/Guardian(s), Student, and Building Principal or Dean of Students, or designee(s)	<p>If scheduled, attend the re-engagement conference during which the following occurs:</p> <ol style="list-style-type: none"> 1. Help the student understand why he or she was suspended or expelled. 2. Review the re-engagement plan, if any, and make adjustments as needed. 3. Engage in identified community resources that may help the student, such as mental health and behavioral support services and academic supports.

DATED:

Students

Exhibit - Aggressive Behavior Reporting Letter and Form

Dear Parent(s)/Guardian(s):

Please be advised that your child engaged in behavior that, if repeated, may escalate into aggressive behavior, such as bullying. Illinois law requires school districts to notify the parent or guardian of a child who demonstrated behaviors that put him or her at risk for aggressive behavior.

The School Board policy on student behavior prohibits a student while at school or a school-related activity from: (1) engaging in any kind of bullying or aggressive behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct.

This early notification is intended to help all of us work together to avoid repetition of the behavior.

Student _____ Incident date _____

Incident location _____ Incident time _____

Reported by _____ Reporting date _____

Description of the behavior: *(Reporters, be specific. Describe what happened, what harm resulted, the child's explanation, and any known or suspected causes for what happened.)*

Follow-up conference: I or someone from my office will telephone you to schedule an in-person meeting or telephone conference to discuss what occurred and ways to help your child, (1) be aware of how others were affected by the behavior, and (2) to understand boundaries and manage conflict.

The following consequence(s) or intervention(s) is/are recommended:

- Counseling or other support services for your child.
- Providing opportunities for all individuals involved in an incident to reach a resolution.
- Enabling your child to make amends for the harm caused.
- Suggesting your child receive non-District affiliated services.
- _____

The District is committed to helping those involved learn from this experience.

Building Principal

Date

DATED:

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	IPA MSH
Transportation	4:110, <i>Transportation</i>	4.10, <i>Bus Transportation</i>
Transportation reimbursement eligibility and dispute resolution Note: this program has been withdrawn due to lack of funding	4:110, <i>Transportation</i>	4.10, <i>Bus 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>	3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</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-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>	3.10, <i>Fees, Fines & Charges; Waiver of Student Fees</i> 3.10-E1, <i>Application for Fee Waiver</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>	2.90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i>

Mandatory Topics	IASB PRM	IPA MSH
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>	12.60, <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> 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 Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act</i>	12.130, <i>Parent Notices Required by the Every Student Succeeds Act</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 Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act</i>	
Surveys that request personal information from students	7:15, <i>Student and Family Privacy Rights</i>	11.10, <i>Student Privacy Protections</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;</i>	

Mandatory Topics	IASB PRM	IPA MSH
	<i>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>	5.20, <i>Student Medication</i> 5.20-E1, <i>Student Medication Authorization Form</i>

Student Programs

Mandatory Topics	IASB PRM	IPA MSH
Notice of instruction in recognizing and avoiding sexual abuse (K-8 only)	6:60-AP, <i>Comprehensive Health Education Program</i> 6:60-AP, E1, <i>Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</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, www.iasb.com) 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>	10.10, <i>Education of Children with Disabilities</i>

Student Responsibilities

Mandatory Topics	IASB PRM	IPA MSH
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>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i>
Absenteeism and truancy	7:70, <i>Attendance and Truancy</i>	2.10, <i>Attendance</i> 2.50, <i>Truancy</i>
Statement of district ownership of and right to search student lockers	7:140, <i>Search and Seizure</i>	8.10, <i>Search and Seizure</i>
Search procedures for school grounds and lockers	7:140, <i>Search and Seizure</i>	8.10, <i>Search and Seizure</i>

Mandatory Topics	IASB PRM	IPA MSH
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>	8.10, <i>Search and Seizure</i>
Bullying prohibited and reporting encouraged	7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>	6.40, <i>Prevention of and Response to Bullying, Intimidation, & Harassment</i> 6.40-E1, <i>Aggressive Behavior Reporting Form</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>	6.30, <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>	6.30, <i>Student Behavior</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>	6.40-E1, <i>Aggressive Behavior Reporting 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>	4.10, <i>Bus Transportation</i>
Videotape surveillance of buses (if applicable)	7:220, <i>Bus Conduct</i> 7:220-AP, <i>Electronic Recordings on School Buses</i>	4.10, <i>Bus Transportation</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>	
Dress code	7:160, <i>Student Appearance</i>	6.20, <i>School Dress Code & Student Appearance</i>

Mandatory Topics	IASB PRM	IPA MSH
All other conduct prohibited by Board policy - school discipline code	7:190, <i>Student Behavior</i>	6.30, <i>Student Behavior</i>

Student Rights

Mandatory Topics	IASB PRM	IPA MSH
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>	6.40, <i>Prevention of and Response to Bullying, Intimidation & Harassment</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>	1.50, <i>Equal Opportunity & Sex Equity</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>	1.50, <i>Equal Opportunity & Sex Equity</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>	6.45, <i>Sexual Harassment & 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>	12.130, <i>Parent Notices Required by the Every Student Succeeds Act</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>	12.30, <i>Homeless Child's Right to Education</i>
Notice of parent and student rights under the Children's Privacy Protection and Parental Empowerment	7:15, <i>Student and Family Privacy Rights</i> 7:15-E, <i>Notification to Parents of</i>	11.10, <i>Student Privacy Protections</i>

Mandatory Topics	IASB PRM	IPA MSH
Act	<i>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>	6.70, <i>Access to Student Social Networking Passwords & Websites</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>	11.20, <i>Student Records</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> 7:340-AP1, E2, <i>Using a Photograph or Video Recording of a Student</i>	11.20, <i>Student Records</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>	11.20, <i>Student 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>	11.20, <i>Student Records</i>
Student biometric information (when applicable)	7:340, <i>Student Records</i> 7:340-AP1, E5, <i>Biometric Information Collection Authorization</i>	11.30, <i>Student Biometric Information</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>	1.110, <i>Accommodating Individuals with Disabilities</i>

General Information

Mandatory Topics	IASB PRM	IPA MSH
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>	12.80, <i>Pesticide Application Notice</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>	12.120, <i>Violent Offender Community Notification</i>
School bus safety	4:110-AP3, <i>School Bus Safety Rules</i>	4.10, <i>Bus Transportation</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>	
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>	9.30, <i>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>	12.70, <i>School Visitation Rights</i>

Recommended Notices

Student Services

Recommended Topics	IASB PRM	IPA MSH
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>	5.40, <i>Safety Drill Procedures and Conduct</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>	2.100, <i>Home and Hospital Instruction</i>
Targeted school violence prevention	4:190, <i>Targeted School Violence</i>	

Recommended Topics	IASB PRM	IPA MSH
program, including threat assessment teams	<i>Prevention Program</i> 4:190-AP2, <i>Threat Assessment Team (TAT)</i>	
Home and hospital instruction	6:150, <i>Home and Hospital Instruction</i>	2.100, <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>	4.20, <i>Parking</i>
Health and guidance counselor and social work access	7:250, <i>Student Support Services</i>	5.30, <i>Guidance & Counseling</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>	5.50, <i>Communicable Disease</i> 5.60, <i>Head Lice</i>
Students with diabetes	6:120-AP4, <i>Care of Students with Diabetes</i>	1.130, <i>Care of Students with Diabetes</i> 1.130-E1, <i>Authorization to Provide Diabetic Care</i>
Medical cannabis administration	7:270-E2, <i>School Medication Authorization Form - Medical Cannabis</i>	
Food allergy management program	7:285, <i>Food Allergy Management Program</i> 7:285-AP, <i>Implementing a Food Allergy Management Program</i>	1.120, <i>Students with Food Allergies</i>
Telephone use, building specific		

Student Programs

Recommended Topics	IASB PRM	IPA MSH
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Recommended Topics	IASB PRM	IPA MSH
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>	
Anti-bias curriculum	6:60, <i>Curriculum Content</i>	
Driver education eligibility and requirements (high schools only)	6:60, <i>Curriculum Content</i>	
Parental objections to sex education, family life instruction, and sexually transmitted diseases	6:60-AP, E1, <i>Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</i>
Biking and Walking Safety Education	6:60-AP, E2, <i>Resources for Biking and Walking Safety Education</i>	
Accelerated placement availability	6:135, <i>Accelerated Placement Program</i>	2:90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i>
Adaptive physical education program exemption	6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i>	2.80, <i>Exemption from PE Requirement (Regular Education)</i>
Bilingual education availability	6:160, <i>English Learners</i>	12.60, <i>English Learners</i>
Co-curricular activities	6:190, <i>Extracurricular and Co-Curricular Activities</i>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</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>	9.10, <i>Extracurricular and Athletic Activities Code of Conduct</i>
Parental right to review instruction-	6:210, <i>Instructional Materials</i>	11.10, <i>Student Privacy</i>

Recommended Topics	IASB PRM	IPA MSH
al materials		<i>Protections</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>	7.10, <i>Internet Acceptable Use</i> 7.10-E1, <i>Internet Acceptable Use Sign-Off</i>
Social promotion	6:280, <i>Grading and Promotion</i> 6:280-AP, <i>Evaluating and Reporting Student Achievement</i>	2.60, <i>Grading and Promotion</i>
High school graduation requirements (high schools only)	6:300, <i>Graduation Requirements</i>	2.120, <i>Graduation Requirements</i>
Right of students with IEP to participate in graduation ceremony (high schools only)	6:300, <i>Graduation Requirements</i>	10.40, <i>Certificate of High School Completion</i>
Physical education, including waiver of required classes	6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i>	2.80, <i>Exemption from PE Requirement (Regular Education)</i> 10.30, <i>Exemption from PE Requirement (Special Education)</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> 7:315, <i>Restrictions on Publications; High Schools</i> 7:315-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools</i>	7.20, <i>Guidelines for Student Distribution of Non-School Sponsored Publications</i>

General Information

Recommended Topics	IASB PRM	IPA MSH
School calendar	6:20, <i>School Year Calendar and Day</i>	

Recommended Topics	IASB PRM	IPA MSH
Field trip	6:240, <i>Field Trips</i> 6:240-AP, <i>Field Trip Guidelines</i>	6.60, <i>Field Trips</i>
Release time for religious instruction/observance	7:80, <i>Release Time for Religious Instruction/Observance</i>	2.30, <i>Release Time for Religious Instruction and Observance</i>
Release time for students voting in elections	7:90, <i>Release During School Hours</i>	
Eligibility to remove college entrance exams from student transcripts	7:340, <i>Student Records</i>	11.20, <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>	1.40, <i>Visitors</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>	1.20, <i>Student Handbook Acknowledgement</i> 1.30, <i>General School Information</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>	1.30, <i>General School Information</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>	1.30, <i>General School Information</i>
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>	1.30, <i>General School Information</i>

Special Circumstance Notifications

Special Circumstance Topics	IASB PRM	IPA MSH
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Special Circumstance Topics	IASB PRM	IPA MSH
Notification for unsafe school transfer choice	4:170, <i>Safety</i> 4:170-AP5, <i>Unsafe School Choice Option</i>	12.100, <i>Unsafe School - Transfer</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>	12.130, <i>Parent Notices Required by the Every Student Succeeds Act</i>
<p>Notice when:</p> <ol style="list-style-type: none"> 1. Student is being taught by a teacher who is not highly qualified, 2. School identified as in need of improvement, 3. Schools are identified for corrective action, 4. Schools are identified for restructuring, 5. There is eligibility for supplemental educational services, and 6. The district offers voluntary school choice, if applicable. 	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>	
Credit for proficiency	6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i>	2.90, <i>Credit for Proficiency, Non-District Experiences, Course Substitutions and Accelerated Placement</i>

DATED:

Students

Exhibit - Memorandum of Understanding

Memoranda of Understanding (MOUs) vary by community. This exhibit contains two sample MOUs in two subheads: **General Law Enforcement Memorandum of Understanding (MOU)** and **School Resource Officer (SRO) Memorandum of Understanding (MOU)**. Depending upon the needs in the District, each MOU is designed to stand alone or be combined into one MOU.

Use these sample MOUs to develop the District’s MOU with (1) assistance from the Board Attorney, (2) careful attention to the footnotes, which provide instructions, information, best practice considerations, and other resources, (3) alignment of their sample language to the District’s or its individual school building’s local conditions and student discipline needs, (4) careful attention to [INSERT] the requested information and fill boxes and blanks with the information indicated in the final MOU, (5) deletions of all sample language not used from the final MOU, (6) deletions of all footnotes from the final MOU.

General Law Enforcement Memorandum of Understanding (MOU)

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| E. Identified Needs for Services to Maintain the Educational Environment | M. General Provisions |
| F. Annual Evaluation of MOU; Renewal; Termination | 1. Scope of Agreement |
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| H. Reciprocal Reporting of Criminal Offenses Committed by Students | 3. Assignment |
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| | 6. Non-Waiver of Breach |
| | 7. Severability |
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A. Introduction

In consideration of the mutual promises, terms, and conditions set forth in the sections below, and for other good and valuable consideration, the receipt and sufficiency of which is hereby expressly acknowledged, this Memorandum of Understanding (MOU) is entered into by [INSERT District’s name] (District) and [INSERT Local Law Enforcement Agency’s name] (LLEA) on the [INSERT DATES ____ day of ____, 20__].

The District and LLEA agree that they may enter into and participate in joint programs and intergovernmental agreements with units of local government and other school districts to obtain or share services and to exercise, combine, or transfer any power or function, in any manner not prohibited by law or by ordinance (Ill. Constitution, Art. VII, Sec. 10, 5 ILCS 220/1 et seq., and Board Policy 1:20, *District Organization, Operations, and Cooperative Agreements*).

The District is organized and operates as follows:

The LLEA is organized and operates as follows:

The District and LLEA further agree to the following sections:

B. Definitions/Acronyms

Memorandum of Understanding (MOU) - Defines a local law enforcement agency’s role in schools and describes the respective duties of a school district and local law enforcement agencies (105 ILCS 5/10-20.14(b) encourages school districts to create memoranda of understanding (MOU) with law enforcement agencies). Its purpose is to prevent confusion, decrease conflict, and promote school safety.

Leadership Team (Team) - A group of designated key staff members from each party. These individuals will be responsible for the implementation of the MOU. They will communicate directly with the each other about MOU issues.

Local Law Enforcement Agency (LLEA) - A police department or State’s Attorney’s Office within the District’s boundaries.

Police Officer - A police officer employed by the LLEA but who is not specifically assigned to the District or any of its buildings.

School Resource Officer (SRO) - A police officer who is assigned to the District or any of its buildings through an intergovernmental agreement or a memorandum of understanding with the LLEA.

C. MOU Leadership Team (Team)

The following individuals are designated for the MOU Team as described in Section B, above.

District Staff:

LLEA Staff:

D. District Authority Over the Educational Environment

The District has identified the need for a partnership with LLEA. LLEA will partner with District school officials to manage disruptive student behavior and discipline issues. Collaboration between the District and LLEA and respect for the important role each party holds in connection with our community’s youth are essential to the success of the mission of both parties. Where it is necessary for LLEA to be present on school property, its employees will conduct themselves according to accepted legal practices, always recognizing the responsibility and authority of the District’s officials to manage the educational environment and work with them to minimize any impact its actions might have upon that environment.

Both parties recognize that disciplining students is better left for District officials to manage, especially in light of 105 ILCS 5/10-20.14(b). If a student in the District is recommended for prosecution in a court of law, the Team conferences about the most appropriate form of discipline for the student. Final discretion regarding whether to charge an individual with an ordinance, criminal, or traffic violation lies with the LLEA.

E. Identified Needs for Services to Maintain the Educational Environment

LLEA’s activities shall align to the District’s identified needs for creating and maintaining its educational environment. All services rendered by LLEA for the District shall seek to implement a partnership that creates effective and positive school student discipline that (a) functions in concert with efforts to address school safety and climate; (b) includes more than punitive measures, e.g., restorative discipline; (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors.

1. The District’s identified needs for services from LLEA are each of the following:

- a. When requested, assistance with conducting inspections and searches of lockers, desks, parking lots, and other school property and equipment owned or controlled by the District for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. If a search produces evidence that the student has violated or is violating either the law, local ordinance, or the District's policies or rules, such evidence may be seized by school authorities and turned over to law enforcement authorities, and disciplinary action may be taken. 105 ILCS 5/10-22.6(e) and 10-22.10a.
- b. Utilization by Building Principals of proper law enforcement agency resources when the safety and welfare of students and teachers are threatened by illegal use of drugs and alcohol, by illegal possession or use of weapons, or by illegal gang activity. 105 ILCS 5/10-21.4a.
- c. Cooperation with the parent-teacher advisory committee to develop policy guideline procedures that establish and maintain a reciprocal reporting system between the District applicable local law enforcement agencies regarding criminal offenses committed by students. 105 ILCS 5/10-20.14 and see Board Policy 2:150, *Committees*.
- d. Immediate required reporting to local law enforcement authorities by the superintendent of batteries committed against teachers, teacher personnel, administrative personnel or educational support personnel. 105 ILCS 5/10-21.7.
- e. Immediate required notification by the Building Principal or his or her designee to a local law enforcement agency 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. 105 ILCS 5/10-27.1A.
- f. Upon receipt of a report from any school personnel regarding a verified incident involving a firearm in a school or on school owned or leased property, immediate required notification by the Superintendent or designee to the local law enforcement authorities of all such firearm-related incidents occurring in a school or on school property. 105 ILCS 5/10-27.1A.
- g. Upon receipt of a report from any school personnel regarding a verified incident involving drugs in a school or on school owned or leased property, immediate required reporting by the Superintendent or designee to the local law enforcement authorities of all such drug-related incidents occurring in a school or on school property. 105 ILCS 5/10-27.1B.
- h. Implementation of other sections of the School Code that authorize the District to work with LLEA for the purposes of keeping schools safe and providing education or training.
- i. Based upon locally based District outcomes, the District has identified these additional needs:

- 2. The LLEA has identified partnership needs from the District, which include each of the following:
 - a. Sharing required reports to applicable Building Principals whenever a child enrolled in the District is detained for proceedings under the Juvenile Court Act of 1987 (705 ILCS 405/), or for any criminal offense or any violation of a municipal or county ordinance (105 ILCS 5/22-20). The report shall include the basis for detaining the child, circumstances surrounding the events that led to the child's detention, and status of proceedings. The report shall be updated as appropriate to notify the Building Principal of developments and the disposition of the matter. Building Principals shall keep this information separate from the official school record of the student and ensure that it does not become part of the official school record of the student. Such information shall not be a public record and will be used solely by the appropriate school official or officials that the Building Principal determines have a legitimate educational or safety interest to aid in the proper rehabilitation of the child and to protect the safety of students and employees in the school. 105 ILCS 5/22-20.

- b. In accordance with administrative procedure 7:190-AP3, *Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students*, transmitting juvenile law enforcement records concerning a minor enrolled in any District school who has been arrested or taken into custody for certain offenses. 705 ILCS 405/1-7(A)(8)(A) and 405/5-905(1)(h)(A) and see *Section H., Reciprocal Reporting of Criminal Offenses Committed by Students*, below.
- c. Based upon locally-based LLEA outcomes, the LLEA has identified these additional needs:

F. Annual Evaluation of MOU; Renewal; Termination

The parties will periodically review the MOU for relevancy, monitor its terms for effectiveness, and consider whether any modifications are required. This review may align with the School Board’s annual policy review and monitoring calendar. The MOU will remain in effect and automatically renew from year to year unless terminated. Any party may terminate its participation in this MOU upon thirty (30) days prior written notice to the other(s).

G. Record Sharing

Both parties recognize the privacy protections of federal and State law in the disclosure of student records. When sharing information, State and federal laws regarding *school student records* apply. See the Family Educational Rights and Privacy Act (20 U.S.C. §1232g; 34 C.F.R. Part 99) and the Illinois School Student Records Act (105 ILCS 10/; 23 Ill.Admin.Code Part 375). The applicable federal and/or State law shall control, and the District may refuse disclosure requests by LLEA without a warrant or subpoena/court order. The SRO and LLEA’s officers shall at all times recognize and comply with the confidentiality of student and education records and may only seek such records in accordance with the requirements of the District’s Policy 7:340, *Student Records*.

School student records may only be released to the LLEA by the Building Principal. Information kept by law enforcement professionals working in a school is not considered a *school student record*. See 105 ILCS 10/2. Information derived from reports of law enforcement to principals regarding students detained for proceedings are not considered a *school student record*. 105 ILCS 5/22-20. The *school student records* definition and 7:340-AP1, *School Student Records* are incorporated into this agreement.

Within its standard operating procedures, the LLEA will include training for its officers about these laws, along with information about how to access the District’s policies and procedures for school student records. For general guidance both parties will refer to *Answers to FAQs Responding to a Subpoena* (Illinois Council of School Attorneys, Revised January 2015) at: www.iasb.com/law/ICSAFAQRespondingtoaSubpoena2015.pdf.

H. Reciprocal Reporting of Criminal Offenses Committed by Students

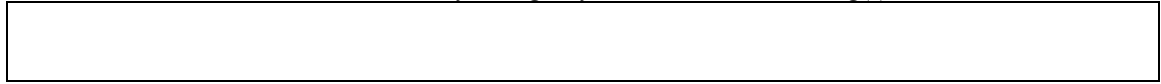
As outlined in Section E.2.b., above, the District and LLEA’s officers shall at all times recognize and comply with (a) the School Code requirements for a reciprocal reporting system regarding criminal offenses committed by students (105 ILCS 5/10-20.14), and (b) the Juvenile Court Act of 1987 and the School Code’s requirements for the management and sharing of law enforcement records and other information about students who have contact with LLEA.

The District’s administrative procedure 7:190-AP3, *Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students* is incorporated into this MOU.

Nothing in this MOU is intended to impose upon any party a duty to report information to any other party that is not otherwise required by law. This MOU shall not be interpreted as making an obligation of a party mandatory that is otherwise discretionary under the law or vice versa. No party to this MOU waives any defenses or immunities it otherwise has under the law, including without limitation any immunities under the Sections 2-204 or 2-205 of the Local Governmental and Governmental Employees Tort Immunity Act or the State Employee Indemnification Act. 5 ILCS 350/.

I. Live Feeds

The District will provide access to its live feeds to one or more of its buildings in the event of a health or safety emergency. Access is strictly to allow LLEA tactical forces to become familiar with current conditions that underlie the health or safety emergency in the District's building(s).



J. Cell Phone/Electronic Device Searches

The established procedures between the parties for searching cell phones/electronic devices must be followed. Both parties agree that cell phone/electronic device searches involve Fourth Amendment search and seizure issues and the federal Stored Communication Act (SCA) (18 U.S.C. §2701) issues. Generally asking for permission, calling the parents to come and search the phone, or getting a warrant solves this issue. Investigations of sexting allegations shall follow administrative procedure, 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, which is incorporated into this agreement.

K. Agency and Police Interviews

Board Policy 7:150, *Agency and Police Interviews*, and administrative procedure 7:150-AP, *Agency and Police Interviews*, are incorporated into this MOU and must be followed at all times.

Within its standard operating procedures, LLEA will include training for its officers about this policy and procedure, along with information about how to access the District's policies and procedures.

Before a student under 18 years of age who is suspected of committing a criminal act is detained and questioned on school grounds, a law enforcement officer, school resource officer, or other school security personnel will (a) notify or attempt to notify the student's parent/guardian, (b) document the time and manner of the notification or attempted notification, (c) make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if not present, ensure that school personnel (including, but not limited to, a school social worker, school psychologist, school nurse, school guidance counselor, or any other mental health professional) are present during the questioning, and (d) if practicable, make reasonable efforts to ensure a law enforcement officer trained in promoting safe interactions and communications with youth is present during questioning.

L. Body-Worn Cameras (BWCs)

All parties agree that any use of BWCs by officers must be subject to and in compliance with federal, state, and local regulations regarding the use and operation of them. The LLEA shall use its best efforts to notify the District at least two weeks before its officers assigned to the District are to begin use of BWCs, and it will provide written information and training to the Building Principals and assistant principals of the schools in which the officers may enter. Training shall include the objectives and procedures for the use of BWCs in public and in schools. Every officer equipped with a BWC shall be trained in the operation of the equipment prior to its use. To maximize the effectiveness of the BWC and the integrity of the video documentation, officers shall adhere to the objectives and procedures outlined in this MOU and the LLEA's General Operations Orders or similar policies when they utilize BWCs. LLEA may, if not otherwise prohibited by law, provide to the District copies of any such filming of students, parents, employees, or others upon school property, upon request for such copies by the District, as a law enforcement record. In the event that the LLEA receives advice that providing a copy of such videos is prohibited, the LLEA agrees to utilize its best efforts to facilitate the availability of its officer(s) that made the video to testify, upon request by the District, in any school disciplinary hearing concerning his/her/their knowledge of the facts and circumstances of the videoed incident. Any such film or video taken by, and kept in the possession of LLEA's officers may be considered *law enforcement records* under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g and 34 C.F.R. §99.8) and Ill. School Student Records Act (ISSRA) (105 ILCS 10/2(d)). Any copy of such film or video, if permitted by law to be provided to the District, may become an *educational record* of the District. The LLEA's officers shall at all times recognize and comply with the confidentiality of student and education records and may only seek such records in accordance with the requirements of Board Policy 7:340, *Student Records*, which is incorporated into the terms of this MOU.

M. General Provisions

1. Scope of Agreement

Nothing in this MOU is intended to impose upon any party a duty to report information to any other party that is not otherwise required by law. This MOU shall not be interpreted as making an obligation of a party mandatory that is otherwise discretionary under the law or vice versa. No party to this MOU waives any defenses or immunities it otherwise has under the law, including without limitation any immunities under Sections 2-204 and/or 2-205 of the Local Governmental and Governmental Employees Tort Immunity Act or the State Employee Indemnification Act. 5 ILCS 350/.

2. Amendment

No change or modification of this MOU shall be valid unless it is in writing and is signed by all parties.

3. Assignment

No party to this MOU may assign it or its rights or obligations.

4. Notices

All notices required pursuant to this MOU shall be in writing and sent by U.S. certified mail, postage prepaid, return receipt requested or by overnight express delivery to the address of the party set forth below or as otherwise directed in writing by such party or as provided under applicable state law. Notice is deemed given three (3) days after being deposited in the U.S. Mail for certified mail delivery or one (1) day after being deposited with an overnight express delivery courier for delivery to the correct address.

5. Governing Law

This MOU shall be construed in accordance with and pursuant to the laws of the State of Illinois.

6. Non-Waiver of Breach

The failure of any party to insist upon strict performance of any of the terms or conditions of this MOU shall not be construed to be a waiver of such term or condition or any subsequent breach of it.

7. Severability

The invalidity or unenforceability of any particular provision of this MOU shall not affect the other provisions of it, and it shall be construed in all respects as if such invalid or unenforceable provision were omitted.

8. Enforcement

No party to this MOU shall be liable for any negligent or wrongful acts, either by omission or commission, chargeable to the other party. This MOU shall not be construed to create a duty owed by any party to any third party. The District and LLEA agree that the exclusive claims or remedies for breach of this MOU are limited to an action for specific performance or mandamus action or termination of the MOU. Each party waives any and all other claims and remedies, direct or indirect, by way of subrogation or otherwise, that it may have against the other party arising out of the performance or non-performance of any provision of this MOU.

Board President

Date

Authorized Signatory for LLEA

Date

School Resource Officer (SRO) Memorandum of Understanding (MOU)

Table of Contents:

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| D. District Authority over the Educational Environment | |

E. Funding; Payment for SROs; Chain of Command

Evaluations; Conflict Resolution; Termination/Replacement; Extra Duties/Projects

A. Introduction

[INSERT Section A from General MOU here.]

B. Definitions/Acronyms

[INSERT Section B from General MOU here.]

C. MOU Leadership Team

[INSERT Section C from General MOU here.]

D. District Authority Over the Educational Environment

[INSERT Section D from General MOU, above. End Section D with this sentence: "The LLEA recognizes that assigning SROs to District buildings is not a substitute for effective student discipline policies."]

E. Funding; Payment for SROs; Chain of Command

1. **Funding.** Members of the Leadership Team (Team) will negotiate the terms for funding including any grant funding that is available. Any terms tied to grant funding, such as data collection include:

2. **Payment for SROs.** The Team has agreed that the District shall compensate LLEA for the SROs in 10 equal installments commencing on August 15th of each fiscal year in the following amounts:

3. **Chain of Command.** The Team shall develop a local, District-specific chain of command for the placement of SROs in school buildings. Each District administrator responsible for supervising and evaluating the SRO in his/her/their assigned building(s) shall be included in an individual SRO's District-specific chain of command.

F. Ongoing Training of SROs

Both parties agree that training is critical to the success of this partnership. The LLEA's assigned SROs (as defined in Section H below) will receive minimum in-service training and certification requirements as would normally apply to all other certified officers of LLEA through LLEA and/or local State's attorney offices. In addition, an ongoing District training calendar shall be developed for assigned SROs and District officials.

Trainings will consist of updates from the District's School Board Attorney on current laws and difficult issues such as search and seizure, questioning, and requests for student records. In addition, trainings will delineate legal authority for when assigned SROs will be acting at the direction of a District official (reasonableness) or at the direction of LLEA (probable cause).

Other LLEA employees that are not SROs but have frequent contact with District buildings will be encouraged to attend any of these trainings.

All trainings, when possible, must occur during school breaks or at times that would least impact the District and should include: (1) emerging education issues, (2) state law training requirements, (3) mental health awareness training, (4) restorative justice (if applicable), and (5) record sharing.

G. SRO Selection Process; Qualifications & Certification

1. **Selection Process.** The Team shall develop formal screening criteria based upon the following *Office of Community Oriented Policing Services (COPS)* characteristics: (1) likes kids – wants to, and is able to, work with kids; (2) has the right demeanor and people skills, including being calm, patient, approachable, and "able to put up gracefully with guff from kids;" (3) has experience as a patrol officer or road deputy; (4) has above-average integrity; (5) demonstrated willingness to work hard, be

dependable and on time, be self-directed, and has the ability to teach. Other formal screening criteria shall include:

In addition, the Team shall designate the appropriate school officials in buildings to be assigned an SRO to provide input to LLEA on SRO applicants for open SRO positions, such as reviewing applications and memoranda of interest provided by candidates, sitting in on interviews of candidates and/or rating of applicants.

2. **SRO Qualifications & Certification.** The LLEA must ensure that the SRO has either of the following qualifications issued by the Ill. Law Enforcement Training Standards Board under Section 10.22 of the Ill. Police Training Act: (1) a certificate of completion for the required course of instruction or (2) an approved waiver (prior experience and training only). The certificate of completion or waiver of it must be obtained within one year of assignment to the District. The SRO must possess, at minimum, 48 hours of National Association of School Resource Officer (NASRO) training, along with the following other qualifications:

H. SRO Employer; Assignments; Mentoring & Outreach; Supervision; Performance Evaluations; Conflict Resolution; Termination/Replacement; Extra Duties/Projects

1. **Employer.** SROs are employed by LLEA. The District does not employ any SROs that are assigned in any of its buildings. The District is not considered a joint employer of SROs for purposes of the Fair Labor Standards Act (FLSA). The SRO remains covered by the LLEA's insurance and continues to enjoy the immunities specific to his or her employment with LLEA. Section D, *District Authority Over the Educational Environment*, above shall apply to the District's specific responsibilities for supervision and performance evaluations of assigned SROs while in District school buildings as their duties pertain to fulfilling the identified needs and goals of a District building.
2. **Assignments.** For purposes of this section, SRO means a sworn police officer of LLEA who has been assigned to a District building pursuant to this MOU. SROs shall be assigned to District buildings by the LLEA with input from the MOU Leadership Team. Staffing issues at LLEA may take precedence to the assignment of an SRO to the District.

- a. **SRO Work Hours, Uniform, and Visibility on Campus.** The SRO shall remain on school grounds during normal school hours, except when necessary to attend a law enforcement emergency, to attend any meetings or trainings described in this MOU, or on limited occasions to attend to official law enforcement business off campus. With the exception of emergency situations out of the SRO's control, the SRO shall give the SRO Supervisor and Building Principal(s) reasonable advanced notice of any times when the SRO is not expected to be on campus during normal school hours, and LLEA may provide a replacement SRO to the extent possible.

The SRO shall wear the official law enforcement uniform or other apparel issued by the LLEA at all times while serving on District property. The SRO shall make best efforts to maintain high visibility at all times when practical and safe to do so, especially in areas where incidents of crime or violence are most likely to occur.

The SRO shall, whenever possible and in accordance with guidance from the Building Principal or designee, participate in or attend school functions during the SRO's regular duty hours in order to assure the peaceful operation of school-related programs.

- b. **Student Search Assistance.** When requested, assistance with conducting inspections and searches of lockers, desks, parking lots, and other school property and equipment owned or controlled by the District for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. If a search produces evidence that the student has violated or is violating the law, local ordinance, or the District's policies or rules, such evidence may be seized by school authorities and/or turned over to law enforcement authorities, and disciplinary action may be taken. 105 ILCS 5/10-22.6 and 10-22.10a.

c. **Administrative Hearings.** Contingent upon pre-approval by the LLEA, the SROs will attend suspension review and/or expulsion hearings upon the request of school officials or the Superintendent. The SRO will be prepared to provide testimony on any actions that were taken by the SRO and any personally observed conduct witnessed by the SRO.

d. **Goal Setting for Services in District.**

3. **Mentoring & Outreach.** The SRO shall conduct himself or herself as a role model at all times and in all facets of the job; shall seek to establish a strong rapport with staff, faculty, students, parents and other members of the school community; and shall encourage students to develop positive attitudes toward the school, education, law enforcement officers, and good citizenship in general.

4. **Supervision.** With input from the LLEA and/or the MOU Team, the District will assign school officials to supervise SROs in District buildings based upon the individual SRO's needs, School Board policies, available local resources, specific school building needs, and geographical realities. Both parties expect excellence from SROs and commit to frequent communication between supervising school officials and the SROs assigned to their buildings. The SRO and his or her supervising District official shall meet both formally and informally on a regular basis to discuss issues, duties, and responsibilities.

5. **Performance Evaluations.** An instrument for SRO performance evaluations in the school setting shall be agreed upon by the assigned SRO and the District's official supervising the SRO. Both parties recognize that a performance evaluation instrument for an SRO should incorporate data results from the District's school climate assessments, if available.

6. **Conflict Resolution.** If the District's expectation of excellence is not being met by an SRO, the supervising District official will report unresolved concerns to the SRO's direct law enforcement supervisor at LLEA sooner rather than later. Addressing issues promptly helps increase understanding and minimize potential negative impact on the school environment. If that method of communication does not solve the conflict, the Team has agreed to the following formal conflict resolution process between the District and LLEA:

7. **Termination/Replacement of SROs.** When paragraph 6, *Conflict Resolution*, above, has not been successful, the District may request that the SRO be removed from his or her assignment and replaced with another SRO from LLEA. If a replacement is not immediately available, the District reserves the right to terminate the SRO's assignment in a specific building until a replacement is available.

8. **Extra Duties/Projects.** The Team has negotiated the below terms for special projects and/or extra duties:

Board President

Date

Authorized Signatory for LLEA

Date

Incorporated
by reference:

1:20 (District Organization, Operations, and Cooperative Agreements), 2:150 (Committees), 7:150-AP (Agency and Police Interviews), 7:190 (Student Behavior), 7:190-AP3 (Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students), 7:190-AP6 (Guidelines for Investigating Sexting Allegations), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:340 (Student Records), 7:340-API (School Student Records)

LEGAL REF.:

105 ILCS 5/10-20.14(b) and 5/22-20.
705 ILCS 405/1-7, 1-8(F), 1-8(G), and 5-905.

DATED:

Pending Implementation

Students

Exhibit - Acknowledgement of Receiving Student Behavior Policy and Student Conduct Code

Board policy 7:190, *Student Behavior* and the *Student Conduct Code* were developed to help all students receive quality instruction in a safe and positive educational environment. Board policy 7:190, *Student Behavior*, is contained in the *Student Conduct Code*.

Please review and discuss the Board policy on *Student Behavior* and the *Student Conduct Code* with your child, sign this sheet, and return it to your child’s school. Should you have any questions, please contact your child’s Building Principal.

You may access electronic copies of the Board policy on *Student Behavior* and the *Student Conduct Code* on the District website: _____

Failure to return this acknowledgement and pledge will not relieve a student or the parent/guardian from being responsible for knowing and complying with the rules contained within the Board policy on *Student Behavior* and the *Student Conduct Code*.

Acknowledgement

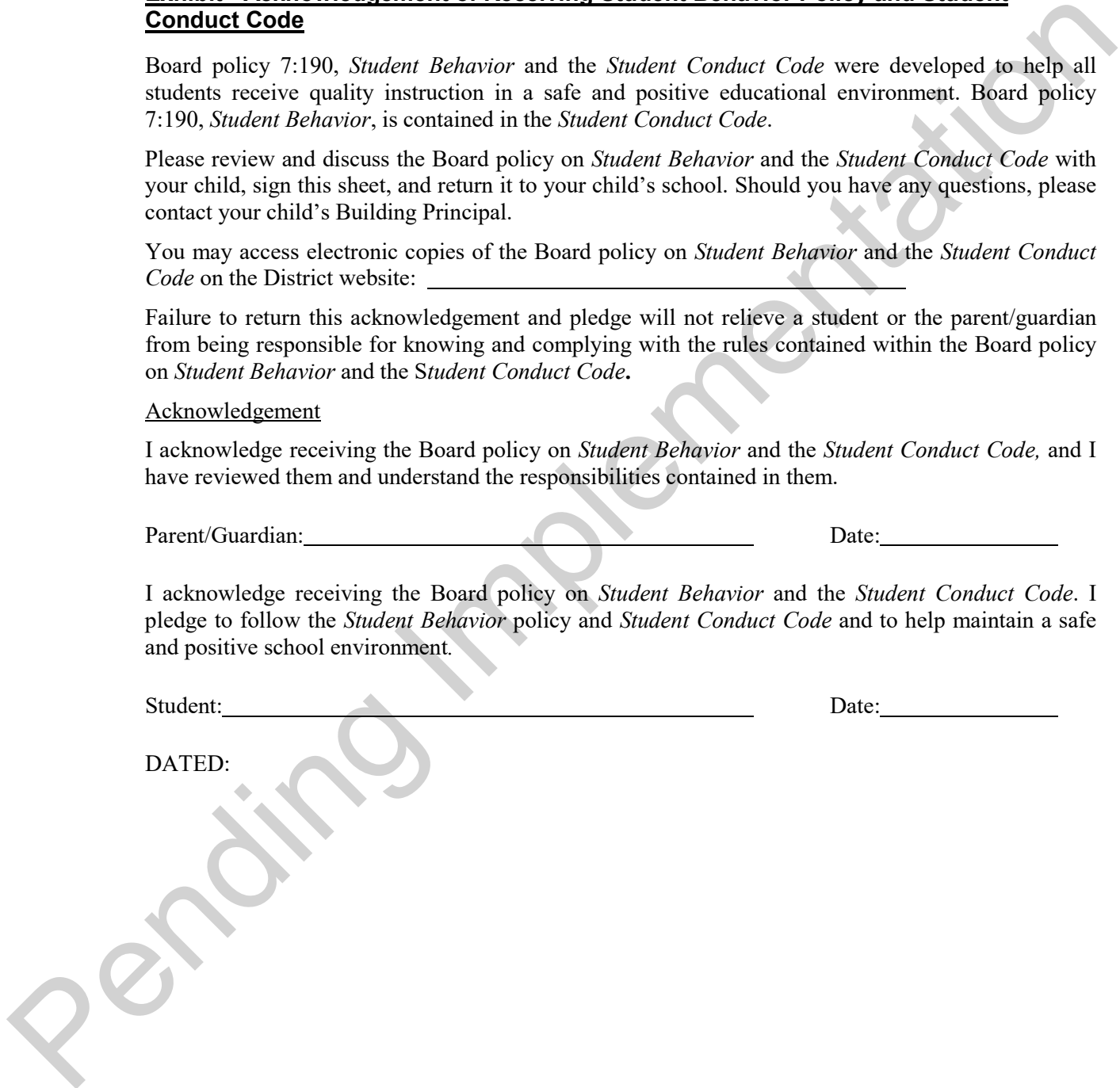
I acknowledge receiving the Board policy on *Student Behavior* and the *Student Conduct Code*, and I have reviewed them and understand the responsibilities contained in them.

Parent/Guardian: _____ Date: _____

I acknowledge receiving the Board policy on *Student Behavior* and the *Student Conduct Code*. I pledge to follow the *Student Behavior* policy and *Student Conduct Code* and to help maintain a safe and positive school environment.

Student: _____ Date: _____

DATED:



Students

Exhibit - Short Term Out-of-School Suspension (1-3 Days) Reporting Form

Dear Parent(s)/Guardian(s):

Illinois law requires a School District to provide the following information to a parent/guardian of a child who is suspended from school due to an act of gross disobedience or misconduct.

Student

Incident Date

Student handbook rule(s) and/or Board policy violated: _____

Date and time of pre-suspension conference with student: _____

(If this conference was not held because the student's conduct posed an immediate danger to persons or property, list the date and time the pre-suspension conference will be conducted.)

Date(s) of suspension: _____

Date student is eligible to return to school: _____

Description of incident: *(List all pertinent information (date, time, location) regarding the specific act(s) of gross disobedience or misconduct resulting in the decision to suspend.)*

Rationale for the specific duration of the suspension:

It has been further determined that: *(At least one of the following must be completed.)*

I. Your child's continued presence at school poses a threat to school safety. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that your child is likely to engage in similar conduct in the future. These determinations include, but are not limited to, one or more of the following additional reasons: *(List explanation below.)*

II. Your child's continued presence at school poses a disruption to other students' learning opportunities. Due to the egregious nature of your child's conduct (i.e., physical harm, violence,

threat) and/or the history or record of your child's past conduct school, officials have determined that (a) your child is likely to engage in similar conduct in the future, and/or (b) the presence of your child at school will foster a culture that his or her behavior(s) at school is/are acceptable or tolerated. These determinations include, but are not limited to, or more of the following: (*List explanation below.*)

During the period of suspension, your child may not be present at school, on grounds owned or controlled by the School District or at any School District activity. Failure to comply with this directive constitutes a trespass and will be dealt with accordingly.

Upon returning to school, your child will be given an opportunity to make up work missed during the suspension for equivalent academic credit.

To discuss this matter, you may contact the Building Principal. Alternatively, you have the right to have the suspension reviewed by the School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to (*insert name and address of the Superintendent*).

Building Principal

Date

cc: School Board

DATED:

Pending Implementation

Students

Exhibit - Long Term Out-of-School Suspension (4-10 Days) Reporting Form

Dear Parent(s)/Guardian(s):

Illinois law requires a School District to provide the following information to a parent/guardian of a child who is suspended from school due to an act of gross disobedience or misconduct.

Student

Incident Date

Student handbook rule(s) and/or Board policy violated: _____

Date and time of pre-suspension conference with student: _____

(If this conference was not held because the student's conduct posed an immediate danger to persons or property, list the date and time the pre-suspension conference will be conducted.)

Date(s) of suspension: _____

Date student is eligible to return to school: _____

Description of incident: *(List all pertinent information (date, time, location) regarding the specific act(s) of gross disobedience or misconduct resulting in the decision to suspend.)*

Rationale for the specific duration of the suspension:

It has been further determined that: *(At least one of the following must be completed.)*

I. Your child's continued presence at school poses a threat to school safety of other students, staff, or members of the school community. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that your child is likely to engage in similar conduct in the future. These determinations include, but are not limited to, one or more of the following additional reasons: *(List explanation below.)*

II. Your child's continued presence at school substantially disrupts, impedes, or interferes with the operation of the school. Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct school, officials have determined that (a) your child is likely to engage in similar conduct in the future, and/or (b) the presence of your child at school will foster a culture that his or her behavior(s) at school is/are acceptable or tolerated. These determinations include, but are not limited to, or more of the following: *(List explanation below.)*

The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. To this end, the following behavioral and disciplinary interventions have been exhausted *(List all behavioral and disciplinary interventions and resources previously utilized to address the student's behavior or indicate if there are no appropriate and available interventions and resources. Examples of behavioral and disciplinary interventions include but are not limited to any previous correspondence with parents or guardians about the behavior, check-in/check-out, functional behavioral analysis (FIB), behavioral improvement plan (BIP), social academic instructional group (SAIG), in-school suspension, out-of-school suspension and/or other interventions and resources.)*

During the period of suspension, your child may not be present at school, on grounds owned or controlled by the School District or at any School District activity. Failure to comply with this directive constitutes a trespass and will be dealt with accordingly.

Your child will be given an opportunity to complete missed assignments or work missed during the suspension for equivalent academic credit.

Students that are suspended out-of-school for longer than four (4) days must be provided with appropriate and available support services during the period of suspension. The following support services are available to your child: *(Note that this requirement only applies to students who are suspended out-of-school for 5 through 10 school days. List all support services or indicate if no support services are appropriate and available.)*

To discuss this matter, you may contact the Building Principal.

Alternatively, you have the right to have the suspension reviewed by the School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to *(insert name and address of the Superintendent)*.

Building Principal

Date

cc: School Board

DATED:

Students

Exhibit - Notice of Expulsion Hearing

Dear Parent(s)/Guardian(s):

Due to the act(s) of gross disobedience or misconduct described herein, a recommendation has been made to the School Board to expel your child from school. The School Code allows the School Board to expel a student for a definite time period not to exceed 2 calendar years, as determined on a case-by-case basis.

Student Incident Date

Student handbook rule(s) and/or Board policy violated: _____

Length of the proposed expulsion: _____

Description of the incident and a justification for a recommendation of expulsion: This information is contained in the *Long Term Out-of-School Suspension (4-10 days) Reporting Form* attached to this letter. If there was no long term suspension, the specific acts of gross disobedience or misconduct resulting in recommendation to expel are described in the attached sheet.

The following additional efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions were also provided: _____

Evidence will be presented and the Board will decide:

1. Whether removing your child from his or her learning environment is in the best interest of the school;
2. What the rationale is for the specific duration of the recommended expulsion;
3. Whether all appropriate and available behavioral and disciplinary interventions were exhausted; and
4. Whether your child’s continuing presence in school would either: (a) pose a threat to the safety of other students, staff, or members of the school community, or (b) substantially disrupt, impede, or interfere with the operation of the school.

You are requested to appear at a hearing before the board of education or a hearing officer acting on the Board's behalf to determine if your child should be expelled from school.

<u>Hearing Date</u>	<u>Time</u>	<u>Location</u>
---------------------	-------------	-----------------

At the expulsion hearing, the Board or hearing officer will consider evidence concerning whether your child is guilty of gross disobedience or misconduct as charged and should be expelled from school. The hearing will be held in closed session. At this hearing you have each of the following rights:

1. To be present.
2. To be represented by counsel. You must inform the District if your child will be represented by an attorney and, if so, the attorney's name.
3. To offer evidence.
4. To present witnesses and cross-examine witnesses who testify.
5. To present other reasons why your child should not be expelled.

After presentation of evidence or receipt of the hearing officer's report, the Board will decide the issue of guilt and take such actions as it finds appropriate.

Superintendent

Date

cc: School Board

enclosure: Copy of 7:200-E2, *Long Term Out-of-School Suspension (4-10 Days) Reporting Form* or a list of the specific acts of gross disobedience or misconduct

DATED:

Students

Administrative Procedure - Electronic Recordings on School Buses

Review of Electronic Recordings

Electronic video and audio recordings are viewed to investigate an incident reported by a bus driver, administrator, law enforcement officer working in the District, supervisor, student, or other person. They are also viewed at random.

Viewing and/or listening to electronic video and/or audio recordings is limited to law enforcement officers working in the District and District personnel. These individuals must have, (1) a law enforcement, security, or safety reason, or (2) a need to investigate and/or monitor student or driver conduct. A written log will be kept of those individuals viewing a video recording stating the time, name of individual viewing it, and date the video recording was viewed.

If the content of an electronic recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

An electronic video or audio recording may be reused or erased after 14 days unless it is needed for an educational or administrative purpose.

Notice of Electronic Recordings 720 ILCS 5/14-3(m).

The Eavesdropping Act exempts electronic recordings on school buses from its coverage when transportation is provided for a school activity, provided the School Board adopted a policy authorizing their use. Notice of the adopted policy regarding video and audio recordings shall be: (1) clearly posted on the front door and interior of the school bus, (2) provided to students and parents/guardians, and (3) included in student handbooks and other documents.

DATED:

Students

Administrative Procedure - Code of Conduct for Extracurricular Activities

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

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

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

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

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

Code of Conduct

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

The student shall not:

1. Violate the District's policies or procedures on student behavior;
2. Use, possess, buy, sell, barter, or distribute a beverage containing alcohol (except for religious purposes);
3. Use, possess, buy, sell, barter, or distribute tobacco or nicotine materials in any form, including without limitation, electronic cigarettes;
4. Use, possess, buy, sell, barter, or distribute cannabis in any form, unless exempted under *Ashley's Law*.
5. Use, possess, buy, sell, barter, or distribute any illegal substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia;
6. Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a *look-alike* weapon. This prohibition does not prohibit legal use of weapons in cooking and in sports, such as archery, martial arts practice, target shooting, hunting, and skeet;

7. Attend a party or other gathering and/or ride in a vehicle where alcohol, cannabis, and/or controlled substances are being consumed by minors;
8. Act in an unsportsmanlike manner;
9. Vandalize or steal;
10. Haze or bully other students;
11. Violate the written rules for the activity or sport;
12. Behave in a manner that is detrimental to the good of the group or school;
13. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff;
14. Falsify any information contained on any permit or permission form required by the activity or sport.

Hazing and bullying activities are strictly forbidden at any time and in any location. *Hazing* is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of his or her willingness to participate. (Adapted from the definition of *hazing* adopted by the National Federation of State High School Associations.) *Bullying* includes cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to place a student in reasonable fear of harm; cause a substantially detrimental effect on a student's physical or mental health; substantially interfere with a student's academic performance; or substantially interfere with a student's ability to participate in or benefit from school services, activities, or privileges. (Adapted from the definition of *bullying* included in the Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.)

Due Process Procedures

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

1. The student shall be advised of the disciplinary infraction with which he or she is being charged.
2. The student shall be entitled to a hearing before an appropriate administrator.
3. The student will be able to respond to any charges leveled against him or her.
4. The student may provide any additional information he or she wishes for the administrator to consider.
5. The administrator, with the help of other staff members if needed, may interview material witnesses or others with evidence concerning the case.
6. If the administrator finds, after reviewing the evidence, that the violation occurred, he or she will impose sanctions on the student, as follows:
 - a. Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all activities or sports for one of the time periods described below:
 - A specified period of time or percentage of events, competitions, or practices
 - The remainder of the season or for the next season
 - The remainder of the student's high school career
 - b. Sanctions for drug and alcohol violations will be based on the following:

First violation

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

Second violation

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

Third violation

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

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

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

DATED:

Students

Administrative Procedure - Measures to Control the Spread of Head Lice at School

Actor	Action
School Nurse	<p>Involves parent organization in the development and implementation of programs regarding prevention and treatment.</p> <p>Provides information regarding control to staff, students, and parents/guardians. Information provided to parents/guardians may include that set forth in row 2, below. Provides information material and/or in-service to school personnel on:</p> <ol style="list-style-type: none"> 1. Confidentiality requirements 2. Identification 3. Preventing transmission in classrooms 4. Precautions against self-contamination and cross-contamination, e.g., <ol style="list-style-type: none"> a. Carpets should be vacuumed frequently b. Cloth-covered stuffed animals, sleeping mats, pillows, sofas, and other stuffed furniture should be discouraged 5. Treatment and resources for treatment 6. Readmission requirements 7. Respect for sensitivity of students and parents/guardians regarding this condition
Parent/Guardian	<p>Assists in preventing and managing head lice outbreaks by regularly checking their children’s hair and providing immediate treatment if lice are detected.</p> <ul style="list-style-type: none"> • Check your child’s hair and scalp regularly for eggs. • Do not allow your child to use other children’s combs, brushes, hats, etc. • If you find your child does have head lice and you decide to keep him or her out of school, please follow the school’s student absence procedures. • Follow your family’s chosen protocol for treatment of the entire family. Both over-the-counter and prescription medications are available for treatment of lice. • Hats, combs, brushes, and bed linens should be cleaned thoroughly. After the medicated shampoo, you can loosen the eggs with scalp rinses of vinegar, and then slide the eggs off the hair shaft with tweezers, a special fine tooth comb, or your fingernails. • Review information from the Center for Disease Control (CDC) about Prevention and Control at: <p>www.cdc.gov/parasites/lice/head/prevent.html and Treatment FAQ at www.cdc.gov/parasites/lice/head/gen_info/faqs_treat.html.</p>
Staff	<p>To prevent the spread of head lice infestations, report all suspected cases of head lice to the school nurse or designee as soon as possible.</p>
School Nurse	<p>Inspects the head of any student reasonably suspected of having head lice as soon as possible.</p>

Actor	Action
	<p>Checks the siblings of any student with head lice and notifies other schools where siblings attend.</p> <p>Checks any of the student's contacts for the presence of lice.</p> <p>Provides the student's parent(s)/guardian(s) with information regarding head lice treatment.</p> <p>If more than one student is affected in any class, determines whether to examine all students in the class and/or provides information about head lice to all parents/guardians of students in the class.</p>
Building Principal	<p>If eggs (nits) or lice are found, determines whether to exclude the student from attendance or limit the student's head to head contact in the school building (especially in lower grades). Contacts the Board Attorney before beginning the process to exclude any student.</p> <p>Informs the student's parent(s)/guardian(s) about recommended treatment procedures and sources of further information.</p>
Staff	<p>Maintains the privacy of students identified as having head lice and excluded from attendance.</p>
Parent/Guardian	<p>Brings a note to school verifying treatment.</p>
School Nurse	<p>Examines any excluded student and verifies to the Building Principal that all eggs (nits) and lice are gone so that the student may return.</p>
Building Principal	<p>Notifies parent(s)/guardian(s) whose excluded student has not returned to school within five days of the following:</p> <ul style="list-style-type: none"> School attendance laws Action that may be taken if absence continues Resources for treatment information

DATED:

Students

Administrative Procedure - Protocol for Responding to Students with Social, Emotional, or Mental Health Needs

Student Support Committee

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 needs. 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) 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, the ICMHP must submit an annual progress report to the Governor for approval. The Student Support Committee will monitor the annual CMH Plan. See icmhp.org/wordpress/wp-content/uploads/2015/12/ICMHP_CMH-Strategic_Plan.pdf. The CMH Plan is now updated at: 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 needs 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, student assistance services, and/or a case study evaluation, 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, School Social Work, School Psychological, and School Nursing Services

The Student Support Committee may request school counselors, school social workers, school 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, school social workers, school psychologists, and school nurses will inform parents/guardians of all issues that pose a health and/or safety risk; they will inform the Building Principal of any health or safety risks that are present in the school.

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.: 405 ILCS 49/, Children's Mental Health Act of 2003.

DATED:

Students

Administrative Procedure - Dispensing Medication

Actor	Action
<p>Parents/Guardians</p>	<p>Ask the child’s physician, dentist, or other health care provider who has authority to prescribe medications if a medication, either prescription or non-prescription, must be administered during the school day. <i>Medication</i> includes an epinephrine injector, e.g., <i>EpiPen®</i>, asthma medication (105 ILCS 5/22-30(a), amended by P.A.s 100-201, 100-513, and 100-726), medical cannabis (105 ILCS 5/22-33(g), added by P.A. 100-660), glucagon (105 ILCS 14/27, added by P.A. 101-428), and any medication required under a plan listed in 105 ILCS 5/10-22.21b(c), added by P.A. 101-205, for a student’s self-administration of medication.</p> <p>For a student using medical cannabis: The parent/guardian is responsible for providing the school with copies of the valid registry identification cards issued to their child and the child’s designated caregiver as required by the Ill. Dept. of Public Health. The student’s parent/guardian must also ask the student’s health care provider to complete a <i>School Medication Authorization Form – Medical Cannabis</i>. 105 ILCS 5/22-33(b-5), added by P.A. 101-370, eff. 1-1-20.</p> <p>The designated caregiver shall be allowed to administer a <i>medical cannabis infused product</i> (product) to the student on the premises of the child’s school or on the child’s school bus. The product must be immediately removed from school premises or the school bus after administration. 105 ILCS 5/22-33(b), added by P.A. 100-660 and amended by P.A.s 101-363 and 101-370, eff. 1-1-20.</p> <p>Note: State law does not require school personnel to administer medical cannabis to students. The school nurse or an administrator is allowed to administer a product to the student on the premises of the child’s school, at a school-sponsored activity, or before/after normal school activities, including while the student attends before-school or after-school care on school-operated property or while being transported on a school bus. 105 ILCS 5/22-33(b-5), added by P.A. 101-370, eff. 1-1-20. The District may also allow a qualifying student to self-administer product if the self-administration takes place under the direct supervision of a school nurse or administrator. <u>Id.</u></p> <p>A product administered by a school nurse or administrator, or self-administered under the supervision of a school nurse or administrator, must be stored at school with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or an administrator. 105 ILCS 5/22-33(b-10), added by P.A. 101-370, eff. 1-1-20.</p>

Actor	Action
	<p>For a student with diabetes: The parent/guardian is responsible for sharing the health care provider’s instructions. When the student is at school, the student’s diabetes will be managed according to a diabetes care plan, if one exists. To the extent there is any conflict between the diabetes care plan and this Procedure, the diabetes care plan shall control. See Care of Students with Diabetes Act, 105 ILCS 145/. Last, the Public Self-Care of Diabetes Act allows a person with diabetes (or a parent/guardian of a person with diabetes) to self-administer insulin (or administer insulin) in any location, public or private, where the person is authorized to be irrespective of whether the injection site is uncovered during or incidental to the administration of insulin (410 ILCS 135/).</p> <p>For a student with epilepsy: The parent/guardian is responsible for sharing the health care provider’s instructions. When the student is at school, the student’s epilepsy will be managed according to a seizure action plan, if one exists. To the extent there is any conflict between the seizure action plan and this Procedure, the seizure action plan shall control. See Seizure Smart School Act, 105 ILCS 150/, added by P.A. 101-50, eff. 7-1-20.</p> <p>For a student with asthma: The parent/guardian is responsible for sharing the student’s asthma action plan. When the student is at school, the student’s asthma will be managed according to an asthma action plan, if one exists. To the extent there is any conflict between the student’s asthma action plan and this Procedure, the asthma action plan shall control. See 105 ILCS 5/22-30(j-5). Asthma emergencies shall be managed pursuant to the District’s asthma emergency response protocol. 105 ILCS 5/22-30(j-10).</p> <p>Note: The Ill. State Board of Education’s model asthma episode emergency response protocol required by 105 ILCS 5/22-30(j-10), that must be incorporated in the District’s procedure is available at: www.isbe.net/Documents/asthma_response_protocol.pdf.</p> <p>When developing the District’s model protocol, consider that a district may be liable for injury to an asthmatic student during a medical emergency if the district does not respond by immediately calling 911. See <u>In re Estate of Stewart</u>, 406 Ill.Dec. 345 (2nd Dist. 2016); <u>In re Estate of Stewart</u>, 412 Ill.Dec. 914 (Ill. 2017)(school district’s appeal denied). Consult the board attorney about: (1) whether all asthma action plans should require immediate 911 calls based upon <u>Stewart</u>; and (2) the duties and responsibilities of a district when it asks for, but does not receive, an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon <u>Stewart</u>.</p> <p>A student with asthma is allowed to self-administer and self-carry asthma medication if the student’s parents/guardians provides the school with: (1) written authorization for the self-administration and/or self-care of asthma medication; and (2) the prescription label containing the name of the asthma medication, the prescribed dosage,</p>

Actor	Action
	<p>and the time at which or circumstances under which the asthma medication is to be administered. 105 ILCS 5/22-30(b), amended by P.A. 100-513.</p> <p>For a student self-administering medication: A student with an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action and Treatment Authorization Form, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act is allowed to self-administer medication if the student's parent/guardian provides the school with: (1) written permission for the student's self-administration of medication; (2) written authorization from the student's physician, physician assistant, or advanced practice registered nurse for the student to self-administer the medication; and (3) the prescription label containing the name of the medication, the prescribed dosage, and the time(s) or circumstances under which the medication is to be administered. 105 ILCS 5/10-22.1b(c), added by P.A. 101-205, eff. 1-1-20.</p> <p>If the child's physician, physician assistant, advanced practice registered nurse, dentist, or other health care provider who has authority to prescribe medications authorizes a child to self-administer medication, then ask the health care provider to complete a <i>School Medicine Authorization Form (SMA Form)</i>. This form must be completed and given to the school before the school will store or dispense any medication, before a child may possess asthma medication or an epinephrine injector, and before a child will be allowed to self-administer any medication.</p> <p>If a student is on a medication on an indefinite or long-term basis, file a new <i>SMA Form</i> every year.</p> <p>Bring the medication to the school office. If the medicine is for asthma or is an epinephrine injector, a student may keep possession of it for immediate use at the student's discretion: (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. 105 ILCS 5/22-30(e).</p> <p>Bring other prescription medications to the school in the original package or appropriately labeled container. The container shall display:</p> <ul style="list-style-type: none"> Student's name Prescription number Medication name and dosage Administration route and/or other direction Date(s) and Time(s) to be taken Licensed prescriber's name Pharmacy name, address, and phone number <p>Bring non-prescription medications to school in the manufacturer's original container with the label indicating the ingredients and the student's name affixed.</p>

Actor	Action
	At the end of the treatment regime, remove any unused medication from the school.
School Office Personnel	<p>Provide a copy of these procedures, as well as a <i>SMA Form</i>, to inquiring parents/guardians.</p> <p>If the building has no school nurse and a student is identified as having asthma, request the student’s parent/guardian to share their child’s asthma action plan. If the plan is provided, keep it on file in the school nurse’s office or, in the absence of a school nurse, the Building Principal’s or designee’s office. Tell the school nurse or Building Principal or designee of the receipt of the plan as soon as possible so that he/she may provide copies of it to appropriate school staff interacting with the student on a regular basis and, if applicable, attach it to the student’s Section 504 plan or Individualized Education Program (IEP). 105 ILCS 5/22-30(j-5).</p> <p>Whenever a parent/guardian brings medication for a student to the office, summon the school nurse.</p> <p>If the school nurse is unavailable, accept the medication, provided the parent/guardian submits a completed <i>SMA Form</i> and the medication is packaged in the appropriate container.</p> <p>Put the medication in the appropriate locked drawer or cabinet. Tell the school nurse about the medication as soon as possible.</p>
School Nurse (certificated school nurse or non-certificated registered professional nurse)	<p>Ensure that a parent/guardian who brings medication for his or her child has complied with the parent/guardian’s responsibilities as described in this administrative procedure.</p> <p>If a student is identified as having asthma, request the student’s parent/guardian to share their child’s asthma action plan. If the plan is provided, keep it on file in the school nurse office. Provide copies of it to appropriate school staff who interact with the student on a regular basis and, if applicable, attach it to the student’s Section 504 plan or IEP. 105 ILCS 5/22-30(j-5).</p> <p>In conjunction with the licensed prescriber and parent/guardian, identify circumstances, if any, in which the student may self-administer the medication and/or carry the medication. A student will be permitted to self-administer medication in accordance with 105 ILCS 5/10-22.1b(c), added by P.A. 101-205, eff. 1-1-20. A student may be permitted to self-administer a medical cannabis infused product in accordance with 105 ILCS 5/22-33(b-5), added by P.A. 101-370, eff. 1-1-20. A student will be permitted to carry and self-administer medication for asthma or an epinephrine injector.</p> <p>Develop an emergency action plan for a student who self-administers medication in accordance with 105 ILCS 5/10-22.21b(c), added by P.A. 101-205, eff. 1-1-20. The plan must include (105 ILCS 5/10-22.21b(d), added by P.A. 101-205, eff. 1-1-20):</p> <ol style="list-style-type: none"> 1. A plan of action in the event a student is unable to self-administer medication, and

Actor	Action
	<p>2. The situations in which a school must call 911.</p> <p>Prior to administering a medical cannabis infused product in accordance with ILCS 5/22-33(b-5), added by P.A. 101-370, eff. 1-1-20, annually complete the medical cannabis infused product administration training curriculum developed by the Ill. State Board of Education. ILCS 5/22-33(f-5), added by P.A. 101-370, eff. 1-1-20.</p> <p>Store the medication in a locked drawer or cabinet. A student may keep possession of medication for asthma or an epinephrine injector. Medications requiring refrigeration should be refrigerated in a secure area.</p> <p>Plan with the student the time(s) the student should come to the nurse's office to receive medications.</p> <p>Document each dose of the medication in the student's individual health record. Documentation shall include date, time, dosage, route, and the signature of the person administering the medication or supervising the student in self-administration.</p> <p>Assess effectiveness and side effects as required by the licensed prescriber. Provide written feedback to the licensed prescriber and the parent/guardian as requested by the licensed prescriber.</p> <p>Document whenever the medication is not administered as ordered along with the reasons.</p> <p>If the parent/guardian does not pick up the medication by the end of the school year, discard the medication in the presence of a witness.</p>
Building Principal	<p>Supervise the use of these procedures.</p> <p>Perform any duties described for school office personnel, as needed.</p> <p>Perform any duties described for school nurses, as needed, or delegate those duties to appropriate staff members. No staff member shall be required to administer medications to students, except school nurses, non-certificated and registered professional nurses, and administrators. 105 ILCS 5/10-22.21b(b), amended by P.A. 101-205, eff. 1-1-20.</p> <p>Make arrangements, in conjunction with the parent/guardian, supervising teachers, and/or bus drivers for the student to receive needed medication while on a field trip.</p>

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, 5/22-30, and 5/22-33.
105 ILCS 145/, Care of Students with Diabetes Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
23 Ill.Admin.Code §1.540.
In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016).
In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017).

DATED:

Students

Administrative Procedure - Checklist for District Supply of Undesignated Asthma Medication, Epinephrine Injectors, Opioid Antagonists, and/or Glucagon

The District maintains and administers the undesignated medication(s) identified below in accordance with State and federal law (*check all that apply*):

- Undesignated Glucagon (UG)
- Undesignated Asthma Medication (UAM)
- Undesignated Epinephrine Injector(s) (UEIs)
- Undesignated Opioid Antagonist(s) (UOAs)
- The Superintendent, school nurse, and/or other necessary school officials should consult the Board Attorney to develop a plan to implement 105 ILCS 5/22-30 and 105 ILCS 145/27, added by P.A. 101-428.
- Obtain a prescription to maintain a supply of one or all of the following: undesignated asthma medication (UAM), epinephrine injector(s) (UEIs), opioid antagonist(s) (UOAs), and/or undesignated glucagon (UG) in the District's name pursuant to 105 ILCS 5/22-30(f), amended by P.A.s 100-513 and 100-726, and 105 ILCS 145/27, added by P.A. 101-428.
- Designate a secure location(s) to store undesignated medication. For UAM, UEIs, and/or UOAs, this is where persons needing these medications are most at risk. 105 ILCS 5/22-30(f), amended by P.A.s 100-513 and 100-726. For UEIs, this includes but is not limited to, classrooms and lunchrooms. *Id.* For UAM, this includes but is not limited to, a classroom or the nurse's office. *Id.* For UG, this is where it is immediately accessible to a school nurse or delegated care aide. 105 ILCS 145/27, added by P.A. 101-428.
- Develop a method for maintaining an inventory of UAM, UEIs, UOAs, and UG. The inventory should list the expiration dates of the UAM, UEIs, UOAs, and UG.
- Identify procedures for a log or other recordkeeping of provisions, or administrations of UAM, UEIs, UOAs, and UG.
- Maintain a list in each building administrator and/or his or her corresponding school nurse's office that includes the names of trained personnel who have received a statement of certification pursuant to State law.
- Develop procedures to implement the prescribed standing protocol for the provision, or administration of UAM, UEIs UOAs, and/or UG, including calling 911 and noting any instructions given by Emergency Management Services (EMS). 105 ILCS 5/22-30 and 23 Ill.Admin.Code §1.540(d). Upon any administration of *any* epinephrine injector, or opioid antagonist, procedures must include:
 1. Immediate activation of the EMS system. 105 ILCS 5/22-30(f-5). 105 ILCS 5/22-30(f-5), amended by P.A. 100-726, does not address contacting EMS upon the administration of *any* asthma medication (so asthma medication is excluded from introductory clause above). This may mean that the Ill. General Assembly did not intend for school personnel to notify EMS when administering a student's *prescribed* asthma medication (as opposed to UAM). However, 105 ILCS 5/22-30(j-15) (which requires school personnel who work with

students to complete an in-person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting every two years) requires asthma action plans. Some attorneys advise that all asthma action plans mandate an immediate 911 call based upon In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017) (school district’s appeal denied) (holding that a teacher’s failure to dial 911 immediately upon a student’s asthma attack was willful and wanton conduct, subjecting the school district to liability and barring immunity protections under the Local Governmental and Governmental Employees Tort Immunity Act). Consult the Board attorney about whether to contact EMS when *any* asthma medication is administered.

2. Notification to the student’s parent, guardian, or emergency contact, if known. Id. 105 ILCS 5/22-30(f-5), amended by P.A. 100-726, does not address contacting the student’s parent, guardian, or emergency contact upon the administration of *any* asthma medication. See the discussion in number 1, above, about asthma action plans pursuant to 105 ILCS 5/22-30(j-15), and consult the Board attorney.

The following reports and/or notifications by the school nurse (unless otherwise specified) when a(n):

UEI was administered:	UOA was administered:	UAM was administered:	UG was administered:
<p>a. Physician, physician assistant, or advance practice registered nurse who provided the standing protocol or prescription for the UEI within 24 hours. 105 ILCS 5/22-30(f-10), amended by P.A. 100-513.</p> <p>b. Ill. State Board of Education (ISBE) within three (3) days. 105 ILCS 5/22-30(i). Notification will be on an ISBE-prescribed form, and will include:</p> <ol style="list-style-type: none"> i. Age and type of person receiving epinephrine (student, staff, visitor); ii. Any previously known diagnosis of a severe allergy; 	<p>a. The health care professional (20 ILCS 301/5-23(d)(4), amended by P.A. 100-201) who provided the prescription for the opioid antagonist within 24 hours. 105 ILCS 5/22-30(f-10), amended by P.A. 100-513.</p> <p>b. Ill. State Board of Education (ISBE) within three (3) days. 105 ILCS 5/22-30(i-5). Notification will be on an ISBE-prescribed form, and will include:</p> <ol style="list-style-type: none"> i. Age and type of person receiving the opioid antagonist (student, staff, or visitor); ii. Location where symptoms developed; 	<p>a. Physician, physician assistant, or advanced practice registered nurse who provided the standing protocol and a prescription for the UAM within 24 hours. 105 ILCS 5/22-30(f-10), amended by P.A. 100-726.</p> <p>b. Ill. State Board of Education (ISBE) within three (3) days. 105 ILCS 5/22-30(i-10), amended by P.A. 100-726. Notification will be on an ISBE-prescribed form, and will include:</p> <ol style="list-style-type: none"> i. Age and type of person receiving asthma medication (student, staff, 	<p>Immediately after administering UG to a student, notify the school nurse (if school nurse did not administer the UG to the student). The delegated care aide or school nurse then notifies the student’s parent or guardian or emergency contact (if known) and health care provider of its use. 105 ILCS 145/47, added by P.A. 101-428.</p>

UEI was administered:	UOA was administered:	UAM was administered:	UG was administered:
iii. Trigger that precipitated allergic episode; iv. Location where symptoms developed; v. Number of doses administered; vi. Type of person administering epinephrine (school nurse, trained personnel, student); and vii. Any other information required by ISBE on the form.	iii. Type of person administering the opioid antagonist (school nurse or trained personnel); and iv. Any other information required by ISBE on the form.	visitor); ii. Any previously known diagnosis of asthma; iii. Trigger that precipitated respiratory distress, if identifiable; iv. Location where symptoms developed; v. Number of doses administered; vi. Type of person administering the asthma medication (school nurse, trained personnel or student); vii. Outcome of the asthma medication administration; and viii. Any other information required by ISBE on the form.	

- Determine how the District will identify the student populations whose parents/guardians:
 1. Have not completed and signed an *SMA Form*, or
 2. Have not provided asthma medication, an epinephrine injector, opioid antagonist, and/or glucagon, as applicable to the student, for a student for use at school, even though they have completed the *SMA Form*.
- Determine when the school nurse will provide or administer the UAM, UEIs, UOAs, and/or UG, as applicable, to students.

The school nurse or trained personnel may:

1. Provide an UAM or UEI, as applicable to the situation, that meets the prescription on file in the *SMA Form* to:
 - a. Any student for his or her self-administration only. 105 ILCS 5/22-30(a), amended by P.A. 100-726; 105 ILCS 5/22-30 (b-10)(i), (ii), (v)(amended by P.A. 100-726), and (vi)(amended by P.A. 100-726)); 105 ILCS 5/10-22.21b, amended by P.A. 101-205, eff. 1-1-20.
 - b. Any personnel authorized under a student's specific Individual Health Care Action Plan, Food Allergy Emergency Action Plan and Treatment Authorization Form, Section 504 plan, or individualized education program plan (IEP). 105 ILCS 5/22-30(b-10), amended by P.A. 100-726.
2. Administer an UEI to any student that the school nurse or *trained personnel* in good faith believes is having an anaphylactic reaction even though the parent/guardian has not completed and signed an *SMA Form* or otherwise granted permission to administer the epinephrine injector. 105 ILCS 5/22-30(b-10)(iii). **Note:** *Trained personnel* are different than *any personnel authorized* in 1.b., above. 105 ILCS 5/22-30(a). *Trained personnel* means any school employees or volunteer personnel who are (a) authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of the School Code, (b) annually trained online or in person to recognize and respond to anaphylaxis, an opioid overdose, or respiratory distress through a training curriculum developed by the Ill. State Board of Education (ISBE), and (c) submitting proof to their school's administration that they have completed: (i) the annual training, and (ii) a cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) certification. 105 ILCS 5/22-30(a) and (g), amended by P.A. 100-726; 23 Ill.Admin.Code §1.540(e). The law does not provide a deadline for ISBE to complete this training curriculum.
3. Administer an UOA to any student that the school nurse or *trained personnel* in good faith believes is having an opioid overdose even though the parent/guardian has not completed and signed an *SMA Form* or otherwise granted permission to administer the opioid antagonist. 105 ILCS 5/22-30(b-10)(iv). **Note:** *Trained personnel* are different than *any personnel authorized*. See number 2, directly above. 105 ILCS 5/22-30(a), amended by P.A. 100-726. *Trained personnel* means any school employees or volunteer personnel who are (a) authorized in 105 ILCS 10-22.34, 10-22.34a, and 10-22.34b, (b) annually trained online or in person to recognize and respond to opioid overdoses through a training curriculum developed by in compliance with the Alcoholism and Other Drug Abuse and Dependency Act, 20 ILCS 301/5-23, and (c) who have submitted proof to their school's administration that they have completed: (i) the annual training, and (ii) a cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) certification. 105 ILCS 5/22-30(g); 23 Ill.Admin.Code §1.540(e). The law does not provide a deadline for a training curriculum, but it did require ISBE to develop a heroin and opioid prevention pilot program by Jan. 1, 2017. 105 ILCS 5/22-80.
4. Administer UAM to any student that the school nurse or *trained personnel* in good faith believes is having respiratory distress even though the parent/guardian has not completed and signed an *SMA Form* or otherwise granted permission to administer the asthma medication. 105 ILCS 5/22-30(b-10)(vii), amended by P.A. 100-726. See numbers 2 and 3, directly above for discussions between *any personnel authorized* and *trained personnel*.

5. Administer UG, as applicable to the situation, for a student with a completed *SMA Form* granting permission for UG use that matches the prescription listed on the form and is also consistent with the student's diabetes care plan, if the student's prescribed glucagon is not available on-site or has expired.

- Assess how to manage requests from parents/guardians who wish to *opt-out* of the UAM, UEIs, and/or OAs being available to their child.

The School Code does not provide a mechanism for a student or his or her parent/guardian to *opt-out* of the administration of the District's supply of UAM, UEIs, or UOAs when a nurse and/or trained personnel in good faith professionally believe a student is having an anaphylactic reaction or opioid overdose. While there may be religious, health, or other reasons that a student's parent/guardian may wish to *opt-out* of the administration of UAM, UEI, or UOA to their child, the law does not provide a way for parents/guardians to do so. Management of this issue should be discussed with the Board Attorney. For additional guidance on this issue, see Board policy 7:275, *Orders to Forgo Life-Sustaining Treatment*.

- Determine how to notify all parents/guardians about how UAM, UEIs, and/or UOAs may be provided or administered to students.

If the District maintains a supply of UAM, UEIs, and/or UOAs, it must notify parents/guardians of the protections from liability granted to it and the prescribing physician by 105 ILCS 5/22-30(c) and (c-5), amended by P.A. 100-726. There are two groups of parents/guardians that the District must notify: (1) parents/guardians of students who have previously signed a *SMA Form*, and (2) parents/guardians of all students.

For parents/guardians who have previously signed the *SMA Form*, 105 ILCS 5/22-30(c), amended by P.A. 100-726, requires the District to provide additional notice that the physician(s)/individual(s) with prescriptive authority providing the standing protocol and prescription for the District's supply of UAM, UEIs, and UOAs are protected from liability, except for willful or wanton conduct arising from the use of UAM, UEI, or UOA regardless of whether authorization was given by the student, parent/guardian, or student's physician. Discuss with the Board Attorney whether to amend the District's form(s) to include this language.

For parents/guardians of all students, 105 ILCS 5/22-30(c), requires parents/guardians to be informed that: (1) the District maintains a supply of UAM, UEIs, and/or UOAs, and (2) the District and the prescribing physician(s)/physician assistant(s)/advanced practice registered nurse(s) are protected from liability when the school nurse and/or trained personnel administer UAM, UEI, and/or UOA to any student when these individuals in good faith professionally believe that the student is having an anaphylactic reaction. There are several methods to inform parent/guardians of this information, e.g., receipt of handbook signature, or see Exhibit 7:270-E1, *School Medication Authorization Form*. Discuss with the Board Attorney the method that works best for the District.

DATED:

Students

Exhibit - School Medication Authorization Form

To be completed by the child's parent(s)/guardian(s).

This form is to be used for medication other than medical cannabis. (See 7:270-E2, School Medication Authorization Form - Medical Cannabis.) A new form must be completed every school year for each medication. Keep in the school nurse's office or, in the absence of a school nurse, the Building Principal's office.

Student's Name: _____ Birth Date: _____

Address: _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

School: _____ Grade: _____ Teacher: _____

To be completed by the student's physician, physician assistant with prescriptive authority, or advanced practice RN with prescriptive authority:

Prescriber's Printed Name: _____

Office Address: _____

Office Phone: _____ Emergency Phone: _____

Medication name: _____

Purpose: _____

Dosage: _____ Frequency: _____

Time medication is to be administered or under what circumstances: _____

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? Yes No

Expected side effects, if any: _____

Time interval for re-evaluation: _____

Other medications student is receiving: _____

Prescriber's Signature _____ Date _____

For only Parent(s)/Guardian(s) of students requiring asthma inhalers and/or epinephrine injectors:

Is the asthma inhaler and/or epinephrine injector required under a qualifying plan pursuant to 105 ILCS 5/10-22.21b, amended by P.A. 101-205, eff. 1-1-20?

Yes No

Parent(s)/Guardian(s) please attach prescription label (asthma inhaler) and/or written statement (epinephrine injector) here:

For asthma inhalers, attach the prescription label with the name of the asthma medication, the prescribed dosage, and the time at which or circumstances under which the asthma medication is to be administered. 105 ILCS 5/22-30(b)(2)(i).

For an epinephrine injector, attach a written statement from the student's physician, physician assistant, or advanced practice registered nurse containing the name and purpose of the epinephrine, injector; the prescribed dosage; and the time or times at which or the special circumstances that the epinephrine injector should be administered. 105 ILCS 5/22-30(b)(2)(ii)(A)-(C).

For only parents/guardians of students who need to self-administer medication required under a qualifying plan:

I grant permission for my child to self-administer his or her medication required under an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action and Treatment Authorization Form, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act. 105 ILCS 5/10-22.21b, amended by P.A. 101-205, eff. 1-1-20.

Medication(s) other than asthma inhalers and/or epinephrine injectors (complete section above) required under a qualifying plan that student is permitted to self-administer:

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? Yes No

Expected side effects, if any: _____

Time interval for re-evaluation: _____

Other medications student is receiving : _____

Prescriber's Signature

Date

If the medication is an asthma inhaler or epinephrine injector, be also sure to complete the section above and attach the required label and/or written statement as required above.

Please initial to indicate (1) receipt of this information, and (2) authorization for your child to self-administer medication under a qualifying plan.

Parent/Guardian Initials

For only parents/guardians of students who need to carry and use their asthma medication or an epinephrine injector:

I authorize the School District and its employees and agents, to allow my child to self-carry and self-administer his or her asthma medication and/or epinephrine injector: (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 parent(s)/guardian(s) 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 asthma medication or epinephrine injector. 105 ILCS 5/22-30, amended by P.A.s 100-726 and 100-799, eff. 1-1-19.

Please initial to indicate (1) receipt of this information, and (2) authorization for your child to carry and use his or her asthma medication or epinephrine injector.

Parent/Guardian Initials

For all parents/guardians:

By signing below, I agree that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of a medical emergency, I hereby authorize the School District and its employees and agents, on my behalf, 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 to my child when there is a good faith belief that my child is having an anaphylactic reaction, whether such reactions are known to me or not. 105 ILCS 5/22-30, amended by P.A.s 100-726 and 100-799; 105 ILCS 145/27, added by P.A. 101-428. **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**

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.

Parent/Guardian Printed Name

Address (if different from Student's above): _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

Parent/Guardian Signature

Date

DATED:

Pending Implementation

Students

Exhibit - School Medication Authorization Form - Medical Cannabis

To be completed by the child's parent(s)/guardian(s). A new form must be completed every school year. Keep in the school nurse's office or, in the absence of a school nurse, the Building Principal's office.

Student's Name: _____ Birth Date: _____

Address: _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

School: _____ Grade: _____ Teacher: _____

To be completed by the student's physician, physician assistant with prescriptive authority, or advanced practice RN with prescriptive authority.

Prescriber's Printed Name: _____

Office Address: _____

Office Phone: _____ Emergency Phone: _____

Medication name: _____

Purpose: _____

Dosage: _____ Frequency: _____

IDPH registry ID card for student is valid [insert dates]: _____

IDPH registry ID card for designated caregiver is valid [insert dates]: _____

Attach copies of both registry identification cards

Time medication is to be administered or under what circumstances: _____

Prescription date: _____ Order date: _____ Discontinuation date: _____

Diagnosis requiring medication: _____

Is it necessary for this medication to be administered during the school day? Yes No

Expected side effects, if any: _____

Time interval for re-evaluation: _____

Other medications student is receiving: _____

Prescriber's Signature

Date

For only parents/guardians of students who want to grant their child permission to self-administer a medical cannabis infused product under direct supervision by a school nurse or administrator:

I grant permission for my child to self-administer his or her medical cannabis infused product required under an asthma action plan, an Individual Health Care Action Plan, an Illinois Food Allergy Emergency Action and Treatment Authorization Form, a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or a plan pursuant to the federal Individuals with Disabilities Education Act. 105 ILCS 5/10-22.21b, amended by P.A. 101-205, eff. 1-1-20. I understand that my child's self-administration will only occur under direct supervision by a school nurse or school administrator. 105 ILCS 5/22-33(b-5), amended by P.A. 101-370, eff. 1-1-20.

Medical cannabis infused product child is permitted to self-administer:

Please initial to indicate (1) receipt of this information, and (2) authorization for your child to self-administer a medical cannabis infused product.

Parent/Guardian Initials

By signing below, I acknowledge, understand and agree as follows:

1. The only individual(s) who may possess and administer medical cannabis to my child at school or on the school bus is: a) his/her registered designated caregiver as identified by the Ill. Dept. of Public Health (IDPH); or b) a school nurse or school administrator.
2. Both my child and his/her registered designated caregiver possess valid registry identification cards issued by the IDPH, copies of which I have provided/will provide to the District.
3. After administering the medical cannabis to my child, the designated caregiver shall immediately remove the product from school premises or the school bus.
4. The designated caregiver may not administer a medical cannabis infused product in a manner that, in the opinion of the District or school, would create a disruption to the school's educational environment or would cause exposure of the product to other students.
5. Children under age 18 cannot smoke or vape medical cannabis. Medical cannabis-infused products include oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped.
6. The District reserves the right to restrict or otherwise stop allowing the administration of medical cannabis to my child if the District or school would lose federal funding as a result.
7. 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 of medical cannabis that I authorize by my signature below.

Parent/Guardian Printed Name

Address (if different from Student's above): _____

Home Phone: _____ Cell Phone: _____ Emergency Phone: _____

Parent/Guardian Signature

Date

DATED:

Students

Administrative Procedure - Managing Students with Communicable or Infectious Diseases

If a student’s communicable or infectious disease affects his or her ability to participate in the District’s educational programs, he or she shall be treated as a *disabled person* under Section 504 of the Rehabilitation Act of 1973, unless the student has already qualified for and is receiving services through an IEP under the Individuals with Disabilities in Education Act. For students with an IEP, the District’s Administrative Procedure, 6:120-AP1, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*, must also be followed and it will control whenever there is a conflict with these procedures.

Rules and guidance from the Ill. State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) should be consulted and supersede these procedures. Guidance documents and important information include:

1. *Communicable Disease Guide*, revised 2002, available at www.idph.state.il.us/health/infect/comm_disease_guide.pdf.
2. *Management of Chronic Infectious Diseases in Schoolchildren*, revised in 2003 by ISBE and IDPH, available at www.isbe.net/Documents/chronic_diseases.pdf.
3. The Department of Public Health Powers and Duties Law of the Civil Administrative Code of Illinois (20 ILCS 2310/) and the Department of Professional Regulation Law of the Civil Administrative Code of Illinois (20 ILCS 2105/) both expanded the statutory authority of the governor and IDPH to respond to significant threats to the public health.

Managing Students with Communicable or Infectious Diseases

Actor	Action
Parents/Guardians	Notifies the Building Principal where their child is enrolled if their child has a communicable or infectious disease. See Exhibit 7:280-E2, <i>Reporting and Exclusion Requirements for Common Communicable Diseases</i> , for a list of communicable or infectious diseases.
Building Principal or designee	Upon having knowledge of a known or suspected case or carrier of a communicable disease: <ol style="list-style-type: none"> a. Notifies the <i>local health authority</i> as required by 77 Ill.Admin.Code §690.200. The <i>local health authority</i> is a full-time official health department, as recognized by IDPH, having jurisdiction over a particular area, including city, village, township, and county boards of health. If there is not a local health authority recognized by IDPH, the local health authority is IDPH. 77 Ill.Admin.Code §690.10. See also Exhibit 7:280-E2, <i>Reporting and Exclusion Requirements for Common Communicable Diseases</i>, identifying the diseases for which there is mandatory reporting. Note: The Communicable Disease Report Act, 745 ILCS 45/, grants immunity from slander or libel to persons who in good faith make such reports.

Actor	Action
	<p>b. Follows directions for temporarily excluding a student from school according to the local health authority direction and 77 Ill.Admin.Code Part 690.</p> <p>Keeps the school open where a student with a communicable disease attends, except in the event of an emergency. 77 Ill.Admin.Code §690.30(c)(1).</p>
District staff	<p>Observes all rules of IDPH regarding communicable and chronic infectious disease. See the Legal References below for a list of these rules.</p> <p>Collects and maintains the student’s medical information in a manner that ensures the strictest confidentiality and in accordance with federal and State laws regarding student records.</p>
Superintendent or designee	<p>Confirms that all required and appropriate notices are made.</p> <p>Convenes the Communicable and Chronic Infectious Disease Review Team. This Superintendent committee is composed of the District’s medical advisor, a school nurse, the Building Principal, and the Superintendent or designee (see 2:150-AP, <i>Superintendent Committees</i>).</p>
Communicable and Chronic Infectious Disease Review Team	<p>Arranges a meeting with the student’s parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available. The purpose of the meeting is to:</p> <ol style="list-style-type: none"> a. Determine when an excluded student will return to school. This determination shall be based on whether the student poses a high risk of transmission of a communicable and chronic infectious disease to other students and staff. A student suspected of being infected with a disease for which isolation is required shall be refused admittance while acute symptoms are present. 77 Ill.Admin.Code §690.30(c)(2). b. Perform a pre-placement evaluation. 34 C.F.R. §104.35. c. Make a placement decision based on the pre-placement evaluation. The placement decision shall include any needed related services. 34 C.F.R. §104.35. d. If there is a reason to believe that the student may have a disability requiring special education and related services, the child shall be referred for a special education evaluation. Referrals may also be made, at any time, by any concerned person, including but not limited to District personnel, the student’s parent(s)/guardian(s), a community service agency employee, a professional having knowledge of a child’s problems, a child, or an ISBE employee. See the District’s <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i>. 23 Ill.Admin.Code §226.110. <p>Reports the meeting results to the Superintendent.</p>

Actor	Action
Superintendent or designee	Notifies the student’s parents/guardians when an excluded student can return to school and of the placement decision. If the student will not attend school, every reasonable effort shall be made to provide the student with an adequate alternative education. State regulations and school policy regarding homebound instruction shall apply.
Communicable and Chronic Infectious Disease Review Team	At least annually while a student has a contagious or infectious disease, arranges a meeting with the student’s parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available, to review the student’s education placement and the provision of related services.

Managing a Student with a Communicable or Infectious Disease Who Demonstrates Behavior that Could Result In Infecting Other Students or Staff Members

Actor	Action
Parents/Guardians or any staff member	Notifies the Building Principal if a student with a communicable or infectious disease shows a lack of control of bodily secretions, has open sores that cannot be covered, or demonstrates behavior (e.g., biting) that could result in direct inoculation of potentially infected body fluids into the bloodstream.
Building Principal	Immediately notifies the Superintendent of the above.
Superintendent or designee	<p>Upon being notified that a student is demonstrating behavior that could spread his or her disease, convenes the Communicable and Chronic Infectious Disease Review Team.</p> <p>If appropriate, notifies parents of students of possible exposure if their student may have been exposed to a communicable or infectious disease due to behaviors exhibited by a student having such a disease.</p>
Communicable and Chronic Infectious Disease Review Team	<p>Arranges a meeting with the student’s parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available. The purpose of this meeting is to:</p> <ol style="list-style-type: none"> a. Determine whether the student’s temporary removal from the classroom is appropriate because the student poses a high risk of transmitting a communicable and chronic infectious disease or whether another response exists to reduce the risk of transmission. A student suspected of being infected with a disease for which isolation is required shall be refused admittance while acute symptoms are present 77 Ill.Admin.Code §690.30(c)(2). b. Perform a pre-placement evaluation if the student will continue to attend school. 34 C.F.R. §104.35. c. Make a placement decision based on the pre-placement evaluation. The placement decision shall include any needed related services. 34 C.F.R. §104.35. If the student will continue to attend school, determine the student’s appropriate educational placement. The team shall also

Actor	Action
	<p>determine if the student needs related services or placement outside the regular classroom.</p> <p>Reports the meeting's results to the Superintendent.</p>
Superintendent or Designee	<p>Notifies the student's parent(s)/guardian(s) whether the student will attend school. If the student will not attend school or participate in school activities with other students, every reasonable effort shall be made to provide the student with an adequate alternative education; however, an individual student's Individualized Education Program (IEP) will control. State regulations and school policy regarding homebound instruction apply.</p>
Communicable and Chronic Infectious Disease Review Team	<p>At least once a month while a student is removed from normal school attendance, arranges a meeting with the student's parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available, to review the removal and to determine whether the condition precipitating the removal has changed.</p>

General Post-Evaluation Procedures

Actor	Action
Parents/Guardians	<p>May appeal their child's exclusion from school or educational placement to the School Board within 10 days of being notified of the action.</p>
Parents/Guardians	<p>When their child returns to school after an absence due to a communicable and chronic infectious disease, present a certificate from a physician licensed in Illinois stating that the child qualifies for re-admission to school under the rules of IDPH that regulate periods of incubation, communicability, quarantine, and reporting.</p>

LEGAL REF.: 105 ILCS 5/10-21.11.
20 U.S.C. §1232g, Family Educational Rights and Privacy Act.
29 U.S.C. §701 et seq., Rehabilitation Act of 1973.
42 U.S.C. §12101 et seq., Americans with Disabilities Act of 1990.
34 C.F.R. §§104.34 and 104.35.
410 ILCS 315/, Communicable Disease Prevention Act.
23 Ill.Admin.Code Part 226.
77 Ill.Admin.Code Parts 665, 690, 693, 695, 696, and 697.

CROSS REF.: 2:150 (Committees), 5:40 (Communicable and Chronic Infectious Disease)

DATED:

Students

Exhibit - Reporting and Exclusion Requirements for Common Communicable Diseases

The following chart contains requirements from rules adopted by the Ill. Dept. of Public Health (IDPH). They provide routine measures for the control of communicable diseases by establishing progressive initiatives for implementing disease-reporting and exclusions measures. School personnel must notify the local health authority if they have knowledge of a known or suspected case or carrier of communicable disease, and such reports must be kept confidential. 77 Ill.Admin.Code §690.200-

Diseases and Conditions, 77 Ill.Admin.Code §690.100

The following are declared to be contagious, infectious, or communicable and may be dangerous to the public health. The Section number associated with the listed diseases indicates the Section of the rules explaining the reportable disease. Diseases and conditions are listed alphabetically by class. Every class has a different timeframe for mandatory reporting to IDPH.

Standard precautions refers to infection prevention and control measures for healthcare settings that apply to all patients regardless of diagnosis or presumed infection status. 77 Ill.Admin.Code §690.10.

Contact precautions refers to infection control measures for healthcare settings designed to reduce the risk of transmission of infectious agents that can be spread through direct contact with the patient or indirect contact with potentially infectious items or surfaces. 77 Ill.Admin.Code §690.10.

Droplet precautions refers to infection control measures for healthcare settings designed to reduce the risk of transmission of infectious agents via large particle droplets that do not remain suspended in the air and are usually generated by coughing, sneezing, or talking. 77 Ill.Admin.Code §690.10.

Class I(a) Diseases

The following diseases shall be reported by telephone immediately (within three hours) upon initial clinical suspicion of the disease to the local health authority, who shall then report to IDPH immediately (within three hours).

Disease	Exclusion Rules
Any unusual case of a disease or condition caused by an infectious agent not listed in IDPH regulations that is of urgent public health significance (including, but not limited to, cowpox, Reye’s syndrome, glanders, amoebic meningoencephalitis, orf, monkeypox, hemorrhagic fever viruses, infection from a laboratory-acquired recombinant organism, or any disease non-indigenous to the United States), §690.295	Contacts shall be evaluated to determine the need for quarantine. The local health authority shall implement appropriate control measures.
Anthrax, §690.320	Standard precautions shall be followed. Contact precautions shall be followed for care of persons with cutaneous anthrax when dressing does not adequately contain drainage. No restrictions if exposure is from infected animals or animal products. If there is a suspected bioterrorist threat or event, contacts will

Disease	Exclusion Rules
	be evaluated to determine need for quarantine.
Botulism, Foodborne, Intestinal, §690.327	Standard precautions shall be followed. No restrictions.
Brucellosis (if suspected to be a bioterrorist event or part of an outbreak), §690.330	Standard precautions shall be followed. Contact precautions shall be followed when dressing does not adequately contain drainage.
Diphtheria, §690.380	Standard precautions shall be followed until two successive cultures from both throat and nose (and skin lesions in cutaneous diphtheria) are negative for diphtheria bacilli or when a virulence test proves the bacilli to be avirulent. The first culture shall be taken not less than 24 hours after completion of antibiotic therapy and the second culture shall be taken not less than 24 hours after the first.
Influenza A, Novel Virus, §690.469	Standard precautions, including routine use of eye protection, and droplet precautions shall be followed for patients in health care settings, e.g., hospitals, long-term care facilities, outpatient offices, emergency transport vehicles. Control of contacts is based on transmissibility and severity of the illness that caused the influenza strain. (See the f/ns of policy 4:180, <i>Pandemic Preparedness</i> , for information and resources regarding influenza epidemics in schools; 4:180-AP1, <i>School Action Steps for Pandemic Influenza</i> ; and 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i> .)
Plague, §690.570	Standard precautions shall be followed. For all patients, droplet precautions shall be followed until pneumonia has been determined not to be present. For patients with pneumonic plague, droplet precautions shall be followed until 48 hours after initiation of effective antimicrobial therapy and the patient has a favorable clinical response. Antimicrobial susceptibility testing is recommended. A strict, seven day quarantine is required for contacts to pneumonic plague who refuse chemoprophylaxis.
Poliomyelitis, §690.580	Occurrence of a single case of poliomyelitis due to wild polio virus shall be recognized as a public health emergency, prompting immediate investigation and response. Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks for the duration of hospitalization.
Q-fever (if suspected to be a bioterrorist event or part of an outbreak), §690.595	Standard precautions shall be followed. No restrictions on contacts.
Severe Acute Respiratory Syndrome (SARS), §690.635	Standard Precautions, Contact Precautions, Droplet Precautions including eye protection, and Airborne Infection Isolation Precautions shall be followed for cases or suspect cases in a health care facility. Observation and monitoring, isolation and quarantine procedures shall comply with <i>Public Health Guidance for Community-Level Preparedness and Response to Severe Acute Respiratory Syndrome (SARS) Version 2</i> , U.S. Dept. of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, Atlanta, Georgia 30333 (January 8,

Disease	Exclusion Rules
	2004). Contacts shall be placed under surveillance and may be quarantined, with close observation for fever and respiratory symptoms for the 10 days following the last exposure.
Smallpox, §690.650	Post-exposure immunization, within three to four days after exposure, provides some protection against disease and significant protection against a fatal outcome. Any person with significant exposure to a person with probable or confirmed smallpox during the infectious stage of illness requires immunization as soon after exposure as possible, but within the first four days after exposure.
Tularemia (if suspected to be a bioterrorist event or part of an outbreak), §690.725	Standard precautions shall be followed.
Any suspected bioterrorist threat or event, §690.800	Cases and contacts shall be evaluated to determine need for isolation.

Class I(b) Diseases

The following diseases shall be reported as soon as possible during normal business hours by telephone (some rules state that facsimile or electronic reporting are also acceptable, the Disease column indicates “F” for facsimile or “E” for electronic in those instances), but within 24 hours, i.e., within eight regularly scheduled business hours after identifying the case, to the local health authority, who shall then report to IDPH as soon as possible, but within 24 hours.

Disease	Exclusion Rules
Botulism (intestinal, wound and other), §690.327	Standard precautions shall be followed. No restrictions.
Brucellosis (not part of suspected bioterrorist event or part of an outbreak), §690.330	Standard precautions shall be followed. Contact precautions shall be followed when dressing does not adequately contain drainage. No restrictions on contacts.
Chickenpox (Varicella), §690.350 (F or E)	Children shall be excluded from school or child care facilities for a minimum of five days after the appearance of eruption or until vesicles become dry. Standard precautions, contact precautions and airborne infection isolation precautions shall be followed for patients in a health care facility until all lesions are dry and crusted.
Cholera, §690.360 (F)	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours.
Escherichia coli infections (E. coli O157:H7 and other Shiga toxin-producing E. coli), §690.400 (F)	Cases shall avoid public swimming pools while symptomatic and for two weeks after the date diarrhea has ceased. Specific precautions for food handlers must be followed.
Haemophilus influenzae, meningitis and other invasive disease, §690.441 (F)	Standard precautions and droplet precautions shall be followed. Droplet precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Hantavirus pulmonary syndrome, §690.442 (F)	Standard precautions shall be followed. No restrictions on contacts.
Hemolytic uremic syndrome, post-diarrheal, §690.444 (F)	See requirements for the applicable disease that preceded the HUS (when preceding cases are either E.Coli (Section

Disease	Exclusion Rules
	§690.400) or Shigellosis (Section §690.640) standard precautions shall be followed and contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours).
Hepatitis A, §690.450 (F)	Standard precautions shall be followed. In diapered or incontinent persons, the following contact precautions shall be followed: <ul style="list-style-type: none"> • Infants and children less than three years of age for duration of hospitalization; • Children 3 to 14 years of age, until two weeks after onset of symptoms; and • Those greater than 14 years of age, for one week after onset of symptoms.
Influenza admissions into intensive care unit, §690.468 (F or E)	Standard and droplet precautions shall be followed. IDPH may distribute additional recommendations in conjunction with CDC guidance.
Measles, §690.520	Children with measles shall be kept out of school or child care facilities for at least four days after appearance of the rash.
Mumps, §690.550 (F or E)	Cases shall be excluded from school, child care facilities or workplace until five days after onset of symptoms (parotitis). Susceptible contacts should be excluded from school or the workplace from days 12 through 25 after exposure.
Neisseria meningitidis, meningitis and invasive disease, §690.555 (F)	Standard precautions shall be followed. Droplet precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Outbreaks for public health significance (including but not limited to, foodborne and waterborne outbreaks), §690.565 (E)	Make a report to local health authority within 24 hours for investigation. If outbreak has occurred, the local health authority makes a final report to IDPH. Cases are evaluated to determine need for isolation.
Pertussis (whooping cough), §690.750	Standard precautions shall be followed. Droplet precautions shall be followed for known cases until the patient has received at least five days of a course of appropriate antibiotics. Case shall be excluded from school until five days of appropriate antibiotic therapy is complete. Suspected cases who do not receive antibiotics should be isolated for three weeks after onset of paroxysmal cough or until the end of the cough, whichever comes first.
Q-fever (not suspected in bioterrorist attack or part of an outbreak), §690.595	Standard precautions shall be followed. No restrictions for contacts.
Rabies, human, §690.600 (F)	Standard precautions shall be followed.
Rabies, potential human exposure, §690.601 (F) Definition of exposed person to be reported is lengthy and available in §690.601.	The local health authority determines whether rabies post-exposure prophylaxis for the exposed person is needed.
Rubella, §690.620 (F or E)	Cases shall be excluded from school, child care facilities or the workplace for seven days after rash onset. Susceptible contacts should be excluded from school from days seven through 23

Disease	Exclusion Rules
	following rash onset after last exposure.
Smallpox vaccination, complications of §690.655 (E)	Precautions for individuals with vaccination complications vary depending upon the type of complication. See Smallpox, §690.650 above.
Staphylococcus aureus infections with intermediate or high level resistance to Vancomycin, §690.661 (F)	The Department will issue specific recommendations on a case-by-case basis.
Streptococcal infections, Group A, invasive and sequelae to Group A streptococcal infections, §690.670 (F)	Standard Precautions shall be followed. Droplet Precautions shall be followed for persons with necrotizing fasciitis or toxic shock syndrome until 24 hours after initiation of effective antimicrobial therapy. In cases of necrotizing fasciitis, when dressing does not adequately contain drainage, contact precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Tularemia (not suspected to be bioterrorist event or part of an outbreak), §690.725	Standard precautions shall be followed. No restrictions on contacts.
Typhoid fever, §690.730 (F)	All persons living in the household of a newly identified chronic carrier and other contacts living outside the home must submit two consecutive negative specimens of feces. If persons required to be tested refuse to comply within one week after notification, they shall be restricted from their occupations, school attendance or day care (adult or child) attendance until compliance is achieved.
Typhus, §690.740 (F)	Standard precautions shall be followed. Proper delousing for louseborne typhus is required. The local health authority shall monitor all immediate contacts for clinical signs for two weeks.

Class II Diseases

The following diseases shall be reported as soon as possible by mail, telephone, facsimile or electronically during normal business hours, but within seven days, to the local health authority which shall then report to the IDPH within seven days.

Disease	Exclusion Rules
Arboviral Infection (including, but not limited to, California encephalitis, St. Louis encephalitis and West Nile virus), §690.322	Standard precautions shall be followed. No restrictions on contacts.
Campylobacteriosis, §690.335	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until diarrhea is absent for 24 hours.
Cryptosporidiosis, §690.365	Standard precautions shall be followed. Cases shall avoid swimming in public recreational water venues (e.g., swimming pools, whirlpool spas, wading pools, water parks, interactive fountains, lakes) while symptomatic and for 2 weeks after cessation of diarrhea.
Cyclosporiasis, §690.368	Standard precautions shall be followed.
Hepatitis B and Hepatitis D, §690.451	Standard precautions shall be followed. No restrictions on contacts.

Disease	Exclusion Rules
Hepatitis C, §690.452	Standard precautions shall be followed. No restrictions on contacts.
Histoplasmosis, §690.460	Standard precautions shall be followed. No restrictions on contacts.
Influenza, Deaths in persons less than 18 years of age (lab confirmed and no recovery between illness and death), §690.465	N/A
Legionellosis, §690.475	Standard precautions shall be followed. No restrictions on contacts.
Leptospirosis, §690.490	Standard precautions shall be followed. No restrictions on contacts.
Listeriosis (when both mother and newborn are positive, report mother only), §690.495	Standard precautions shall be followed. No restrictions on contacts.
Malaria, §690.510	Standard precautions shall be followed. No restrictions on contacts.
Ophthalmia neonatorum, §693.20	None
Psittacosis due to chlamydia psittaci, §690.590	Standard precautions shall be followed. No restrictions on contacts.
Salmonellosis (other than typhoid fever), §690.630	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours.
Shigellosis, §690.640	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until diarrhea is absent for 24 hours.
Toxic shock syndrome due to Staphylococcus aureus infection, §690.695	Standard precautions shall be followed. No restrictions on contacts.
Streptococcus pneumoniae, invasive disease in children less than five years, §690.678	Standard precautions shall be followed. No restrictions on contacts.
Tetanus, §690.690	Standard precautions shall be followed and post-injury patients at risk should receive human tetanus immune globulin and/or toxoid. No restrictions on contacts.
Tickborne Disease, including ehrlichiosis, anaplasmosis, Lyme disease, and Rocky Mountain spotted fever, §690.698	Standard precautions shall be followed. No restrictions on contacts.
Trichinosis, §690.710	Standard precautions shall be followed. No restrictions on contacts.
Tuberculosis, §696.170	Reporting requirement is limited to health care professionals (includes nurses and health coordinators or health care settings). Report electronically or by facsimile, followed up with a phone call to local TB authority, or if none, to IDPH. Exclude case if considered to be infectious according to IDPH's rules and regulations for the control of TB or as recommended

Disease	Exclusion Rules
	by the local health authority.
Vibriosis (Non-cholera Vibrio infections), §690.745	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until diarrhea ceases.

Reporting of Sexually Transmissible Infections, 77 Ill.Admin.Code 693.30

The following sexually transmitted infections are reportable by *health care professionals* only (which includes advanced practice nurses, licensed nurses (including school nurses), or other persons licensed or certified to provide health care services of any kind to the local health department, or if none exists, to IDPH. Reports are strictly confidential and must be made within seven days after the diagnosis or treatment.

Infection	Exclusion Rules
Acquired Immunodeficiency Syndrome (AIDS)	A person may only be isolated with that person's consent or upon order of a court in those cases where the public's health and welfare are significantly endangered and where all other reasonable means have been exhausted and no less restrictive alternative exists. 77 Ill.Admin.Code §693.60(b).
HIV Infection	See above.
Syphilis	See above.
Gonorrhea	See above.
Chlamydia	See above.
Chancroid	See above.

Exclusion Criteria for Non-Reportable Diseases and Illnesses

There are a number of diseases and illnesses that have either never been reportable or no longer need to be reported under IDPH rules. However, some of these conditions may still pose a health risk and require exclusion from school. IDPH has published a chart which includes diseases and illnesses that do not require reporting of individual cases (as well as more common diseases those that do need to be reported), but may still require exclusion from school. Please refer to the following link for further guidance at:

<http://dph.illinois.gov/sites/default/files/publications/commchartschool-032817.pdf>.

DATED:

Instruction

Exhibit - Prevention of Staphylococcal Infections for Schools

The following includes excerpts from *Recommendations for the Prevention of Staphylococcal Infections for Schools*, *Basic Hygiene Guidelines for the Prevention of Staphylococcal Infections in Schools*, and *Guidance for School and Student Athletes About Community-Associated Staphylococcus Aureus (CA-MRSA) Infections*, Ill. Dept. of Public Health (IDPH):

www.idph.state.il.us/health/infect/schoolstaphrecs.htm.

www.idph.state.il.us/health/infect/hygiene.htm.

www.idph.state.il.us/health/infect/MRSA_School_Recs.htm.

This exhibit may be reformatted and distributed to students and their parents/guardians, faculty, and staff to inform them about what staphylococcus aureus is, how it spreads, and how staph infections can be prevented.

Education/Increased Awareness

Staphylococcus aureus, often referred to as *staph*, are bacteria commonly found on the skin or in the noses of healthy people. On occasion, staph bacteria can cause much more serious skin infections, such as bloodstream infections or pneumonia.

Treatment of some staph infections has become more problematic in recent years because the bacteria have become resistant to various antibiotics. Methicillin-resistant *Staphylococcus aureus* (MRSA) is a type of staph that is resistant to some antibiotics, including the antibiotic methicillin. CA-MRSA can be transmitted from person to person through close contact. Recently, the IDPH has received increasing reports of both outbreaks and sporadic cases of CA-MRSA infections.

Knowledge regarding precautions and preventive measures related to CA-MRSA is prudent practice. Transmission of MRSA skin and soft tissue infections among students and those who participate in competitive sports is a significant concern. All persons, especially coaches, athletic trainers, parents/guardians, and teammates, associated with the school's competitive sport activities and sport teams should engage in initiatives to increase adherence to Board policy, 7:280, *Communicable and Chronic Infectious Disease*, and procedures designed to prevent transmission of MRSA skin infections, and awareness of risk factors for infections.

All students, athletes, and their parents/guardians should also be aware of the possible risk factors for MRSA skin and soft tissue infection especially occurring among athletes:

- Physical contact/skin trauma
- Turf burns (football players)
- Contact with teammates' uncovered skin lesions
- Sharing protective equipment, clothing, or towels
- Sharing sports equipment
- Sharing personal hygiene items
- Reuse of unlaundered towels, clothing, uniforms, etc.
- Inadequate supply of dispensable or individual-use soap
- Cosmetic body shaving
- Poor personal hygiene practices, including infrequent hand washing
- Poor cleaning of locker rooms/sport rooms

In addition, since staph infections start when staph bacteria enter the body through a break in the skin, keeping skin healthy and intact is a good preventive measure. Good skin care should be encouraged among students and athletes.

Basic Hygiene Guidelines

Hand Hygiene

Students, faculty, and staff should be instructed about the correct technique for hand washing, including the importance of washing hands before eating or preparing food, after touching any skin lesions (sores) and wounds or clothing contaminated by drainage from lesions and wounds, and after using the toilet. Instructions should include the following:

- Turn on faucet and wet hands with running water.
- Apply soap and spread across all surfaces of hands.
- Scrub all surfaces of hands, including between each finger, for at least 20 seconds (saying the alphabet slowly will take at least 20 seconds).
- Rinse hands under running water.
- Dry hands with paper towels or air dryers.
- If available, use a paper towel to turn off faucet handles.

Hygiene

Students, faculty, and staff should be provided information about general hygienic measures, including the following:

- Keep your hands clean by washing thoroughly with soap and water. Use an alcohol hand gel when soap and water are not available.
- Avoid sharing eating and drinking utensils.
- Avoid sharing unwashed towels, washcloths, clothing, or uniforms.
- Avoid sharing personal items, e.g., deodorant, razors.
- Change socks and underwear daily.
- Wash bed linens and pajamas regularly, at least once a week if feasible.
- Wash soiled bed linens and clothes with hot water and laundry detergent. Drying clothes in a hot dryer, rather than air-drying, also helps kill bacteria in clothes.
- Bathe or shower with soap each day.
- Bathe or shower with soap after every sports practice or competition.
- Keep cuts and abrasions clean and covered with clean, dry bandages until healed.
- Follow your health care provider's instructions on proper care of wounds.
- Avoid contact with other people's wounds or material contaminated by wounds.

Hygiene for Sports Participants

In addition to the previously mentioned recommendations, sports participants should be provided these recommendations:

- Do not share towels, clothing, or uniforms.
- Do not store wet, dirty clothing in lockers.
- Avoid sharing personal equipment.
- Keep equipment clean. Follow coach's directions about cleaning the equipment.
- Keep cuts, abrasions, and wounds covered with clean, dry bandages. Persons with draining wounds or infections are not allowed to participate in practices or games until the wound has stopped draining.
- Report any cuts, abrasions, or wounds to the coach and school nurse.

See also: <http://www.cdc.gov/mrsa>.

The local health department may have more information specific to the District's jurisdiction.

DATED:

Pending Implementation

Students

Administrative Procedure - Implementing a Food Allergy Management Program

The following procedure implements policy 7:285, *Food Allergy Management Program*, which is based upon the joint Ill. State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) publication, *Guidelines for Managing Life-Threatening Food Allergies in Schools (ISBE/IDPH Guidelines)*, available at: www.isbe.net/Documents/food_allergy_guidelines.pdf (105 ILCS 5/2-3.149(b)). The District's Food Allergy 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. Food Allergy Management Program
3. Individual Food Allergy Management (Three Phases)
 - Phase One: Identification of Students with Food Allergies
 - Phase Two: Prevention of Exposure to Known Allergens
 - Phase Three: Response to Allergic Reactions

All references to the *ISBE/IDPH Guidelines* within the procedures will refer to the specific section title or Appendix with the page number in parenthesis.

Glossary of Terms

The Glossary at Appendix J of the *ISBE/IDPH Guidelines* is incorporated here by reference.

Food Allergy Management Program (Program) - The overall process that the Superintendent and other District-level administrators use to implement policy 7:285, *Food Allergy Management Program*, which is based upon the *ISBE/IDPH Guidelines*.

Food Allergy Management Committee (Committee) - A District-level team that the Superintendent creates to develop a Food Allergy Management Program. It monitors the District's Food Allergy Management Program for effectiveness and establishes a schedule for the Superintendent to report information back to the Board. It is not required by State law, but it is a best practice method to ensure the Program's continued legal compliance and alignment with governance principles.

Individual Food 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 a food allergic student's needs, and at minimum, includes the precautions necessary for food 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 a food 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 Food 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/DSP, not a 504 Team.

Food Allergy Management Program

This section relies heavily upon District-level administrators to implement the Program even if the District has no students with food allergies (105 ILCS 5/2-3.149). 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 (p. 7). This section references the *ISBE/IDPH Guidelines* 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.

Note: Modify this section based upon the District's specific implementation needs. The only mandate in 105 ILCS 5/2-3.149 was that school boards implement a policy based upon the *ISBE/IDPH Guidelines* by January 1, 2011. Implementation methods are infinite; this Program provides one method.

Actor	Action
<p>Superintendent or designee</p>	<p>Establish a District-wide Food Allergy Management Committee (Committee) to operate as a Superintendent committee. Consider including:</p> <ul style="list-style-type: none"> District-level administrators Building Principals (Building Principals are mandatory for successful implementation of the Program) District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>) 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>) Staff members Parents/Guardians Community members Students <p>Chair and convene Committee meetings for the purpose of implementing the Program. Note: 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 modifiable <i>ISBE/IDPH Guidelines</i> document, available at: www.isbe.net/Pages/Food-Allergy-Guidelines.aspx, and add or delete items as necessary to 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 as needed.</p>
<p>Food Allergy 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"> 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:20, <i>Powers and Duties of the School Board; Indemnification</i> 2:240, <i>Board Policy Development</i> 4:110, <i>Transportation</i> 4:120, <i>Food Services</i> 5:100, <i>Staff Development Program</i> 5:100-AP, <i>Administrative Procedure - Staff Development Program</i> 6:65, <i>Student Social and Emotional Development</i> 6:120, <i>Education of Children with Disabilities</i> 6:120-AP1, <i>Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> 6:240, <i>Field Trips</i> 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> 7:250, <i>Student Support Services</i> 7:270, <i>Administering Medicines to Students</i>

Actor	Action
	<p>7:270-AP1, <i>Administrative Procedure - Dispensing Medication</i> 7:270-E1, <i>School Medication Authorization Form with the Emergency Action Plan</i> 8:100, <i>Relations with Other Organizations and Agencies</i>.</p> <p>Recommend, through the Superintendent, any policy changes to the School Board for consideration. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Recommend to the Superintendent any amendments to administrative procedures. Note: To minimize paper and confusion, the Committee may want to utilize the <i>ISBE/IDPH Guidelines’ sample form, Emergency Action Plan (EAP)</i> at App. B-5 (p. 48) and available at: www.isbe.net/Documents/food_allergy_emer_action_plan.pdf in lieu of 7:270-E1, <i>School Medication Authorization Form</i>, for food allergy management purposes.</p> <p>The Committee should also assess the feasibility of adding staff training during a Periodic Emergency Response Drill (App. B-3, p. 44) to the District’s School Safety Drill Plan (see 4:170-AP1, <i>Administrative Procedure - Comprehensive Safety and Security Plan, . School Safety Drill</i>). 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, <i>Administrative Procedure - Comprehensive Safety and Security Plan</i> to include the applicable School Administrators and Nurse/Designated School Personnel (DSP) Checklist items (p. 24 and 32).</p> <p>Convene a District-wide meeting with all Building Principals, other appropriate administrative and special education staff, and the Board Attorney to discuss this Program, the <i>ISBE/IDPH Guidelines</i>, and 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 food allergy 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.</p> <p>Educate and train all staff by coordinating, through the Superintendent or Building Principals, the required 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)). <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. Use the list of training resources in App. I. (p. 71) and see the Potential Sources for Food Allergy Education, available at: www.isbe.net/Documents/food_allergy_educ_sources.pdf. This training should also include:</p> <ul style="list-style-type: none"> • How to recognize symptoms of an allergic reaction • Review of high-risk areas • Steps to take to prevent exposure to allergen

Actor	Action
	<ul style="list-style-type: none"> • How to administer an epinephrine injector • How to respond to a student with a known allergy as well as a student with a previously unknown allergy • Information to increase awareness of bullying and sensitivity to issues that students with food allergies face in the school setting <p>Consider implementing the Nurse/DSP checklist item (p. 22) addressing 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 Illinois 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. Note: 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 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 the referenced board policies contain the locally adopted policy language.</p> <p>Provide community outreach through Building Principals by providing information to students and their parents/guardians about the Program. Establish linkages and partnerships with organizations that can assist the Committee or Building Principals with the goal of providing a coordinated, collaborative education and outreach system to all members of the school community to better understand food allergy management issues in the school setting (App. I, p.71). Provide and inform Building Principals, when possible, of opportunities to “close the food allergy knowledge gap” (p. 21, citing a <i>Gupta, et. al, BMC Pediatrics</i> report that the general population has many misconceptions about food allergies). See Potential Sources for Food Allergy Education, available at: www.isbe.net/Documents/food_allergy_educ_sources.pdf.</p> <p>Monitor the Program by periodically assessing its effectiveness.</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>
Building Principal	Inform the school community of the Program by providing the information to students and their parents/guardians. For a sample letter,

Actor	Action
	<p>see App. C-1 (p. 58). 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/DSP and special education staff in the building to examine the <i>ISBE/IDPH Guidelines</i>. Identify and follow:</p> <p style="padding-left: 40px;">All best practices that apply to the conditions in the school building to reduce exposure to allergens (p. 20).</p> <p style="padding-left: 40px;">All items from the School Administration Nurse/DSP Checklists that apply to the working conditions in the school building (p. 22-24, 32-33).</p> <p>Educate staff members about the Program and their likely involvement with Individual Food Allergy Management (p. 20-40). Inform staff members about Constructive Classroom Rewards (App. G, p. 67-69), at: www.isbe.net/Documents/const_clsrn_rewards.pdf.</p> <p>Inform staff members and volunteers to first use the epinephrine injector and then call 911 any time an allergic reaction is suspected, and review the <i>ISBE/IDPH Guidelines</i>, specifically Food Allergies (p. 9-12). Note: Fatalities occur when epinephrine is delayed or withheld (p. 21).</p> <p>Add information about the District’s Program and any other building-related specifics of the Program to student handbooks. To increase awareness of the bullying issues faced by students with food allergies, consider including information for students and their parents about the goals established in Board policy 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>. See Nurse/DSP Checklist (p. 22).</p>
School Board	<p>Monitor 7:285, <i>Food Allergy Management</i>, and make 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>

Individual Food Allergy Management

This section’s procedures are implemented each time the school identifies a student with a food allergy. It follows Board policy 6:120, *Education of Children with Disabilities* and references additional considerations based upon the *ISBE/IDPH Guidelines*. It relies heavily upon Building Principals and Nurse/Designated School Personnel (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 Food Allergies

Actor	Action
Parent/Guardian	Inform the Building Principal of the student’s food allergy.

Actor	Action
	<p>Complete Allergy History Form (App. B-8, p. 56 and available at: www.isbe.net/Pages/Food-Allergy-Guidelines.aspx) and School Medication Authorization Form (see 7:270-E1, <i>School Medication Authorization Form</i>). Return them to the Building Principal or Nurse/DSP. Note: The Emergency Action Plan (EAP) (p. 48) may be used instead of 7:270-E1, <i>School Medication Authorization Form</i>.</p> <p>Participate in all meetings to assess and manage the individual student’s health needs. Follow the <i>Parent/Guardian of Children with Food Allergies Checklist</i>. See <i>Guidelines</i>, p. 25.</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 Glossary above for more information.</p> <p>For a student who is not already identified as disabled, determine whether a referral for an evaluation is warranted using the District’s 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 food allergy, determine:</p> <ol style="list-style-type: none"> 1. Whether the student’s food allergy requires <i>related services</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or 2. Whether the student’s food allergy requires appropriate <i>reasonable accommodations</i> for the student’s disability. <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>If the answer to either of the above questions is positive:</p> <ol style="list-style-type: none"> 1. Gather appropriate health information by using the completed Allergy History Form (App. B-8, p. 56) and Emergency Action Plan (EAP) (App. B-5, p.48). 2. Identify all necessary accommodations and complete a 504 Plan (use the District’s established forms or App. B-7, p. 52-55). For meal substitutions, see App. B-4, p. 45-46. 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

Actor	Action
	<p>activities, field trips, and classroom celebrations. For a list of staff members to consider, see <i>Creating a Safer Environment for Students with Food Allergies</i> (p. 19).</p> <ol style="list-style-type: none"> 4. Assign responsibilities to individual staff members for providing the identified accommodations (General Guidelines, p. 20-40). Inform absent staff members during the creation of the 504 Plan of their responsibilities. 5. Identify willing 504 Team members trained in emergency response to respond to any allergic reactions the student may have. See EAP, <i>Trained Staff Members</i> box (p. 49). Note: 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. 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>.

Phase Two: Prevention of Exposure to Known Allergens

Actor	Action
Building Principal and/or Nurse/DSP	<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 perform their responsibilities and provide the necessary accommodations for the student’s individual health needs (p. 20-40).</p> <p>Facilitate the dissemination of accurate information in the building about the student’s food allergy while respecting privacy rights.</p> <p>Note: 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</p>

Actor	Action
	<p>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 (App. B-9, p. 57) also available at: www.isbe.net/Pages/Food-Allergy-Guidelines.aspx that does not name the student. The communication should inform other students and their parents/guardians about the importance of keeping their educational setting free of the food allergen.</p> <p>Note: 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 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.).</p> <p>Manage identified students' competing educational interests by:</p> <ol style="list-style-type: none"> 1. Consulting the Board Attorney. 2. Creating a method to monitor identified competing educational interests between students. 3. Responding to future unidentified competing educational interests and managing them immediately. 4. Modifying any other conditions as the facts of the situation require.
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.13).</p> <p>Practice emergency procedures outlined in the student's EAP and be prepared to follow them (App. B-3, p. 44).</p>
Parent/Guardian	Implement and follow the applicable items in the <i>Parent/Guardian</i>

Actor	Action
	<i>of Children with Food Allergies Checklist</i> (p. 25).
Student	Implement and follow the applicable items in the <i>Students with Food Allergies Checklist</i> (p. 26).

Phase Three: Response to Allergic Reactions

Actor	Action
IEP or 504 Team	Follow the student's 504 Plan and EAP.
Anyone	Any time an allergic reaction is suspected, administer the epinephrine injector first, and then call 911. Fatalities occur when epinephrine is delayed or withheld (p. 21).
Nurse/DSP	<p>Implement and follow the applicable items in the <i>Return to School After a Reaction Checklist</i> (App. B-2, p. 43). If the student has no EAP and IHCP or 504 Plan, provide the parent/guardian with the EAP (App. B-5, p. 48) and <i>Sample Allergy History</i> (App. B-8, p. 56) forms and refer them to the process outlined in the Identification of Students with Food Allergies phase above.</p> <p>Review <i>Special Considerations for the Student</i>; specifically, collaborate with the student's medical provider (p. 23).</p>

LEGAL REF: 105 ILCS 5/2-3.149.

DATED:

Students

Administrative Procedure - Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program

The Superintendent or designee, at the District level, or the Building Principal or designee, at the building level, is responsible for implementing the Board's goals of increasing awareness and prevention of depression and suicide. The Superintendent and/or Building Principal(s) may want to assign Student Support Committees as established under 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, to assist them with the implementation of these goals. Use other locally available resources that may not be listed below to determine the best implementation methods.

Listed below are the six policy implementation components of Ann Marie's Law, 105 ILCS 5/2-3.166(c), that are required to be included in Board policy 7:290, *Suicide and Depression Awareness and Prevention*. Each component lists specific implementation steps, along with any applicable sample **PRESS** policies, administrative procedures and/or exhibits, available State and/or federal resources, and examples if available. The Ill. State Board of Education (ISBE) has created the *Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers, and Staff*, at: www.isbe.net/Pages/Suicide-Prevention.aspx, <C:\Users\kat\Desktop\AP Base - October 2019\Section 7\www.isbe.net\Pages\Suicide-Prevention.aspx> and provides other resources at the same website to guide the District in the implementation of policy 7:290, *Suicide and Depression Awareness and Prevention*. The resources listed in this procedure, and any information provided in the hyperlinks, should be confirmed with the Board Attorney before the Superintendent, Building Principal, or Student Support Committees apply them to a specific situation in the District.

Policy Implementation Components of Ann Marie's Law

1. Awareness and Prevention Education Protocols for Students and Staff (105 ILCS 5/2-3.166(c)(2)).
 - a. For students, review 6:60, *Curriculum Content*, requiring health education for developing a sound mind and a healthy body and 7:250, *Student Support Services*, requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability. *Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 1: Prevention - Engaging and Educating Students*, pp. 20-21, at: www.isbe.net/Pages/Suicide-Prevention.aspx.
 - b. For staff, review, 5:100, *Staff Development Program*, discussing in-service training and citing required teacher institute training concerning the warning signs of suicidal behavior, and assess incorporating information from the following resources:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 1: Prevention – Professional Learning Opportunities for Staff and Choosing a Preventative Training Program for Staff, pp. 18-19, at: www.isbe.net/Pages/Suicide-Prevention.aspx

Preventing Suicide: A Toolkit for High Schools (SAMHSA Toolkit), Chapter 4: Staff Education and Training including Tools, pp. 111 through 123 at: www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

2. Methods of Prevention, Early Identification, and Referral (105 ILCS 5/2-3.166(c)(3)).
- a. For staff, review: 5:100, *Staff Development Program*, discussing required behavioral training for school personnel; 6:60, *Curriculum Content* (see above for description); 7:250, *Student Support Services* (see above for description); and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, establishing Student Support Committees to identify, prevent, and refer for students services with mental health challenges.
 - b. For staff, assess incorporating information from the following resources:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 2: Intervention, Procedure: Students at Risk, pp. 26-27, at: www.isbe.net/Pages/Suicide-Prevention.aspx.

SAMHSA Toolkit at: www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 1: Getting Started pp. 15-22; Tool 1.A, Suicide Prevention: Facts for Schools, p. 24; and Tools 1.D-1.H, pp. 32-51 (includes various youth suicide prevention topics).

Chapter 4: Staff Education and Training including Tools, pp. 111-123.

Chapter 7: Screening, and Resources: Staff Education and Screening including Tools, pp. 157-171.

ISBE *Suicide Prevention* at: www.isbe.net/Pages/Suicide-Prevention.aspx.

Illinois Suicide Prevention Strategic Plan at: www.dph.illinois.gov/topics-services/prevention-wellness/suicide-prevention.

Sample policy (procedures) on youth suicide prevention are available from The Trevor Project at: www.thetrevorproject.org/pages/modelschoolpolicy

Risk and Protective Factors for Suicide available at: www.isbe.net/Pages/Suicide-Prevention.aspx.
sprc.org/sites/sprc.org/files/library/RiskProtectiveFactorsPrimer.pdf.
 - c. Review and train staff on appropriate identification procedures (see example below):

Identification of the At-Risk Student

Note: A more detailed procedure may be developed with the aid of the resources in 2.b., above.

 - 1) An employee having any reason to believe a student is considering or threatening suicide is to contact the Building Principal and District social worker/counselor.
 - 2) The social worker/counselor or Building Principal will meet with the student.
 - 3) The social worker/counselor will call the student's parent(s)/guardian(s) and arrange a meeting. All calls and meetings with parent(s)/guardian(s) will be documented and a copy of the documentation sent by certified mail to the parent(s)/guardian(s).
 - 4) The social worker/counselor will suggest to the parent(s)/guardian(s) that the State or community mental health agency be contacted. This suggestion shall be a part of the documentation sent to the parent(s)/guardian(s). A student should never be left alone if an employee reasonably believes the student is in imminent risk of suicide. An employee should immediately contact the student's parent(s)/guardian(s).

3. Methods of Intervention; Emotional or Mental Health Safety Plans for At-Risk Students (105 ILCS 5/2-3.166(c)(4)).
 - a. Review policies 6:65, *Student Social and Emotional Development*, incorporating student social and emotional development into the District's educational program as required by the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b); 6:270, *Guidance and Counseling Program*, requiring the District to have guidance counseling available to implement the protocols directed in 7:250, *Student Support Services*; and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, requiring protocols for responding to students with social, emotional, or mental health needs that impact learning ability as required by the Children's Mental Health Act of 2003, 405 ILCS 49/.
 - b. Train staff pursuant to 105 ILCS 5/10-22.24b, which allows school counseling services to be used for suicide issues and intervention.
 - c. Assess incorporating information from the following resources:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 2: Intervention - Procedure: Responding to a Student Displaying Warning Signs or Student Suicide Attempt, pp. 27-29, and *Guidelines: Modifying Intervention Protocols - Crafting a Protocol for Helping Students at Risk*, pp. 30-31, at: www.isbe.net/Pages/Suicide-Prevention.aspx.

SAMHSA Toolkit at: www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 2: Protocols for Helping Students at Risk of Suicide, pp. 57-66 and Tools 2.A-2.B.2, pp. 68-72.

Chapter 6: Student Programs including Tools, pp. 139-156.

Resources: Getting Started, pp. 177-182; Staff Education and Training, pp. 186-192; and Student Education and Skill-Building, pp. 194-204.

Illinois Suicide Prevention Strategic Plan at: www.sprc.org/sites/default/files/011519ohpm-suicide-prevention-plan-2018-2021.pdf.
4. Methods of Responding to a Suicide Attempt (105 ILCS 5/2-3.166(c)(5)).
 - a. Review policies listed above in number 3.a.
 - b. Assess incorporating information from the following resources:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 2: Guidelines: Modifying Intervention Protocols - Crafting a Protocol for Helping Students at Risk, pp. 30-31, and *Module 3: Postvention, Procedure: Responding to a Completed Student Suicide*, pp. 36-39, at: www.isbe.net/Pages/Suicide-Prevention.aspx.

SAMHSA Toolkit at: www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 3: After a Suicide including Tools, pp. 92-109. (some material adaptable to a suicide attempt)

Resources: Crisis Response Postvention, pp. 182-185.

After a Suicide: A Toolkit for Schools (ISBE Toolkit) at:

www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf.
(some material adaptable to a suicide attempt)

5. Reporting Procedures (105 ILCS 5/2-3.166(c)(6)).

- a. Review 6:270, *Guidance and Counseling Program*, providing a counseling program that the Superintendent may designate as responsible for development of the District's depression awareness and suicide prevention program procedures; 7:250, *Student Support Services*, identifying District support services that will be ultimately responsible for properly implementing the reporting procedures; and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*, establishing Student Support Committees for purposes of identifying, preventing and referring for services students with mental health needs.

- b. Assess incorporating information from the following resources:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, Module 2: Guidelines: Modifying Intervention Protocols - Crafting a Procedure for Students Exhibiting Warning Signs and for a Student Suicide, pp. 31-34, at: www.isbe.net/Pages/Suicide-Prevention.aspx.

SAMHSA Toolkit at: www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669.

Chapter 2: Protocols for Helping Students at Risk of Suicide: Tools 2.B.3-6 (pp. 70-72), 2.C (p. 79) and 2.D (pp. 70-81).

- c. Review appropriate identification procedures (see example below):

Documentation Regarding the At-Risk Student

Note: A more detailed procedure may be developed with the aid of the resources in 5.b., above.

- 1) District employees shall take notes on any conversations that involve or relate to the at-risk student. The notes shall become a part of a written report to the Building Principal.
- 2) Conversations that involve or relate to the at-risk student shall be confirmed in writing with the other party(s).
- 3) The Superintendent shall receive a copy of all reports and documentation regarding the at-risk student.
- 4) The social worker/counselor shall prepare a report of the situation for the student's records.

- d. Provide training for staff regarding identification procedures that the District will implement.

6. Resources and Contact Information (105 ILCS 5/2-3.166(c)(7)).

- a. Illinois suicide prevention organizations and State contacts at: www.sprc.org/states/illinois:

Jennifer L. Martin, Injury Prevention Coordinator (at time of publication)
535 West Jefferson, 2nd Floor
Springfield, IL 62761
Jennifer.L.Martin@illinois.gov
(217) 558-4081

Steve Moore, J.D., Co-Chair, Illinois Suicide Prevention Alliance Board member (at time of publication)

Smoore200400@yahoo.com

(312) 391-8056

- b. Primary implementation resources for 7:290-AP, *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*:

Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators, Counselors, Teachers and Staff, at: www.isbe.net/Pages/Suicide-Prevention.aspx.

SAMHSA Toolkit: Chapter 1: Getting Started; Tools 1.I and 1.J., pp. 52-53.

Resources: Screening Program, p. 205; and National Organization and Federal Agencies with Resource and Information on Adolescent Suicide Prevention, pp. 206-208.

ISBE *Toolkit* at:

www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf.

ISBE *Suicide Prevention* at: www.isbe.net/Pages/Suicide-Prevention.aspx.

ISBE recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.166(b)(2)(B), amended by P.A.s 99-443 and 99-642).

Illinois Suicide Prevention Strategic Plan at:

www.sprc.org/sites/default/files/011519ohpm-suicide-prevention-plan-2018-2021.pdf.

- c. Other available resources:

American Foundation for Suicide Prevention, Illinois Chapter at:

www.afsp.org/chapter/afsp-illinois/The Ill. Department of Human Services is required by 20 ILCS 1705/76, added by P.A. 101-45, eff. 1-1-20, to develop an online database of mental health resources geared toward school counselors, parents, and teachers at: www.dhs.state.il.us/page.aspx?item=29751.

National Suicide Prevention Lifeline at: www.suicidepreventionlifeline.org/.

Sexual Orientation, Gender Identity and Youth Suicide at: www.dph.illinois.gov/sites/default/files/publications/suicide-sexual-orientationin-youth-050216.pdf.

The Suicide Prevention Resource Center (SPRC) (www.sprc.org/) has an Illinois-specific site at: www.sprc.org/states/illinois.

The Suicide Resource Center has an awareness public prevention pilot program titled *It Only Takes One* at: www.itonlytakesone.org/.

DATED:

Students

Exhibit - Agreement to Participate

On District letterhead

Each student and his or her parent/guardian must read and sign this *Agreement to Participate* each year before being allowed to participate in interscholastic athletics or intramural athletics. The completed *Agreement* should be returned to the Coach.

Student Name (*printed*) _____

1. I wish to participate in the interscholastic athletics or intramural athletics that are circled: baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, wrestling, other (identify sports) _____. (Another *Agreement* must be signed if the student later decides to participate in a sport not circled above).
2. I acknowledge reading the eligibility rules of any group or association sponsoring any athletic activity in which I want to participate and I agree to abide by them.
3. Before I am allowed to participate, I must: (a) provide the School District with a certificate of physical fitness (the ***Pre-Participation Physical Examination Form*** from the IHSA or IESA serves this purpose), (b) show proof of accident insurance coverage, and (c) complete all forms required by any association sponsoring the interscholastic athletic activity, including when applicable and without limitation, ***IHSA Sports Medicine Acknowledgment & Consent Form, Acknowledgement and Consent***. IHSA refers to the Illinois High School Association and IESA refers to the Illinois Elementary School Association.
4. I agree to abide by all conduct rules and will behave in a sportsmanlike manner. I agree to follow the coaches' instructions, playing techniques, and training schedule as well as all safety rules.
5. I understand that Board policy 7:305, *Student Athlete Concussions and Head Injuries*, requires, among other things, that a student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion or head injury must be removed from practice or competition at that time and that the student will not be allowed to return to play or practice until he or she has successfully completed return-to-play and return-to-learn protocols, including having been cleared to return by the treating physician licensed to practice medicine in all its branches, physician assistant, treating advanced practice registered nurse, or a certified athletic trainer working under the supervision of a physician.
6. I am aware that with participation in sports comes the risk of injury, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the highest risk. I am aware that participating in sports involves travel with the team. I acknowledge and accept the risks inherent in the sport(s) or athletics in which I will be participating and in all travel involved. I agree to hold the District, its employees,

agents, coaches, School Board members, and volunteers harmless from any and all liability, actions, claims, or demands of any kind and nature whatsoever that may arise by or in connection with my participating in the school-sponsored interscholastic sport(s) or intramural athletics. The terms hereof shall serve as a release and assumption of risk for my heirs, estate, executor, administrator, assignees, and for all members of my family.

Student Signature

Date

Pending Implementation

To be read and signed by the parent/guardian of the student:

1. I am the parent/guardian of the above named student and give my permission for my child to participate in the interscholastic sport(s) or intramural athletics indicated. I have read the above *Agreement to Participate* and understand its terms.
2. I understand that all sports can involve many **risks of injury**, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the higher risk. I am aware that participating in sports involves travel with the team. In consideration of the School District permitting my child to participate, I agree to hold the District, its employees, agents, coaches, Board members and volunteers harmless from any and all liability, actions, claims or demands of any kind and nature whatsoever that may arise by or in connection with the participation of my child in the sport(s) or athletics. I assume all responsibility and certify that my child is in good physical health and is capable of participation in the above indicated sport or athletics.

Parent/Guardian Signature

Date

Emergency Contact Information

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

Name: _____ Relationship to student: _____

Day phone number: _____ Evening phone number: _____

Cell phone number: _____ Other: _____

DATED: _____

Students

Exhibit - Certificate of Physical Fitness for Participation in Athletics

To be submitted to the Building Principal. (please print)

_____	_____
Student	Sport/Activity
_____	_____
Parent/Guardian	Home phone
_____	_____
Home address	Cell phone
_____	_____
Emergency contact (<i>relationship to student</i>)	Contact phone
_____	_____
Physician	Physician phone

Medical History: Date of Birth: _____ Height: _____ Weight: _____

Heart condition Diabetes Asthma: Requires child to self-administer medication

Epilepsy Allergies: Requires student to carry EpiPen®

Other _____

List all medications (*prescribed and over the counter*)

Injuries (*brief description and dates*)

Surgeries (*brief description and dates*)

Physical activity restrictions (*brief description and duration*)

I certify that:

1. My child is in good health and is capable of participating in the above sport or activity. No need exists to limit his/her participation. I assume full responsibility for his/her physical condition and participation, and will notify you of any changes.
2. I have completed and submitted the *Authorization for Medical Treatment* form allowing the school to seek medical treatment for my child in the event of a medical emergency when reasonable attempts to contact me are unsuccessful.
3. If my child requires or may need medication while participating in athletics, I have completed and submitted the *School Medication Authorization Form*.

_____	_____
Parent/Guardian signature	Date

DATED:

Students

Exhibit - Authorization for Medical Treatment

To be submitted to the Superintendent. (please print)

_____	_____
Student	Sport/Activity
_____	_____
Parent/Guardian	Home phone
_____	_____
Home address	Cell phone
_____	_____
Physician	Physician phone

Medical Information: *(list allergies, medications, conditions and any known restrictions)*

In the event of a medical emergency and if reasonable attempts to contact me using the telephone numbers listed above are unsuccessful:

I, as parent or legal guardian of the above student, do hereby authorize:

1. Treatment by a licensed medical physician of my child in the event of a medical emergency that, in the opinion of the attending physician, may endanger his/her life, cause disfigurement, physical impairment, or undue discomfort if delayed, and
2. Transfer of my child to any hospital reasonably accessible at my expense.

Parent/Guardian Signature

Date

DATED:

Students

Administrative Procedure - Program for Managing Student Athlete Concussions and Head Injuries

State Law

1. The Youth Sports Concussion Safety Act contains concussion safety directives for School Boards and certain identified staff members. 105 ILCS 5/22-80, added by P.A. 99-245, amended by P.A.s 99-486, 100-309, and 100-747. A School District must implement Sec. 22-80 if it offers interscholastic athletic activities or interscholastic athletics under the direction of a coach (volunteer or school employee), athletic director, or band leader. An *interscholastic athletic activity* “means any organized school-sponsored or school-sanctioned activity for students, generally outside of school instructional hours, under the direction of a coach, athletic director, or band leader, including, but not limited to, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be interscholastic activities.” 105 ILCS 5/22-80(b).

A School District may need to implement its return-to-learn protocol for a student’s return to the classroom after he or she is believed to have experienced a concussion, “whether or not the concussion took place while the student was participating in an interscholastic activity.” 105 ILCS 5/22-80(d). For a comprehensive discussion of this Act, see the IASB publication, *Checklist for Youth Sports Concussion Safety Act*, at: <https://www.iasb.com/law/Checklistconcussionsafetyact.pdf>. Helpful guidance for implementing this law plus training modules are available from the Lurie Children’s Hospital’s *A Guide for Teachers and School Professionals*, also available using the above link.

2. 105 ILCS 25/1.15 requires: (a) all high school coaching personnel to complete online concussion awareness training, and (b) all student athletes to view the IHSA video about concussions.
3. 105 ILCS 25/1.20, added by P.A. 99-831, requires the IHSA to require all member districts that have certified athletic trainers to have those trainers complete and submit a monthly report on student-athletes who have sustained a concussion during: (1) a school-sponsored activity overseen by the athletic trainer; or (2) a school-sponsored event of which the athletic director is made aware. **Concussion** - A complex pathophysiological process affecting the brain caused by a traumatic physical force or impact to the head or body, which may include temporary or prolonged altered brain function resulting in physical, cognitive, or emotional symptoms or altered sleep patterns and which may or may not involve a loss of consciousness. 105 ILCS 5/22-80. See also: *Returning to School After a Concussion: A Fact Sheet for School Professionals*, www.cdc.gov/headsup/pdfs/schools/tbi_returning_to_school-a.pdf.
4. 20 ILCS 2310/2310-207, added by P.A. 100-747, eff. 1-1-19, requires: (a) the Ill. Dept. of Public Health (IDPH), subject to appropriation, to develop, publish, and disseminate a brochure to educate the general public on the effects of concussions in children and discuss how to look for concussion warning signs in children, and (b) schools to distribute this brochure, free of charge, to any child or parent/guardian of a child who may have sustained a concussion, regardless of whether or not the concussion occurred while the child was participating in an interscholastic athletic activity, if available.

Actor	Action
School Board	<p>Adopt a Board policy on concussions. See policy 7:305, <i>Student Athlete Concussions and Head Injuries</i>.</p> <p>Approve members of the Concussion Oversight Team. 105 ILCS 5/22-80(d).</p> <p>Approve school-specific emergency action plan(s) for interscholastic athletic activities to address serious injuries and acute medical conditions that may cause a student's condition to deteriorate rapidly. 105 ILCS 5/22-80(i).</p> <p>Monitor the effectiveness of Board policy 7:305, <i>Student Athlete Concussions and Head Injuries</i>, by discussing with the Superintendent or designee the type of data the Board needs to monitor the policy, establishing a monitoring calendar, and reviewing the data provided by the Superintendent or designee.</p>
Superintendent or designee	<p>Identify individuals to serve on the Concussion Oversight Team; request Board approval. 105 ILCS 5/22-80(d).</p> <p>A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, he or she must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. The Team may be composed of only one person who need not be a licensed healthcare professional, but may not be a coach.</p> <p>Note: As this is administrative/staff work rather than governance work, the best practice is to have the Concussion Oversight Team be an <i>administrative</i> committee, but consult the Board Attorney for guidance. If it is a Board committee, it must comply with the Open Meetings Act, 5 ILCS 120/1.02. For a discussion of the Open Meetings Act's treatment of committees, see the footnotes in Board policy 2:150, <i>Committees</i>.</p> <p>Require that all high school coaching personnel, including the head and assistant coaches, and athletic directors obtain an online concussion certification in accordance with 105 ILCS 25/1.15.</p> <p>Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's starting date.</p> <p>Require that the following individuals complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches or assistant coaches (whether volunteer or a District employee) of interscholastic athletic activities; nurses, physicians, other licensed health professionals and non-licensed health care professionals who serve on the Concussion Oversight Team; athletic trainers; and game officials of interscholastic athletic activities. 105 ILCS 5/22-80(h).</p> <p>Individuals covered by this training mandate must initially have</p>

Actor	Action
	<p>completed the training prior to serving on the Concussion Oversight Team and at least once every two years (or if not on the Team, at least once every two years). See the footnotes in policies 5:100, <i>Staff Development Program</i>, and 7:305, <i>Student Athlete Concussions and Head Injuries</i>.</p> <p>Identify the staff members who are responsible for student athletes, including Building Principals, and require that they comply with IHSA concussion protocols, policies, and by-laws, including its <i>Protocol for Implementation of NFHS Sports Playing Rules for Concussions</i>, at: www.ihsa.org/documents/sportsmedicine/ihsa_protocols_for_nfhs_concussion_playing_rule.pdf.</p> <p>Along with the Building Principal(s), develop and maintain school-specific emergency action plan(s) for interscholastic athletic activities to address serious injuries and acute medical conditions that may cause a student’s condition to deteriorate rapidly; present it/them to the Board for approval. 105 ILCS 22-80(i).</p> <p>Hold the staff members responsible for implementing this procedure.</p>
Concussion Oversight Team	<p>Establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention. 105 ILCS 5/22-80(d). See www.cdc.gov/headsup/index.html.</p> <ol style="list-style-type: none"> 1. A <i>return-to-play protocol</i> governing a student’s return to interscholastic athletic practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee (not a coach) must supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol. 105 ILCS 5/22-80(g). The student’s treating physician or an athletic trainer working under a physician’s supervision must evaluate and find that it is safe for the student to return to play. The student’s parent/guardian must sign a consent form that complies with statutory prerequisites. IHSA’s website contains a form for this, <i>Post-concussion Consent Form (RTP/RTL)</i>, at: ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx. It is an open question whether the return-to-play protocol is limited to when the concussion occurred during an interscholastic athletic activity, because the statute does not state “whether or not the concussion took place while the student was participating in an interscholastic athletic activity.” It makes sense, however, to apply the return-to-play protocol whenever a student suffers a concussion before allowing him or her to participate in an interscholastic athletic activity. 2. A return-to-learn protocol governing a student’s return to the classroom following a force of impact believed to have caused a

Actor	Action
	<p>concussion. The Superintendent or designee (not a coach) must supervise the person responsible for compliance with the return-to-learn protocol. 105 ILCS 5/22-80(g).</p> <p>The return-to-learn protocol governs a student’s return to the classroom after a concussion, whether or not the concussion took place while the student was participating in an interscholastic athletic activity. Guidance from Lurie Children’s Hospital explains that recovery from a concussion must be an individualized process, because no two concussions are the same. See <i>Return to Learn after a Concussion: A Guide for Teachers and School Professionals</i>, Lurie Children’s Hospital. This Guide explains that a student’s full recovery depends on both cognitive and physical rest. It suggests using a multidisciplinary team to facilitate a student’s return to the classroom and provides examples of accommodations and interventions. It also stresses the importance of identifying a school staff member who will function as a case manager or concussion management leader, e.g., a school nurse, athletic trainer, or school counselor.</p>
Building Principals or designees	<p>Along with the Superintendent, develop and maintain school-specific <i>emergency action plan(s)</i> for interscholastic athletic activities to address serious injuries and acute medical conditions that may cause a student’s condition to deteriorate rapidly; present the plan(s) to the Superintendent who will present it/them to the Board for approval. 105 ILCS 22-80(i).</p> <p>A template is available on the IHSA website under Emergency Action Plan (EAP) Resources, at: www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx.</p> <p>Require coaches and assistant coaches, trainers, and other staff members who are responsible for student athletes to:</p> <ol style="list-style-type: none"> 1. Review and abide by the IHSA protocols, policies, and by-laws regarding concussions and head injuries, at: www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/StakeholderResponsibilities.aspx. 2. Provide information to student athletes and their parents/guardians each school year about concussions and otherwise perform all duties identified by law or described in this procedure. <p>School districts must include information about concussions in the student athlete agreement, contract, code, or written instrument that a student athlete and his or her parent/guardian are required to sign before participating in a practice or interscholastic competition. IHSA drafted a sample <i>Concussion Information Sheet</i>, which is included within the <i>IHSA Sports Medicine Acknowledgement & Consent Form</i> at: ihsa.org/Resources/SportsMedicine/ConcussionManagement/Con</p>

Actor	Action
	<p>ConcussionResources.aspx. It has been incorporated into 7:300-E1, <i>Agreement to Participate</i>.</p> <p>3. Distribute the IDPH concussion brochure, if available, to any student or the parent/guardian of a student who may have sustained a concussion, regardless of whether or not the concussion occurred while the student was participating in an interscholastic athletic activity. 20 ILCS 2310/2310-307.</p> <p>Maintain appropriate school student records for student athletes.</p> <p>Although a <i>concussion policy acknowledgment</i> is no longer required, an ISBE rule defines <i>health-related information</i> to include a <i>concussion policy acknowledgment</i>. 23 Ill.Admin.Code §375.10. The acknowledgment must be kept with the student’s school student records as a temporary record. 23 Ill.Admin.Code §375.40.</p> <p>All written information concerning an injury to a student athlete, including without limitation, a return-to-play clearance, must be kept with the student’s school student records as a temporary record. 23 Ill.Admin.Code §§375.10 and 375.40. An ISBE rule defines <i>health-related information</i> to include “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.” 23 Ill.Admin.Code §375.10.</p>
<p>Each student participant in an interscholastic athletic activity and his or her parent/guardian</p>	<p>Each school year, sign a concussion information receipt form before participating in an interscholastic athletic activity. 105 ILCS 5/22-80(e).</p> <p><i>Interscholastic athletic activity</i> is defined on the first page of this procedure. 105 ILCS 5/22-80(b).</p> <p>The form must be approved by IHSA. See ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx, for <i>IHSA Concussion Protocols</i> and <i>IHSA Sports Medicine Acknowledgement & Consent Form (Concussion, PES, Asthma Medication)</i>.</p> <p>Annually view IHSA’s video about concussions (applicable to only high school student athletes). 105 ILCS 25/1.15(e).</p> <p>Become knowledgeable about the concussion symptoms and ask questions of any athletic staff member.</p> <p>Inform the coach or other supervisor about any trauma to the student’s head and/or any symptoms of a concussion or confirmed concussion regardless of where and when it occurred.</p> <p>Follow the District’s return-to-play and/or return-to-learn protocol(s), as applicable, whenever the student suffers a concussion.</p>
<p>Coaches or Assistant Coaches (whether volunteer</p>	<p>Complete concussion training as specified in the Youth Sports Concussion Safety Act. 105 ILCS 5/22-80(h).</p>

Actor	Action
<p>or a District employee) of interscholastic athletic activities;</p> <p>Nurses and Physicians who serve on the Concussion Oversight Team;</p> <p>Athletic Trainers; and</p> <p>Game Officials of interscholastic athletic activities</p>	<p><i>Interscholastic athletic activity</i> is defined on the first page of this procedure. 105 ILCS 5/22-80(b).</p> <p>Individuals covered by this training mandate must complete the training prior to serving on the Concussion Oversight Team and at least once every two years (or if not on the Team, at least once every two years). See the footnotes in policy 5:100, <i>Staff Development Program</i>.</p> <p>Complete IHSA’s online concussion certification program (required only of high school coaching personnel including, without limitation, athletic directors). 105 ILCS 25/1.15.</p> <p>Learn concussion symptoms and danger signs. See www.ihsa.org/documents/sportsmedicine/ihsa_concussion_information_sheet.pdf.</p>
<p>Coaches and Assistant Coaches of interscholastic athletic activities</p> <p>Athletic Trainers</p> <p>Other staff members who are responsible for student athletes</p>	<p>Each school year, have student athletes and their parents/guardians, or another person with legal authority to make medical decisions for the student, sign a form “that acknowledges receiving and reading written information that explains concussion prevention, symptoms, treatment, and oversight and that includes guidelines for safely resuming participation in an athletic activity following a concussion.” The form must be approved by IHSA. 105 ILCS 5/22-80(e).</p> <p>Each school year, inform student athletes and their parents/guardians about concussions and head injuries by:</p> <ol style="list-style-type: none"> 1. Giving them a copy of the IHSA’s <i>Concussion Information Sheet</i> at the time they sign exhibit 7:300-E1, <i>Agreement to Participate</i>, or other agreement, contract, code, or written instrument that a student athlete and his or her parent/guardian are required to sign before the student is allowed to participate in a practice or interscholastic competition. The <i>Concussion Information Sheet</i>, is included within the <i>IHSA Sports Medicine Acknowledgement & Consent Form</i> at: www.ihsa.org/Resources/DownloadCenter.aspx. 2. Using educational material provided by IHSA to educate student athletes and parents/guardians about the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury. See www.ihsa.org/Resources/SportsMedicine/ConcussionManagement.aspx. The Center for Disease Control and Prevention offers free printed educational materials on concussions that can be ordered or downloaded and distributed to parents, students, and coaches. See www.cdc.gov/headsup/index.html. <p>Remove a student from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student’s parent/guardian, the student, or any other person deemed</p>

Actor	Action
	<p>appropriate under the return-to-play protocol. 105 ILCS 5/22-80(f).</p> <p>Comply with the IHSA concussion management guidelines, including its <i>Protocol for Implementation of NFHS Sports Playing Rules for Concussion</i>, which includes its <i>Return to Play (RTP) Policy</i>, at: www.ihsa.org/documents/sportsmedicine/ihsa_protocols_for_nfhs_concussion_playing_rule.pdf. These guidelines, in summary, require that:</p> <ol style="list-style-type: none"> 1. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion (e.g., loss of consciousness, headache, dizziness, confusion, or balance problems) in a practice or game shall be removed from participation or competition at that time. 2. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer. 3. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois, advanced practice registered nurse, physician assistant or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois, and has completed the return-to-play protocol in compliance with the Youth Sports Concussion Safety Act, 105 ILCS 5/22-80(g). <p>Inform the student athlete’s parent/guardian about a possible concussion and give the parent/guardian a fact sheet on concussion, at: www.ihsa.org/Resources/SportsMedicine/ConcussionManagement.aspx.</p> <p>Allow a student who was removed from interscholastic athletic practice or competition to return only after all statutory prerequisites are completed, including without limitation, completing the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student’s return-to-play or return-to-learn. 105 ILCS 5/22-80(g).</p> <p style="padding-left: 40px;">Most students with a concussion will not need a formal 504 plan or individualized education program; contact the Board Attorney whenever one is requested or the student’s symptoms are prolonged.</p>
Athletic trainers	Complete a monthly report on student-athletes who have sustained a concussion during: (1) a school-sponsored activity overseen by the athletic trainer; or (2) a school-sponsored event of which the athletic director is made aware. Do not identify student names in the monthly

Actor	Action
	report. 105 ILCS 25/1.20. Submit this monthly report to the interscholastic athletic organization to which the school belongs.

DATED:

Pending Implementation

Students

Administrative Procedure - Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
 - a. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
 - b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, or invades the privacy of others, or infringes on a copyright;
 - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and/or Student Handbooks;
 - d. Is reasonably viewed as promoting illegal drug use;
 - e. Incites students to violate any Board policy.
7. A student may use School Board policy 2:260, *Uniform Grievance Procedure*, to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

LEGAL REF.: 105 ILCS 80/, Speech Rights of Student Journalists Act.
Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Hedges v. Wauconda Community Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir.
1993).

DATED:

Pending Implementation

Students

Exhibit - Application and Procedures to Involve Students in Fundraising Activities

To be submitted to the Building Principal

Organization Name

School

Activity

Activity Dates

This application must be approved before involving students in a fundraising activity. Only the following organizations are permitted to involve students in fundraising activities while they are on school grounds during school hours or during any school activity: *(check at least one box)*

- School-sponsored student organization; **or**
- Parent organizations and booster clubs that are recognized pursuant to policy 8:90, *Parent Organizations and Booster Clubs.*

Describe how students will be involved in the fundraising activity, including whether they will be asked to buy or sell items:

Will the proposed activity involve selling food or beverage items to students on campus during the school day?

- Yes - An approval may be contingent on the availability of an *exempted fundraising day*; please attach an exact description of what you propose to sell including the nutritional analysis.
- No - Food and beverage items will not be sold to students on campus during the school day.

Fundraising efforts must not conflict with instructional activities or programs. Sales booths during a school activity or lunch are permissible.

What, if any, activity will be done while students are on school premises?

Student participation must be voluntary. Penalties for failure to participate are prohibited.

Describe student incentives for participation: _____

Fundraising efforts should not burden students, their families, citizens, or merchants by being too frequent.

When and what was the last fundraising activity done by this organization or club?

Local ordinances must be followed, merchants must approve of any activities on their property, and students must conduct themselves as ambassadors for their School.

How will students be informed? _____

Student safety must be paramount.

How will students be kept safe if fundraising activities occur away from school?

- Not applicable - all student involvement occurs at school.

Sales or service campaigns to raise money should offer appropriate merchandise or services.

Describe the merchandise or services students will be asked to sell or perform:

For school-sponsored student organizations, a school staff member must supervise the fundraising activities in addition to any other adult volunteers.

List all of the adult sponsors, including staff members and non-staff adult volunteers:

Not applicable - activity is not being proposed by a school-sponsored student organization.

For school-sponsored student organizations, the student activity funds treasurer must safeguard the financial accounts.

Is this agreeable? Yes No

Not applicable - activity is not being proposed by a school-sponsored student organization.

Parent organizations and booster clubs are governed by School Board policy 8:90, *Parent Organizations and Booster Clubs*.

Is the organization prepared to abide by this policy? _____

Not applicable - activity is not being proposed by a parent organization or booster club.

The fundraising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.

Describe how funds raised through the proposed activity will be used:

If the activity will help fund a trip or overnight excursion, describe the travel plans:

The funds must be used to the maximum extent possible for the designated purpose.

Is this agreeable? Yes No

Fundraising efforts that solicit donor messages for placement on school property must follow the District's viewpoint neutral guidelines for the creation of messages.

Is this agreeable? Yes No

Not applicable - activity being proposed will not solicit donor messages.

I agree to abide by the conditions stated in this application and agree to adhere to all Board policies and administrative procedures.

Applicant name (<i>please print</i>)	Telephone number
Address	Email address
Applicant signature	Date

The Building Principal will base his or her decision on the information being provided in this form as well as other criteria deemed important. (*Note to Building Principal: after approving or denying this application, return a copy of it to the person making the request, send the original to the Superintendent, and retain a copy at the School.*)

Approved **Denied**

Building Principal or designee	Date
--------------------------------	------

DATED:

Students

Exhibit - Application for Student Groups that Are Not School Sponsored to Request Free Use of School Premises for Meetings

A student must complete this form to request the free use of school premises for a meeting of a student group that is not school-sponsored. Only one student needs to complete the application. Submit the completed application to the Building Principal at least one week before the first meeting. When a copy of this form is returned to the student with the necessary approval signature, the group may use the designated school premises, at the identified time, for its meetings.

Student applicant	Student contact number
Student group	Requested premise
Program/Meeting	Program/Activity date(s) and time(s)

Materials to be brought into facility, if any

The following rules apply to the free use of school premises by non-school-sponsored student groups:

1. The meeting(s) must be student-initiated, meaning that a request to use school premises is being made by a student.
2. The meeting(s) must occur during non-instructional time identified by the Building Principal. This time is typically before classroom instruction begins or after it ends.
3. In scheduling the use of school premises, activities associated with the District’s educational program have priority over the activities of any other organization. Otherwise, school premises will be available on a first come first served basis.
4. The assigned room and its contents must be restored to its original condition and configuration after each use. Only modular furniture may be moved. Nothing shall be adhered or affixed to walls that will leave marks. Any decorations used shall be removed after the meeting. The contents of any assigned room are the property of the School District or teacher and shall not be handled or removed.
5. Before any meeting, a member of the non-school-sponsored student group must give the office the names of anyone attending the meeting who is neither a student nor a school staff member. All visitors must register at the school office before proceeding to any scheduled student meeting. Non-school individuals may not regularly attend meetings.
6. The following mediums are available on request to announce group meetings:
 - Office bulletin board containing announcements
 - Public address system
 - Student newspaper
 - School or District Website
7. No activity is allowed on school grounds that would violate the student disciplinary policy. Any student who engages in misconduct is subject to disciplinary action, including suspension and expulsion.
8. A school staff member or other responsible adult must be present in a supervisory capacity.
9. The Equal Access Act, 20 U.S.C. §4071 *et seq.*, controls the free use of school premises by non-school sponsored student groups. The use of school facilities by non-school-sponsored groups is governed by Board policy 8:20, *Community Use of School Facilities*.

I agree to abide by the conditions stated in this application and to adhere to all Board policies and administrative procedures.

Student applicant signature

Date

Note to office: after the Building Principal acts on this application, return a copy of it to the student making the request and keep the original in the office.

Approved **Denied**

This non-school-sponsored student group may meet in the following location at the identified times:

Location

Time

Building Principal or designee

Date

DATED:

Pending Implementation

Students

Administrative Procedure - School Student Records

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

Table of Contents

- A. Legal Citations and Definitions
- B. School Student Records Defined
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- 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
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- K. Parenting Plans
- L. Transmission of Records for Transfer Students
- M. Directory Information
- N. Student Record Challenges

Sections

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 Ill. School Student Records Act and the Ill. State Board of Education (ISBE) rules. 105 ILCS 10/2; 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 (MHDDCA). 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. This includes, without limitation, electronic recordings made on school buses, as described in the exemption from the criminal offense of eavesdropping in 720 ILCS 5/14-3(m). 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).
2. Reviews student temporary records at least every four years, or upon a student's change in attendance centers, whichever occurs first, to verify entries and correct inaccurate 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, 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 to secondary students and their parents/guardians that they may opt out of the disclosure of students' names, addresses, and telephone listings to military recruiters and institutions of higher learning by submitting a written request that such information not be released without the prior written consent of the parent/guardian. 20 U.S.C. §7908.
 - d. 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.
 - e. Upon a student's graduation, transfer, or permanent withdrawal, notification of the destruction schedule for the student's permanent and temporary school student records and of their right to request a copy 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. 101-161; 23 Ill.Admin.Code §375.40(c).
7. Takes all action necessary to ensure 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:

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 Records Act. 325 ILCS 50/5(b)(1).
3. Academic transcripts, including: grades, graduation date, and grade level achieved; as applicable, and if allowed by District policy, scores received on college entrance examinations if that inclusion is requested in writing by an eligible student or the student's parent/guardian; the unique student identifier assigned and used by ISBE's Student Information System (23 Ill.Admin.Code §1.75); as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in 105 ILCS 5/27-22, amended by P.A. 101-643; as applicable, designation of the student's achievement of the State Seal

of Biliteracy, awarded in accordance with 105 ILCS 5/2-3.159 and 23 Ill.Admin.Code Part 680; as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill.Admin.Code §680.20(c); and as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance with 105 ILCS 5/2-3.169 and 23 Ill.Admin.Code §1.443.

4. Attendance record.
5. Health record, defined by ISBE rule as "medical documentation necessary for enrollment and proof of having certain 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 Section I, **Record of Release**, below.
7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12). 105 ILCS 5/2-3.64a-5, amended by P.A. 101-643.

ISBE rule provides that 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.

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 Section I, **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 a Child Protective Service Unit 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 (325 ILCS 5/8.6) shall be placed in the student record. 23 Ill.Admin.Code §375.40(f).
6. Health-related information, defined by ISBE rule as "current documentation of a student's health information, not otherwise governed by the MHDDCA 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 parents' acknowledgment of the District's concussion policy adopted pursuant to 105 ILCS 5/10-20.53, 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. 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 if the school nurse has referred the student for a medical evaluation, regardless of whether the parent or guardian, student (if 18 years or older) or an unaccompanied youth ... has followed through on that request.”

8. 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. 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. 105 ILCS 10/4; 23 Ill.Admin.Code §1.445.
10. 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.

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 five 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 five years, be transferred to the parent(s)/guardian(s) or to the eligible student. 23 Ill.Admin.Code §375.40(d). Be sure to provide notice pursuant to 105 ILCS 10/4(h), amended by P.A. 101-161, 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. 5 ILCS 179/, Identity Protection Act. 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 Ill. 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

1. A student’s parent(s)/guardian(s) or eligible student, or designee, are entitled to inspect and copy information in the student’s school record; a student less than 18 years old may inspect or 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) or the District may request a qualified professional to be present to interpret the student’s records. 105 ILCS 10/5(b). 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 divorced or separated 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-sponsored 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 shall not be granted access 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 1-1-75, provided such letters and statements are not used for 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).

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 MHDDCA, 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 and 5.

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

1. District employees or officials of the ISBE 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 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).
3. 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).

4. 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.
5. 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.
6. 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).
7. Military recruiters and institutions of higher learning will be granted access to secondary students' names, addresses, and telephone listings, unless the student's parent/guardian submits a written request that such information not be released without the prior written consent of the parent/guardian or eligible student. Only this written consent process may be used, no other processes, such as an opt-in process, etc., may be used. Military recruiters and institutions of higher learning have access to students' names, addresses, and phone numbers even if the District does not release directory information. 20 U.S.C. §7908. For more information, see 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 Recruiters Access to Students and Student Information*; ISBE Military Recruitment Access Reminder, announced in State Superintendent Smith's *Weekly Message*, 11-27-18, at: www.isbe.net/Documents/Military-Access-Reminder.pdf. The requirements in this paragraph apply only if the District receives funds under the Elementary and Secondary Education Act. *Id.*

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

1. 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 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. 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.
3. 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.

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. **Note:** The ISBE rule allows a school to "charge the actual cost for providing a copy of school student records or any portion of such records to parents and students upon request for such copies, provided that such costs shall not exceed \$.35 per page." 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 release; and
5. A copy of any consent to a 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 OP that prohibits a Respondent's access to records, the Building Principal shall file it in the temporary record of a student who is the *protected person* under the OP. No information or records shall be released to the Respondent named in the OP. 750 ILCS 60/222(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 and 375.75.

The Building Principal shall:

1. 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, 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. See policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
2. Determine if the school or special education office has any record that is protected by the MHDDCA 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. 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. Destroy any biometric information collected and do not transfer it to another school district.
5. Retain the original records in accordance with the requirements of 105 ILCS 10/4.
6. 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 (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. §7961 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 School may release certain directory information regarding students, except that a student's parent(s)/guardian(s) may prohibit the release of the student's directory information. Directory information is limited to:

1. Name
2. Address
3. Grade level
4. Birth date and place
5. Parent(s)/guardian(s)' names, addresses, electronic mail addresses, and telephone numbers
6. Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
7. Academic awards, degrees, and honors
8. Information in relation to school-sponsored activities, organizations, and athletics
9. Major field of study
10. Period of attendance in school

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. Id.

The notification to parents/guardians and students concerning school student records will inform them of their right to opt out of 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: Id.

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

DATED:

Students

Exhibit - Notice to Parents/Guardians and Students of Their Rights Concerning a Student’s School Records

Upon the initial enrollment or transfer of a student to the school, the school must notify the student and the student’s parents/guardians of their rights concerning school student records. This notification may be distributed by any means likely to reach parents/guardians.

The contact information for each School’s Official Records Custodian follows:

This notice contains a description of your and your child’s rights concerning school student records.

A *school student record* is 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 a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member’s sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses. The District maintains two types of school records for each student: *permanent* record and *temporary* record.

The *permanent record* includes:

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 parents/guardians.
2. Evidence required under the Missing Children Records Act. 325 ILCS 50/5(b)(1).
3. Academic transcripts, including: grades graduation date, and grade level achieved; the unique student identifier assigned and used by the Ill. State Board of Education Student Information System (SIS); as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in 105 ILCS 5/27-22; as applicable, designation of the student’s achievement of the State Seal of Biliteracy, awarded in accordance with 105 ILCS 5/2-3.159; as applicable, designation of the student’s achievement of the State Commendation Toward Biliteracy; and as applicable, designation of the student’s achievement of the Global Scholar Certification, awarded in accordance with 105 ILCS 5/2-3.169.
4. Attendance record.
5. Health record defined by the Ill. State Board of Education (ISBE) as “medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code.”
6. Record of release of permanent record information that includes each of the following:
 - a. The nature and substance of the information released;
 - b. The name and signature of the official records custodian releasing such information;
 - c. The name and capacity of the requesting person and the purpose for the request;
 - d. The date of release; and
 - e. A copy of any consent to a release.
7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12). 105 ILCS 5/2-3.64a-5.

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.

All information not required to be kept in the student permanent record is kept in the student *temporary record* and must include:

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records.
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.
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 a Child Protective Service Unit 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 (325 ILCS 5/8.6) shall be placed in the student record.
6. Health-related information, defined by the ISBE as “current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act 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, 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. Accident report, defined by the ISBE 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. Any documentation of a student's transfer, including records indicating the school or school district to which the student transferred.
9. 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.
10. 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.

The temporary record may include:

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
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

The Family Educational Rights and Privacy Act (FERPA) and the Ill. School Student Records Act (ISSRA) afford parents/guardians and students over 18 years of age (*eligible students*) certain rights with respect to the student's school records. They are:

1. The right to inspect and copy the student's education records within 10 business days after the date the District receives a request for access.

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District may extend the response timeline to 15 business days in accordance with ISSRA. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning a student. 105 ILCS 5/10-22.3c and 10/5a; 750 ILCS 60/214(b)(15).

2. The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, irrelevant, or improper.

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, irrelevant, or improper. They should write the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or ISSRA authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff

and law enforcement unit personnel); a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parents/guardians or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. 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.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligations with the District.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

4. The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least five years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after five years, be transferred to the parent(s)/guardian(s) or to the student, if the student has succeeded to the rights of the parent(s)/guardian(s). Student temporary records are reviewed every four years or upon a student's change in attendance centers, whichever occurs first.

5. The right to prohibit the release of directory information concerning the parent's/guardian's child.

Throughout the school year, the District may release directory information regarding its students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent(s)/guardian(s)' names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors

Information in relation to school-sponsored activities, organizations, and athletics
Major field of study
Period of attendance in school

Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent/guardian or eligible student is specifically informed otherwise.

No photograph highlighting individual faces is allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent or student, as applicable; and no image on a school security video recording shall be designated as directory information.

6. The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent.

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or a student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the Building Principal where your student is enrolled for further instructions.

7. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

8. The right to file a complaint with the U.S. Dept. of Education concerning alleged failures by the District to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

DATED:

Students

Exhibit - Using a Photograph or Video Recording of a Student

Distribute to parent/guardian at the time he/she registers a child for school and/or annually at the beginning of the school year. Return to the Building Principal to be kept in the student's temporary record.

Student _____

School Year _____

Pictures of Unnamed Students

Students may occasionally appear in photographs and video recordings taken by school staff members, other students, or other individuals authorized by the Building Principal. The school may use these pictures, without identifying the student, in various publications, including the school yearbook, school newspaper, and school website. No consent or notice is needed or will be given before the school uses pictures of unnamed students taken while they are at school or a school-related activity.

Pictures of Named Students

Sometimes the school may want to identify a student in a school picture. For example, school officials want to acknowledge those students who participate in a school activity or who deserve special recognition.

In order for the school to publish a picture with a student identified by name, one of the student's parents or guardians must sign the consent below. Please complete and sign this form to allow the school to publish and otherwise use photographs and video recordings, with your child identified, while he or she is enrolled in this school.

I grant consent to the School District to identify a picture of my child, by full name and/or the school he or she attends, in any school sponsored material, publication, video recording, or website. This consent is valid for the entire time my child is enrolled in the District. I may revoke this consent at any time by notifying the Building Principal.

Parent/Guardian Name *(please print)*

Parent/Guardian Signature

Date

Pictures of Students Taken By Non-School Agencies

While the school limits access to school buildings by outside photographers, it has no control over news media or other entities that may publish a picture of a named or unnamed student. School staff members will not, however, identify a student for an outside photographer.

DATED:

Students

Exhibit - Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

On District letterhead

Date

Re: Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

Dear Parents/Guardians:

From time-to-time, military recruiters and postsecondary educational institutions request the names, telephone numbers, and addresses of our secondary students. The school must provide this information unless the parent/guardian, or the student if he/she has attained the age of 18, submits a written request that the student's records not be released without their prior written consent.

Important: If you do not want military recruiters or institutions of higher learning to be given your secondary school student's name, address, and telephone number without your prior written consent, please complete the form below and return it to the Building Principal.

Sincerely,

Superintendent

To be completed and submitted to the Building Principal.

For parents:

Do not release my child's name, telephone numbers, and/or address, without first obtaining my prior written consent, to institutions of higher learning or military recruiters.

Parent/Guardian Name *(please print)*

Parent/Guardian Signature *(if student is under age 18)*

Date

For Students age 18 or older:

Do not release my name, telephone numbers, and/or address, without first obtaining my prior written consent, to institutions of higher learning or military recruiters.

Student Name *(please print)*

Student ID Number

Student Signature *(if student is age 18 or older)*

Date

DATED:

Students

Exhibit - Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information

1. What do the U.S. Patriot Act and Elementary and Secondary Education Act require of schools with regard to allowing military recruiters access to students?

The Patriot Act has nothing to do with the military recruiter access to students or information. It requires schools to comply with an *ex parte* order issued in connection with the investigation or prosecution of terrorism. A court issues an *ex parte* order without notice to an adverse party. Student records may be disclosed pursuant to such an order without parents' consent or knowledge.

Schools receiving funds under the Elementary and Secondary Education Act must: (1) give military recruiters the same access to secondary school students as they provide to postsecondary educational institutions or to prospective employers or an institution of higher education, and (2) provide students' names, addresses, and telephone listings to military recruiters, when requested. 20 U.S.C. §7908; 10 U.S.C. §503(c).

2. What information about students (and which students) must be disclosed to military recruiters by our administration?

Secondary schools must disclose names, addresses, and telephone numbers of secondary students, unless parents/guardians, or the student if he/she has attained the age of 18 (an "eligible student"), have submitted a written request that the information not be released without their prior written consent.

3. What notification must schools provide to parents/guardians and eligible students before disclosing students' names, addresses, and telephone numbers to military recruiters and institutions of higher education?

Under federal and State laws governing student records, schools must provide notice to parents/guardians and eligible students of the types of student information that it releases publicly. This type of student information, commonly referred to as *directory information*, includes names, addresses, and telephone numbers. The notice must include an explanation of a parent/guardian's or eligible student's right to request that the information not be disclosed without prior written consent. Under the Elementary and Secondary Education Act, schools must notify parents that the school routinely discloses names, addresses, and telephone numbers to military recruiters and institutions of higher education upon request, subject to a parent/guardian's or eligible student's written request not to disclose such information without their prior written consent.

A notice provided through a mailing or student handbook informing parents/guardians and eligible students of the above information is sufficient to satisfy the parental notification requirements. The notification must advise parents/guardians and eligible students how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

If a school does not release "directory information," it still must provide students' names, addresses, and telephone numbers to military recruiters and institutions of higher education upon request. The school must notify parents/guardians and eligible students: (1) that it discloses

information to military recruiters and institutions of higher education, and (2) that parents/guardians and eligible students have the right to opt out of this disclosure.

4. Does recruitment take place in a private office or out in a common area?

Neither federal nor State law addresses where recruitment takes place. These laws only require that guidelines imposed on military recruiters be the same as those imposed on postsecondary educational institutions recruiters and/or prospective employers.

5. How frequently are recruiters present?

Neither federal nor State law addresses how often recruiters may have access to students. These laws only require that guidelines imposed on military recruiters be the same as those imposed on postsecondary educational institutions and prospective employers.

6. What information does a military recruiter request of students during the interview?

The type of questions military recruiters may ask students is generally not limited. Of course, students may refuse to cooperate or even refuse to be interviewed.

7. Can schools supervise recruiters to ensure they do not approach impressionable students too strongly?

Federal law does not grant authority to schools to supervise military recruiting efforts. The school may, of course, require military and postsecondary recruiters to abide by the District's policy governing conduct on school property.

8. What are parents' rights relative to military recruiters on campus?

Parents may instruct their children to forgo being interviewed by military and/or postsecondary recruiters or prospective employers.

9. What information do schools provide to families relative to recruiting that goes on at school?

Aside from the notice described in #3, neither federal nor State law addresses what information schools must provide to parents regarding the recruiting that takes place at school – this is a local issue to be determined by the Superintendent or Building Principal.

10. Where can I get more information on the requirements of 10 U.S.C. §503?

The Office of the Secretary of Defense may be contacted for copies of the statute, or questions relating to it. Please contact the Accession Policy Directorate as follows:

Director, Accession Policy
4000 Defense Pentagon
Washington, DC 20301-4000
Telephone: 703/695-5529

11. Where can I get more information on the requirements of §9528 of the ESEA?

The Family Policy Compliance Office (FPCO) in the Department of Education administers FERPA as well as §9528 of the ESEA (20 U.S.C. §7908) School officials with questions on this guidance, or FERPA, may contact the FPCO at FERPA@ED.Gov or write to the FPCO as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605
Telephone: 202/260-3887

Fax: 202/260-9001
www.ed.gov/offices/OM/fpco

DATED:

Pending Implementation

Students

Exhibit - Biometric Information Collection Authorization

Distribute to parent/guardian at the time he/she registers a child for school and to students who have reached the age of 18. Return to the Building Principal to be kept in the student's temporary record.

Student _____ **Anticipated Graduation Year** _____

The District collects biometric information from its students only for identification and/or fraud prevention purposes. Biometric information includes any information 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. The School Code requires written permission from the individual who has legal custody of the student, or from the student if he or she has reached the age of 18, before the District may collect biometric information from students.

When collecting biometric information, the School Code also requires the District to:

1. Store, transmit, and protect all biometric information from disclosure.
2. Prohibit the sale, lease, or other disclosure of biometric information to another person or entity unless: (a) prior written permission by you is granted, or (b) the disclosure is required by court order.
3. Discontinue the use of a student's biometric information under either of the following conditions: (a) upon the student's graduation or withdrawal from the school district; or (b) upon receipt in writing of a request for discontinuation by the individual having legal custody of the student or by the student if he or she has reached the age of 18.
4. Destroy all of a student's biometric information within 30 days after the occurrence of either conditions 3(a) or 3(b) above.

I consent to the collection of biometric information of the above named student by the School District solely for identification or fraud prevention. I understand that this authorization is valid until he/she graduates or withdraws from the District, I request that the District's use of his/her biometric information be discontinued, or he/she reaches the age of 18, whichever is earlier. I understand that a request for discontinuation of the use of the above named student's biometric information may be made at any time by notifying the Building Principal in writing.

Parent/Guardian (if student is under age 18) Signature

Student (if age 18 or over) Signature

Date

DATED:

Students

Administrative Procedure - Storage and Destruction of School Student Records

This procedure should be used with 7:340-AP1, *School Student Records*, which is annotated with citations to controlling statutes.

Actor	Action
<p>Superintendent or Designee</p>	<p>Develop and implement a process to systematically digitize or microfilm school student records.</p> <p>Any public record may be reproduced in a microfilm or digitized electronic format and the 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 (b) the Local Records Commission is notified when the original record is disposed of and also when the reproduced record is disposed of Local Records Act, 50 ILCS 205/7.</p> <p>See the Ill. Secretary of State’s publication, <i>Guidelines for Using Electronic Records</i> at: www.cyberdriveillinois.com/departments/archives/records_management/electrecs.html.</p> <p>Develop and implement a uniform process for storing school student records to ensure that:</p> <ol style="list-style-type: none"> 1. Each student’s permanent record will be kept for 60 years after the student transfers, withdraws, or graduates. 2. Each student’s temporary record will be kept for five years after the student transfers, withdraws, or graduates. <p>Submit to the Local Records Commission a schedule for continuing authority to destroy school student records after the expiration of the applicable period.</p>
<p>Official Records Custodian for each School (usually the Building Principal)</p>	<p>Send any material for a student transferring into the District that is neither a permanent or temporary record to the parent/guardian, or student who is 18 years of age or older, with the indication that the District does not include that material in school student records.</p> <p>Store school student records according to the uniform process developed by the Superintendent or designee.</p> <p>Transfer school student records as follows:</p> <ol style="list-style-type: none"> 1. For a student transferring within the District, send originals of all permanent and temporary records. 2. For a student transferring to an out-of-District elementary or secondary school, follow the section in 7:340-AP1, <i>School Student Records</i>, on Transmission of Records for Transfer Students. Send a copy and retain the original of all permanent and temporary records and notify the Special Education Department of the transfer.

Actor	Action
	<p>Provide a destruction schedule notice to the parents/guardians of students who transferred, graduated, or withdrew, or students who are 18 years of age or older. Notice may be provided 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. 101-161; 23 Ill.Admin.Code §375.40(c). See 7:340-AP2, E1, <i>Letter Containing Schedule for Destruction of School Student Records</i>. Retain a copy for the school’s record.</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"> 1. The Local Records Commission approved a schedule for continuing authority to destroy school student records after the expiration of the applicable period. 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>. 3. A Local Records Disposal Certificate was sent to the Local Records Commission, Illinois State Archives, 60 days before the disposal date and an approved copy was returned. 44 Ill Admin Code §4000.40(b); 44 Ill Admin Code §4500.40(b).
<p>Web-based Record Management Resources:</p> <p><u>Cook County Local Records Commission Meetings at: www.cyberdriveillinois.com/departments/archives/records_management/lrc_cook_county_meeting_schedule.html</u></p> <p><u>Cook County Local Records Commission Rules (44 Ill Admin Code Part 4500) at: www.ilga.gov/commission/jcar/admincode/044/04404500sections.html</u></p> <p><u>Downstate Local Records Commission Meetings at: www.cyberdriveillinois.com/departments/archives/records_management/lrc_downstate_meeting_schedule.html</u></p> <p><u>Rules of the Downstate Local Records Commission (44 Ill Admin Code Part 4000) at: www.ilga.gov/commission/jcar/admincode/044/04404000sections.html</u></p> <p><u>Illinois School Student Records Act (105 ILCS 10) at: www.ilga.gov</u></p> <p><u>Local Records Act (50 ILCS 205) at: www.ilga.gov</u></p> <p><u>Local Records Disposal Certificate at: www.cyberdriveillinois.com/departments/archives/records_management/lrmdisp.html</u></p>	

DATED:

Students

Exhibit - Letter Containing Schedule for Destruction of School Student Records

Use this to comply with the Illinois School Student Records Act notification requirements before any school student record is destroyed, or information deleted from it. 105 ILCS 10/4(h), amended by P.A. 101-161; 23 Ill.Admin.Code §375.40(c). Store in the school's or Building Principal's office.

Student's Name: _____

Parent/Guardian Name(s): _____

School: _____

This notice contains the destruction schedule for your or your child's school records as required by rule of the Illinois State Board of Education, 23 Ill Admin. Code §375.40(c).

As you or your child is permanently withdrawing, transferring, or graduating from this School District, you are notified of the schedule below for destruction of the school records. This schedule complies with Illinois School Student Records Act requirements that (1) temporary records be retained for at least five years after a student's transfer, withdrawal, or graduation, and (2) permanent records be retained for at least 60 years after a student's transfer, withdrawal, or graduation. 105 ILCS 10/4(e) and (f). The parent(s)/guardian(s), or the student if he or she is at least 18 years of age at the time of the request, may request a copy of a record at any time prior to the date of destruction listed below.

Temporary records will be destroyed no earlier than: _____
(Date)

Permanent records will be destroyed no earlier than: _____
(Date)
(Check all notification methods used.)

- Handbook, dated _____(year). 105 ILCS 10/4(h)(i).
- Newspaper publication, dated _____(month, date, and year). 105 ILCS 10/4(h)(ii).
- Mailed to last known address on this _____ day of _____, 20____, by _____ to the above named parent(s)/guardian(s), or to the student if he or she is at least 18 years of age. 105 ILCS 10/4(h)(iii).
- Hand delivered on this _____ day of _____, 20____, by _____ to the above named parent(s)/guardian(s), or to the student if he or she is at least 18 years of age. 105 ILCS 10/4(h)(iv).

Sincerely,

Building Principal

DATED:

Students

Administrative Procedure – Use of Educational Technologies; Student Data Privacy and Security

Use this procedure to establish a process for evaluating the use of educational technologies for student learning and/or District operations, and to facilitate compliance with the Student Online Personal Protection Act (SOPPA), amended by P.A. 101-516, eff. 7-1-21.

Definitions (105 ILCS 85/5, amended by P.A. 101-516, eff. 7-1-21)

Covered information means personally identifiable information (PII) or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student’s parent/guardian in the course of the student’s or parent/guardian’s use of the operator’s site, service or application; (2) created by or provided to an operator by an employee or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application.

Operators are entities (such as educational technology vendors) that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes.

K-12 school purposes means purposes that are directed by, or that customarily take place at the direction of, a teacher, school, or school district; aid in the administration of school activities, including, but not limited to, instruction in the classroom or at home, administrative activities, and collaboration between students, school personnel, or parents; or are otherwise for the use and benefit of a school.

Breach means the unauthorized acquisition of computerized data that compromises the security, confidentiality or integrity of covered information maintained by an operator or the District.

Parent means a person who is the natural parent of the student or other person who has the primary responsibility for the care and upbringing of the student.

Educational Technologies Evaluation and SOPPA Implementation

Actor	Action
Superintendent or Designee or Privacy Officer	1. Establishes an Educational Technology Committee (Ed Tech Committee) to operate as a Superintendent committee for the purposes of: (1) evaluating the use of specific online applications and other educational technologies within the District, (2) establishing a list of applications or other services approved for use within the District, and (3) developing a process for the approval of online sites, applications, or services not already approved for District use which staff members may wish to use. See 2:150-AP, <i>Superintendent Committees</i> . Consider including: Head of Information Technology (IT) Other district-level administrators, such as Curriculum Director, Student Services Director, Business Manager Building Principals Teachers Note: This procedure establishes an administrative committee. The administrative committee centralizes the local decision-making process regarding the use of educational technologies in a district,

Actor	Action
	<p>which in turn should help districts comply with the provisions of SOPPA governing the use of covered information by operators, contractual requirements, and security standards.</p> <ol style="list-style-type: none"> 2. Informs the School Board of the Ed Tech Committee’s progress. 3. Makes recommendations to the Board about operator contracts, as needed and in alignment with Board policy 7:345, <i>Use of Educational Technologies; Student Data Privacy and Security</i>. 4. Designates which District employee(s) are authorized to enter into written agreements with operators when prior board approval of the contract is not otherwise required by Board policy 4:60, <i>Purchases and Contracts</i>, and list them below: <ul style="list-style-type: none"> _____ Title Title _____ Title Title 5. Assigns the following activities to the Head of IT and the Records Custodian: <ol style="list-style-type: none"> a. Develop and maintain a protocol to manage parent requests for copies (electronic and paper) of students’ covered information. b. Develop and maintain a protocol to manage parent requests for corrections to factual inaccuracies contained in a student’s covered information. c. Develop and maintain a protocol to manage parent requests for deletion of a student’s covered information maintained by an operator. 6. Ensures that the parent of any student whose covered information was involved in a breach is provided with a breach notification letter no later than 30 calendar days after the District determines a breach has occurred or has been notified by an operator of a breach, unless an appropriate law enforcement agency has requested in writing that the District not provide breach notifications because doing so would interfere with a criminal investigation. See 7:345-AP, E3, <i>Parent Notification Letter for Student Data Breach</i>. 7. As appropriate, notifies the District’s liability carrier of any third party claims made against the District regarding a data breach. 8. Consults with the Board Attorney for guidance as needed to ensure the District complies with the provisions of SOPPA.
Head of IT or Privacy Officer	<ol style="list-style-type: none"> 1. Implements and maintains reasonable cybersecurity practices to protect covered information, such as technical, administrative, and physical safeguards that are consistent with any guidance from the Ill. State Board of Education (ISBE) and 6:235-AP1, <i>Acceptable use of the District’s Electronic Networks</i>. Coordinates with the Superintendent to

Actor	Action
	<p>implement any staff training on such practices. Coordinates with the Business Manager regarding any recommendations for purchases of equipment or software related to cybersecurity.</p> <p>2. Creates, maintains, and regularly updates an internal inventory of all Internet websites, online services, online applications, and mobile applications that are being used in the District for K-12 purposes. Note: The inventory does not need to include general audience websites, online services, online applications, or mobile applications, even if login credentials are required to access the general audience sites, services, or applications.</p> <p>The inventory list should include the following, and any other information deemed pertinent:</p> <ol style="list-style-type: none"> a. Name of Operator b. Contract term and expiration/renewal date c. K-12 purpose for which the online service, application, etc. is being used (e.g., curriculum content area and grade level(s)) d. A listing of the <i>data elements</i> of covered information that the District collects, maintains, or discloses to the operator. e. A layperson explanation of the data elements listed for each operator including how the district uses the information, to whom or what entities it discloses the information, and for what purpose(s) the information is used. <p>3. Ensures the following information is posted on the District’s website and updated (if needed) by Jan. 31 and July 31 each year (105 ILCS 85/27(a), added by P.A. 101-516, eff. 7-1-21) (See 7:345-AP, E1, <i>Student Covered Information Reporting Form</i>):</p> <ol style="list-style-type: none"> a. A list of operators with which the District has written contracts. 105 ILCS 85/27(a)(2). b. Copies of the District’s written contracts with operators, with redactions as permitted by State law and mutually agreed upon between the District and operators. 105 ILCS 85/27(a)(2). c. Business address of each operator. 105 ILCS 85/27(a)(2). d. For each operator, a 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 that information. 105 ILCS 85/27(a)(3). e. An explanation that is clear and understandable by a layperson, of the following (105 ILCS 85/27(a)(1)): <ol style="list-style-type: none"> i. The <i>data elements</i> of covered information that the District collects, maintains, or discloses to any person, entity, third party, or governmental agency. ii. To whom or to what entities the covered information is disclosed. iii. How the covered information is used. iv. The purpose of the disclosure of the covered information.

Actor	Action
	<p>f. For breaches involving 10% or more the District’s enrolled students, a list of any breaches of covered information maintained by the District or by an operator that includes the following information (105 ILCS 85/27(a)(5), added by P.A. 101-516, eff. 7-1-21):</p> <p>i. The number of students whose covered information was involved in the breach, unless the breach involves the <i>personal information</i> of students, as defined by the Personal Information Protection Act, 815 ILCS 530/10. Personal information means either:</p> <ol style="list-style-type: none"> 1. A student’s first name or first initial and last name in combination with any one or more of his or her (a) social security number, (b) driver’s license number or State ID card number, (c) financial account information (with any required security codes or passwords), (d) medical information, (e) health insurance information, and/or (f) unique biometric data or other unique physical or digital representation of biometric data, when either the name or data elements are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the name or data elements have been acquired through the breach of security; or 2. A student’s username or email address, in combination with a password or security question and answer that would permit access to an online account, when either the username or email address or password or security question and answer are not encrypted or redacted or are encrypted or redacted, but the keys to unencrypt or unredact or otherwise read the data elements have been obtained through the breach of security. <p>g. A written description of the procedures a parent may use to carry out their rights to: (1) inspect and review his/her child’s covered information; (2) request electronic or paper copies of his/her child’s covered information and (3) request corrections to his/her child’s inaccurate covered information under SOPPA. 105 ILCS 85/27(4), added by P.A. 101-516, eff. 7-1-21.</p> <p>4. Posts on the District’s website any new operator contracts within 10 business days of the District entering into the contract, along with the information required in items 3.a. through 3.e. listed immediately above. 105 ILCS 85/27(c), added by P.A. 101-516, eff. 7-1-21.</p> <p>5. Promptly notifies the Superintendent of any breach of covered information or other personal information of students so that appropriate notices can be provided.</p>
Business Manager or Privacy Officer	1. Assists Head of IT in creating, maintaining, and updating the internal inventory list referenced in the row above.

Actor	Action
	<p>2. Reviews operator contracts (including electronic agreements, click wrap agreements, or other terms and conditions a user must agree to before using the product or service) before approval to ensure they contain the provisions required by SOPPA (this can also be accomplished through the Business Manager’s participation in the Committee described above).</p> <p>The following provisions are required for contracts entered into, renewed, or amended on or after 7-1-21, if the operator is seeking in any manner any covered information from the District (105 ILCS 85/15(4), added by P.A. 101-516, eff. 7-1-21):</p> <ul style="list-style-type: none"> a. A listing of the categories or types of covered information to be provided to the operator. b. A statement of the product or service being provided to the District by the operator. c. A statement that, pursuant to the federal Family Educational Rights and Privacy Act of 1974 (FERPA), the operator (1) is acting as a school official with a legitimate educational interest, (2) is performing an institutional service or function for which the District would otherwise use employees, (3) is under the direct control of the District, with respect to the use and maintenance of covered information, (4) is using the covered information only for an authorized purpose and (5) may not re-disclose covered information to third parties without the District’s permission or pursuant to a court order. d. A description of how, if a breach is attributed to the operator, any costs and expenses incurred by the District in investigating and remediating the breach will be allocated between the operator and District. The costs and expenses may include, but are not limited to: (1) providing notification to parent of those students whose covered information was compromised and to regulatory agencies or other entities as required by law or contract, (2) providing credit monitoring to those students whose covered information was exposed in a manner during the breach that a reasonable person would believe that it could impact his or her credit or financial security, (3) legal fees, audit costs, fines, and any other fees or damages imposed against the school as a result of the security breach; and (4) providing any other notifications or fulfilling any other requirements adopted by the Ill. State Board of Education or of any other State or federal laws e. A statement that the operator must delete or transfer to the school all covered information if the information is no longer needed for the purposes of the written agreement and to specify the time period in which the information must be deleted or transferred once the operator is made aware that the information is no longer needed for the purposes of the written agreement. f. If the District maintains a website, a statement that the District must publish the written agreement on the District’s website. If the

Actor	Action
	<p>school does not maintain a website, a statement that the District will make the written agreement available for inspection by the general public at its administrative office.</p> <ol style="list-style-type: none"> 3. As permitted by State law, obtains the operator’s agreement regarding what provisions, if any, of the contract will be redacted in the copy that is posted on the District’s website. Items 2.a, 2.b, and 2.c in the list immediately above may NOT be redacted in the posted copy. 4. Ensures that the District also has written agreements in place that include the provisions listed in #2 above whenever it shares, transfers, discloses, or provides access to a student’s covered information to an entity or individual, other than the student’s parent, school personnel, Board members, or ISBE, unless the disclosure or transfer is (1) required by court or State or federal law or (2) to ensure legal or regulatory compliance. 105 ILCS 85/26(2), added by P.A. 101-516, eff. 7-1-21. 5. With the authorization of the Superintendent, consults with the Board Attorney as needed for contract review. 6. Provides a copy of all operator contracts to the Head of IT for posting on the District’s website.
<p>Head of IT and Records Custodian or Privacy Officer</p>	<ol style="list-style-type: none"> 1. Develops and maintains a protocol to manage parent requests to inspect and review their child’s covered information, whether it is maintained by the District, ISBE, or an operator. 105 ILCS 85/33(c)(1), added by P.A. 101-516, eff. 7-1-21. If the covered information is a <i>school student record</i>, then follow the procedures and timelines for responding to student record requests in 7:340-AP1, <i>School Student Records</i>. 2. Develops and maintains a protocol to manage parent requests for copies (electronic and paper) of students’ covered information. Align the protocol with the following requirements (105 ILCS 85/33(c)(2), added by P.A. 101-516, eff. 7-1-21): <ol style="list-style-type: none"> a. If the parent requests an electronic copy of the student’s covered information, the District must provide an electronic copy of the information, unless the District does not maintain it in an electronic format and reproducing the information in an electronic format would be unduly burdensome to the District. b. If the parent requests a paper copy of the student’s covered information, the District may charge the parent the reasonable cost of copying in an amount not to exceed the amount fixed in a schedule adopted by ISBE. However, the parent may not be denied a copy of the information due to the parent’s inability to pay the cost of copying. c. The protocol must be consistent with any regulations issued by ISBE.

Actor	Action
	<ul style="list-style-type: none"> d. If the covered information is a <i>school student record</i>, then follow the procedures and timelines for responding to student record requests in 7:340-AP1, <i>School Student Records</i>. <p>3. Develops and maintains a protocol to manage parent requests for corrections to factual inaccuracies contained in a student’s covered information. Align the protocol with the following requirements (105 ILCS 85/33(c)(3), added by P.A. 101-516, eff. 7-1-21):</p> <ul style="list-style-type: none"> a. The District must determine whether the factual inaccuracy exists. b. If the District determines that a factual inaccuracy exists, and the District maintains or possesses the covered information, it must correct the inaccuracy and confirm the same with the parent within 90 calendar days after receiving the parent’s request. c. If the District determines that a factual inaccuracy exists and an operator or ISBE maintains or possesses the information, the District must notify the operator or ISBE of the factual inaccuracy and correction to be made. The operator or ISBE must confirm the correction with the District within 90 calendar days after it receives the District’s notice. The District must then confirm the correction with the parent within 10 business days after receiving confirmation of the correction from the operator or ISBE. d. If the covered information is a <i>school student record</i>, and the parent requests a hearing to challenge the accuracy of the record(s), follow the procedures and timelines in 7:340-AP1, <i>School Student Records</i>. <p>4. Develop and maintain a protocol to manage parent requests for deletion of a student’s covered information maintained by an operator. Align the protocol with the following requirements:</p> <ul style="list-style-type: none"> a. Deny the request if granting it would result in a violation of the Ill. School Student Records Act or other records laws, such as the deletion of a <i>school student record</i> (temporary or permanent) that the District is required by law to maintain for a certain period of time. 105 ILCS 85/27(g), added by P.A. 101-516, eff. 7-1-21. b. Consider denying the request if granting it would effectively result in the student being unable to participate in all or a portion of the District’s curriculum through the site, service, or application being used.
Building Principal(s) or Privacy Officer	<p>1. Ensures that parents are provided with 7:345-AP, E2, <i>Notice to Parents About Educational Technology Vendors</i>, at the beginning of each school year through distribution of school handbooks or other means generally used by the building to provide such notices to parents. 105 ILCS 85/28(e), added by P.A. 101-516, eff. 7-1-21.</p>

Actor	Action
	2. Promptly communicates any parent requests for copies of, corrections to, or deletion of students' covered information to the Records Custodian and Head of IT.
Staff Members	<ol style="list-style-type: none"> 1. Participate in any District-required trainings on the privacy and security of student data. 2. Refrain from using any new online sites, services, or applications that collect any student data or covered information that have not be pre-approved for use by the District. 3. Be familiar with and abide by policy 6:235, <i>Access to Electronic Networks</i>, and 6:235-AP1, <i>Acceptable Use of the District's Electronic Networks</i>.
<p>K-12 Data Privacy and Cybersecurity Resources:</p> <p>www.studentprivacy.ed.gov/ www.ltcillinois.org/resources/dataprivacy/ www.ferpasherpa.org/resources/ www.k12cybersecure.com/resources/ www.cosn.org/ProtectingPrivacy</p> <p>Attai, Linnette. Student Data Privacy: Building a School Compliance Program. (Rowman & Littlefield, 2018).</p>	

DATED:

Pending Implementation

Students

Exhibit – Student Covered Information Reporting Form

Use this sample form to implement the requirements of the Student Online Personal Protection Act (SOPPA) (105 ILCS 85/27(a)(1), added by P.A. 101-516, eff. 7-1-21). SOPPA requires a district to provide a clear and understandable layperson explanation on the district’s website (or at the district administrative office, if it does not maintain a website) of the data elements of covered information that a district collects, maintains, or discloses to any person, entity, third party, or governmental agency, as well as other operator-related information.

Covered Information (CI) Disclosed to Operators							
Operator Name	Site/Application /Service	Data Elements of CI	How the CI is Used	Purpose of Disclosure	Link to Copy of Contract	Operator Business Address	Subcontractors to Whom CI is Disclosed

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Covered Information (CI) Disclosed to Other Third Parties, Including Government Agencies				
Other Third Party/Gov't Agency	Site/Application/Service	Data Elements of CI	How the CI is Used	Purpose of Disclosure

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DATED:

Students

Exhibit – Student Data Privacy; Notice to Parents About Educational Technology Vendors

Use the sample text below to provide notice to parents/guardians about educational technology vendors pursuant to the Student Online Personal Protection Act, 105 ILCS 85/28(e), added by P.A. 101-516, eff. 7-1-21. Beginning with the 2021-2022 school year, school districts must provide this notice to parents/guardians at the beginning of each school year through distribution of school handbooks or other means generally used by a district to provide such notices to parents/guardians.

Annual Notice to Parents about Educational Technology Vendors Under the Student Online Personal Protection Act

School districts throughout the State of Illinois contract with different educational technology vendors for beneficial K-12 purposes such as providing personalized learning and innovative educational technologies, and increasing efficiency in school operations.

Under Illinois' Student Online Personal Protection Act, or SOPPA (105 ILCS 85/), educational technology vendors and other entities that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes are referred to in SOPPA as *operators*. SOPPA is intended to ensure that student data collected by operators is protected, and it requires those vendors, as well as school districts and the Ill. State Board of Education, to take a number of actions to protect online student data.

Depending upon the particular educational technology being used, our District may need to collect different types of student data, which is then shared with educational technology vendors through their online sites, services, and/or applications. Under SOPPA, educational technology vendors are prohibited from selling or renting a student's information or from engaging in targeted advertising using a student's information. Such vendors may only disclose student data for K-12 school purposes and other limited purposes permitted under the law.

In general terms, the types of student data that may be collected and shared include personally identifiable information (PII) about students or information that can be linked to PII about students, such as:

- Basic identifying information, including student or parent/guardian name and student or parent/guardian contact information, username/password, student ID number
- Demographic information
- Enrollment information
- Assessment data, grades, and transcripts
- Attendance and class schedule
- Academic/extracurricular activities
- Special indicators (e.g., disability information, English language learner, free/reduced meals or homeless/foster care status)
- Conduct/behavioral data
- Health information
- Food purchases
- Transportation information
- In-application performance data

- Student-generated work
- Online communications
- Application metadata and application use statistics
- Permanent and temporary school student record information

Operators may collect and use student data only for K-12 purposes, which are purposes that aid in the administration of school activities, such as:

- Instruction in the classroom or at home (including remote learning)
- Administrative activities
- Collaboration between students, school personnel, and/or parents/guardians
- Other activities that are for the use and benefit of the school district

DATED:

Pending Implementation

Students

Exhibit – Parent Notification Letter for Student Data Breach

Beginning July 1, 2021, use this sample letter to comply with the Student Online Personal Protection Act’s requirement that a school district must notify the parent/guardian when the covered information of his/her child has been breached. 105 ILCS 85/27(d), added by P.A. 101-516, eff. 7-1-21.

On District Letterhead

Re: Student Data Breach Notification

Dear Parent(s)/Guardian(s):

Despite the District’s ongoing efforts to ensure high levels of security and privacy in the use of online student data, we regret to inform you that certain data about your child [was] **OR** [may have been] compromised in a recent breach of [*insert name of online site, service, or application and name of operator*] **OR** [the District’s network]. The breach [is estimated to have] occurred on [*insert date or date range*]. The following information about your child was compromised:

[*Insert description of student’s covered information that was compromised or reasonably believed to have been compromised*]

The District [, in cooperation with the operator,] is actively investigating the causes and extent of the breach, and we will keep you apprised of any relevant updates. If you have questions or concerns in the meantime, you may contact me [or directly contact the operator involved]:

[*Insert Superintendent contact information*]

[*Insert operator contact information, if applicable*]

You may also obtain information from the Federal Trade Commission (FTC) and consumer reporting agencies about fraud alerts and security freezes at:

FTC

www.consumer.ftc.gov/articles/0279-extended-fraud-alerts-and-credit-freezes

877-FTC-HELP (382-4537)

Federal Trade Commission

600 Pennsylvania Avenue, NW

Washington, DC 20680

Equifax

www.equifax.com/personal/credit-report-services/

800-685-1111

Equifax Information Services LLC (fraud alert)

P.O. Box 105069

Atlanta, GA 30348-5069

Equifax Information Services LLC (security freeze)
P.O. Box 105788
Atlanta, GA 30348-5069

Experian

www.experian.com/help/
888-EXPERIAN (888-397-3742)

Transunion

<https://www.transunion.com/credit-help>
888-909-8872

Transunion Fraud Victim Assistance (fraud alert)
P.O. Box 2000
Chester, PA 19016

Transunion (security freeze)
P.O. Box 160
Woodlyn, PA 19094

Sincerely,

Superintendent

DATED:

Pending Implementation

**MINOOKA COMMUNITY HIGH SCHOOL DISTRICT #111
ADMINISTRATIVE PROCEDURES MANUAL
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SECTION 8 – COMMUNITY RELATIONS**

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8:30-AP	Definition of Child Sex Offender
8:30-E1	Letter to Parent Regarding Visits to School by Child Sex Offenders
8:30-E2	Child Sex Offender's Request for Permission to Visit School Property
8:95-E1	Letter Notifying Parents/Guardians of School Visitation Rights
8:95-E2	Verification of School Visitation

Pending Implementation

Community Relations

Exhibit - Application and Procedures for Use of School Facilities

To be submitted to the Superintendent.

This application must be approved before a non-school related group is allowed to use school facilities. School organizations, school-sponsored programs, and organizations whose primary purpose is to provide financial assistance to the school are all considered, for the purpose of this application, to be school-related. Use of school facilities for school purposes has precedence over all other uses.

Organization name	Requested school facility
Supervisor from organization <i>(must be 21 years of age or older)</i>	Phone/email address
Program/activity	Date(s) and start/end time(s)
Equipment needed	Materials to be brought into facility
Room arrangement, including decorations	Food service required

1. All non-school related groups must supply adequate supervision to ensure proper care and use of school facilities.

- The non-school related group is responsible to the Board for the use and care of the school facility. All adult supervisors must have cell phones with them at all times.
- Sufficient, competent adult supervision must be provided and the adult supervisor must ensure that no minor is left alone after the activity.
- Only the cafeteria, auditorium, gymnasium, and athletic field, along with needed hallways and parking areas, are available for community use. Entering any room or area not in use by the group is prohibited. The adult supervisor will vacate the facility at the scheduled end time. Use of the school facility is not permitted past the agreed end time.
- No furniture or equipment may be moved without prior approval from the Building Principal.
- Signs, displays, or materials may not be attached, nailed, or otherwise affixed to walls.

_____ *Initial here if this is agreeable*

2. All non-school related groups must agree to:

- Indemnify and hold harmless the District and its agents and employees for and from any and all loss including attorneys' fees, damages, expense, and liability arising out of its use of school property.
- Pay any damages to school facilities, furniture, or equipment arising out of its use of school property whether such damage was accidental or deliberate. The cost of damages will be based on the repair or replacement cost, the choice of which is at the School Board's discretion.
- Supply proof of insurance naming [*insert name of the District*] as an additional insured and verifying that the group maintains adequate insurance coverage against personal injury and/or property loss: _____

Insurance provider name and contact number

_____ *Initial here if this is agreeable*

3. All non-school related groups must pay the following fees:

Rental charge (unless waived by Board policy): _____
Meal and beverage service (cost as determined by the cafeteria supervisor): _____
_____ *Initial here if this is agreeable*

4. **Payment Method:** Check Money Order Credit Card

If payment is by check, please make check payable to: _____ *The District*

If payment by credit card, please indicate the following: Visa Master Card Am Ex

Expiration date: _____ Credit Card No.: _____ CVV: _____ Today's date: _____

Authorized amount: _____ Authorized signature: _____

5. **All non-school related groups must agree to use appropriate emergency procedures including calling 9-1-1 for medical emergencies and whenever an Automatic External Defibrillator (AED) is used.**

_____ *Initial here if this is agreeable*

6. **All non-school related groups must agree to follow the District's *Plan for Responding to a Medical Emergency at a Physical Fitness Facility*, 4:170-AP6.**

Important: The District will not supervise the activity nor will it supply trained AED users to act as emergency responders at any time, including during staffed business hours.

Activity being proposed is not in a physical fitness facility.

_____ *Initial here if this is agreeable*

Copy of the District's *Plan for Responding to a Medical Emergency at a Physical Fitness Facility* has been provided. 77 Ill.Admin.Code §§527.400(a) and 527.800(c). **Important:** State law encourages all non-District coaches, instructors, judges, referees, or other similarly situated non-District anticipated rescuers who use the physical fitness facility in conjunction with the supervision of physical fitness activities to complete a course of instruction that would qualify them as a trained AED user under Ill. law. 410 ILCS 4/10; 77 Ill.Admin.Code §527.100.

_____ *Initial here that a copy of the Plan was received and that the Applicant has read and understands the above note.*

7. **If the request involves a physical fitness facility, the non-school related group must:**

- Designate at least one adult supervisor who agrees to be an emergency responder. All emergency responders are encouraged to be trained in CPR and trained AED users.
- Give a copy of the District's plan for responding to medical emergencies to each designated emergency responder.
- Require that 9-1-1 be called for medical emergencies and whenever an AED is used.
- Ensure that each designated emergency responder knows the location of first aid equipment and any AED.
- Ensure that only trained AED users operate an AED, unless the circumstances do not allow time for a trained AED user to arrive.
- Arrange for at least one emergency responder to have a tour of the facility before the activity.
- Ensure that if an AED is used, the Superintendent is informed and all appropriate forms are completed.

_____ *Initial here if this is agreeable*

I certify that I am authorized to act for the above-named organization. I understand that: (1) the granting of this request does not constitute recognition of my organization as a school-related group or activity, and (2) my organization may not represent itself or any of its activities as school-related.

I agree to: (1) abide by the conditions stated in this application, and (2) adhere to all Board policies and administrative procedures applicable to this use of the school's facility.

_____	_____
Applicant name (<i>please print</i>)	Telephone number
_____	_____
Address	Email address
_____	_____
Applicant signature	Date

The Superintendent or designee will base his or her decision on the information being provided in this application as well as other criteria deemed important. *(Note to Superintendent or designee: After approving or denying this application, return a copy of it to the person making the request, keep the original in the central office, and send a copy to the appropriate Building Principal.)*

Approved **Denied**

Superintendent or designee

Date

DATED:

Pending Implementation

Community Relations

Administrative Procedure - Advertising and Distributing Materials in Schools Provided by Non-School Related Entities

Requests from Community, Educational, Charitable, Recreational, or Other Organizations

Actor	Action
Community, Educational, Charitable, Recreational, or Other Organizations	<p>Direct to the Building Principal all requests to advertise events pertinent to students’ interests or involvement.</p> <p>Specifically describe the material or content proposed to be displayed, distributed, included in the school’s website, and/or included on District-issued electronic learning devices.</p> <p>Request specific dates for the material to be displayed or distributed.</p>
Building Principal	Refers all materials to the Superintendent or designee for screening to ensure compliance with the District’s policy and procedures.
Superintendent or designee	<p>Screens all material before distributing or posting it to ensure compliance with the District’s policy and procedures, including that all material and content be student-oriented, have the sponsoring organization’s name prominently displayed, and clearly state that the organization is not affiliated with the District.</p> <p>Rejects all requests to post or distribute material or content that would: (a) disrupt the educational process, (b) violate the rights or invade the privacy of others, (c) infringe on a trademark or copyright, or (d) be defamatory, obscene, vulgar, or indecent.</p> <p>Determines the appropriate location for the content, provided that any distribution by staff is done without discussion.</p> <p>Informs the organization whether its request is accepted or rejected.</p> <p>Removes all materials and/or content that are out-of-date from the building, website, and/or District-issued learning devices.</p>
Community, Educational, Charitable, Recreational, or Other Organizations	<p>Deliver the material or content to the school. The school will not make copies.</p> <p>Provide in electronic format any information that the Building Principal agreed to publish on the school’s website or District-issued learning devices.</p>

Requests from Commercial Companies to Advertise and/or Distribute Material

Actor	Action
Commercial Companies	Direct to the Superintendent all requests to advertise on school grounds, in school publications, or on District-issued learning

Actor	Action
	<p>devices.</p> <p>Specifically identify the requested location for advertisements, i.e.: (a) athletic field fences, (b) athletic, theater, or music programs, (c) student newspapers or yearbooks, (d) scoreboards, and/or (e) other appropriate locations.</p> <p>Prominently display the company's name on all advertising.</p> <p>Provide a copy of the proposed advertisement to the Superintendent.</p>
Superintendent	<p>Screens all proposed ads to ensure that they follow Board policy 8:25, <i>Advertising and Distributing Materials in Schools Provided by Non-School Related Entities</i>, and will not: (a) disrupt the educational process, (b) violate the rights or invade the privacy of others, (c) infringe on a trademark or copyright, or (d) be defamatory, obscene, vulgar, or indecent.</p> <p>May approve a commercial request related to graduation, class pictures, or class rings.</p> <p>For all other commercial requests, makes a dispositional recommendation during an open School Board meeting.</p> <p>After the Board's decision, takes all appropriate steps.</p>
School Board	<p>From time-to-time, by Board resolution, determines minimum fees for advertising space. All fees are subject to negotiation and Board approval.</p>

DATED:

Community Relations

Administrative Procedure - Definition of Child Sex Offender

Child Sex Offender

720 ILCS 5/11-9.3(d) amended by P.A. 100-428, eff. 1-1-18.

- (1) *Child sex offender* means any person who:
- (i) Has been charged under Illinois law, or any substantially similar federal law or law of another state, with a sex offense set forth in paragraph (2) of this subsection (d) or the attempt to commit an included sex offense, and
 - (A) Is convicted of such offense or an attempt to commit such offense; or
 - (B) Is found not guilty by reason of insanity of such offense or an attempt to commit such offense; or
 - (C) Is found not guilty by reason of insanity pursuant to subsection (c) of Section 104-25 of the Code of Criminal Procedure of 1963 of such offense or an attempt to commit such offense; or
 - (D) Is the subject of a finding not resulting in an acquittal at a hearing conducted pursuant to subsection (a) of Section 104-25 of the Code of Criminal Procedure of 1963 for the alleged commission or attempted commission of such offense; or
 - (E) Is found not guilty by reason of insanity following a hearing conducted pursuant to a federal law or the law of another state substantially similar to subsection (c) of Section 104-25 of the Code of Criminal Procedure of 1963 of such offense or of the attempted commission of such offense; or
 - (F) Is the subject of a finding not resulting in an acquittal at a hearing conducted pursuant to a federal law or the law of another state substantially similar to subsection (a) of Section 104-25 of the Code of Criminal Procedure of 1963 for the alleged violation or attempted commission of such offense; or
 - (ii) Is certified as a sexually dangerous person pursuant to the Illinois Sexually Dangerous Persons Act, or any substantially similar federal law or the law of another state, when any conduct giving rise to such certification is committed or attempted against a person less than 18 years of age; or
 - (iii) Is subject to the provisions of Section 2 of the Interstate Agreements on Sexually Dangerous Persons Act.

Convictions that result from or are connected with the same act, or result from offenses committed at the same time, shall be counted for the purpose of this Section as one conviction. Any conviction set aside pursuant to law is not a conviction for purposes of this Section.

- (2) Except as otherwise provided in paragraph (2.5), *sex offense* means:
- (i) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012:
 - 10-4 (forcible detention),
 - 10-7 (aiding or abetting child abduction under Section 10-5(b)(10)),
 - 10-5(b)(10) (child luring),

11-1.40 (predatory criminal sexual assault of a child),
 11-6 (indecent solicitation of a child), 11-6.5 (indecent solicitation of an adult),
 11-9.1 (sexual exploitation of a child),
 11-9.2 (custodial sexual misconduct),
 11-9.5 (sexual misconduct with a person with a disability),
 11-14.3(a)(1) (promoting prostitution by advancing prostitution),
 11-14.3(a)(2)(A) (promoting prostitution by profiting from prostitution by compelling a person to be a prostitute),
 11-14.3(a)(2)(c) (promoting prostitution by profiting from prostitution by means other than as described in subparagraphs (A) and(B) of paragraph (2) of subsection (a) of Section 11-14.3),
 11-14.4 (promoting juvenile prostitution),
 11-18.1(patronizing a juvenile prostitute),
 11-20.1 (child pornography),
 11-20.1B (aggravated child pornography),
 11-21 (harmful material),
 11-25 (grooming),
 11-26 (traveling to meet a minor or traveling to meet a child),
 12-33 (ritualized abuse of a child),
 11-20 (obscenity) (when that offense was committed in any school, on real property comprising any school, in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity, or in a public park),
 11-30 (public indecency) (when committed in a school, on real property comprising a school, in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity, or in a public park). An attempt to commit any of these offenses.

(ii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age:

11-1.20 (criminal sexual assault),
 11-1.30 (aggravated criminal sexual assault),
 11-1.50 (criminal sexual abuse),
 11-1.60 (aggravated criminal sexual abuse).
 An attempt to commit any of these offenses.

(iii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age and the defendant is not a parent of the victim:

10-1 (kidnapping),
 10-2 (aggravated kidnapping),
 10-3 (unlawful restraint),
 10-3.1 (aggravated unlawful restraint),
 11-9.1(A) (permitting sexual abuse of a child).
 An attempt to commit any of these offenses.

(iv) A violation of any former law of this State substantially equivalent to any offense listed in clause (2)(i) or (2)(ii) of subsection (d) of this Section.

(2.5) For the purposes of subsections (b-5) and (b-10) only, a sex offense means:

(i) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012:

10-5(b)(10) (child luring),
10-7 (aiding or abetting child abduction under Section 10-5(b)(10)),
11-1.40 (predatory criminal sexual assault of a child),
11-6 (indecent solicitation of a child),
11-6.5 (indecent solicitation of an adult),
11-9.2 (custodial sexual misconduct),
11-9.5 (sexual misconduct with a person with a disability),
11-11 (sexual relations within families),
11-14.3(a)(1) (promoting prostitution by advancing prostitution),
11-14.3(a)(2)(A) (promoting prostitution by profiting from prostitution by compelling a person to be a prostitute),
11-14.3(a)(2)(C) (promoting prostitution by profiting from prostitution by means other than as described in subparagraphs (A) and (B) of paragraph (2) of subsection (a) of Section 11-14.3),
11-14.4 (promoting juvenile prostitution),
11-18.1 (patronizing a juvenile prostitute),
11-20.1 (child pornography),
11-20.1B (aggravated child pornography),
11-25 (grooming),
11-26 (traveling to meet a minor or traveling to meet a child), or
12-33 (ritualized abuse of a child).

An attempt to commit any of these offenses.

- (ii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age:

11-1.20 (criminal sexual assault),
11-1.30 (aggravated criminal sexual assault),
11-1.60 (aggravated criminal sexual abuse), and
subsection (a) of Section 11-1.50 (criminal sexual abuse).

An attempt to commit any of these offenses.

- (iii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age and the defendant is not a parent of the victim:

10-1 (kidnapping),
10-2 (aggravated kidnapping),
10-3 (unlawful restraint),
10-3.1 (aggravated unlawful restraint),
11-9.1(A)(permitting sexual abuse of a child).

An attempt to commit any of these offenses.

- (iv) A violation of any former law of this State substantially equivalent to any offense listed in this paragraph (2.5) of this subsection.

- (3) A conviction for an offense of federal law or the law of another state that is substantially equivalent to any offense listed in paragraph (2) of subsection (d) of this Section shall constitute a conviction for the purpose of this Section. A finding or adjudication as a sexually dangerous person under any federal law or law of another state that is substantially equivalent to the Sexually Dangerous Persons Act shall constitute an adjudication for the purposes of this Section.

DATED:

Community Relations

Exhibit - Letter to Parent Regarding Visits to School by Child Sex Offenders

Date:

Dear Parent/Guardian:

Student's Name <i>(Please print)</i>	School
--------------------------------------	--------

State law places restrictions on child sex offenders' access to school property. See 720 ILCS 5/11-9.3. It prohibits a child sex offender from knowingly being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender: (1) is a parent/guardian of a student and the parent/guardian is: (a) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (b) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (c) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school; or (2) has permission to be present from the Superintendent or the School Board and the Superintendent or Board President have informed the Building Principal. A child sex offender present on school property must remain under the direct supervision of a school official. A child sex offender who violates these provisions of the law is guilty of a Class 4 felony.

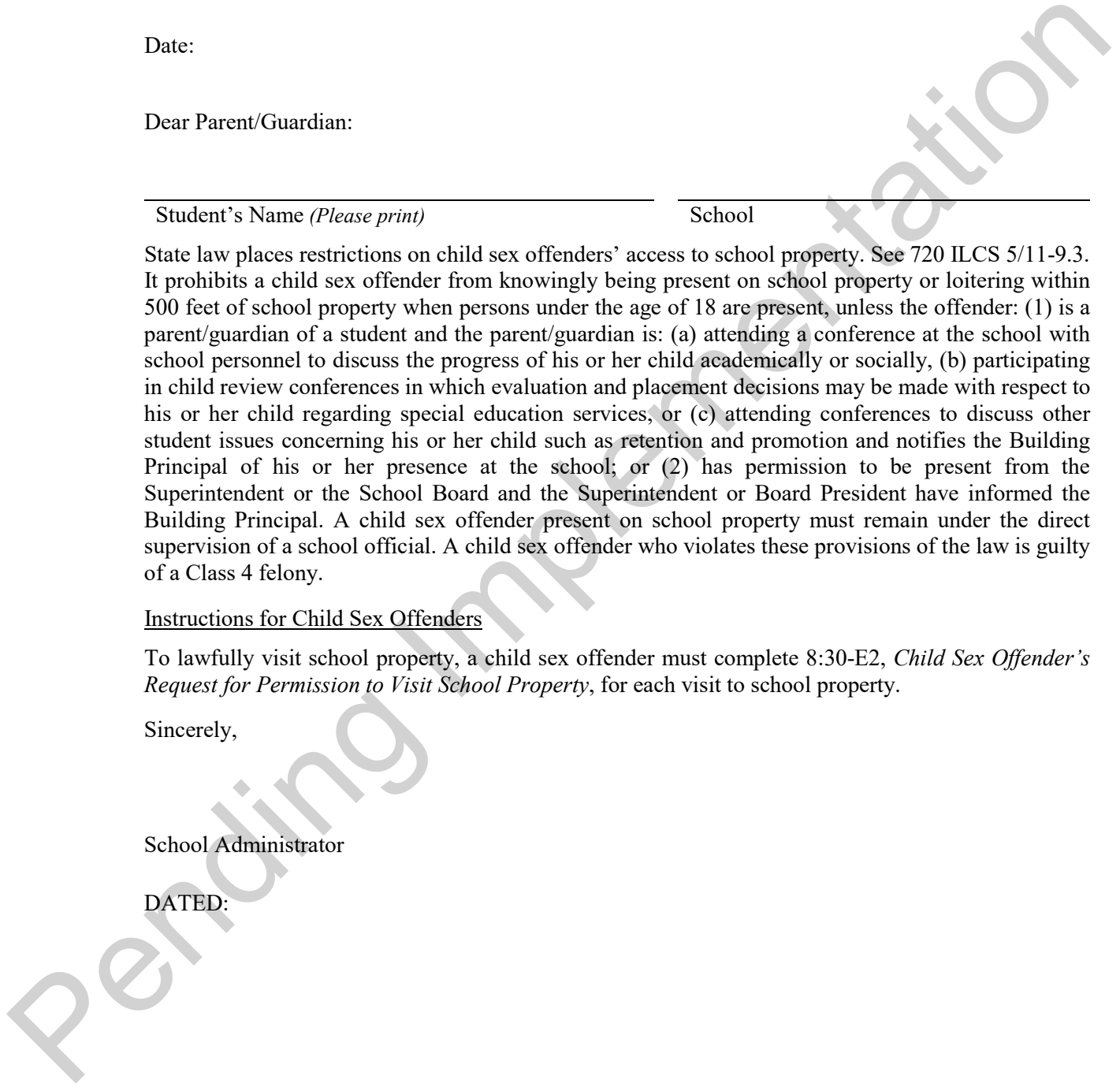
Instructions for Child Sex Offenders

To lawfully visit school property, a child sex offender must complete 8:30-E2, *Child Sex Offender's Request for Permission to Visit School Property*, for each visit to school property.

Sincerely,

School Administrator

DATED:



Community Relations

Exhibit - Child Sex Offender's Request for Permission to Visit School Property

If you are a child sex offender, you must complete this form to lawfully visit school property whenever students are present. After a decision is made whether to grant or deny your request for permission to visit, a copy will be returned to you. This information will be kept in the District's main office as well as in the Building Principal's office where you are seeking permission to visit.

_____	_____
Name <i>(Please print)</i>	Address
_____	_____
Signature	Date
_____	_____
School (Visit Location)	Date of Visit

Complete the following if you are a parent/guardian of a student attending the above listed school.

I request permission to visit the school for the following reason(s):

- To attend a conference with school personnel to discuss the academic or social progress of my child.
- To participate in my child's review conference in which evaluation and placement decisions may be made with respect to my child regarding special education services.
- To attend a conference to discuss other student issues concerning my child such as retention and promotion.
- Other *(Please be specific)*: _____

Complete the following if you are **not** a parent/guardian of a student who attends the school you are requesting to visit.

- I request permission to visit the school for the following reason(s) *(Please be specific)*: _____

The following is to be completed by District personnel only:

- Permission Granted** **Permission Denied**

_____	_____
Date	Signature <i>(Superintendent, Designee, or Board President)</i>

Visit Supervision *(To be completed by the staff member supervising the child sex offender)*

Supervisor's Name *(Please print)* _____

Visitor's Time In _____ Visitor's Time Out _____

_____	_____
Date	Supervisor's Signature

DATED:

Community Relations

Exhibit - Letter Notifying Parents/Guardians of School Visitation Rights

On District letterhead

Date

Dear Parents/Guardians:

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work to attend necessary educational or behavioral conferences at their child’s school. Please review the following copy of this Act to determine if you are entitled to a school visitation leave.

Sincerely,

Superintendent

SCHOOL VISITATION RIGHTS ACT
820 ILCS 147/, amended by P.A. 101-486, eff. 8-1-20

147/1. Short title

This Act may be cited as the School Visitation Rights Act.

147/5. Policy

The General Assembly of the State of Illinois finds that the basis of a strong economy is an educational system reliant upon parental involvement. The intent of this Act is to permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend.

147/10. Definitions

As used in this Act:

- (a) “Employee” means a person who performs services for hire for an employer for:
 - (1) at least 6 consecutive months immediately preceding a request for leave under this Act; and
 - (2) an average number of hours per week equal to at least one-half the full-time equivalent position in the employer’s job classification, as defined by the employer’s personnel policies or practices or in accordance with a collective bargaining agreement, during those 6 months.
 “Employee” includes all individuals meeting the above criteria but does not include an independent contractor.
- (b) “Employer” means any of the following: a State agency, officer, or department, a unit of local government, a school district, an individual, a corporation, a partnership, an association, or a nonprofit organization.

- (c) "Child" means a biological, adopted or foster child, a stepchild or a legal ward of an employee and who is enrolled in a primary or secondary public or private school in this State or a state which shares a common boundary with Illinois.
- (d) "School" means any public or private primary or secondary school or educational facility located in this State or a state which shares a common boundary with Illinois.
- (e) "School administrator" means the principal or similar administrator who is responsible for the operations of the school.

147/15. School conference and activity leave

- (a) An employer must grant an employee leave of up to a total of 8 hours during any school year, and no more than 4 hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the employee's child if the conference or meeting cannot be scheduled during non-work hours; however, no leave may be taken by an employee of an employer that is subject to this Act unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee shall provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours' notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer.
- (b) Nothing in this Act requires that the leave be paid.
- (c) For regularly scheduled, non-emergency visitations, schools shall make time available for visitation during regular school hours and evening hours.

147/20. Compensation

An employee who utilizes or seeks to utilize the rights afforded by this Act may choose the opportunity to make up the time so taken as guaranteed by this Act on a different day or shift as directed by the employer. An employee who exercises his rights under this Act shall not be required to make up the time taken, but if such employee does not make up the time taken, such employee shall not be compensated for the time taken. An employee who does make up the time taken shall be paid at the same rate as paid for normal working time. Employers shall make a good faith effort to permit an employee to make up the time taken for the purposes of this Act. If no reasonable opportunity exists for the employee to make up the time taken, the employee shall not be paid for the time. A reasonable opportunity to make up the time taken does not include the scheduling of make-up time in a manner that would require the payment of wages on an overtime basis. Notwithstanding any other provision of this Section, if unpaid leave under this Act conflicts with the unreduced compensation requirement for exempt employees under the federal Fair Labor Standards Act, an employer may require an employee to make up the leave hours within the same pay period.

147/25. Notification

The State Superintendent of Education shall notify each public and private primary and secondary school of this Act. Each public and private school shall notify parents or guardians of the school's students of their school visitation rights. The Department of Labor shall notify employers of this Act.

147/30. Verification

Upon completion of school visitation rights by a parent or guardian, the school administrator shall provide the parent or guardian documentation of the school visitation. The parent or guardian shall submit such verification to the employer. The State Superintendent and the Director of the Department of Labor shall suggest a standard form of documentation of school visitation to schools

for use as required by this Section. The standard form of documentation shall include, but not be limited to, the exact time and date the visitation occurred and ended. Failure of a parent or guardian to submit the verification statement from the school to his or her employer within 2 working days of the school visitation subjects the employee to the standard disciplinary procedures imposed by the employer for unexcused absences from work.

147/35. Employee rights

- A. No employee shall lose any employee benefits, except as provided for in Section 20 of this Act, for exercising his or her rights under this Act. Nothing in this Act shall be construed to affect an employer's obligation to comply with any collective bargaining agreement or employee benefit plan. Nothing in this Act shall prevent an employer from providing school visitation rights in excess of the requirements of this Act. The rights afforded by this Act shall not be diminished by any collective bargaining act or by any employee benefit plan.
- B. An employer may not terminate an employee for an absence from work if the absence is due solely to the employee's attendance at a school conference, behavioral meeting, or academic meeting, as provided in Section 15.

147/40. Applicability

This Act applies solely to public and private employers that employ at least 50 or more individuals in Illinois, and to their employees.

147/45. Violation

Any employer who violates this Act is guilty of a petty offense and may be fined not more than \$100 for each offense.

147/49. Limits on leave

No employer that is subject to this Act is required to grant school visitation leave to an employee if granting the leave would result in more than 5% of the employer's work force or 5% of an employer's work force shift taking school conference or activity leave at the same time.

DATED:

Community Relations

Exhibit - Verification of School Visitation

To be completed by the parent/guardian and given to the Building Principal. Please print.

This document serves to verify that the named parent/guardian attended a school conference or classroom activity for his or her child held on the date and time indicated below.

Student

Conference/Classroom activity

Parent/Guardian name

Date/time of conference/classroom activity

Parent/Guardian signature

To be signed by the Building Principal and returned to the parent/guardian.

Building Principal signature

Date

DATED:

Pending Implementation

Document Status: 5-Year-Review - Needs Review

1:10 School District Legal Status

The Illinois Constitution requires the State to provide for an efficient system of high-quality public educational institutions and services in order to achieve the educational development of all persons to the limits of their capabilities.

The General Assembly has implemented this mandate through the creation of school districts. The District is governed by the laws for school districts serving a resident population of not fewer than 1,000 and not more than 500,000.

The School Board constitutes a body corporate that possesses all the usual powers of a corporation for public purposes, and in that name may sue and be sued, purchase, hold and sell personal property and real estate, and enter into such obligations as are authorized by law.

LEGAL REF.:

[Ill. Constitution, Art. X](#), Sec. 1.

[105 ILCS 5/10-1](#) *et seq.*

CROSS REF.: 2:10 (School District Governance), 2:20 (Powers and Duties of the School Board; Indemnification)

ADOPTED: September 23, 2020

Document Status: 5-Year-Review - Needs Review

1:20 District Organization, Operations, and Cooperative Agreements

The District is organized and operates as a High School District serving the educational needs of children in grades 9 through 12 and others as required by the School Code.

The District enters into and participates in joint programs and intergovernmental agreements with units of local government and other school districts in order to jointly provide services and activities in a manner that will increase flexibility, scope of service opportunities, cost reductions, and/or otherwise benefit the District and the community. The Superintendent shall manage these activities to the extent the program or agreement requires the District's participation, and shall provide periodic implementation or operational data and/or reports to the School Board concerning these programs and agreements. The District participates in the following joint programs and intergovernmental agreements:

- Grundy Area Vocational Center
- Grundy County Special Education Cooperative
- Three Rivers Education For Employment System
- JJC
- Village of Channahon
- Village of Minooka
- Grundy County Sheriff

LEGAL REF.:

[Ill. Constitution, Art. VII](#), Sec. 10.

[5 ILCS 220/1](#) *et seq.*

ADOPTED: September 23, 2020

Document Status: 5-Year-Review - Needs Review

1:30 School District Philosophy

Mission - Why We Exist

- Strengthen Mastery
- Collaboration
- High Expectations
- Success for All Students

Values - What We Stand For

- Continuous Improvement
- Collaboration
- High Expectations
- Integrity
- Resilience
- Respect
- Responsibility
- Service

Vision - Where We are Headed

MCHS students are success-ready when they:

- Think critically and demonstrate mastery of academic learning expectations.
- Solve problems collaboratively.
- Demonstrate a growth mindset through strong effort and continuous improvement.
- Embrace individual differences.
- Have the interpersonal skills and confidence to be successful in the workplace.
- Explore college, career and other post-high school opportunities.

CROSS REF: 2:10 (School District Governance), 3:10 (Goals and Objectives), 6:10 (Educational Philosophy and Objectives)

ADOPTED: September 23, 2020

Document Status: Draft Update

2:10 School District Governance

The District is governed by a School Board consisting of seven members. The Board's powers and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the District's schools.

Official action by the Board may only occur at a duly called and legally conducted meeting. Except as otherwise provided by the Open Meetings Act, at which a quorum is must be physically present at the meeting. [PRESSPlus1](#)

As stated in the Board member oath of office prescribed by the School Code, a Board member has no legal authority as an individual.

LEGAL REF.:

5 ILCS 120/~~4.02~~, Open Meetings Act.

[105 ILCS 5/10-1](#), [5/10-10](#), [5/10-12](#), [5/10-16.5](#), [5/10-16.7](#), and [5/10-20.5](#).

CROSS REF.: 1:10 (School District Legal Status), 2:20 (Powers and Duties of the School Board; Indemnification), 2:80 (Board Member Oath and Conduct), 2:120 (Board Member Development), 2:200 (Types of School Board Meetings), 2:220 (School Board Meeting Procedure)

ADOPTED: September 23, 2020

PRESSPlus Comments

PRESSPlus 1. Updated to reflect changes to 5 ILCS 120/7(e), amended by P.A. 101-640, permitting public bodies to meet without a quorum physically present during a public health emergency. **Issue 107, June 2021**

Document Status: Draft Update

2:30 School District Elections

School District elections are non-partisan, governed by the general election laws of the State, and include the election of School Board members, various public policy propositions, and advisory questions. 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. The canvass of votes is conducted by the election authority within 21 days after the election.

The Board, by proper resolution, may cause to be placed 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.

The Board Secretary serves as the local election official. He or she receives petitions for the submission of a public question to referenda and forwards them to the proper election officer.

LEGAL REF.:

10 ILCS 5/1-3, 5/2A, [5/9](#), 5/10-9, 5/22-17, 5/22-18, and 5/28.

105 ILCS 5/9 and ~~5/9-1.5~~. [PRESSPlus1](#)

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

~~ADOPTED: September 23, 2020~~

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 107, June 2021**

Document Status: Draft Update

2:130 Board-Superintendent Relationship

The School Board directs, through policy, the Superintendent in his or her charge of the administration of the District by delegating its authority to operate the District and provide leadership to staff. [PRESSPlus1](#) The School Board employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law.

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide general direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

LEGAL REF.:

[105 ILCS 5/10-16.7](#) and [5/10-21.4](#).

CROSS REF.: 3:40 (Superintendent)

~~ADOPTED: September 23, 2020~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. Statutory text, previously contained in the sample policy's footnotes, was moved into the policy as a result of **PRESS** Advisory Board feedback. **Issue 107, June 2021**

Document Status: Draft Update

2:240 Board Policy Development

The School Board governs using written policies. Written policies ensure legal compliance, establish Board processes, articulate District ends, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends.

Policy Development

Anyone may propose new policies, changes to existing policies, or deletion of existing policies. Staff suggestions should be processed through the Superintendent. Suggestions from all others should be made to the Board President or the Superintendent.

A Board Policy Committee will consider all policy suggestions and provide information and recommendations to the Board.

The Superintendent is responsible for: (1) providing relevant policy information and data to the Board, (2) notifying those who will implement or be affected by or required to implement a proposed policy and obtaining their advice and suggestions, and (3) having policy recommendations drafted into written form for Board deliberation. The Superintendent shall seek the counsel of the Board Attorney when appropriate.

Policy Adoption and Dissemination

Policies or policy revisions will not be adopted at the Board meeting at which they are first introduced, except when: (1) appropriate for a consent agenda because no Board discussion is required, or (2) necessary or prudent in order to meet emergency or special conditions or to be legally compliant. Further Board consideration **will may** be given at a subsequent meeting(s) and after opportunity for community input. The adoption of a policy will serve to supersede all previously adopted policies on the same topic.

The Board policies are available for public inspection in the District's main office during regular office hours. Copy requests should be made pursuant to Board policy 2:250, *Access to District Public Records*.

Board Policy Review and Monitoring

The Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required. The Board may use an annual policy review and monitoring calendar.

Words Importing Gender [PRESSPlus1](#)

Throughout this policy manual, words importing the masculine and/or feminine gender include all gender neutral/inclusive pronouns.

Superintendent Implementation

The Board will support any reasonable interpretation of Board policy made by the Superintendent. If reasonable minds differ, the Board will review the applicable policy and consider the need for further clarification.

In the absence of Board policy, the Superintendent is authorized to take appropriate action.

Suspension of Policies

The Board, by a majority vote of members present at any meeting, may temporarily suspend a Board policy except those provisions that are controlled by law or contract. The failure to suspend with a specific motion does not invalidate the Board action.

LEGAL REF.:

[105 ILCS 5/10-20.5.](#)

CROSS REF.: 2:150 (Committees), 2:250 (Access to District Public Records), 3:40 (Superintendent)

ADOPTED: September 23, 2020

PRESSPlus Comments

PRESSPlus 1. Optional. Updated in response to subscriber feedback and evolving diversity, equity, and inclusion work at IASB. Consult the board attorney to determine whether inclusion of a subhead related to gender neutral/inclusive pronouns is appropriate for the district. This subhead's text mirrors language from the Ill. Statute on Statutes importing words applying the masculine gender to include the female gender. See 5 ILCS 70/1.04.

For students, State law prohibits gender-based discrimination, including transgender and gender non-conforming students. 775 ILCS 5/5-101(A)(11); 775 ILCS 5/1-103(O-1); and 23 Ill.Admin.Code §1.240. Title IX of the Education Amendments of 1972 (20 U.S.C. §1681) also prohibits exclusion and discrimination on the basis of sex. 20 U.S.C. §1681(a). See also policy 7:10, *Equal Educational Opportunities*.

For employees, the Equal Employment Opportunities Act (a/k/a Title VII of the Civil Rights Act of 1964) prohibits discrimination because of an individual's sex, which includes sexual orientation and/or transgender status. See 42 U.S.C. §2000e et seq., amended by The Lilly Ledbetter Fair Pay Act of 2009, Pub.L. 111-2; *Bostock v. Clayton Cnty.*, 140 S.Ct. 1731 (2020); and *Hively v. Ivy Tech*, 853 F.3d 339 (7th Cir. 2017). See also policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. **Issue 107, June 2021**

Document Status: Draft Update

2:120-E1 Exhibit - Guidelines for Serving as a Mentor to a New School Board Member

On District letterhead

Date

Dear School Board Member:

Thank you for agreeing to serve as a mentor to a new Board member. The goal of the mentoring program is to orient a new Board member to the Board and District and ~~to help~~ the new Board member ~~him or her~~ [PRESSPlus1](#) be comfortable, develop self-confidence, and become an effective leader. Follow these guidelines to maximize your mentoring effectiveness.

1. Be a good mentor by sharing your knowledge and experiences with others. Take a personal interest in helping others succeed.
2. Try to develop an informal, collegial relationship with the new Board member - explain that you are there to help. Listen respectfully to all concerns and answer questions honestly.
3. During your first contact with the new Board member, introduce yourself and explain that you will serve as the new Board member's ~~his or her~~ mentor and are looking forward to sharing information about the Board and District. If possible, meet with the individual to become acquainted. Be available as needed to provide assistance, advice, and support. The Superintendent's office will have already provided the new Board member with a web link or paper copy of the Board's policies as well as other helpful material.
4. Be prepared to introduce the new Board member at upcoming Board events until the new Board member ~~he or she~~ becomes a familiar face.
5. Be available and maintain a helpful attitude. You will assist the new Board member in becoming an effective member of the Board and ensuring skilled and knowledgeable future leadership for the District.

Being a mentor can bring rewards to you, the new Board member, and the District. Thank you for your assistance and commitment.

Sincerely,

School Board President

~~DATED: September 23, 2020~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 107, June 2021**

Document Status: Draft Update

2:120-E2 Exhibit - Website Listing of Development and Training Completed by Board Members

District webmaster: Post this template (including the explanatory paragraphs) on the District's website and update the table as information is provided.

Each Illinois school board member who is elected or appointed to fill a vacancy of at least one year's duration must complete State-mandated receive professional development leadership training (PDLT) and Open Meetings Act (OMA) training. Mandatory State-mandated training is also required for board members who want to vote upon a dismissal based upon the Performance Evaluation Reform Act implementation in each school district. For additional information, see Board policy 2:120, Board Member Development. [PRESSPlus1](#)

The following table contains State-mandated mandatory and non-mandatory training requirements and other professional development activities that were completed by each Board member. When the Illinois Association of School Boards (IASB) provided the training was provided by the Illinois Association of School Boards, the acronym "IASB" follows the listed activity.

Name	Development and Training Activity and Provider	Date Completed

The Illinois Association of School Boards (IASB) is a voluntary organization of local boards of education dedicated to strengthening the Illinois public schools through local citizen control. Although not a part of State government, IASB is organized by member school boards as a private not-for-profit corporation under authority granted by [Article 23](#) of the School Code. The vision of IASB is excellence in local school board governance supporting quality public education.

For more information regarding IASB and its programs, visit www.iasb.com.

DATED: September 23, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 107, June 2021**

Document Status: 5-Year-Review - Needs Review

2:220-E4 Exhibit - Open Meeting Minutes

Meeting Minutes Protocol

1. Meeting minutes are the permanent record of the proceedings during a School Board meeting. All Board action must be recorded in the minutes; thus, the minutes focus on Board action.
2. The minutes only include information provided at the meeting. Information may not be corrected or updated in the minutes unless it was discussed at the meeting.
3. Minutes include a summary of the Board's discussion on an agenda topic; the minutes do not state what is said verbatim. The minutes do not repeat the same point made by different individuals. If appropriate, the minutes include a brief background and an explanation of the circumstances surrounding an issue discussed. The minutes do not include the names of members making specific points during discussion. Requests from individual Board members to include their vote or an opinion are handled according to Board policy 2:220, *School Board Meeting Procedure*.
4. The minutes include the topic of reports that are made to the Board including reports from the Superintendent or a Board committee. Written reports are filed with the minutes but do not become part of the minutes.
5. The minutes note when a member is not present for the entire meeting due to late arrival and/or early departure.
6. Although items may be considered by the Board in a different order than appeared on the agenda, items in the minutes are generally recorded in the same order as they appeared on the agenda. When a meeting is reconvened on a different date, the minutes must describe what happened on each meeting date.
7. The minutes should be recorded in an objective but positive/constructive tone. Answers and explanations, rather than questions, are recorded. Writing style, including choice of words and sentence structure, is at the discretion of the individual recording the minutes.
8. The minutes include individuals' names who speak during the meeting's public participation segment as well as the topics they address. All written documents presented at a Board meeting are filed with the minutes but do not become part of the minutes.
9. The following template generally governs meeting minutes.

Open Meeting Minutes

Date:	Time:
Location:	
Type of meeting: <input type="checkbox"/> Regular <input type="checkbox"/> Special <input type="checkbox"/> Reconvened or rescheduled <input type="checkbox"/> Emergency	
Name of person taking the minutes:	
Name of person presiding:	
Members in attendance: 1. 2. 3. 4. 5.	Members absent: 1. 2. 3. Members in attendance remotely: 1. 2. 3.

List any items removed from the consent agenda:
Motion made by:
Motion: <input type="checkbox"/> To approve
<input type="checkbox"/> To add items as follows: <i>(No action may be taken on newagenda items.)</i>
Motion seconded by:
Action: <input type="checkbox"/> Passed <input type="checkbox"/> Failed

Approval of Previous Meeting Minutes *(Needed only if this item is not on the consent agenda.)*

Minutes from the Board meeting held on:
Motion made by:
Motion: <input type="checkbox"/> To approve
<input type="checkbox"/> To approve subject to incorporation of the following amendment(s):
Motion seconded by:
Action: <input type="checkbox"/> Passed <input type="checkbox"/> Failed

Approval of Items on Consent Agenda *(This may include expense advancements, reimbursements, and/or purchase orders regulated by the Local Government Travel Expense Control Act (see Board policies 2:125, Board Member Compensation; Expenses, and 5:60, Expenses)*

Summary of discussion:
Motion to approve the consent agenda made by:
Motion seconded by:
Roll Call: <i>(Needed when consent agenda contains an item involving the expenditure of money.)</i>
823
"Yeas" "Nays"

Action: <input type="checkbox"/> Passed <input type="checkbox"/> Failed	

Public Comments *(Reproduce this section for each individual making a comment.)*

The following individual appeared and commented on the topic noted below: *(Include the title of any documents presented to the Board.)*

Name:
Topic:

Remaining Agenda Items *(Reproduce this section for each agenda item.)*

Agenda item:	
Summary of discussion:	
Motion made by:	
Motion to:	
Motion seconded by:	
Action: <input type="checkbox"/> Passed <input type="checkbox"/> Failed	
<i>(If a roll call vote occurred, record the vote of individual Board members.)</i>	
"Yeas"	"Nays"

If Applicable, Approval of Motion to Adjourn to Closed Meeting *(Insert 2:220-E2, Motion to Adjourn to Closed Meeting.)*

Approval of Motion to Adjourn

Motion to adjourn made by:
Motion seconded by:
Action: <input type="checkbox"/> Passed <input type="checkbox"/> Failed
Time of adjournment:

Post-Meeting Action

Date minutes approved:
Date minutes were available for public inspection:
Date minutes were posted on District website:

DATED: September 23, 2020

Document Status: Draft Update

2:220-E7 Exhibit - Access to Closed Meeting Minutes and Verbatim Recordings

The Board must allow its duly elected officials or appointed officials filling a vacancy of an elected office access to closed session minutes and verbatim recordings. (5 ILCS 120/2.06(e)), amended by P.A. 99-515. [PRESSPlus1](#) The following subheads implement the logistics of granting this access.

Access to Closed Meeting Minutes

Duplicate this section for each grant of access to closed meeting minutes.

Date: _____ Time: _____ Storage Location: _____

Name of person(s) responsible for storing the closed meeting minutes: _____

Access granted

Date access occurred: _____ Start time: _____ End time: _____

Requesting Board member's name *(Please print)* _____

In the presence of: *(Check appropriate box and insert name on line.)*

Recording Secretary _____

Superintendent or designated administrator _____

Elected Board member _____

For requesting Board member: *(Read the following and sign below)*

While the Open Meetings Act does not provide a cause of action against me or the Board for disclosing closed session discussions (*Swanson v. Board of Police Commissioners*, 555 N.E. 2d 351, 197 Ill.App.3d 592 (2nd Dist. 1990)), I acknowledge and understand that any disclosures by me of information in the closed session minutes not yet released to the public could subject me to a possible civil action alleging that I created harm to another, i.e., an intentional tort(s).

Requesting Board Member Signature

Date

Verbatim Recording Access

Duplicate this section for each grant of access to verbatim recordings.

Date: _____ Time: _____ Storage Location: _____

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Name of person(s) responsible for storing the verbatim recording: _____

Access granted

Date access occurred: _____ Start time: _____ End time: _____

Requesting Board member's name *(Please print)* _____

In the presence of: *(Check appropriate box and insert name on line.)*

Recording Secretary _____

Superintendent or designated administrator _____

Elected Board member _____

Access denied **Access unavailable.** Verbatim recording requested is older than 18 months and was destroyed pursuant to [5 ILCS 120/2.06\(c\)](#).

For requesting Board member: *(Read the following and sign below.)*

While the Open Meetings Act does not provide a cause of action against me or the Board for disclosing closed session discussions (*Swanson v. Board of Police Commissioners*, 197 Ill.App.3d 592 (2nd Dist. 1990) 555 N.E. 2d 35 (1990)), I acknowledge and understand that any disclosures by me of information in the **closed session** verbatim recordings could subject me to a possible civil action alleging that I created harm to another, i.e., an intentional tort(s).

Requesting Board Member Signature

Date

DATED: September 23, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 107, June 2021**

Document Status: Draft Update

2:240-E1 Exhibit - PRESS Issue Updates

This procedure is for **PRESS** subscribers. For subscribers to **PRESS Plus**, IASB's full-maintenance policy update service, the **PRESS Plus Online User Guide**, available at www.iasb.com/policy, update instructions that arrive with a paid **PRESS Plus** subscription provides further guidance. [PRESSPlus1](#)

Actor	Action
Superintendent	<p>Manages the process for the Board to receive PRESS updates to policies.</p> <p>Manages the Board's compliance with the Open Meetings Act. Ensures that, as appropriate, the agendas for the Board Policy Committee and School Board include discussion and list action to consider, adopt, or revise Board policies and Board exhibits.</p> <p>Manages the process for approving new or revised administrative procedures, administrative procedure exhibits, and changes to employee and student handbooks.</p> <p>Communicates all policy and administrative procedure revisions or adoptions, as appropriate, to staff members, parents, students, and community members.</p>
Superintendent or Superintendent's Secretary	<p>Updates the District's <i>Roster</i> as follows:</p> <ol style="list-style-type: none"> Go to www.iasb.com and click on the MY ACCOUNT Member Login button. Log in using your email address and password. If you do not know your password, use the "forgot your password?" link. <p>If you are signing in for the first time, your password is the 7-digit IASB ID number beginning with "2" that appears on all IASB mailing labels.</p> <p>If you have already changed your password, use the unique password you created.</p> <p>If you do not know your password, use the forgot password link.</p> At the bottom of your Profile page, click on Districts You Manage and then the District name. Review and verify or change the District's existing records. Ensure that all current board members, administrators, and anyone else on staff who accesses PRESS are listed with their current email addresses.
Designated support staff	<p>Logs in to PRESS Online as follows:</p> <ol style="list-style-type: none"> Go to www.iasb.com and click on the Member Login button. Log in using your email address and password. If you do not know your password, use the "forgot your password?" link. Under "My Account Links," click "PRESS Login." <p>To each member of the Policy Committee, (or full Board,) or other interested school official, emails or otherwise distributes the following:</p> <ol style="list-style-type: none"> PRESS Online Information and Instructions card; PRESS Update Memo; PRESS video tutorial video link at: www.iasb.com/policy; Committee worksheets; and Current District policy in relevant areas. <p>To any other Board member or interested school official: Emails or otherwise distributes numbers 1 through 5, above.</p> <p>As appropriate, includes new and revised policies in the Board meeting packets.</p> <p>After a policy is adopted or revised, updates the District's policy manual master electronic file</p>

	<p>and adds or updates adoption dates.</p> <p>Archives old previous version of revised policy.</p> <p>Follows district process for updating paper and online manuals.</p> <p>Considers distributing PRESS Update Memo to Building Principals.</p>
Policy Committee (or Full Board)	<p>Considers each PRESS update. Reviews all footnote changes.</p> <p>Decides which changes require School Board discussion and which are appropriate as consent agenda items.</p> <p>The following are appropriate for the consent agenda: changes to the Legal References and Cross References, and minor policy edits that do not require Board discussion.</p> <p>Requests review of recommended revisions by the Board Attorney, as appropriate.</p> <p>Presents recommendations regarding PRESS updates to the Board at a regularly scheduled meeting.</p>
Full Board	<p>Conducts a first reading of the policies that are recommended to be updated for adoption or revision.</p> <p>During the next regular meeting, conducts a second reading.</p> <p>A second reading allows the Board to hear feedback from interested parties, including staff, parents, students, and community members; however, State law does not require two readings.</p> <p>After the second reading, consider and take action to approve the policies at a duly convened open meeting.</p>
Assistant Superintendents, Directors, Building Principals, and supervisory employees	<p>Reads PRESS Update Memo (if applicable), and adopted policies, and follows the Superintendent's process for updating administrative procedures, and makes necessary changes to employee and student handbooks within their assigned building(s).</p>
Anyone	<p>For further clarification, view the online tutorial for PRESS, available at www.iasb.com/policy.</p>

DATED: September 23, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 107, June 2021**

Document Status: Draft Update

2:240-E2 Exhibit - Developing Local Policy

Actor	Action
Anyone (Superintendent, School Board member, staff, parent, student, community member, or Board Attorney)	Brings a concern that may necessitate a new policy or a current policy's revision to the attention of the School Board.
Superintendent	<p>Confers with the Board Attorney as appropriate.</p> <p>Manages the Board's compliance with the Open Meetings Act. Ensures that, as appropriate, the agendas for the Board Policy Committee and School Board include discussion and <u>list</u> action to consider, adopt, or revise Board policies <u>and Board exhibits</u>. <u>PRESSPlus1</u></p> <p>Manages the process for approving new or revised administrative procedures, <u>administrative procedure exhibits</u>, and <u>changes</u> revisions to employee and student handbooks.</p> <p>Communicates all policy and <u>administrative</u> procedure revisions or adoptions as appropriate to staff members, parents, students, and community members.</p>
Policy Committee (or Full Board)	<p>First, answers these questions to decide whether new policy language is needed:</p> <ol style="list-style-type: none"> 1. Does the IASB Policy Reference Manual provide guidance? 2. Is the request something that should be covered in policy (i.e., Board work) or is it something that should be handled by the staff (i.e., staff work)? 3. Is it already covered in policy? Checks for policies that cover similar or connected topics using tools such as search engines, Tables of Contents, cross references, and indexes. <p>Second, uses a <u>34</u>-step process to draft new policy language:</p> <ol style="list-style-type: none"> 1. Frames the question and discusses the topic. 2. Requests the Superintendent to provide research, including appropriate data, and input from others, such as, those who may be affected by the policy and those who will implement the policy. 3. Assesses existing policy and decides whether new or revised policy language is needed. 4. Drafts or requests the Superintendent or Board Attorney to draft language addressing the concern that aligns with the Board's mission, vision, goals, and objectives. <p>Third, decides whether the new language should be included in an existing policy or added as a new policy. Assigns any new policy an appropriate location and number.</p> <p>The PRESS coding system reserves policy numbers ending in a '0' and '5' for PRESS material. Locally <u>developed</u> District policies should use policy numbers ending in 2, 4, 6, or 8.</p>
Full Board	<p>Conducts a first reading of the policy that is recommended for adoption or revision.</p> <p>During the next regular meeting, conducts a second reading.</p> <p>A second reading allows the Board to hear feedback from interested parties, including staff, parents, students, and community members; however, State law does not require two readings.</p>

	After the second reading, consider and take action to approve the policies at a duly convened open meeting.
Designated support staff	After a policy is adopted or revised, updates the District's policy manual master electronic file and adds <u>or updates</u> adoption dates. Archives previous version of revised policy. Follows district process for updating paper and online manuals.
Assistant Superintendents, Directors, Building Principals, and supervisory employees	Reads PRESS Update Memo (if applicable) and adopted policies, <u>and</u> follows the Superintendent's process for updating administrative procedures, and <u>makes necessary</u> changes to employee and student handbooks within their assigned building(s).

DATED: September 23, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 107, June 2021**

Document Status: 5-Year-Review - Needs Review

3:30 Chain of Command

The Superintendent shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed except in unusual situations.

All personnel should refer matters requiring administrative action to the responsible administrator, and may appeal a decision to a higher administrative officer. Whenever possible, each employee should be responsible to only one immediate supervisor. When this is not possible, the division of responsibility must be clear.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:140 (Communications To and From the Board), 3:70 (Succession of Authority), 8:110 (Public Suggestions and Concerns)

ADOPTED: September 23, 2020

Document Status: Draft Update

5:10 Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; use of lawful products while not at work; being a victim of domestic violence, sexual violence, or gender violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law. [PRESSPlus1](#) or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, [410 ILCS 130/](#).

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager for the Uniform Grievance Procedure. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager for the Uniform Grievance Procedure. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinator:

John Troy, Asst. Superintendent

26655 W Eames St
Channahon, IL 60410

jtroy@mchs.net

(815) 521- 4294

Complaint Managers:

Dr. Janel Grzetich

26655 W Eames St
Channahon, IL 60410

jgrzetich@mchs.net

(815) 521-4001

Joe Pacetti

26655 W Eames St
Channahon, IL 60410

jpacetti@mchs.net

(815) 467-2140

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972; [34 C.F.R. Part 106](#).

[29 U.S.C. §206](#)(d), Equal Pay Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

[42 U.S.C. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964; [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964.

[42 U.S.C. §2000e](#)(k), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[Ill. Constitution, Art. I](#), §§17, 18, and 19.

105 ILCS 5/10-20.7, [5/10-20.7a](#), [5/10-21.1](#), [5/10-22.4](#), [5/10-23.5](#), 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), Ill. Whistleblower Act.

775 ILCS 5/1-103, 5/2-102, 103, [103.1](#), and 5/6-101, Ill. Human Rights Act.

775 ILCS 35/~~5~~, Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), Ill. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment, At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 775 ILCS 5/2-103.1, added by P.A. 101-656, prohibiting an employer from disqualifying or taking other adverse action against applicants/employees based on conviction records unless certain conditions and notification requirements are met.

See 5:30-AP2, E1, *Notice of Preliminary Hiring Decision Based on Conviction Record* and 5:30-AP2, E2, *Notice of Final Hiring Decision Based on Conviction Record*, available by logging in to **PRESS Online** at www.iasb.com. The exhibits were

added with **PRESS** Issue 107 to assist districts with implementation of 775 ILCS 5/2-103.1, added by P.A. 101-656, requiring employers to provide an applicant with preliminary and final written notice before disqualifying the applicant based on a conviction record.

For more detail and discussion about the impacts of P.A. 101-656, see 5:30, *Hiring Process and Criteria*, at f/ns 5 and 6, and 5:30-AP2, *Investigations*, available at **PRESS Online** by logging in at www.iasb.com. **Issue 107, June 2021**

Document Status: 5-Year-Review - Needs Review

6:100 Using Animals in the Educational Program

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

Animal Dissection

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.:

[105 ILCS 5/2-3.122](#), [5/27-14](#), and [112/](#).

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: September 23, 2020

Document Status: Draft Update

6:145 Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District in accordance with federal law. PRESSPlus1

This program will ~~include a means to:~~

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide, to the extent feasible:
 - a. Advocacy and outreach programs to migrant children and their families, including helping such children and families gain access to other education, health, nutrition, and social services, and
 - b. Professional development programs, including mentoring, for District staff.
 - c. Family literacy programs.
 - d. The integration of information technology into educational and related programs, and
 - e. Programs to facilitate the transition of secondary school students to postsecondary education or employment.
5. Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

Migrant Education Program for Parent/Guardian and Family Member Engagement

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.:

[20 U.S.C. §6318.](#)

20 U.S.C. §6391 et seq., Education of Migratory Children.

34 C.F.R. §200.810 et seq.

CROSS REF.: 6:170 (Title I Programs)

~~ADOPTED: September 23, 2020~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 107, June 2021**

Document Status: Draft Update

6:160 English Learners

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identify students with limited English language proficiency. .
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child's individualized education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

Parent Involvement

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; ~~and~~ (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; ~~and~~ (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee. [PRESSPlus1](#)

LEGAL REF.:

[20 U.S.C. §§6312, 6314, 6315](#), and [6318](#).

[20 U.S.C. §6801](#) *et seq.*

[34 C.F.R. Part 200](#).

[105 ILCS 5/14C-1](#) *et seq.*

[23 Ill.Admin.Code Part 228](#).

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

~~ADOPTED: September 23, 2020~~

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/14C-10 requires school districts to establish parent advisory committees for transitional bilingual education programs. See 2:150-AP, *Superintendent Committees*, available at **PRESS Online** by logging in at www.iasb.com. **Issue 107, June 2021**

Document Status: 5-Year-Review - Needs Review

6:170 Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Title I Parent and Family Engagement

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

District-Level Parent and Family Engagement Compact

The Superintendent or designee shall develop a *District-Level Parent and Family Engagement Compact* according to Title I requirements. The *District-Level Parent and Family Engagement Compact* shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

School-Level Parent and Family Engagement Compact

Each Building Principal or designee shall develop a *School-Level Parent and Family Engagement Compact* according to Title I requirements. This *School-Level Parent and Family Engagement Compact* shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated

by Reference: 6:170-AP1, E1 (District-Level Parent and Family Engagement Compact) and 6:170-AP1, E2 (School-Level Parent and Family Engagement Compact)

LEGAL REF.:

Title I of the Elementary and Secondary Education Act, [20 U.S.C. §6301-6514](#).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

ADOPTED: September 23, 2020

Document Status: Draft Update

6:235 Access to Electronic Networks

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication.

The term *electronic networks* includes all of the District's technology resources, including, but not limited to: [PRESSPlus1](#)

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. ~~Students and staff members~~ Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks ~~or District computers~~. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the

District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

Confidentiality

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

Violations

The failure of any ~~student or staff member~~ user PRESSPlus2 to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.:

~~No Child Left Behind Act, 20 U.S.C. §6777~~ 20 U.S.C. §7131, Elementary and Secondary Education Act.

~~Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).~~ Children's Internet Protection Act.

~~Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.~~

47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.

115 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.

720 ILCS 5/26.5.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), ~~7:310 (Restrictions on Publications; Elementary Schools),~~ 7:315 (Restrictions on Publications; High Schools), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

~~ADOPTED: September 23, 2020~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to the expanded use of educational technologies in schools and for other continuous improvements. **Issue 107, June 2021**

PRESSPlus 2. This policy only requires staff and students to sign the *Authorization*; however, all users of the District's Electronic Networks, including board members and volunteers, are bound by this policy and its implementing procedure and should be familiar with their content. The District's administrative procedure, 6:235-AP1, *Acceptable Use of the District's Electronic Networks* (available at PRESS Online by logging in at www.iasb.com), rather than this board policy, specifies appropriate conduct, ethics, and protocol for Internet use. **Issue 107, June 2021**

Document Status: Draft Update

6:255 Assemblies and Ceremonies

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

The District 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, 505 U.S. 577 112 S.Ct. 2649 (1992).

Santa Fe Independent Sch. Dist. v. Doe, 530 U.S. 290 120 S.Ct. 2266 (2000).

Jones v. Clear Creek Independent Sch. Dist., 930 F.2d 416 977 F.2d 963 (5th Cir., 1991 1992), reh'g denied, 983 F.2d 234 (5th Cir., 1992) and cert. granted, judgement vacated denied, 505 U.S. 1215 113 S.Ct. 2950 (1992), remand, 977 F.2d 963, reh'g denied, 983 F.2d 234 (5th Cir., 1992), and cert. denied, 508 U.S. 967 (1993). [PRESSPlus1](#)

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

ADOPTED: September 23, 2020

PRESSPlus Comments

PRESSPlus 1. The Legal References have been updated. **Issue 107, June 2021**

Document Status: Draft Update

6:260 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*. [PRESSPlus1](#)

Persons who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy should file a complaint using Board policy 2:260, *Uniform Grievance Procedure*. Persons with all other suggestions or complaints about curriculum, instructional materials, and/or programs should complete a *eCurriculum eObjection* form and/or use the *Uniform Grievance Procedure*. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *eCurriculum eObjection* form.

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 Rights), 8:110 (Public Suggestions and Concerns)

ADOPTED: September 23, 2020

PRESSPlus Comments

PRESSPlus 1. 20 U.S.C. §1232h(c)(1)(C)(i). Updated in response to a five-year review. **Issue 107, June 2021**

Document Status: 5-Year-Review - Needs Review

7:220 Bus Conduct

All students must follow the District's *School Bus Safety Rules*.

School Bus Suspensions

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in School Board policy, 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

Academic Credit for Missed Classes During School Bus Suspension

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

Electronic Recordings on School Buses

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

LEGAL REF.:

Family Educational Rights and Privacy Act, [20 U.S.C. §1232g](#); [34 C.F.R. Part 99](#).

[105 ILCS 5/10-20.14](#), [5/10-22.6](#), and [10/](#).

[720 ILCS 5/14-3\(m\)](#).

[23 Ill.Admin.Code Part 375](#), Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities), 7:340 (Student Records)

ADOPTED: September 23, 2020

Document Status: 5-Year-Review - Needs Review

7:230 Misconduct by Students with Disabilities

Behavioral Interventions

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

Discipline of Special Education Students

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.:

Individuals With Disabilities Education Improvement Act of 2004, [20 U.S.C. §§1412, 1413](#), and [1415](#).

Gun-Free Schools Act, [20 U.S.C. §7151](#) *et seq.*

[34 C.F.R. §§300.101, 300.530 - 300.536](#).

[105 ILCS 5/10-22.6](#) and [5/14-8.05](#).

[23 Ill.Admin.Code §226.400](#).

[Honig v. Doe](#), 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

ADOPTED: September 23, 2020

Document Status: Draft Update

7:280 Communicable and Chronic Infectious Disease

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the School Board's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.

LEGAL REF.:

[105 ILCS 5/10-21.11.](#)

~~410 ILCS 315/2a.~~ [PRESSPlus1](#)

23 Ill.Admin.Code §§ 1.610 and 226.300.

77 Ill.Admin.Code Part 690.

~~Individuals With Disabilities Education Act, 20 U.S.C. §1400 et seq.,~~ [Individuals With Disabilities Education Improvement Act of 2004.](#)

~~Rehabilitation Act, Section 504, 29 U.S.C. §794(a),~~ [Rehabilitation Act of 1973, Section 504.](#)

~~ADOPTED: September 23, 2020~~

PRESSPlus Comments

PRESSPlus 1. Repealed by P.A. 98-353. **Issue 107, June 2021**

Document Status: Draft Update

8:90 Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parent(s)/guardian(s) of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members, including on any organization or club websites or social media accounts. [PRESSPlus1](#)
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

ADOPTED: September 23, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 107, June 2021**

Good morning board members. Please see below for your committee assignments. Remember, you are more than welcome to attend any committee meeting that is scheduled.

Thanks everyone.

- Buildings & Grounds-Matt Shepard
- Co-Curricular-Terry Spivey
- Curricular-Jim Grzetich
- Finance-Dee Crye
- Personnel-Mike Brozovich
- Policy-Jim Grzetich
- Special Education-Heap
- Technology-Terry Spivey
- Transportation-Matt Shepard
- GAVC-Laura Hrechko
- Equity & Diversity -Dee Crye and Mike Brozovich

Thank you,
Mike



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

Date: August 18, 2021

To: Board of Education
Dr. Kenny Lee, Superintendent

RE: Tentative Budget Fiscal Year 2022

	Revenues		
Fund	FY 21 Budget	FY 21 Actual (unaudited)	Proposed FY 22
Education	\$ 34,608,461	\$ 33,859,588	\$ 35,075,250
Activity	\$ 147,427	\$ 184,945	\$ 200,000
Operations & Maintenance	\$ 4,311,470	\$ 4,260,424	\$ 4,595,468
Debt Service	\$ 8,631,216	\$ 8,206,007	\$ 8,851,334
Transportation	\$ 3,115,024	\$ 3,017,427	\$ 3,254,720
IMRF/Soc Security	\$ 1,064,354	\$ 1,010,197	\$ 1,089,640
Capital	\$ 269,530	\$ 277,881	\$ 299,734
Working Cash	\$ 783,282	\$ 793,663	\$ 856,078
Tort	\$ 1,362,719	\$ 1,287,598	\$ 1,388,856
Health Life Safety	\$ 779,338	\$ 747,986	\$ 806,808
Total	\$ 55,072,822	\$ 53,645,717	\$ 56,417,887

	Expenses		
Fund	FY 21 Budget	FY 21 Actual (unaudited)	Proposed FY 22
Education	\$ 33,037,641	\$ 32,886,815	\$ 34,750,000
Activity	\$ 160,334	\$ 184,421	\$ 200,000
Operations & Maintenance	\$ 4,344,370	\$ 3,561,723	\$ 4,325,000
Debt Service	\$ 7,985,992	\$ 7,972,860	\$ 8,486,000
Transportation	\$ 2,482,998	\$ 1,934,354	\$ 2,557,487
IMRF/Soc Security	\$ 916,159	\$ 851,733	\$ 952,805
Capital	\$ 1,300,000	\$ 1,349,598	\$ 5,000,000
Working Cash	\$ -	\$ -	\$ -
Tort	\$ 1,210,228	\$ 1,281,258	\$ 1,332,508
Health Life Safety	\$ 6,400,000	\$ 6,254,242	\$ 2,000,000
Total	\$ 57,837,720	\$ 56,277,004	\$ 59,603,801

	Net		
Fund	Revenues	Expenses	Proposed Surplus or Deficit
	Proposed FY 22	Proposed FY 22	
Education	\$ 35,075,250	\$ 34,750,000	\$ 325,250
Activity	\$ 200,000	\$ 200,000	\$ -
Operations & Maintenance	\$ 4,595,468	\$ 4,325,000	\$ 270,468
Debt Service	\$ 8,851,334	\$ 8,486,000	\$ 365,334
Transportation	\$ 3,254,720	\$ 2,557,487	\$ 697,232
IMRF/Soc Security	\$ 1,089,640	\$ 952,805	\$ 136,835
Capital	\$ 299,734	\$ 5,000,000	\$ (4,700,266)
Working Cash	\$ 856,078	\$ -	\$ 856,078
Tort	\$ 1,388,856	\$ 1,332,508	\$ 56,348
Health Life Safety	\$ 806,808	\$ 2,000,000	\$ (1,193,192)
Total	\$ 56,417,887	\$ 59,603,801	\$ (3,185,914)



MINOOKA

COMMUNITY HIGH SCHOOL

District #111 mchs.net

*Mission: Strengthen **M**astery, **C**ollaboration, **H**igh Expectations, and **S**uccess for All Students.*

Jim Kelly

Director of Technology

Date: 08/13/2021

RE: Desktop Lease Buyout FMV

In the summer of 2018 Minooka Community High School agreed to lease 120 HP 8300 SDT Desktops for 3 years through Trafera formerly known as Trinity 3. As we have reached the end of the lease term, the MCHS Technology Department would like to buy out the devices and replace the older Generation 1 HP Desktops. The computer labs are used for CTE classes and Music Classes at both campuses. The devices will have an additional 3 years under Trafera's Accidental Damage and Warranty program. The total cost of the FMV buyout is \$29,608.80 (246.74/unit).



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Jim Kelly

Director of Technology

Date: 08/13/2021

RE: B&W Liquidation Technology Equipment Purchase

The MCHS Technology department has 110 HP 270 G1/G2 MT PC desktops and 115 Samsung Chromebooks that have been replaced with newer models of equipment. Per BOE approval, we would like to sell these devices to B&W Liquidation while these devices still have value. B&W has quoted to purchase the desktops for \$40 to \$55 per unit and the Samsung devices for \$5 to \$22 a unit. The final price will be given after each unit is audited for quality.

RESOLUTION TO PURCHASE BUILDING FOR INTENDED USE FOR PARKING, OFFICE SPACE,
MEETING ROOM & PROFESSIONAL DEVELOPMENT ROOMS, & STORAGE

WHEREAS, the Board of Education of Minooka Community High School District 111 (the "School Board"), after considerable study, has determined in its discretion the need for additional office space storage, parking, and meeting rooms.;

WHEREAS, Morris Hospital owns an approximate 12,000 square foot building situated upon approximately 3 acres of land that is located at 201 S. Wabena Ave., said property is adjacent and contiguous with Minooka Community High School Central Campus.

WHEREAS, on June 14, 2021 the School Board approved entering into a real estate contract with Morris Hospital have entered for the purchase of the 201 S. Wabena property for \$500,000 with a closing on or about August 31, 2021.

WHEREAS, Illinois School code 105 ILCS 5/10-22.36, requires, *inter alia*, that a referendum is required if a school builds or purchases a building for "classroom or instructional" purposes.

NOW THEREFORE, the School Board resolves as follows:

1. The Intended use for the building located at 201 S. Wabena, Minooka, ILL will be for additional student parking, administrative offices, meeting room space, professional development, and storage and not classroom space.
2. The administration is directed to conduct all necessary due diligence necessary and proper to effectuate closing on the purchase of the property

Resolved this 18th day of August, 2021

President

Secretary

Date

Date

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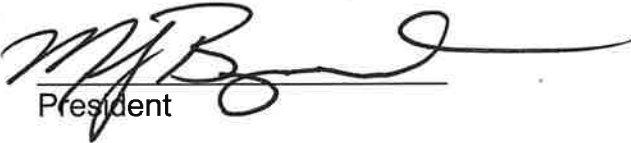
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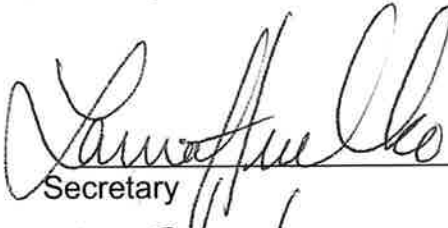
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Resolved this 18th day of August, 2021



President
3-16-22

Date



Secretary
3/16/22

Date

BOARD MEETING - August 18, 2021

RESIGNATIONS/RETIREMENTS/REDUCTIONS/TERMINATIONS/LOAs

RESIGNATIONS/RETIREMENTS/TERMINATIONS

CLASSIFICATION	NAME	POSITION	DEPARTMENT	EFFECTIVE	REASON	
Athletics	Anderson, Wes	Asst. AD	Winter	7/26/21	Personal	1
Certified	Mitsdarffer, Maddie	Teacher	World Language & Fine Art	8/2/21	Personal	2
Certified	Styrna, Karen	Teacher	World Language & Fine Art	6/30/26	Retirement	3
Support	Ragusa, Monica	Interventionist	Student Services	8/5/21	New Job	4
						855

FMLA/LOA/PAID or UNPAID LEAVE

CLASSIFICATION	NAME	POSITION	DEPARTMENT	EFFECTIVE	REASON
Certified	Bertocchi, Nicki	Teacher	Special Education	2/11/2022 - 5/17/2022 (Days TBD)	
Certified	Brown, Emily	Teacher	Special Education	10/25/2021 - 12/17/2021 (Days TBD)	
Support	Kirsch, Marlene	Administrative Assistant to	Transportation	8/16/2021 - 6/30/2022 (Days TBD) int.	
Certified	Kruse, Shelly	Teacher	CTE	8/11/2021 - 5/23/2022 (Days TBD) int.	
Certified	Swallow, Megan	Teacher	Special Education	8/10/2021 - 11/30/2021 (Days TBD)	

Note: Yellow highlighted 'TBA' = Recommendation to be Approved by Principal or AD
 Note: Dark Yellow highlighted row = New item Added

BOARD MEETING - August 18, 2021

EMPLOYMENT/APPOINTMENT

CERTIFIED STAFF

NAME	POSITION	DEPARTMENT	SALARY	REPLACEMENT
Shayla Heery	Teacher	World Language & Fine Art	BA/1(9/12) \$37,367.10	Mitsdarffer, Maddie

SUPPORT STAFF

NAME	EFF	POSITION	DEPARTMENT	SALARY	REPLACEMENT
Maria Zmuda	- TBA	8/11/21	Bus Aide	Transportation	Per Rt 56.64 Harms, Marcia
Dianne Castello	8/16/21	Accounts Payable Clerk	Secretarial	Ind Cont/1 \$45,000.00	Lehr, Dawn ⁸⁵⁶ <input type="checkbox"/>
Jeffrey Dudson	8/5/21	Technology Aide	Student Services	SS3/1 \$17.36/hr.	Hunt, Mason <input type="checkbox"/>

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BOARD MEETING - August 18, 2021

EXTRACURRICULAR STAFF

NAME	POSITION	COACH/SPONSOR	SALARY	REPLACEMENT OF			
Nick Micetich	Basketball--Boys	Asst. Coach	Group I/2	\$4,746.20 N/A			
Jeff Petrovic	Golf--Boys	Head Coach	Group III/19	\$6,961.60 Petrovic, Brian			
Victoria Frost	Pom Pons	Asst. Coach	Group II/6	\$5,220.82 Boudreau, Laura			
Victoria Frost	Pom Pons	Asst. Coach	Group II/6	\$4,347.20 Boudreau, Laura			
Rachel May	Softball	Asst. Coach	Group I/3	\$4,746.20 N/A			
Elizabeth Zurava	Tennis--Girls	Asst. Coach	Group III/1	\$3,306.76 N/A			
Fiedler, Johanna	FY22	Cheerleading	Asst. Coach	Group II/4	\$4,347.20 Renewal	857	1
Fiedler, Johanna	FY22	Cheerleading	Asst. Coach	Group II/4	\$4,347.20 Renewal	857	2
Holmes, Kyle	FY22	Lacrosse--Boys	Head Coach	Group III/3	\$4,351.00 Renewal	857	3
Glasgow, Vince	FY22	Lacrosse--Boys	Asst. Coach	Group III/5	\$3,637.44 Renewal	857	4
White, Travis	FY22	Lacrosse--Boys	Asst. Coach	Group III/5	\$3,637.44 Renewal	857	5
MacDonald, Brian	FY22	Lacrosse--Girls	Head Coach	Group III/5	\$4,786.10 Renewal	857	6
DuVall, Teagan	FY22	Lacrosse--Girls	Asst. Coach	Group III/3	\$3,306.76 Renewal	857	7
Jacobs, Karla	FY22	Lacrosse--Girls	Asst. Coach	Group III/4	\$3,637.44 Renewal	857	8
Hanouw, Audrey	FY22	Softball	Asst. Coach	Group I/3	\$4,746.20 Renewal	857	9

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BOARD MEETING - August 18, 2021

VOLUNTEERS

NAME	POSITION	FY	#	Status
Acosta, Brendan	Football	FY22	1	<input type="checkbox"/>
Fernandez, Jady	Pom Poms	FY22	2	<input type="checkbox"/>
Undesser, Rick - TBA	Track--Boys	FY22	3	<input type="checkbox"/>
Daniels, Savana	Pom Poms	FY22	4	Renewal <input type="checkbox"/>
Cain, Kevin	Football	FY22	5	Renewal <input type="checkbox"/>
Charlebois, Gabriella	Football	FY22	6	Renewal <input type="checkbox"/>
Craig, Neil	Football	FY22	7	Renewal <input type="checkbox"/>
DePhillips, Daniel	Football	FY22	8	Renewal <input type="checkbox"/>
Selk, Nathan	Football	FY22	9	Renewal <input type="checkbox"/>
Gilbert, Ken	Tennis--Girls	FY22	10	Renewal <input type="checkbox"/>
Thelo, Mark	Tennis--Girls	FY22	11	Renewal <input type="checkbox"/>
Thelo, Mark	Tennis--Boys	FY22	12	Renewal <input type="checkbox"/>
Gilbert, Ken	Tennis--Boys	FY22	13	Renewal <input type="checkbox"/>
Beeler, Sydney	Cheerleading	FY22	14	Renewal <input type="checkbox"/>
Ramel, Derek	Cheerleading	FY22	15	Renewal <input type="checkbox"/>
Host, Joe	Baseball	FY22	16	Renewal <input type="checkbox"/>

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