

Moline, Illinois

Notice of Meeting

Members of the Board of Education

Ladies and Gentlemen:

You are hereby notified that there will be a Regular Meeting of the Board of Education, School District No. 40, immediately following the Committee of the Whole Meeting, on Monday, January 13, 2025, at the Bartlett Performing Arts Center (Black Box), 3600 Avenue of the Cities, Moline, Illinois 61265.

Dr. Matthew DeBaene
Secretary, Board of Education

AGENDA AND RECOMMENDATIONS

Board of Education
Moline, Illinois
Monday, January 13, 2025

Join from PC, Mac, iPad, or Android:

<https://us02web.zoom.us/j/83197028970?pwd=jyJttZ86axsAgFEeRrc7iiC0qcUNa.1>

Passcode:541367

1. Opening of Meeting - Roll Call

A. Approval of any Board of Education Member Participating Remotely

2. Recitation of Pledge of Allegiance

3. Approval of Minutes

A. Minutes of the Regular Meeting of the Board of Education of December 9, 2024

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Moline, Illinois, December 09, 2024
Minutes
Board of Education
School District No. 40

The meeting of the Board of Education was called to order by Board President Andrew Waeyaert at 6:46 p.m. at the Bartlett Performing Arts Center (Black Box) 3600 Avenue of the Cities, Moline, IL 61265.

Roll Call

Members Present: Audrey Adamson, Chet DeSmet, Ramona Dixon, Jason Farrell, Lindsey Hines, Andrew Waeyaert, Erin Waldron-Smith

Member Absent: None

Student Member Present: Abigail Greenlee

Student Member Absent: Akhil Kumar

The Board of Education Members led those in attendance in reciting the Pledge of Allegiance.

APPROVAL OF MINUTES

-The minutes of the Open Session of the Regular Board of Education Meeting of November 12, 2024 were presented for approval as presented.

A motion was made by Chet DeSmet, seconded by Audrey Adamson, all in favor, that the minutes of the Open Session of the Regular Board of Education meeting of November 12, 2024 be approved as presented and placed on file.

-The minutes of the Special Meeting of the Board of Education Meeting of November 19, 2024 were presented for approval as presented.

A motion was made by Lindsey Hines, seconded by Jason Farrell, all in favor, that the minutes of the Special Board Meeting of November 19, 2024 be approved as presented and placed on file.

-The minutes of the Closed Session of the Special Board of Education Meeting on November 19, 2024 were presented for approval as presented.

A motion was made by Lindsey Hines, seconded by Erin Waldron-Smith, all in favor, that the minutes of the Closed Session of the Special Board of Education meeting of November 19, 2024 be approved as presented and placed on file.

COMMUNICATION, PUBLIC COMMENT AND PARTICIPATION

There was no public comment or communication.

PUBLIC HEARING - 2024 TAX LEVY

The public hearing on the Resolution for the 2024 Tax Levy was opened at 6:48 p.m. by President Andrew Waeyaert. Mr. Vince Gallo, Chief Financial Officer, displayed the fund balances for the public, showing no change. There was no public comment regarding the Resolution for the 2024 Tax Levy. The public hearing relative to the 2024 Tax Levy was closed at 6:50 p.m.

CONSENT AGENDA

The Board of Education considered Consent Agenda Items **A** through **U** as presented:

A motion was made by Chet DeSmet, seconded by Lindsey Hines, that the Board of Education approve the actions contained in Consent Agenda Items **A** through **U** as presented.

A. Employment – Certified Staff

- 1) the temporary employment of the following named certified staff member for the remainder of the 2024-2025 school year with wages in accordance with District schedules:

Hanley, Sean

Cross Categorical, Washington Elementary

M.A. Degree, Morningside College

To teach on a temporary contract basis

Six years previous teaching experience

- 2) the temporary employment of the following named certified substitute teachers for the 2024-2025 school year with wages according to District schedules:

Loken, Craig

B. Salary Reclassification – Certified Staff

a change in salary classification for the following certified staff effective at the beginning of the 2024-2025 school year:

Dembosky, Sarah from M.A. to M.A. +30

Frederick, Jenna from B.A. to B.A. +15

C. Appointment to Sixth Assignment - Certified Staff

the appointment of the following named certified staff members to differential assignment, effective for the second semester of the 2024-2025 school year:

Name

Hill, Hailey

Position

ML Math

Location

High School

D. Resignation/Termination - Certified Staff

the resignation/termination of the following named certified staff member:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
DeBaene, Matthew	Assistant Superintendent for Secondary Teaching and Learning	Moline Education Center	06/30/25
Kobylski, Paula	Cross Categorical Special Ed	John Deere	12/31/24

E. Resignation of Differential Assignment - Certified Staff

the resignation from differential assignment of the following named certified staff member:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Allee, Michael	Girls Grade 7/8 Tennis	Wilson	11/22/24

F. Approval of Family Medical Leave Act – Certified Staff

that the Board of Education grant approval of a family medical leave for the following certified staff member:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Mitchell, Nancy	Life Skills	High School	Beginning 12/02/24 and not to exceed 60 days.

G. Employment – Educational Support Personnel

- 1) the employment of the following named educational support personnel for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Fitzel-Etzel, Madalin	Student Worker	High School	12/10/24
Gandara, Yacqueline	Lunchroom Aide	Roosevelt	12/10/24
Messmer, Laurie	Special Ed Paraprofessional	Hamilton	12/02/24

- 2) the temporary employment of the following named educational support personnel for the remainder of the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Garcia, Maria	Classroom Paraprofessional	Franklin	12/02/24
Stancliff, Gabrielle	Classroom Paraprofessional	Jane Addams	11/21/24
VanDeVoorde Stoner, Alexa	Campus Attendance Supervisor	John Deere	12/10/24

- 3) the temporary employment of the following named substitute educational support personnel for the 2024-2025 school year in accordance with District schedules:

<u>Name</u>	<u>Position</u>
Latcham, Michael	Classroom Paraprofessional
Messia, Audrey	Classroom Paraprofessional

- 4) the temporary employment of the following named interpreter for the remainder of the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Language</u>	<u>Effective Date</u>
Fuentes, Angela	Spanish	12/10/24

H. Approval of Family Medical Leave Act - Educational Support Personnel

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Kuehn, Marcie	Custodian	High School	Beginning November 14, 2024 and ending approximately February 04, 2025

I. Resignation/Termination - Educational Support Staff

the resignation/termination from employment of the following named educational support staff member:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Dombeck, Madeline	Parent Liaison	Butterworth	11/22/24
Lofgren, Stephanie	Special Ed Paraprofessional	Washington	12/01/24
Messmer, Laurie	Lunchroom Aide	Hamilton	11/22/24
Neujahr, Alexandria	Lunchroom Aide	Roosevelt	11/08/24
Phelan, Thomasina	Special Ed Paraprofessional	High School	11/19/24

J. Appointment to Differential Assignment - Non-Certified Staff

the temporary appointment of the following named non-certified staff member to differential assignment, effective for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Holmes, Tobaris	Assistant Boys Track Grade 8	John Deere

K. Resignation of Differential Assignment - Non-Certified Staff

the resignation from differential assignment of the following named non-certified staff member:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Cin, Suan	Head Grade 9 Girls Soccer (.65)	High School	11/13/24

L. Payments for Board Approval

approval of payments:

Fund 1 Educational	1,124,868.72
Fund 2 Operations & Maintenance	159,472.30
Fund 3 Debt Service	0.00
Fund 4 Transportation	377,449.91
Fund 5 Retirement	233,587.95
Fund 6 Capital Projects	765,901.27
Fund 7 Working Cash	0.00
Fund 8 Tort Fund	63,750.54
Fund 9 Life Safety Code	59,259.65
Fund 10 Group Insurance	710,311.15
Fund 11 Student Activity	<u>59,545.81</u>
TOTAL	3,554,147.30

See Exhibit A in the official minutes.

M. Freedom of Information Act Requests

- 1) A Freedom of Information Act request was received from Brooke Bennett requesting the total number of AP tests that were paid for the high school students and cost of each test. Number of tests that achieved a score of 2 or lower, a score of 3, a score of 4 and a score of 5. The District has responded to this request.
- 2) A Freedom of Information Act request was received from Daniel M. Linnenberg requesting access to the enrollment records for John Good Reilly (b. 1858) and Ellen Josephine Good (b. 1857) for academic years of 1866-67, 1867-68, 1868-69, 1869-70 and 1870-71 and enrollment records for John William Good (b. 1852), Harry Carlton Good (b. 1854), Walter Clifford Good (b. 1863), Charles F. Reilly (b. 1852), Alice J. Reilly (b. 1855) and Frank A Reilly (b.1861) for the same time periods. The District has responded to this request.
- 3) A Freedom of Information Act request was received from SmartProcure requesting all current employee/staff contact information, including first and last name, position title, department, direct phone number, business cell phone (if provided by Moline-Coal Valley School District), email address, and office address (address, city, state, zip). The District has responded to this request.
- 4) A Freedom of Information Act request was received from The Data Branch requesting all purchase orders from January 1, 2020 to the present. The District has responded to this request.

N. Facility Usage Request Recommended for Approval Subject to Compliance with Board of Education Policy 8:20

- 1) Roosevelt Elementary School Cafeteria beginning December 3, 2024 through April 29, 2025, from 6:30 p.m. until 8:00 p.m. on Tuesdays by Boy Scouts Troop 325. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 2) Bartlett Performing Arts Center by Quad City Symphony Orchestra on Saturday, December 7, 2025 and Saturday, June 7, 2026 from 5:00 p.m. until 10 p.m. Building rental fees and custodial fees as stated in the contract.
- 3) Wharton Field House on Saturday, April 5, 2025 from 8:00 a.m. until 6:00 p.m. for a HORSE Tournament fundraiser by Moline Youth Basketball. Compensation to be received for custodial services. Custodial fees will be billed in the amount of \$54.00 per hour.
- 4) Moline Education Center by the Moline Public Schools Foundation for the use of office space from November 30, 2024 through November 25, 2025 during the hours of 7:00 a.m. until 6:00 p.m.

O. Acceptance of Gifts

A donation in the amount of \$3,012.83 from United Way Quad Cities (2024 Write Start School Supply Drive) to be used to purchase school supplies for students in the District.

P. Approval of Grant Application - State Board of Education School Maintenance Project Grant FY 2025

that the Board of Education approve the School Maintenance Project Grant application for the Wilson Middle School Secure Front Entry Project. **See Exhibit C in the official minutes.**

Q. Award of Bid - Replacement Tractor Purchase

that the Board of Education award the state bid pricing for one replacement District Tractor Loader to P & K Midwest Inc., Silvis, Illinois, in the amount of \$50,066.54, according to specifications. **See Exhibit D in the official minutes.**

R. Engage Services - Spring Forward Learning Center - Summer Programming

that the Board of Education engage the services of Spring Forward Learning Center, Rock Island, Illinois, to provide elementary student programming during the 2025 summer at a cost of \$70,000. **See Exhibit E in the official minutes.**

S. Engage Services - American Institutes for Research (AIR)

that the Board of Education approve the engaged services of the American Institutes for Research of Arlington, Virginia, as required by ISBE for school improvement purposes to be paid for Title I 1003 funds designated for schools in need of improvement at the cost of \$40,090. **See Exhibit F in the official minutes.**

T. Engage Services - Franklin Elementary Cafeteria Sound Panel - Builders Sales and Service Company

that the Board of Education engage the services of Builders Sales and Service Company, Moline, Illinois, for professional services for Franklin Elementary Gym ceiling sound panel installation roof for a total cost not to exceed \$29,000. **See Exhibit G in the official minutes.**

U. Approval of Purchase - Display Panels and Podiums for Moline-Coal Valley Education Center (MEC) - Bradfield's Inc.

that the Board of Education approve the purchase of four Viewsonic display panels, four mobile podiums, and a mobile display cart for Moline-Coal Valley Education Center from Bradfield's Inc., Peoria, Illinois, for a total cost not to exceed \$14,000. **See Exhibit H in the official minutes.**

V. Approval to Purchase - Playground Equipment - Washington Elementary

that the Board of Education approve the purchase of Washington Elementary playground equipment from Play & Park Structures, Chattanooga, Tennessee, for a total cost not to exceed \$125,000, using Title IV funds. **See Exhibit I in the official minutes.**

Ayes: Lindsey Hines, Erin Waldron-Smith, Audrey Adamson, Chet DeSmet, Ramona Dixon, Jason Farrell, Andrew Waeyaert

Nays: None

APPROVAL OF RESOLUTION FOR 2024 TAX LEVY

A motion was made by Audrey Adamson, seconded by Jason Farrell, that the Board of Education of Moline - Coal Valley School District No. 40, Rock Island County, Moline, Illinois, adopt the Resolution approving the official Tax Levy as listed. **See Exhibit J in the official minutes.**

Ayes: Erin Waldron-Smith, Audrey Adamson, Chet DeSmet, Ramona Dixon, Jason Farrell, Lindsey Hines, Andrew Waeyaert

Nays: None

APPROVAL OF RESOLUTION FOR 2024 TAX ABATEMENT

A motion was made by Chet DeSmet, seconded by Audrey Adamson, that the Board of Education approve the Resolution abating all the property taxes heretofore levied for the 2024 to pay debt services on the General Obligation School Bonds (Alternate Revenue Source), Series 2018 of Community Unit School District Number 40, Rock Island County, Illinois. **See Exhibit K in the official minutes.**

Ayes: Audrey Adamson, Chet DeSmet, Ramona Dixon, Jason Farrell, Lindsey Hines, Erin Waldron-Smith, Andrew Waeyaert

Nays: None

APPROVAL OF 2023-2024 ANNUAL FINANCIAL REPORT

A motion was made by Jason Farrell, seconded by Chet DeSmet, that the Board of Education receive the annual financial report for the 2023-2024 fiscal year. **See Exhibit L in the official minutes.**

Ayes: Chet DeSmet, Ramona Dixon, Jason Farrell, Lindsey Hines, Erin Waldron-Smith, Audrey Adamson, Andrew Waeyaert

Nays: None

APPROVAL OF SALE OF WORKING CASH FUND BONDS, SERIES 2024

A motion was made by Audrey Adamson, seconded by Lindsey Hines, that the Board of Education approve the resolution providing for the issue of Working Cash Fund Bonds in the amount of \$517,400 and the purchase of such Working Cash Fund Bonds by the Education Fund. **See Exhibit M in the official minutes.**

Chief Financial Officer Vince Gallo explained the process of working cash fund bonds and the need for them.

Ayes: Ramona Dixon, Jason Farrell, Lindsey Hines, Erin Waldron-Smith, Audrey Adamson, Chet DeSmet, Andrew Waeyaert

Nays: None

APPROVAL OF FIRST READING OF UPDATED BOARD OF EDUCATION POLICIES FOR SECTION 4 - OPERATIONAL SERVICES

A revised motion was made by Chet DeSmet, seconded by Jason Farrell, that the Board of Education waive the second reading and allow the first reading to stand for both the first and second reading for Board of Education Policies; 4:10 - Fiscal and Business Management, 4:40 - Incurring Debt, 4:60 - Purchases & Contracts, and 4:160 - Environment Quality of Building and Grounds, as presented. **See Exhibit N in the official minutes.**

Ayes: Jason Farrell, Lindsey Hines, Erin Waldron-Smith, Audrey Adamson, Chet DeSmet, Ramona Dixon, Andrew Waeyaert

Nays: None

APPROVAL OF FIRST READING OF UPDATED BOARD OF EDUCATION POLICY 4:30 - REVENUE & INVESTMENTS

A revised motion was made by Audrey Adamson, seconded by Chet DeSmet, that the Board of Education waive the second reading and allow the first reading to stand for both the first and second reading for Board of Education Policies; 4:30 - Revenue & Investments, as presented. **See Exhibit O in the official minutes.**

Ayes: Lindsey Hines, Erin Waldron-Smith, Audrey Adamson, Chet DeSmet, Ramona Dixon, Jason Farrell, Andrew Waeyaert

Nays: None

APPROVAL OF FIRST READING OF UPDATED BOARD OF EDUCATION POLICY 4:150 - FACILITY MANAGEMENT & BUILDING PROGRAMS

A revised motion was made by Audrey Adamson, seconded by Jason Farrell, that the Board of Education waive the second reading and allow the first reading to stand for both the first and second reading for Board of Education Policies; 4:150 - Facility Management & Building Programs, as presented. **See Exhibit P in the official minutes.**

Ayes: Erin Waldron-Smith, Audrey Adamson, Chet DeSmet, Ramona Dixon, Jason Farrell, Lindsey Hines
Andrew Waeyaert

Nays: None

REPORTS, REQUESTS, AND OPEN DISCUSSION

Superintendent's Report

Dr. Savage, Superintendent, stated that the sale of the bonds will enable the Lincoln-Irving expansion to move forward. There is going to be a community members/parents meeting at Lincoln-Irving on Tuesday, December 11th at 6:30 p.m. and a meeting on Thursday evening at Willard, this meeting will allow Legat Architects to inform folks of the expansion project and allow people the chance to add ideas and ask questions.

Dr. Savage mentioned the Board Resolution for Vision 2030 and that she would forward this information to board members and consider passing a resolution at the January meeting.

Next week is the last week before winter break and the next board meeting will be January 13, 2025.

Financial Report

Vince Gallo, Chief Financial Officer, reviewed the revenue, expenses, and fund balances handout for the fiscal year ending June 2024.

Student Board of Education Member Report

Abigail Greenlee, Student Board Member, informed all that Share Joys started this week at the High School. The halls of the High School have been decorated and this Thursday and Friday most classes will take the day off from learning to partake in some fun activities.

Abigail stated that winter sports have kicked off and she is also involved in a new club called “Book Buddies” This club allows high school students to go to Jane Addams for 4 minutes to help students read.

Erin Waldron-Smith, a Board member, thanked Abigail for participating in the Book Buddies Club as reading is so important.

Board member Audrey Adamson thanked Administrators for the opportunity to attend the Triple III Conference. Ms. Adamson announced that the Concerto Cookie Walk will be held on Wednesday, December 11th at 5:30 p.m. at the Bartlett Center. This event helps raise money for the Music Department.

Board member Jason Farrell thanked the District Administrators for keeping board members informed.

Board member Ramona Dixon announced that on January 3rd Girls Basketball will be celebrating 50 years of girls of basketball at Moline High School.

A motion was made by Chet DeSmet, seconded by Jason Farrell, all in favor, that the Board of Education meeting be adjourned. Time: 7:09 p.m.

President

Secretary

4. Communications, Public Comment and Participation

5. Consent Agenda

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Recommended Motion: that the Board of Education approve the actions contained in the Consent Agenda as presented.

5. **Consent Agenda**

Recommended Motion: that the Board of Education approve the actions contained in Consent Agenda Items A through X as presented:

A. **Employment – Certified Staff**

- 1) the temporary employment of the following named certified staff member for the remainder of the 2024-2025 school year with wages in accordance with District schedules:

Miles, Katie
Cross Categorical, John Deere Middle School
M.A. Degree, Upper Iowa University
To teach on a temporary contract basis
Seven years previous teaching experience

- 2) the temporary employment of the following named certified substitute teachers for the 2024-2025 school year with wages in accordance with District schedules:

Name
Brown, Aaron
Delp, Sarah
Gellerstedt, Sabrina
Haskill, Logan
Lamphier, Audrey
McCorkle, Allanah
Wallace, Simon

B. **Salary Reclassification – Certified Staff**

a change in salary classification for the following certified staff effective at the beginning of the second semester of the 2024-2025 school year:

Dodson, Ashley from M.A. to M.A. +30
Radwan, Allyson from B.A. +15 to M.A.
Simmons, Elijah from B.A. +15 to M.A.
Viaene, Jacob from B.A. +15 to M.A.
Wallarab, Cammi from B.A. to B.A. +15
Weber, Katie from M.A. to M.A. +30
Wetherell, Anna from B.A. +15 to M.A.

C. Acceleration of Resignation Date for the Purpose of Retirement - Certified Staff

- 1) the acceleration of the previously approved resignation date for the purpose of retirement from the end of the 2026-2027 school year to the end of the 2024-2025 school year for the following named certified staff:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Christiansen, Kami	Math	Wilson

- 2) the acceleration of the previously approved resignation date for the purpose of retirement from the end of the 2027-2028 school year to the end of the 2024-2025 school year for the following named certified staff:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Roberts, Emily	Music	Bicentennial

D. Appointment to Differential Assignment - Certified Staff

the appointment of the following named certified staff member to differential assignment, effective for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Woods, Matthew	Safety Supervisor (.50)	John Deere

E. Resignation from Differential Assignment - Certified Staff

the resignation from differential assignment of the following named certified staff member for the 2025-2026 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Fetter, Sarah	Head Sophomore Volleyball	High School

F. Employment – Educational Support Personnel

- 1) the employment of the following named educational support personnel for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Evans, Mary Ann	Lunchroom Aide	Roosevelt	12/16/24
Pender, Jeremy	Special Ed Paraprofessional	Washington	01/14/25
Plascencia Perez, Blanca	Breakfast Aide	Lincoln-Irving	12/09/24
Prybil, Lindsay	Lunchroom Aide	Hamilton	01/07/25
Reiff, Kendra	Special Ed Paraprofessional	High School	01/07/25
Trojan, Mark	General Maintenance	High School	01/16/25

- 2) the temporary employment of the following named educational support personnel for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Andrews, Tresa	Parent Mentor Coordinator	Wilson	12/09/24
Jecks, Aunica	Pre-K Parent Liaison	Butterworth	01/07/25
Sloat, Carter	Student Worker	High School	01/14/25

- 3) the temporary employment of the following named substitute educational support personnel for the 2024-2025 school year with wages in accordance with District schedules:

<u>Name</u>	<u>Position</u>
Krueger, Landon	Classroom Paraprofessional
Nava, Christine	Classroom Paraprofessional
Reamer, Tracey	Administrative Assistant
Snyder, Carol	Classroom Paraprofessional

G. Resignation/Termination - Educational Support Personnel

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Effective Date</u>
Cerda Garcia, Araceli	Breakfast/Lunchroom Aide	Lincoln-Irving	12/06/24

H. Appointment to Differential Assignment - Non-Certified Staff

the temporary appointment of the following named non-certified staff to differential assignment, effective for the 2024-2025 school year:

<u>Name</u>	<u>Position</u>	<u>Location</u>
Hunt, Cynthia	Safety Supervisor (.50)	John Deere
McDermott, Josie	Assistant Girls Soccer	Wilson
Sanchez, Brandon	Head Girls Soccer	Wilson

I. Payments for Board Approval

approval of payments:

Fund 1 Educational	1,929,754.64
Fund 2 Operations & Maintenance	321,778.59
Fund 3 Debt Service	629,765.00
Fund 4 Transportation	121,771.90
Fund 5 Retirement	231,208.40
Fund 6 Capital Projects	213,965.05
Fund 7 Working Cash	0.00
Fund 8 Tort Fund	19,562.83
Fund 9 Life Safety Code	0.00
Fund 10 Group Insurance	938,630.77

Fund 11 Student Activity	<u>32,628.64</u>
TOTAL	4,439,065.82

See Attachment No. 1.

J. Freedom of Information Act Requests

There are no FOIA requests at this time.

K. Acceptance of Gifts

- 1) Donations in the amount of \$55,000 and \$10,000 from the Churchill Family Charitable Foundation to the Advanced Education Scholarship Fund
- 2) A donation in the amount of \$79,500 from Lowell N. Johnson Charitable Foundation as a contribution to the Moline School District 40 Advanced Education Scholarship Fund.
- 3) A donation in the amount of \$50,000 from Lowell N. Johnson Charitable Foundation as a contribution to fine arts enhancement for students in grades Pre-K through 12th.
- 4) A donation in the amount of \$10,000 from Lowell N. Johnson Charitable Foundation as a contribution to accentuate educational benefits of the school district.
- 5) A donation of a new refrigerator and new freezer valued at approximately \$1,500, for Washington Elementary School's onsite student and family pantry, from River Bend Food Bank's John Deere Foundation grant.
- 6) A donation of children's new winter coats, gloves, hats, and mittens valued at \$500 from the Vibrant Credit Union, for students in need at Butterworth Elementary School.
- 7) A donation in the amount of \$1,500 from Stephen & Mindy Kruse Charitable Fund - Moline Regional Community Foundation as a contribution to the Moline Advanced Education Scholarship Fund.
- 8) A donation in the amount of \$10,000 from Jon and Michelle Tunberg Children's Charity Fund - Moline Regional Community Foundation as a contribution to the Moline Advanced Education Scholarship Fund.
- 9) A donation in the amount of \$5,000 from IH Mississippi Valley Credit Union to be used towards the purchase of new headphones for elementary schools.

L. Facility Usage Request Recommended for Approval Subject to Compliance with Board of Education Policy 8:20

- 1) Logan Elementary School gymnasium on Mondays beginning January 6, 2025 through February 24, 2025, from 6:00 p.m. until 9:00 p.m. by the Two Rivers YMCA Basketball. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.

- 2) Wilson Middle School gymnasium on Fridays beginning January 10, 2025 through February 28, 2025, from 5:30 p.m. until 10:00 p.m. by the Two Rivers YMCA Basketball. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 3) Washington Elementary School gymnasium on Thursdays beginning January 9, 2025 through February 27, 2025, from 5:00 p.m. until 8:00 p.m. by the Two Rivers YMCA Basketball. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 4) Washington Elementary School gymnasium on Tuesdays beginning January 7, 2025 through February 25, 2025, from 5:00 p.m. until 8:00 p.m. by the Two Rivers YMCA Basketball. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 5) Willard Elementary School gymnasium on Mondays beginning January 6, 2025 through February 24, 2025, from 5:00 p.m. until 7:30 p.m. by the Two Rivers YMCA Basketball. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 6) Franklin Elementary School gymnasium on Tuesdays beginning January 7, 2025 through February 25, 2025, from 5:00 p.m. until 7:30 p.m. by the Two Rivers YMCA Basketball. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 7) Franklin Elementary School gymnasium on Wednesdays beginning January 8, 2025 through February 26, 2025, from 4:30 p.m. until 7:30 p.m. by the Two Rivers YMCA Basketball. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.
- 8) Jane Addams Elementary School classroom by ASSC for an after school club on April 21, 2025 and May 19, 2025, from 3:45 p.m. until 4:45 p.m. Compensation to be received in the amount of \$30 per hour for rental. If custodial fees are required as a result of the program, they will be billed in the amount of \$54 per hour.
- 9) Logan Elementary School gymnasium on Thursdays beginning January 9, 2025 through April 10, 2025 from 2:45 p.m. until 4:15 p.m. for Good News Club. Compensation to be received in the amount of \$30 per hour for rental. If custodial fees are required as a result of the program, they will be billed in the amount of \$54 per hour.
- 10) Wharton Field House lobby by Moline Kiwanis on Wednesday, April 23, 2025 from 8:00 a.m. until 4:30 p.m. for Kiwanis Rose pick up. Building rental fees are to be waived. Compensation to be received only for custodial services required as a result of their program in the amount of \$54 per hour.

M. Award of Bid - Moline High School East Gym Divider (Curtain)

that the Board of Education award the bid for the Moline High School East Gym Divider project to J & D Enterprises, Crystal Lake, Illinois, in the amount of \$11,270. **See Attachment No. 2.**

N. **Engage Services - Professional Services for the Design of Ductwork Replacement at Hamilton Elementary School**

that the Board of Education engage the services of RTM Engineering Consultants, LLC., Davenport, Iowa, for engineering professional services for the design of the ductwork system at Hamilton Elementary School for a cost of \$31,000. **See Attachment No. 3.**

O. **Engage Services - SC Strategic Solutions for Digitizing Records**

that the Board of Education approve the engaged services with SC Strategic Solutions, Norwalk, Ohio, for digitizing employee and financial records for a total project cost of \$289,000. **See Attachment No. 4.**

P. **Engage Services - Moline Education Center Drywall**

that the Board of Education engage the services of Builder Sales & Service Company, Moline, Illinois, for services replacing the drywall, repairs, and painting at the Moline Education Center for a total cost not to exceed \$19,000. **See Attachment No. 5.**

Q. **Engage Services - Professional Services for the 10 Year Safety Survey Report**

that the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the 2026, 10 Year Safety Survey Report for an estimated cost of \$69,000. **See Attachment No. 6.**

R. **Engage Services - Professional Service for the 2025 Facility Improvement at Butterworth Elementary, Logan Elementary, Moline High School, & Washington Elementary**

that the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional services for the 2025 Facility Improvements at Butterworth Elementary, Logan Elementary, Moline High School, & Washington Elementary for an estimated cost of \$180,000. **See Attachment No. 7.**

S. **Engage Services - High School Athletic Charter Bus Services**

that the Board of Education engage the services of Tri-State Travel, Davenport, Iowa, to provide Moline High School athletic charter transportation services for a cost not to exceed \$63,000, to support the fall sports for 2025-2026 school year. **See Attachment No. 8.**

T. **Engage Services - Adam Welcome Professional Development Keynote Speaker for January 5, 2026**

that the Board of Education engage the services of Adam Welcome, Lafayette, California, on January 5, 2026, to conduct an all staff professional development keynote speaker services at a total cost not to exceed \$11,000. **See Attachment No. 9.**

U. **Engage Services - Moline Education Center Water Damaged Flooring**

that the Board of Education engage the services of Floorcrafters Inc., Moline, Illinois, for services replacing the carpeting and cove molding at the Moline Education Center for an estimated cost of \$14,600. **See Attachment No. 10.**

V. **Amended Engaged Services & Cost Agreement - Jane Addams Elementary Playground Foundation**

that the Board of Education approves the amendments to the engaged service agreement with Emery Construction Group, Moline, Illinois, as identified for the Jane Addams Elementary Playground Foundation project, for the amount of \$19,000. **See Attachment No. 11.**


W. **Approval of Purchase - Updated Office Phones for the Education Center**

that the Board of Education approve the purchase of Mitel phone upgrades for the Education Center from Tri-City Electric, Davenport, Iowa, for the total cost of \$13,980. **See Attachment No. 12.**

X. **Approval of Purchase (Amended Vendor) - Defibrillators and Cabinets**

that the Board of Education approves the purchase of 10 Automatic Electronic Defibrillators and four cabinets from Cardio Partners Inc., Detroit, Michigan, for a total cost not to exceed \$11,500. **See Attachment No. 13.**

TO: Members of the Board of Education

FROM: Vince Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: January 09, 2025

SUBJECT: Award of Bid – Moline High School East Gym Divider (Curtain)

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested.

Facts: Proposals were requested from two (2) current vendors, both who have provided equipment and repair services for Moline-Coal Valley School District sports equipment. The request to the vendors was for replacement of the old manually operated dividing curtain in the east gym at the high school. The curtain is over 30 years old and difficult to operate. Proposals were requested to remove and replace the existing curtain and install a new 54 foot wide electrically operated system. The bids were received on December 5, 2024, and are shown in the attached tabulation.

Therefore, it is the recommendation of the administration that the Board of Education award the contract for the installation of the Moline High School East Gym Divider Curtain to the lowest qualified bidder, as identified in the attached bid tab.

Cost: The total base bid cost is \$11,270 and will be supported with the Operation & Maintenance Fund (Fund 2).


Recommended Motion: That the Board of Education award the bid for the Moline High School East Gym Divider project to J & D Enterprises, Crystal Lake, Illinois, in the amount of \$11,270.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Vince Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: January 09, 2025

SUBJECT: Engage Services - Professional Services for the Design of the Ductwork Replacement at Hamilton Elementary School

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested.

Facts: During the planning phase of construction at Hamilton Elementary, the ductwork for the ventilation system was originally designed to be all sheet metal. After the bids were awarded, it was suggested as a valued engineering savings to utilize a Kingspan Koolduct System. Unfortunately this system has not lived up to the required static pressure requirements needed to meet the design-required static pressure. We have had several contractors working on this and have made several repairs through the system the last 4-5 years. When the duct separation occurs we are unable to heat, cool and ventilate the classrooms.

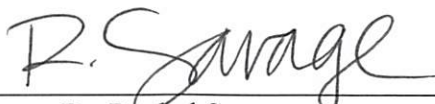
There have been some areas not installed as per manufacturer's recommendation and the original installation contractor has made several attempts to repair and at little to no cost. We believe that the time has come to replace this duct system and install the required sheet metal that was in the original design. This will require the removal of the ceiling and lighting fixtures and re-installation of the systems.

Therefore it is the recommendation of the administration that the Board of Education approve RTM Engineering Consultants, LLC for engineering professional services for the ductwork replacement at Hamilton Elementary.

Cost: The estimated cost of RTM Engineering Consultants, LLC engineering services for \$25,000, and \$6,000 for Construction Administration, which will be supported from the Capital Projects Fund (Fund 6).


Recommended Motion: That the Board of Education engage the services of RTM Engineering Consultants, LLC., Davenport, Iowa, for engineering professional services for the design of the ductwork system at Hamilton Elementary School for an estimated cost of \$31,000.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 
Craig Reid, Director for Technology

DATE: January 09, 2025

SUBJECT: Engage Services - SC Strategic Solutions for Digitizing Records

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Approval is requested to engage services for digitizing records.

Facts: The Board of Education awarded SC Strategic Solutions a bid to digitize student records stored at Coolidge in November of 2022. Since then, SC Strategic Solutions has digitized all active student records stored at each school and, most recently, all health records. The fourth part of this digitizing process includes scanning records for HR and the Business Office. The District has employee and financial records stored in multiple rooms in the Allendale basement and active HR records at the new education center. The administration recommends continuing this scanning project using the same system as the student records.

The remaining records, to be budgeted as a separate project when funds are identified, include archived School Board minutes and facilities records.

Cost: SC Strategic Solutions, Norwalk Ohio, provided the lowest corresponding price that meets our specifications. The total cost for digitizing all employee and financial records off-site is \$289,000. The Education Fund (Fund 1) will be used for this scanning project.


Recommended Action: That the Board of Education approve the engaged services with SC Strategic Solutions, Norwalk, Ohio, for digitizing employee and financial records for a total project cost of \$289,000.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Vince Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: January 09, 2025

SUBJECT: Engage Services - Moline Education Center Drywall

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested.

Facts: On December 17, 2024 a water leak was discovered when a staff member stopped by the Moline Education Center in the early afternoon. Water was seen coming down the west hallway from the HR Department. Calls were made and it was found that a pipe in a chase water had frozen and ruptured as it was warming up. Water was shut off and staff were called in to address the water damages.

Builders Sales & Service Company were called in to assess the damages and make recommendations for repairs and provide an estimated cost. Therefore it is the recommendation of the administration that the Board of Education approve Builders Sales & Service Company, for the framing and drywall repairs, and paint of the damaged areas for Moline Education Center. These repairs were started over winter break to assist in getting much of the HR Department staff back to their office spaces. The estimated cost for this project is \$19,000.

Cost: The cost of Builders Sales and Service Company services is \$19,000, which will be supported from the Capital Projects Fund (Fund 6).


Recommended Motion: That the Board of Education engage the services of Builders Sales & Service Company, Moline, Illinois, for services replacing the drywall, repairs and painting at the Moline Education Center for a total cost not to exceed \$19,000.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Vincent Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: January 09, 2025

SUBJECT: Engage Services - Professional Services for the 10-Year Safety Survey Report

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested.

Facts: In accordance with the Illinois State Board of Education, each of the District school facilities requires a 10-Year Safety Survey report. This report is required to be completed by August of 2026. With the amount of estimated construction that will occur in 2026, it was elected to perform this study in 2025. This on-site inspection of each of the facilities will be scheduled for non-student attendance days with anticipation that most of the inspections will be made during the summer of 2025 when students are not in session.

Therefore it is the recommendation of the administration that the Board of Education approve Legat Architects for architectural professional services for the 2026 10-Year Safety Survey Report. Legat has been performing the 10 -Year Safety Survey Report for the District for more than 30 years.

Cost: The estimated cost of Legat Architectural services is \$69,000, which will be supported from the Health Life Safety Fund (Fund 9).


Recommended Motion: That the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional service for the 2026, 10-Year Safety Survey Report for an estimated cost of \$69,000.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Vince Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: January 09, 2025

SUBJECT: Engage Services - Professional Services for the 2025 Facility Improvements at Butterworth Elementary, Logan Elementary, Moline High School, & Washington Elementary

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested.

Facts: As part of the Facilities Committee Executive Summary in 2021, along with several of the buildings which are listed as long term vision, the District Administration and Legat Architects toured Butterworth Elementary, Logan Elementary, Moline High School, & Washington Elementary. The buildings' needs were evaluated to bring the classrooms up to 21st Century learning with possible security upgrades, cafeteria upgrading, and other security needs (Please see the Capital Project Prioritization spreadsheet attachment). The estimated budget for this project is approximately \$1,894,469, plus design fees.

Therefore it is the recommendation of the administration that the Board of Education approve Legat Architects, for architectural professional services for the 2025 Facility Improvements at Butterworth Elementary, Logan Elementary, Moline High School, & Washington Elementary.

Cost: The estimated cost of Legat Architectural services is \$180,000., which will be supported from the Operation and Maintenance Fund (Fund 2).

Recommended Motion: That the Board of Education engage the services of Legat Architects, Moline, Illinois, for professional service for the 2025 Facility Improvements at Butterworth Elementary, Logan Elementary, Moline High School, & Washington Elementary for an estimated cost of \$180,000.

Approved for Submission to the Board of Education




Dr. Rachel Savage
Superintendent of Schools

Capital Projects Prioritization

LEGAT ARCHITECTS

OWNER Moline Coal Valley SD 40
 PROJECT TITLE Future Projects
 DATE December 13, 2024

ITEM	FACILITY	CATEGORY	WORK ITEM DESCRIPTION	YEAR 2025
				PRIORITY 1
				INFLATION: 1.000
1	Butterworth	Renovation	Controlled entry	\$30,000
2	Butterworth	Painting	Patch, prep, and paint exterior soffits	\$8,400
3	Butterworth	Casework	Remove and replace casework in classrooms	\$162,966
4	Butterworth	Renovation	Remove and replace marker boards in 19 classrooms (38 boards)	\$83,600
5	Butterworth	Painting	Paint gym	\$14,250
6	Butterworth	Renovation	Refinish stage floor and front storage	\$25,000
7	Butterworth	Renovation	Corridor cubbies	\$146,012
10	Logan	Flooring	Remove and replace gym flooring with multipurpose sports flooring	\$58,500
19	Moline HS	Flooring	Demo existing serving line glass wall and install sliding security gates	\$30,000
22	Moline HS	Painting	Paint existing cafeteria walls	\$37,500
23	Moline HS	Food Service	Renovate existing serving line area (design by others)	\$150,000
24	Moline HS	Food Service	Serving line equipment (budget)	\$150,000
25	Moline HS	Ceilings/Lights	Remove existing ceiling and replace with new ceiling/lights	\$125,000
26	Moline HS	Doors	Replace 5 exterior door systems	\$50,000
32	Washington	Casework	Remove and replace casework in classrooms and offices	\$164,696
33	Washington	Flooring	Remove and replace flooring throughout main office	\$21,000
34	Washington	Painting	Paint classrooms	\$60,000
35	Washington	Lockers	Remove and replace metal corridor lockers	\$65,000
36	Washington	Flooring	Remove wood gym floor and replace with all purpose sports floor	\$160,000
37	Washington	Renovation	Renovate existing face of stage	\$10,000
38	Washington	Ceiling	Install colored ceiling tiles in lobby	\$14,400
SUB-TOTALS				\$1,566,324
5% Contingencies				\$78,316
6% General Conditions				\$93,979
1.15% Bonds				\$18,013
.8% Insurance				\$12,531
8% Contractor Overhead and Profit				\$125,306
Grand Total Construction Cost				\$1,894,469

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: January 09, 2025
SUBJECT: Engage Services - High School Athletic Charter Bus Services

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested to

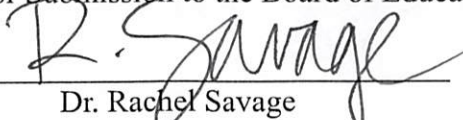
Facts: The District requested proposals from Green River (Peru, Illinois), Tri-State Travel (Davenport, Iowa), and 3 Guys and a Bus (Clinton, IA) for High School athletic transportation for the 2025-2026 school year. Currently, the High School Athletic Director's practice is to allow charter bus service for any athletic teams that consist of 30 or more players/coaches required to travel to venues over 100 miles away. Historically, this request for charter transportation services was performed in the summer, prior to the start of a new school year. However, since transportation services have been difficult to secure over the past few years, the Administration is splitting the charter transportation services into a fall and spring proposal, in hopes of being the first district to request these services.

Based on the responses, Tri-State Travel was able to provide all the requested services. Tri-state has previously and successfully chartered students for District events. Therefore, the administration's recommendation is to approve the charter transportation with Tri-State Travel, Davenport, Iowa, for the 2025-2026 school year fall sports. The anticipated cost is \$62,275 which is supported from the Transportation Fund (Fund 4). To account for unforeseen and additional costs, it is recommended that the Board of Education approve this engaged service for a cost not to exceed \$63,000.

Cost: The cost is not to exceed \$63,000 which is supported from the Transportation Fund (Fund 4). The Charter Bus Services cost varies from year-to-year based on team away schedules.

Recommended Action: That the Board of Education engage the services of Tri-State Travel, Davenport, Iowa, to provide Moline High School athletic charter transportation services for a cost not to exceed \$63,000 to support the fall sports for 2025-2026 school year.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools


**Moline High School Athletic Charter Bus Services
Fall 2025-2026 School Year Quotes (August to November)**

Attachment No. 8

01/13/25 Brd. Mtg.

Opponent	Sport Name	Sport Description	Location	Event Date	Num_Buses	Departure_Location	Vehicle_Type	Green River	Tri-state	3 Guys
Newark	Volleyball	Volleyball G V vs Newark	NEWARK	8/25/2025	1	PEC	Charter	\$1,429.60	\$1,375.00	\$1,650.00
Rockwood Summit Sr. High	Administration	Administration N N - Football Leave	Rockwood Summit Sr. High	8/28/2025	1	PEC	Charter	\$0.00	\$0.00	\$0.00
Rockwood Summit Sr. High	Football	Football B JV vs Rockwood Summit Sr. High	Rockwood Summit Sr. High	8/29/2025	1	PEC	Charter	\$3,723.60	\$3,150.00	\$3,850.00
Rockwood Summit Sr. High	Football	Football B V vs Rockwood Summit Sr. High	Rockwood Summit Sr. High	8/29/2025	1	PEC	Charter	\$3,323.60	\$4,150.00	\$3,850.00
Hononegah	Soccer	Soccer B V vs Hononegah - Wedgbury Stadium	HONONEGAH	8/30/2025	1	PEC	Charter	\$1,764.00	\$1,575.00	\$1,750.00
Clinton	Cross Country	Cross Country B V vs Clinton	Clinton	8/30/2025	1	PEC	Charter	\$1,400.00	\$1,325.00	\$1,750.00
Pekin Community	Soccer	Soccer B V vs Pekin Community	PEKIN COMMUNITY	9/13/2025	1	PEC	Charter	\$1,420.00	\$1,575.00	\$1,650.00
Peoria High School	Cross Country	Cross Country B V vs Peoria High School - Invitational	Peoria	9/13/2025	1	PEC	Charter	\$1,364.80	\$1,575.00	\$1,650.00
Morton	Soccer	Soccer B V vs Morton	MORTON	9/18/2025	1	PEC	Charter	\$1,346.60	\$1,375.00	\$1,650.00
Normal Community	Swimming and Diving	Swimming and Diving G V vs Normal Community	Normal Community	9/20/2025	1	PEC	Charter	\$1,705.20	\$1,575.00	\$1,750.00
Quincy Senior	Soccer	Soccer B V vs Quincy Senior	Quincy Senior	9/23/2025	1	PEC	Charter	\$1,711.80	\$1,700.00	\$1,750.00
Quincy Senior	Football	Football B F vs Quincy Senior	Quincy Senior	9/26/2025	1	PEC	Charter	\$1,843.20	\$1,700.00	\$1,850.00
Quincy Senior	Football	Football B V vs Quincy Senior	Quincy Senior	9/26/2025	1	PEC	Charter	\$1,843.20	\$1,700.00	\$1,850.00
Peoria-Notre Dame	Swimming and Diving	Swimming and Diving G V vs Peoria-Notre Dame	Peoria-Notre Dame	10/4/2025	1	PEC	Charter	\$1,374.00	\$1,575.00	\$1,650.00
Normal Community	Soccer	Soccer B V vs Normal Community	NORMAL COMMUNITY	10/4/2025	1	PEC	Charter	\$1,705.20	\$1,575.00	N/A
Metamora Township	Cross Country	Cross Country B V vs Metamora Township - Invitational	Metamora Township	10/11/2025	1	PEC	Charter	\$1,475.20	\$1,575.00	\$1,750.00
Quincy Senior	Volleyball	Volleyball G V vs Quincy Senior	Quincy Senior	10/14/2025	1	PEC	Charter	\$1,711.80	\$1,700.00	\$1,750.00
IHSA	Soccer	Soccer B V vs IHSA	IHSA	10/21/2025	1	PEC	Charter	\$1,587.30	\$1,575.00	N/A
IHSA	Soccer	Soccer B V vs IHSA	IHSA	10/24/2025	1	PEC	Charter	\$1,705.20	\$1,575.00	N/A
IHSA	Cross Country	Cross Country B V vs IHSA - Regionals	Dewellier Park	10/25/2025	1	PEC	Charter	\$1,374.00	\$1,575.00	N/A
IHSA	Soccer	Soccer B V vs IHSA	IHSA	10/28/2025	1	PEC	Charter	\$1,587.30	\$1,575.00	N/A
IHSA	Soccer	Soccer B V vs IHSA	IHSA	10/31/2025	1	PEC	Charter	\$1,705.20	\$1,575.00	N/A
TBA	Football	Football B V vs TBA - Playoff Rd1		10/31/2025	2	PEC	Charter	N/A	\$3,150.00	N/A
IHSA	Cross Country	Cross Country B V vs IHSA - Sectionals	IHSA	11/1/2025	1	PEC	Charter	\$1,705.20	\$1,575.00	N/A
IHSA	Volleyball	Volleyball G V vs IHSA - Sectional	IHSA	11/3/2025	1	PEC	Charter	\$1,587.30	\$1,575.00	N/A
IHSA	Soccer	Soccer B V vs IHSA	IHSA	11/4/2025	1	PEC	Charter	\$1,587.30	\$1,575.00	N/A
IHSA	Volleyball	Volleyball G V vs IHSA - Sectional Final	IHSA	11/5/2025	1	PEC	Charter	\$1,587.30	\$1,575.00	N/A
TBA	Football	Football B V vs TBA - Playoff Rd 2		11/7/2025	2	PEC	Charter	N/A	\$3,150.00	N/A
IHSA	Soccer	Soccer B V vs IHSA	IHSA	11/7/2025	1	PEC	Charter	\$1,705.20	\$1,575.00	N/A
IHSA	Volleyball	Volleyball G V vs IHSA - Supersectional	IHSA	11/7/2025	1	Wharton	Charter	\$1,705.20	\$1,575.00	N/A
IHSA	Cross Country	Cross Country B V vs IHSA - State Finals	IHSA	11/8/2025	1	PEC	Charter	\$1,705.20	\$1,575.00	N/A
IHSA	Soccer	Soccer B V vs IHSA	IHSA	11/8/2025	1	PEC	Charter	\$1,705.20	\$1,575.00	N/A
IHSA	Volleyball	Volleyball G V vs IHSA - State	IHSA	11/14/2025	1	Wharton	Charter	\$1,705.20	\$1,575.00	N/A
TBA	Football	Football B V vs TBA - Quarterfinals		11/14/2025	2	PEC	Charter	N/A	\$3,150.00	N/A
IHSA	Volleyball	Volleyball G V vs IHSA - State Final	IHSA	11/15/2025	1	Wharton	Charter	\$1,705.20	\$1,575.00	N/A
Total Charter Cost								\$53,799.10	\$62,275.00	\$30,150.00

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 

DATE: January 09, 2025

SUBJECT: Engage Services – Adam Welcome Professional Development Keynote Speaker for January 5, 2026

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board approval is requested to award the January 5, 2026, professional development keynote speaker services contract to Adam Welcome.

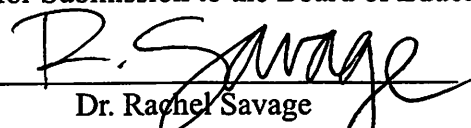
Facts: Adam Welcome, a distinguished leader in education, will be joining our district to provide an inspiring professional development session for our staff. Adam brings a wealth of experience as a teacher, Assistant Principal, Principal, and Director of Innovation in a district serving 35,000 students. His accolades include being recognized as a "20 to Watch" by the National School Board Association, receiving Principal of the Year honors in his region, and serving as a Fellow with the National Association of Elementary School Principals. Recently named a Top 100 Influencer in Education, Adam has dedicated the last 15 years to writing, podcasting, and advocating for excellence in education. As the co-founder of Kids Deserve It and the best-selling author of four books, Adam is a passionate advocate for innovation, creativity, relationships, and growth in education. His message resonates across the nation, having delivered over 400 keynotes to audiences ranging from intimate groups of 50 to gatherings of more than 5,000 educators.

Adam's dynamic approach centers on empowering educators to embrace creativity and innovation while keeping students at the heart of their work. With his energetic and engaging style, Adam aims to "ignite" the passion already present in our district and inspire staff to continue growing as exceptional educators. He will deliver two 90-minute keynote presentations on the morning of January 5, 2026. The first keynote will be tailored for secondary staff, followed by a second keynote designed for elementary staff. Both sessions will be attended by all district staff, ensuring everyone has the opportunity to engage with his inspiring message.


Cost: The cost for this professional development keynote speaker will be \$11,000 and will be paid for from the Federal Title grants.

Recommended Action: That the Board of Education engage the services of Adam Welcome, Lafayette, California, on January 5, 2026, to conduct an all staff professional development keynote speaker services at a total cost not to exceed \$11,000.

Approved for Submission to the Board of Education


Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Vince Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: January 09, 2025

SUBJECT: Engage Services - Moline Education Center Water Damaged Flooring

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested.

Facts: On December 17, 2024 a water leak was discovered when a staff member stopped by the Moline Education Center in the early afternoon. Water was seen coming down the west hallway from the HR Department. Calls were made and it was found that a pipe in a chase water had frozen and ruptured as it was warming up. Water was shut off and staff were called in to address the water damages.

Floorcrafters were contacted to assess the damages to the carpet, and knowing that the drywall and cove molding were being removed, they were asked to provide an estimated cost to replace approximately 2,300 sq ft of carpet in the water damaged area. Therefore it is the recommendation of the administration that the Board of Education approve Floorcrafters Inc., for the carpet and cove molding of the damaged areas for Moline Education Center. These repairs were started over winter break to assist in getting much of the HR Department staff back to their office spaces. The estimated cost for this project is \$14,600.

Cost: The estimated cost of Floorcrafters Inc. services is \$14,600, which will be supported from the Capital Projects Fund (Fund 6).


Recommended Motion: That the Board of Education engage the services of Floorcrafters Inc, Moline, Illinois, for services replacing the carpeting and cove modeling at the Moline Education Center for an estimated cost of \$14,600.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Vince Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: January 09, 2025

SUBJECT: Amended Engaged Services Agreement - Jane Addams Elementary Playground Foundation

Reason for Board Consideration: Board of Education approval is required.


Action Necessary: Board of Education approval requested.

Facts: At the September 5, 2024 meeting, Emery Construction Group was selected to lay the foundation for the new playground equipment at Jane Addams Elementary School. After the arrival of the equipment and final installation drawings, it was determined the project required additional holes to be drilled and filled with concrete. The original agreement was for \$16,000, and it will now be \$19,000, for a total cost of \$19,000.

Cost: The Operations and Maintenance Fund (Fund 2) will support a cost increase of \$3,000.


Recommended Motion: That the Board of Education approve the amendments to the engaged service agreement with Emery Construction Group, Moline, Illinois, as identified for the Jane Addams Elementary Playground Foundation project, for the amount of \$19,000.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent 
Craig Reid, Director for Technology

DATE: January 09, 2025

SUBJECT: Approval of Purchase - Updated Office Phones for the Moline Education Center

Reason for Board Consideration: Board of Education approval is required.

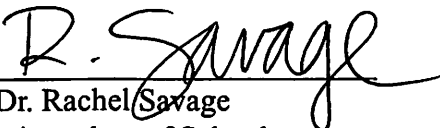
Action Necessary: Approval is requested to purchase updated office phones for the Moline Education Center.

Facts: Our central administrative staff and EdTech staff desk phones are due for replacement per our hardware cycle. Mitel no longer supports the current phone models. The new model phones have greater functionality and wireless capabilities, making them a better fit for the new office spaces at the Moline-Coal Valley Education Center.

Cost: Tri-City holds the master contract for Mitel phones through a Sourcewell agreement that offers statewide discounts on specific school district equipment. The Mitel phones are specifically listed on this contract. The EdTech Department requires several types of phones for specific job functions and spares for a total cost of \$13,980.

Recommended Action: That the Board of Education approve the purchase of Mitel phone upgrades for the Moline Education Center from Tri-City Electric, Davenport, Iowa, for a total cost of \$13,980.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

TO: Members of the Board of Education

FROM: Dr. Brian Prybil, Deputy Superintendent (BP)
Dr. Matthew DeBaene, Assistant Superintendent for Secondary Teaching and Learning (MD)

DATE: January 09, 2025

SUBJECT: Approval of Purchase (Amended Vendor) - Defibrillators and Cabinets

Reason for Board Consideration: Board of Education approval is required to purchase defibrillators.

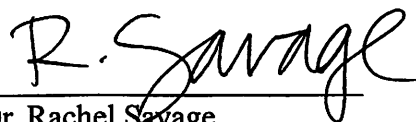
Action Necessary: Approval is requested to purchase defibrillators and cabinets.

Facts: The board of education previously approved the purchase of ten Automatic Electronic Defibrillators and cabinets from AED Grants, Oceanside, California. Since that time, the district has learned that AED Grants does not accept purchase orders. As such, Cardio Partners Inc., Detroit, Michigan provided us with a quote for \$11,061.68 and will take a purchase order.

Cost: The cost is not to exceed \$11,500 to purchase 10 defibrillators, four defibrillator cabinets, and associated shipping charges. This will be paid from Fund 1.

Recommended Action: That the Board of Education approves the purchase of 10 Automatic Electronic Defibrillators and four cabinets from Cardio Partners Inc., Detroit, Michigan, for a total cost not to exceed \$11,500.

Approved for Submission to the Board of Education




Dr. Rachel Savage
Superintendent of Schools

6. Engage Services - Construction Manager for the Lincoln-Irving Expansion Project

35

Recommended Motion: that the Board of Education award the Lincoln-Irving Expansion Project Construction Manager at Risk to Estes Construction, Davenport, Iowa, for an anticipated cost of \$1,518,000. **See Attachment No. 14.**

TO: Members of the Board of Education
FROM: Vince Gallo, Chief Financial Officer 
DATE: January 09, 2025
SUBJECT: Engage Services - Construction Manager for the Lincoln-Irving Expansion Project

Reason for Board Consideration: Board of Education approval is requested.

Action Necessary: Board of Education approval is required.

Facts: After a thorough and competitive selection process, the committee is recommending Estes Construction as the Construction Manager at Risk (CMAR) for the Lincoln-Irving Expansion Project. The selection committee evaluated multiple submissions based on qualifications, relevant experience, approach to project management, and alignment with the project's goals and requirements. Estes Construction demonstrated exceptional expertise in delivering projects of this scope. Their proven track record in educational facility construction, commitment to cost-effective solutions, and focus on collaboration were key factors in our recommendation.

Engaging Estes Construction as the CMAR will ensure an integrated approach to project planning, design, and construction, fostering a seamless process that prioritizes efficiency and minimizes risk.

Cost: Anticipated cost based is \$1,518,000 and will be paid through Capital Projects Fund (Fund 6)

Recommended Action: That the Board of Education engage the services for the Lincoln-Irving Expansion project Construction Manager at Risk to Estes Construction, Davenport, Iowa, for an anticipated cost of \$1,518,000.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Name: Totals

Attachment No. 14

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	
Construction Manager Firm Applicants	Company History, Track Record, Performance Data and Recognitions.	Company/team experience with complex school renovation projects in Illinois.	Company/team experience with budgeting of design phases	Competency of direct project team members	Preconstruction budget and planning	Construction schedule adherence	Quality control during construction	Closing out project	Clear communication to District	Cost of services and value to the District.	Total Score
Burgland Construction	39	38	40	41	41	44	41	41	39	36	400
Estes Construction	41	41	41	40	41	41	41	42	41	40	409
Russell Construction	42	40	41	37	41	35	37	33	37	39	382

KEY:

Criteria: #1 - #10: Rate each applicant on a scale of 1 to 10. A rating of 10 represents the highest evaluation, 5 an average evaluation and 1 the lowest evaluation.

More on Criteria

#1 Company History, Track Record, Performance Data and Recognitions. Have they received recognitions from customers and/or industry organizations recognizing excellence?

#2 Company/team experience with complex school renovation projects in Illinois. Do they demonstrate the proper experience for the project?

#3 Company/team experience with K-12 construction projects. How much experience do they have with Elementary Facilities?

#4 Quality/Competency of day to day project team members; Specifically the Project Manager, Site Superintendent, etc.

#5 Evidence and experience of working with school districts on preconstruction budgets and planning.

#6 Evidence and experience of working with school districts on meeting the desired construction schedule.

#7 Evidence and experience of quality control during construction. Reducing change requests.

#8 Approach to timely closing out of project.

#9 Examples of deliverables to clearly communicate to the District Administration and the Board of Education.

#10 Cost of services and value to school District


Notes:

7. Engage Services - Renovation to Browning Field, Shipley Track, and the Middle School Sports Fields

38

Recommended Motion: that the Board of Education engage the services of Bush Sports Turf, Milan, Illinois, for the renovation of the Browning Field, Shipley Track, and upgrades to the Middle School sports fields, for a total cost not to exceed \$2,625,000. See **Attachment No. 15**.

TO: Members of the Board of Education

FROM: Vince Gallo, Chief Financial Officer 
Keith Karstens, Director of Facilities

DATE: January 09, 2025

SUBJECT: Engage Services - Renovation to Browning Field, Shipley Track, and the Middle School Sports Fields

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested.

Facts: Following a comprehensive review of the proposals submitted for the Browning/Shipley Track and Field Improvements project, the committee recommends Bush Sports Turf as the contractor for this important initiative.

The selection committee carefully evaluated both proposals based on key criteria, including experience with similar projects, customer service, technical approach, proposed timelines, and cost effectiveness. Bush Sports Turf's submission demonstrated a superior understanding of the project's requirements and a strong track record in constructing and improving high-quality athletic facilities. Their specialized expertise in both natural and synthetic turf installations ensures they are uniquely qualified to deliver exceptional results.

We believe Bush Sports Turf's experience and commitment to excellence make them the ideal partner for this project. Their proposed approach aligns with our vision of creating a safe, durable, and high-performing track and field facility that will serve our community for years to come.

Cost: The cost of the project is not to exceed \$2,625,000, which will be supported from the Operations & Maintenance Fund (Fund 2).

Recommended Motion: That the Board of Education engage the services of Bush Sports Turf, Milan, Illinois, for the renovation of the Browning Field, Shipley Track, and upgrades to the Middle School sports fields, for a total cost not to exceed \$2,625,000.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Moline School District #40 Browning Turf Vendor Summary Sheet

Attachment No. 15
01/13/25 Brd. Mtg.

Firm Name	Committee Member #1	Committee Member #2	Committee Member #3	Committee Member #4	Committee Member #5	Total
Bush Turf	Keith Karstens	Vince Gallo	Todd Thompson	Lindsey Hines	Ramona Dixon	532
Byrne & Jones	Keith Karstens	Vince Gallo	Todd Thompson	Lindsey Hines	Ramona Dixon	419

8. Approval of Resolution for Vision 2030

41

Recommended Motion: that the Board of Education approve the Resolution for Vision 2030 for the Moline-Coal Valley School District. **See Attachment No. 16.**



Sample Resolution in Support of Illinois Vision 2030

Please help fulfill the promise of public education in Illinois by placing the below resolution in support of Vision 2030 on the agenda for action at a public meeting of your board of education in December 2024/January 2025. Sample talking points for the superintendent, board president, or policy committee chair are available to introduce the resolution supporting Illinois Vision 2030.

Illinois Vision 2030

WHEREAS, public education plays a defining role in ensuring equal opportunity for children in Illinois and throughout the United States; and

WHEREAS, it is our collective duty to ensure that every student, regardless of demographic or geographic identity, has equal access to a quality, public education; and

WHEREAS, we believe that strides need to be proactively made to face challenges and continually improve our public education system; and

WHEREAS, there have been three areas of prioritization identified as integral in improving our public education system: Future-Focused Learning, Shared Accountability, and Predictable Funding; and

WHEREAS, Future-Focused Learning should address: promoting future-driven skills that allow for more college and career exploration; enhancing student safety and well-being; attracting and retaining a high quality and diverse educator pipeline; and promoting curriculum and instructional flexibility to meet the unique needs of local communities; and

WHEREAS, Shared Accountability should address: reforming the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time; reforming the current accountability system to provide local flexibility for identifying

indicators that create a more holistic view of student success; and reforming the mandate process to ensure implementation procedures that promote flexibility and local decision making; and

WHEREAS, Predictable Funding should address: protecting the integrity and funding of the evidence-based funding formula; strengthening public education through pension reforms; and establishing equitable funding sources for Capital and safety needs; and

WHEREAS, it is imperative that any education improvement proposal for comprehensive change must be developed and supported by not only the education community, but in collaboration with families, communities, businesses, and others whose priorities reflect the best interests of the students;

NOW, THEREFORE, BE IT RESOLVED that the _____ Board of Education joins with the Illinois Association of School Administrators (IASA) , Illinois Association of School Boards (IASB), Illinois Principals' Association (IPA), Illinois Association of School Business Officials (IASBO), Illinois Association of Regional Superintendents of Schools (IARSS), Superintendents' Commission for the Study of Demographics and Diversity (SCSDD), Illinois Alliance of Special Education Administrators (IAASE), and the Association of Illinois Rural and Small Schools (AIRSS) in supporting the Vision 2030 education improvement policy; and

BE IT FURTHER RESOLVED that the _____ Board of Education urges the Illinois General Assembly to approve the necessary legislative changes to implement the recommendations under the three pillars of education improvement as contained in the Vision 2030 policy.

Adopted this ____ day of _____, 20__.

Attested by: _____, Board President

Attested by: _____, Board Secretary

9. Approval of First Reading of Updated Board of Education Policy for Section 2 - Board of Education

44

Recommended Motion: that the Board of Education accept for first reading the revised Board of Education Policies 2:105 - Ethics and Gift Bans, 2:110 - Qualifications, Term, and Duties of Board Officers, 2:120 - Board Member Development, and 2:140 - Communications To and From the Board, as presented. **See Attachment No. 17.**

TO: Members of the Board of Education

FROM: Dr. Matthew DeBaene, Assistant Superintendent for Secondary Teaching and Learning *MD*

DATE: January 09, 2025

SUBJECT: Approve Updated Board Policies for Section 2 – Board of Education

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested to accept Board Policy updates.

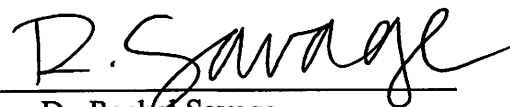
Facts: A portion of Section 2 with suggested changes based on PRESS recommendations is attached in the quest to update the District's Board Policies. The administration requests the Board accept updates for Section 2, as listed. These changes are minor and part of the ongoing PRESS review.

Attached are the suggested changes based on PRESS recommendations. The administration requests the Board accept updates for Policies 2:105 - Ethics and Gift Bans, 2:110 - Qualifications, Term, and Duties of Board Officers, 2:120 - Board Member Development, and 2:140 - Communications To and From the Board. Recall the underlined text represents suggested new additions; whereas, the ~~strickethrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accepts for first reading the revised Board of Education Policies 2:105 - Ethics and Gift Bans, 2:110 - Qualifications, Term, and Duties of Board Officers, 2:120 - Board Member Development, and 2:140 - Communications To and From the Board, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

School Board

Ethics and Gift Ban ¹

Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and School Board members:

1. No employee shall intentionally perform any *political activity* during any *compensated time*, as those terms are defined herein. ²
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity. ³
3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ The State Officials and Employees Ethics Act (SOEEA) (5 ILCS 430/) requires a policy on this subject matter and controls its content. 5 ILCS 430/70-5, amended by P.A. 101-221. This policy contains items on which collective bargaining may be required. Any policy that impacts wages, hours, or terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. This policy concerns an area in which the law is unsettled.

The Ill. Attorney General developed a model ethics ordinance to assist units of local government and school districts. See <https://illinoisattorneygeneral.gov/Open-and-Honest-Government/Ethics-in-the-OAG/Ethics-Ordinance/www.ag.state.il.us/government/ethics-ordinance.html>. The model ordinance provides that the local governmental entity will enforce the policy through quasi-criminal proceedings or through hiring an attorney to prosecute violators. These penal enforcement provisions present an obvious difficulty for school districts – the legislature has **not** granted school districts the power to adopt penal ordinances and penalties. This sample policy, while based on the Attorney General's model ordinance, does **not** contain penal provisions and penalties, and it does **not** contemplate the hiring of an attorney to prosecute violators.

² In addition to constitutional free speech rights, two State laws must be considered when enforcing the SOEEA. The first law, the Local Governmental Employees Political Rights Act (50 ILCS 135/), prohibits: (1) districts from inhibiting or prohibiting employees in the exercise of their political rights, and (2) employees from using their employment to coerce or inhibit others in the free exercise of their political rights and from engaging in political activities while at work. The other law, the Personnel Record Review Act (820 ILCS 40/9), prohibits districts from gathering records about an employee's political activities unless the activities interfere with the performance of work duties or could cause the district financial liability.

³ The term *use* in Item #2 is based on the Ill. Attorney General's model ordinance: it is arguably broader than the SOEEA, which prohibits board members and district employees from intentionally *misappropriating* district property in connection with prohibited political activities. 5 ILCS 430/5-15(a)-(b). Some attorneys advise that a board member's mere presence on district property while engaging in a political activity on their own time (such as circulating an election petition at a school athletic event) is not a misappropriation of district property, and therefore does not violate the SOEEA. Consider that the term *use* may be easier to practically apply as a standard. Consult the board attorney for guidance on this issue. If the board wants Item #2 to match the SOEEA standard, substitute "misappropriate" in place of "use."

The Election Interference Prohibition Act prohibits the use of public funds to "urge any elector to vote for or against any candidate or proposition." 10 ILCS 5/9-25.1. Spending within the statutory definition of public funds to disseminate facts to the public is permitted under section 9-25.1 and is not *electioneering*. Consequently, a district should not become a political committee by spending funds to disseminate facts. 10 ILCS 5/9-1.14, legislatively overturning Citizens Organized to Save the Tax Cap v. State Bd. of Elections, Northfield Twp. High Sch. Dist., 392 Ill.App.3d 392 (1st Dist. 2009). Consult the board attorney for advice.

4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in any activity that: (1) is otherwise appropriate as part of his or her official duties, or (2) is undertaken by the individual on a voluntary basis that is not prohibited by this policy.

Limitations on Receiving Gifts ⁴

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee,⁵ shall intentionally solicit or accept any gift from any *prohibited source*, as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fundraising event in support of a political organization or candidate.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁴ 5 ILCS 430/10-10 through 10-30 (Gift Ban); 30 ILCS 708/ (Grant Accountability Transparency Act) (GATA); and 2 C.F.R. §200.318(c)(1)(uniform federal procurement standards prohibit board members from soliciting or accepting gratuities, favors, or anything of monetary value from a contractor performing work under a contract supported by a federal grant award). GATA adopts the uniform federal rules for State agencies' administration of eligible State and federal grants.

Generally, 2 C.F.R. §200.318(c)(1) prohibits employees, officers, ~~or~~ agents, and board members of a school district from participating in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent *conflict of interest*. For more discussion on conflict of interest, see sample policy 2:100, *Board Member Conflict of Interest*. Specifically, 2 C.F.R. §200.318(c)(1) requires school districts to "set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value (*standards*)," along with "disciplinary actions to be applied for violations (*disciplinary actions*)" without defining *nominal value*.

To avoid confusion and because 2 C.F.R. §200.318(c)(1) provides flexibility to school boards regarding setting *standards* and *disciplinary actions*, sample policy 2:100, *Board Member Conflict of Interest*, refers to this sample policy's subheads: **Limitations on Receiving Gifts** in the ~~Ethics Act~~ SOEEA at 5 ILCS 430/10-10 – 10-30 (for the federal regulation's *standards*), and **Enforcement** at 5 ILCS 430/50-5 (discussing the specific penalties available under the ~~Ill. Ethics Act~~ SOEEA for the federal regulation's *disciplinary actions*).

If a board wishes to develop further *standards* and *disciplinary actions* than the Gift Ban section of the SOEEA requires, consult the board attorney.

For further discussion, see the *Grant Accountability and Conflicts of Interest* section in the Ill. Council of School Attorneys' publication, **Answers to FAQs, Conflict of Interest and Incompatible Offices** at: www.iasb.com/law/COI_FAQ.pdf.

⁵ 105 ILCS 5/22-93, added by P.A. 102-327 and renumbered by P.A. 102-813, and amended by P.A. 103-1020, bans high school ~~guidance~~ counselors from intentionally soliciting or accepting gifts from a *prohibited source*, narrowly defined as "any person who is employed by an institution of higher education or is an agent or spouse of or an immediate family member living with a person employed by an institution of higher education." *Id.* Exceptions exist for certain circumstances, e.g., gifts from a relative or based on a personal friendship, and certain travel costs paid by an institution of higher education for a school counselor's attendance at an educational or military program at that institution of higher education. A ~~schoolguidance~~ counselor does not violate this law if he or she promptly takes reasonable action to return the gift to the prohibited source or donates the gift or an amount equal to its value to a tax-exempt charity. *Id.*

4. Educational materials and missions. ⁶
5. Travel expenses for a meeting to discuss District business. ⁷
6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.
7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. *Catered* means food or refreshments that are purchased ready to consume, which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. *Intra-governmental gift* means any gift given to a Board member or employee from another Board member or employee, and *inter-governmental gift* means any gift given to a Board member or employee from an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under 26 U.S.C. §501(c)(3).

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁶ See 2 Ill.Admin.Code §1620.700(a) for an example of a definition of "educational materials and missions."

⁷ See Id. at (b) for an example of a definition of "travel expenses to discuss State business."

Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws.⁸ The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board Attorney, either place the alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, *Uniform Grievance Procedure*. A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.⁹

Definitions¹⁰

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, 5 ILCS 430/1-5.

Political activity means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁸ This provision is consistent with sample policy 2:160, *Board Attorney*.

⁹ The Ill. Attorney General's model ethics ordinance includes the specific penalties from the Ethics Act/EOEEA, 5 ILCS 430/50-5. Elsewhere the Ethics Act/EOEEA states that a "governmental entity may provide in [its] ordinance or resolution ... for penalties similar to those provided in this Act for similar conduct." 5 ILCS 430/70-10. Thus, school boards do not need to enact policy containing criminal sanctions. Rather, as provided in this sample policy, violations can be referred to the State's Attorney.

The Ill. Attorney General's guidance document provides for the unit of local government to use an Ethics Commission to manage complaints. A board that wants to use an Ethics Commission should replace this paragraph, after the first sentence, with the following:

As soon as possible after a complaint is filed, the Superintendent shall appoint a 3-member Ethics Commission. If the Superintendent is the subject of the complaint, the Board President shall perform this duty. Commission members may be any District resident, except that no person shall be appointed who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint. If the Commission finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or recommend disciplinary action for the employee.

¹⁰ The definitions contained in this policy are all from 5 ILCS 430/1-5 with minor adaptations.

6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

With respect to an employee whose hours are not fixed, *compensated time* includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location. ¹¹

Prohibited source means any person or entity who:

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;
2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee;
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

Gift means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹¹ The Ethics Act/SOEFA prohibits employees from engaging in political activities on *compensated time* but does not define the term. *Compensated time* is easy to determine for employees with fixed working hours. Determining *compensated time* for a salaried employee who does not have obligatory hours of attendance is more difficult. For this reason, the term *compensated time* should include both the time when the employee is physically present on district premises as well as any other time when the employee is engaged in official duties.

Complaints of Sexual Harassment Made Against Board Members by Elected Officials ¹²

Pursuant to the State Officials and Employees Ethics Act (5 ILCS 430/70-5), members of the Board and other elected officials are encouraged to promptly report claims of sexual harassment by a Board member. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available. If the official feels comfortable doing so, he or she should directly inform the individual that the individual's conduct or communication is offensive and must stop.

Board members and elected officials should report claims of sexual harassment against a member of the Board to the Board President or Superintendent. If the report is made to the Superintendent, the Superintendent shall promptly notify the President, or if the President is the subject of the complaint, the Vice President. Reports of sexual harassment will be confidential to the greatest extent practicable.¹³

When a complaint of sexual harassment is made against a member of the Board by another Board member or other elected official, the Board President shall appoint a qualified outside investigator who is not a District employee or Board member to conduct an independent review of the allegations. If the allegations concern the President, or the President is a witness or otherwise conflicted, the Vice President shall make the appointment. If the allegations concern both the President and Vice President, and/or they are witnesses or otherwise conflicted, the Board Secretary shall make the appointment. The investigator shall prepare a written report and submit it to the Board.¹⁴

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹² Required. Under SOEEA, school districts must, by resolution, amend their sexual harassment policies "to provide for a mechanism for reporting and independent review of allegations of sexual harassment made against an elected official of the governmental unit by another elected official of a governmental unit." 5 ILCS 430/70-5, amended by P.A. 101-221. This policy includes both elected and appointed board members to effectuate the intent of the law, to comprehensively address sexual harassment in the workplace, and for consistent treatment. The statute does not address whether the *independent review* must or may be limited to a board member's conduct in his or her official capacity, or if it can extend to a board member's behavior in his or her individual capacity. Consult the board attorney for advice. See sample policy 5:20, *Workplace Harassment Prohibited*, and its f/ns for information about what types of conduct may rise to the level of unlawful sexual harassment under federal and State laws. This policy only addresses the requirements of the SOEEA; it does not address harassment complaints made by employees or other non-elected individuals against board members. Such complaints may be processed under sample policy 2:260, *Uniform Grievance Procedure*, or, if the allegations involve Title IX sexual harassment, sample policy 2:265, *Title IX Sexual Harassment Procedure*. See sample policy 2:260, *Uniform Grievance Procedure*, at f/ns 1 and 6.

Unlike employees, board members are not legally required to take sexual harassment prevention training; however, it is a best practice. The Ill. Dept. of Human Rights offers a free online training module. See sample policy 5:20, *Workplace Harassment Prohibited*, at f/n 4 for more information.

¹³ The Open Meetings Act (OMA) does not provide a specific exemption for discussion of complaints against a member of a public body in closed session. 5 ILCS 120/2(c)(1), amended by P.A. 101-459.

¹⁴ 5 ILCS 430/70-5(a), amended by P.A. 101-221. The law requires governmental units, including school districts, to conduct an *independent review* of allegations of sexual harassment made against an elected official by another elected official; however, that term is not defined. Consult the board attorney about how to investigate such complaints.

For boards that wish to authorize the superintendent to appoint the outside investigator in these cases, substitute "Superintendent" for "Board President" in the first sentence, delete the second and third sentences in the paragraph, and delete the Cross Reference to policy 2:110, *Qualifications, Term, and Duties of Board Officers*.

If a Board member has engaged in sexual harassment, the matter will be addressed in accordance with the authority of the Board. ¹⁵

The Superintendent will post this policy on the District website and/or make this policy available in the District's administrative office. ¹⁶

LEGAL REF.: 105 ILCS 5/22-93.
5 ILCS 430/, State Officials and Employees Ethics Act.
10 ILCS 5/9-25.1, Election Interference Prohibition Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:260 (Uniform Grievance Procedure), 4:60 (Purchases and Contracts), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest)

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹⁵ A board's ability to address the harassing behavior of a board member is relatively limited because it does not have the legal authority to remove one of its members. See sample policy 2:60, *Board Member Removal from Office*, and its footnotes for more information about board member removal. Consult the board attorney when dealing with a claim of sexual harassment by a board member to discuss enforcement options, as well as the accused board member's participation in any decisions regarding the complaint.

¹⁶ This paragraph is optional, but it aligns with the intent of P.A. 101-221. See f/n 120, above.

School Board

Qualifications, Term, and Duties of Board Officers ¹

The School Board officers are: President, Vice President, Secretary, and Treasurer.² These officers are elected or appointed by the Board at its organizational meeting.

President ³

The Board elects a President from its members for a two-year term. The duties of the President are to:

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Make all Board committee appointments, unless specifically stated otherwise;⁴
4. Attend and observe any Board committee meeting at his or her discretion;⁵
5. Represent the Board on other boards or agencies;
6. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
7. Call special meetings of the Board;
8. Serve as the head of the public body for purposes of the Open Meetings Act (OMA) and Freedom of Information Act;⁶

The footnotes are not intended to be part of the adopted policy: they should be removed before the policy is adopted.

¹ State law controls this policy's content. Selection of officers must be in open session. 5 ILCS 120/2. Board officer vacancies are discussed in *Answers to FAQs: Vacancies on the Board of Education*, Ill. Council of School Attorneys, www.iasb.com/law/vacancies.cfm.

² Districts governed by a board of directors have three officers: a president, clerk, and treasurer. The president and clerk must be board members. 105 ILCS 5/10-5. While there is no prohibition on a board member simultaneously serving in two officer positions, doing so may create either the appearance of impropriety or a compliance issue for purposes of fraud protocols. Consult the board attorney for further guidance and/or request that the board member consult his or her own attorney.

³ 105 ILCS 5/10-13. The board, by resolution may decrease to one year the term of office for the president. Of the listed duties, only the following are imposed by law: #1, preside at meetings (*Id.*); #6, sign minutes (105 ILCS 5/10-7) and sign certificate of tax levy (105 ILCS 5/17-11); #7, call special meetings (105 ILCS 5/10-16); and #8, serve as *head of the public body* for Open Meetings Act (OMA) and Freedom of Information Act (FOIA) purposes (5 ILCS 120/7(e)(2) and 140/2(e)).

⁴ Alternatively, strike the "unless" clause and substitute: "subject to Board approval." Be sure this treatment is consistent with policy 2:150, *Committees*.

⁵ Optional. A board that wants the president to participate in committee meetings may use the following alternative: "Be a member of all Board committees." Using this alternative, the president would be counted to determine the number of members that constitutes a quorum for each board committee meeting. If a board would like the superintendent to attend any or all meetings of a board committee, it should consider asking the superintendent to be a committee resource person (or other such title) rather than an ex-officio member of the board committee itself. That way, the superintendent will not count to determine the number of committee members that constitutes a quorum.

⁶ The *head of the public body* or its attorney may request an advisory opinion from the Ill. Atty. Gen. Public Access Counselor (PAC) concerning compliance with OMA or FOIA. 5 ILCS 120/3.5(h) and 5 ILCS 140/9.5(h). FOIA defines *head of the public body* to mean *president* or "such person's duly authorized designee." 5 ILCS 140/2(e). Preliminary drafts, notes, recommendations, memoranda, and other records in which opinions are expressed, or policies are formulated, lose this exemption from disclosure if a relevant portion of a requested record is publicly cited and identified by the *head of the public body*. 5 ILCS 140/7(1)(f).

9. Ensure that a quorum of the Board is physically present at all Board meetings, except as otherwise provided by the ~~Open Meetings Act~~ OMA; ⁷
10. Administer the oath of office to new Board members; ⁸
11. Serve as or appoint the Board's official spokesperson to the media; ⁹
12. Except when the Board President is the subject of a complaint of sexual harassment, a witness, or otherwise conflicted, appoint a qualified outside investigator to conduct an independent review of allegations of sexual harassment made against a Board member by another Board member or elected official; and ¹⁰
13. Ensure that all fingerprint-based criminal history records information checks, screenings, and sexual misconduct related employment history reviews (EHRs) required by State law and policy 5:30, *Hiring Process and Criteria*, are completed for the Superintendent. ¹¹

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

The Vice President fills a vacancy in the Presidency. ¹²

Vice President ¹³

The Board elects a Vice President from its members for a two-year term. The Vice President performs the duties of the President if:

1. The office of President is vacant;
2. The President is absent; or
3. The President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by a special Board election.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁷ Optional. Requiring the president to monitor the presence of a quorum assists compliance with OMA's mandate that a quorum be physically present at all board meetings, except as otherwise provided by OMA. 5 ILCS 120/7.

⁸ Optional. Omit this duty if policy 2:80, *Board Member Oath and Conduct*, provides that the board member oath is given by other means.

⁹ See sample policy 8:10, *Connection with the Community*, and its f/n's 1, 3, and 4, regarding the board president's role as the board's official spokesperson.

¹⁰ See sample policy 2:105, *Ethics and Gift Ban, Complaints of Sexual Harassment Made Against Board Members by Elected Officials* subhead. 5 ILCS 430/70-5(a) requires school districts to amend their sexual harassment policies "to provide for a mechanism for reporting and independent review of allegations of sexual harassment made against an elected official of the governmental unit by another elected official of a governmental unit." If the board has chosen to have the Superintendent appoint an outside investigator in these cases (see sample policy 2:105, *Ethics and Gift Ban*, at f/n 12), remove item 12 from the list of board president duties and delete the Cross Reference to policy 2:105, *Ethics and Gift Ban*.

¹¹ See the subhead entitled **Screening** in sample policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, and the subheads entitled **Investigations** and **Sexual Misconduct Related Employment History Review** in sample policy 5:30, *Hiring Process and Criteria*.

¹² 105 ILCS 5/10-13.1 states that the "vice-president shall perform the duties of the president if there is a vacancy in the office of president or in case of the president's absence or inability to act ..." However, an earlier enacted statute calls for the appointment of a *president pro tempore* if the president is absent from any meeting or refuses to perform his or her duties, and specifies that the "vice-president, if the board elects such officer, shall be appointed the president pro tempore." 105 ILCS 5/10-13. This policy resolves any confusion by implementing the latter enacted statute and stating that the vice president fills a vacancy in the presidency.

¹³ 105 ILCS 5/10-13.1. The board by resolution may decrease to one year the term of office for the vice president.

Secretary ¹⁴

The Board elects a Secretary for a two-year term. The Secretary may be, but is not required to be, a Board member. The Secretary may receive reasonable compensation as determined by the Board before appointment. However, if the Secretary is a Board member, the compensation shall not exceed \$500 per year, as fixed by the Board at least 180 days before the beginning of the term.¹⁵ The duties of the Secretary are to:

1. Keep minutes for all Board meetings, and keep the verbatim record for all closed Board meetings;
2. Mail meeting notification and agenda to news media who have officially requested copies;
3. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;
4. Report to the Treasurer on or before July 7, annually, such information as the Treasurer is required to include in the Treasurer's report to the Regional Superintendent;
5. Act as the local election official for the District;
6. Arrange public inspection of the budget before adoption;
7. Publish required notices;
8. Sign official District documents requiring the Secretary's signature; and
9. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

Recording Secretary ¹⁶

The Board may appoint a Recording Secretary who is a staff member. The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means. ¹⁷

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹⁴ 105 ILCS 5/10-14. The board by resolution may decrease to one year the term of office for the secretary. In districts governed by a board of directors, a clerk who is a board member performs these duties. 105 ILCS 5/10-5. The policy's provisions regarding compensation are required by 105 ILCS 5/10-14 (governs secretaries who are board members and non-board members) and by 50 ILCS 145/2 (governs secretaries who are board members).

Of the listed duties, only the following are imposed by law: #1, board meeting minutes (105 ILCS 5/10-7; see sample policy 2:220, *School Board Meeting Procedure*, for the requirements for minutes); #3, records board's official acts and submits them to the treasurer (105 ILCS 5/10-7); #4, treasurer's report (105 ILCS 5/10-8); #5, local election official (see f/ns 2 and 7 of sample policy 2:30, *School District Elections*); #6, public inspection of the budget (105 ILCS 5/17-1).

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" in item #4 with "appropriate Intermediate Service Center Executive Director."

¹⁵ 105 ILCS 5/10-14 and 50 ILCS 145/2.

¹⁶ This section is optional.

¹⁷ To allow attendance by video or audio means, a board must adopt policy language conforming to the restrictions in OMA. 5 ILCS 120/2.01 and 120/7. See subhead **Quorum and Participation by Audio or Video Means** in sample policy 2:220, *School Board Meeting Procedure*, and its f/n 31.

Treasurer ¹⁸

The Treasurer of the Board shall be either a member of the Board who serves a one-year term or a non-Board member who serves at the Board's pleasure.¹⁹ A Treasurer who is a Board member may not be compensated.²⁰ A Treasurer who is not a Board member may be compensated provided it is established before the appointment.²¹ The Treasurer must: ²²

1. Be at least 21 years old;
2. Not be a member of the County Board of School Trustees; and
3. Have a financial background or related experience, or 12 credit hours of college-level accounting.

The Treasurer shall: ²³

1. Furnish a bond, which shall be approved by a majority of the full Board;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board; and
5. Receive, hold, and expend District funds only upon the order of the Board.

A vacancy in the Treasurer's office is filled by Board appointment.

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¹⁸ This section is for: (1) districts in a Class I county (all counties except Cook Co.), or (2) a Class II county (Cook Co.) district that has withdrawn from the authority of the township treasurer or is located in a township in which the office of township treasurer was abolished. 105 ILCS 5/5-1(a) defines Class I county school units as districts in counties with less than 2,000,000 inhabitants. A board that withdraws from the authority of the township treasurer may appoint a township treasurer to serve as its school treasurer, and it may enter into a contractual or intergovernmental agreement with an appointed school treasurer for school treasurer services. 105 ILCS 5/5-1(d), added by P.A. 103-790. Those districts in Cook Co. (Class II county) under the authority of the trustees of schools of the township and the township treasurers should use this alternative: "Qualifications, appointment, and duties of the Treasurer for the School District shall be as provided in the School Code." See 105 ILCS 5/8-1(a), amended by P.A. 103-790, for how the township treasurer is appointed and the term of office; duties are found in 105 ILCS 5/8-2, 5/8-5, 5/8-6, 5/8-7, 5/8-16, and 5/8-17. For districts in a Class II county, in the Legal References insert "5/8-5" before "5/8-6" and insert "5/8-7" after "5/8-6."

¹⁹ 105 ILCS 5/8-1(b). The treasurer's term of office is two years if the district is located in a Class II county (Cook Co.) that was under the jurisdiction and authority of the township treasurer and township trustees of schools at the time those offices were abolished. 105 ILCS 5/8-1(c). Those boards should use the following alternative:

The Treasurer of the Board shall serve a two-year term beginning and ending on the first day of July.

²⁰ 105 ILCS 5/8-1(b) and (c).

²¹ 105 ILCS 5/8-3.

²² Qualification #1 is required for treasurers in a Class I county or Class II county (Cook Co.) that withdrew from the authority of the township treasurer and township trustees of schools. 105 ILCS 5/8-1(b). This sample policy makes it applicable to Class II county (Cook Co.) districts that were under the authority of the township treasurer and township trustees of schools at the time those offices were abolished.

Qualification #2 is required for treasurers in a Class I county or Class II county (Cook Co.) that withdrew from the authority of the township treasurer and township trustees of schools. 105 ILCS 5/8-1(b). Districts in a Class II county (Cook Co.) that were under the authority of the township treasurer and township trustees of schools at the time those offices were abolished should replace this qualification as follows: "2. Not be the District Superintendent." 105 ILCS 5/8-1(c).

Qualification #3 is required for treasurers in a Class I county. 105 ILCS 5/8-1(d). This qualification should be replaced by the following for districts in a Class II county (Cook Co.): "Upon being appointed for his or her first term, be a certified public accountant or a certified chief school business official as defined in the School Code; experience as a township treasurer in a Class II county school before July 1, 1989 is deemed equivalent." 105 ILCS 5/8-1(e).

²³ 105 ILCS 5/8-2, amended by P.A. 103-49, 5/8-6, 5/8-7, and 5/8-16.

LEGAL REF.: 105 ILCS 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8, 5/10-13, 5/10-13.1, 5/10-14, 5/10-16.5, 5/10-21.9, 5/17-1, 5/21B-85, and 5/22-94.
5 ILCS 120/7, Open Meetings Act.
5 ILCS 420/4A-106, Ill. Governmental Ethics Act.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:105 (Ethics and Gift Ban), 2:150 (Committees), 2:210 (Organizational School Board Meeting), 2:220 (School Board Meeting Procedure), 5:30 (Hiring Process and Criteria)

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School Board

Board Member Development¹

The School Board desires that its individual members learn, understand, and practice effective governance principles.² The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training³

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development and leadership training in: (1) education and labor law;⁴ (2) financial oversight and accountability;⁵ (3) fiduciary responsibilities;⁶ and (4) trauma-informed practices for students and staff; and (5) improving student outcomes, within the first year of his or her first term.⁴
2. Each Board member must complete training on the Open Meetings Act (OMA) no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on OMAthe Open Meetings Act is only required once.⁵
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal

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¹ State law governs the mandatory board member training provisions in this sample policy.

² The Ill. Association of School Boards (IASB) *Foundational Principles of Effective Governance* is available online at: www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/www.iasb.com/principles.cfm.

³ A board may omit the description of mandatory training requirements by deleting "that are described below" and deleting the numbered list. IASB is an authorized provider of all mandatory trainings for school board members. To view IASB online trainings, see www.iasb.com/conference-training-and-events/training/online-learning/.

⁴ 105 ILCS 5/10-16a, amended by P.A. 102-638 and 103-771, eff. 6-1-25. See 105 ILCS 5/10-16a(b-5) for the required and recommended elements of the training regarding trauma-informed practices. See 105 ILCS 5/3-11, amended by P.A. 103-413, eff. 1-1-24, for the definitions of *trauma*, *trauma-responsive learning environments* (including *trauma aware*, *trauma responsive*, and *healing centered*), and *whole child*. Training on improving student outcomes "must include information that is relevant to and within the scope of the duties of a school board member." 105 ILCS 5/10-16a(b-10), added by P.A. 103-771, eff. 6-1-25.

⁵ 5 ILCS 120/1.05(b) and (c).

using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.⁶

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.⁷

Professional Development; Adverse Consequences of School Exclusion; Student Behavior⁸

The Board President or Superintendent, or their designees, ~~will~~ shall make reasonable efforts to provide ongoing professional development to Board members about the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14,⁹ adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, ~~trauma-responsive learning environments,~~¹⁰ 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.

Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement.¹¹

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁶ 105 ILCS 5/24-16.5. This mandatory training requirement was phased-in as districts implemented evaluations that incorporate student growth as a significant factor, otherwise known as Performance Evaluation Reform Act (PERA) evaluations. The implementation timeline for PERA evaluations varied from district to district but all districts had to implement PERA evaluations. A district may use an optional alternative evaluative dismissal process using the PERA evaluation. Before voting on a dismissal based upon an optional alternative evaluative dismissal process, a board member must complete a training program on PERA evaluations. For more information about PERA, see *PERA Overview for School Board Members*, available at: [www.iasb.com/policy-services-and-school-law/illinois-laws-affecting-schools/performance-evaluation-reform-act-\(pera\)/www.iasb.com/law/pera.cfm](http://www.iasb.com/policy-services-and-school-law/illinois-laws-affecting-schools/performance-evaluation-reform-act-(pera)/www.iasb.com/law/pera.cfm).

⁷ 105 ILCS 5/10-16a(b) requires each school district to post on its website, if any, the names of all board members who have completed the minimum of four hours of training described in #1. Recognizing that a board may want to highlight all training and development achievements, the sample policy extends this reporting requirement to all training and development activities. For a website reporting template, see sample exhibit 2:120-E2, Website Listing of Development and Training Completed by Board Members.

A board may choose to strictly follow the statute by using the following alternative: "The Superintendent or designee shall post on the District website the names of all Board members who have completed the professional development leadership training described in number 1, above."

⁸ ~~Optional-~~ 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. While a district must make reasonable efforts to provide professional development to board members in these areas, the inclusion of this subhead is optional. Information about professional development opportunities is available through IASB's website at: www.iasb.com/conference-training-and-events/training/.

⁹ 105 ILCS 5/10-22.6, amended by P.A.s 102-466, eff. 7-1-25, 102-539, and 103-896, addresses the suspension or expulsion of students and school searches. See sample policies 7:190, *Student Behavior*, 7:200, *Suspension Procedures*, 7:210, *Expulsion Procedures*, and 7:220, *Bus Conduct*. 105 ILCS 5/10-20.14, amended by P.A. 103-896, addresses parent-teacher advisory committees and their functions. See sample policy 2:150, *Committees*.

¹⁰ See 105 ILCS 5/3-11(b), amended by P.A. 103-413, for the definition of *trauma-responsive learning environments*.

¹¹ Boards are not required to conduct self-evaluations, but may hold a closed meeting with representatives of a State association authorized under Article 23 of the School Code for the purpose of discussing self-evaluation practices and procedures, or professional ethics. 5 ILCS 120/2(c)(16).

New Board Member Orientation ¹²

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member. ¹³
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates. ¹⁴

LEGAL REF.: 5 ILCS 120/1.05 and 120/2, Open Meetings Act.
105 ILCS 5/10-16a and 5/24-16.5.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of School Board Meetings)

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¹² New board member orientation is a critical step in helping new board members become effective and in promoting a smoothly functioning new team. The orientation process should include information about the IASB policy services to which the board subscribes, **PRESS**, School Board Policies Online (SBPOL), and **PRESS Plus**.

¹³ See sample exhibit 2:120-E1, Guidelines for Serving as a Mentor to a New School Board Member.

¹⁴ IASB maintains helpful resources for school board candidates, including webinars regarding running for the school board. See www.iasb.com/memberships-and-divisions/school-board-elections/information-for-candidates.

School Board

Communications To and From the Board¹

The School Board welcomes communications from staff members, parents/guardians, students, and community members. Individuals may submit questions or communications for the School Board's consideration to the Superintendent or may use the electronic link to the Board's email address(es) posted on the District's website.² The Superintendent or designee shall:³

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State law controls portions of this policy but does not require a policy on any topic covered.

An alternative to the opening sentence follows: "The School Board welcomes communications from the school community."

² School districts that maintain an Internet website, other than a social media or social networking website, must post a "mechanism, such as a uniform single email address, for members of the public to electronically communicate with elected officials." 50 ILCS 205/20. The sample policy's default language may be used even when the district provides each board member with an individual email address. The language permits every board member to read all emails sent to the electronic link. This aligns with IASB's *Foundational Principles of Effective Governance* (www.iasb.com/conference-training-and-events/training/trainingresources/foundational-principles-of-effective-governance/) because all members receive the same information and communications as illustrated below:

- a. When the district provides individual email addresses to board members, it can post a hyperlink on the district home page to an email address that will forward the communication to all board members' email addresses simultaneously.
- b. When the district does **not** provide individual email addresses to board members, it can post a hyperlink on the district's home page to one email address that every board member may access.

Other ways to comply should ensure that all board members have equal access to communications. For example, posting a hyperlink on the district home page to a list of individual board member email addresses would **not** ensure that all board members have equal access to questions or communications for the board's consideration.

Whenever a district provides email addresses to individual board members, all emails sent to individual email addresses are subject to disclosure under the Freedom of Information Act (FOIA). *City of Champaign v. Madigan*, 992 N.E.2d 629 (Ill. App. Ct. 2013). Public bodies must also conduct a reasonable search for public records responsive to a FOIA request, which includes searching public employees' communications on personal devices or accounts for records pertaining to the transaction of public business. See PAO 16-6. Consult the board attorney when searching board members' personal email addresses and/or devices may be necessary to respond to a FOIA request.

If the district does not maintain an Internet website, delete all text in the first paragraph after the word *Superintendent* and delete the entire numbered second and third paragraphs 1 and 2, i.e.:

~~or may use the electronic link to the Board's email address(es) posted on the District's website.~~

~~The Superintendent or designee shall:~~

- ~~1. Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and~~
- ~~2. During the Board's regular meetings, report for the Board's consideration all questions or communications submitted through the active electronic link along with the status of the District's response in the Board meeting packet.~~

³ Directive #1 to the superintendent restates the statutory requirement to post a hyperlink to the email address on the district's home page. 50 ILCS 205/20. Directive #2 is optional and adds a step to increase efficient responses to communications concerning the operation or management of the district or a school. Adding this text allows a board to (1) monitor its compliance with 50 ILCS 205/20, (2) ensure that all board members stay informed of all questions and communications to the board, (3) align with IASB's *Foundational Principles of Effective Governance*, and (4) mirror a School Code requirement (105 ILCS 5/10-16) for the superintendent to report any FOIA requests during the board's regular meetings along with the status of the district's response.

1. Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and
2. During the Board's regular meetings, report for the Board's consideration all questions or communications submitted through the active electronic link along with the status of the District's response in the Board meeting packet.

If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take individual action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.

Board Member Use of Electronic Communications⁴

For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking.⁵ Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to:⁶ (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

Before adoption of this text, each board may want to have a conversation with the superintendent about the difference between "staff work questions or communications" that do not need to be submitted to the board and "questions or communications submitted for the school board's consideration" that do need to be submitted to the board.

For districts that maintain an Internet website but do not wish to adopt Directive #2, delete Directive #2 and amend the policy as follows:

The Superintendent or designee shall ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board.

A public body is not required to reply to communications. Likewise, the FOIA does not require questions to be answered. *Chicago Tribune Co. v. Dept. of Financial & Professional Reg.*, 8 N.E.3d 11 (Ill. App. Ct. 2014). For more information about districts governed by a board of school directors, see f/n 6 of sample policy 2:220, *School Board Meeting Procedure*.

⁴ With some exceptions, OMA requires that a board conduct its deliberations and business during meetings that the public may attend. A meeting means "any gathering, whether in person or by video or audio conference, telephone call, electronic means (such as, without limitation, electronic mail, electronic chat, and instant messaging), or other means of contemporaneous interactive communication, of a majority of a quorum of the members of a public body held for the purpose of discussing public business or, for a five-member public body, a quorum of the members of a public body held for the purpose of discussing public business." 5 ILCS 120/1.02. Thus, any *electronic communication* discussing district business that circulates among a majority of a quorum of the board (or majority of the Board, in case of a five-member board) may qualify as a meeting for purposes of the OMA and may be illegal. A violation of OMA is a Class C misdemeanor. 5 ILCS 120/4.

The Local Records Act (50 ILCS 205/) governs retention of district records; its definition of *public record* is more narrow than the definition in FOIA. These communications must be retained only when they contain: (1) evidence of the district's organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. While this is a slippery slope without definitive parameters, electronic communication among board members that are permissible under this policy may generally be deleted; consult the board attorney for a more thorough analysis and a legal opinion. See also sample exhibit 2:140-E, *Guidance for Board Member Communications, Including Email Use*.

⁵ The examples of *electronic communications* are optional and may be amended. For a discussion about board member use of social media when communicating with the community, see sample policy 8:10, *Connection with the Community*, and its f/ns 3 and 4.

⁶ Complying with these restrictions will help avoid an OMA violation.

- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.⁷

LEGAL REF.: 5 ILCS 120/, Open Meetings Act.
50 ILCS 205/20, Local Records Act.

CROSS REF.: 2:220 (School Board Meeting Procedure), 3:30 (Chain of Command), 8:110 (Public Suggestions and Concerns)

DRAFT

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁷ The oath of office in 105 ILCS 5/10-16.5 requires board members to swear or affirm that they “shall recognize that a board member has no legal authority as an individual and that decisions can only be made by a majority vote at a public board meeting.” Deliberations of the board must be conducted openly; a meeting occurs whenever a majority of a quorum discusses public business; meetings must occur at a properly noticed board meeting that is open to the public. 5 ILCS 120/1, 1.02, and 2. For additional information, see f/ns above and sample exhibit 2:140-E, *Guidance for Board Member Communications, Including Email Use*.

10. Approval of First Reading of Updated Board of Education Policy 4:170 - Safety

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Recommended Motion: that the Board of Education accept for first reading revised Board of Education Polity 4:170 - Safety, as presented. **See Attachment No. 18.**

TO: Members of the Board of Education

FROM: Erin Terstriep, Assistant Superintendent for Student Services and Special Education *ET*

DATE: January 09, 2025

SUBJECT: Approve Updated Board Policy 4:170 - Safety

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested to accept Board Policy updates.


Facts: In the continuing quest to update the District's Board Policies, attached is Board Policy 4:170, Safety, which was included as part of the October, 2024 PRESS update review. The policy update is in response to a change in School Code requiring all attendance centers to have at least one automated external defibrillator (AED) present during the school day starting January 1, 2025. Footnotes have also been updated to align with changes in School Code.

Recall, the underlined text represents suggested new additions; whereas, the ~~strikethrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accept for first reading the revised Board of Education Policy 4:170 - Safety, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Operational Services

Safety ¹

Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event.² The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan(s) addressing prevention, preparation, response, and recovery for each school;³

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State law requires a policy on several topics in this policy and otherwise controls this policy's content. Topics previously assigned to this code number were moved in May 2014 and placed in sample policies 4:100, *Insurance Management*, and 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

Grants may be available from the Ill. State Board of Education (ISBE) to support school safety improvements, including professional development; safety-related upgrades to school buildings, equipment, and facilities; additional resources to implement restorative interventions and resolution strategies as alternatives to exclusionary discipline; and crisis response mapping data. 105 ILCS 5/2-3.180, 5/2-3.181, and 128/50 (final citation pending), added by P.A. 103-8.

Based upon the recommendation of the Federal Commission on School Safety in 2018 (www2.ed.gov/documents/school-safety/school-safety-report.pdf), the U.S. Depts. of Homeland Security, Education, Justice, and Health and Human Services created a central school safety clearinghouse website at www.schoolsafety.gov, to share actionable recommendations to help schools prevent, protect, mitigate, respond to and recover from emergency situations. Topics include bullying/cyberbullying, student mental health, school climate, threat assessment, emergency planning, security, recovery, and drills.

² This sample end statement should be discussed and altered accordingly before board adoption. Ask: what effect or impact will this statement have on the students and the community?

³ 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/) refers to *emergency and crisis response plans*. 105 ILCS 128/550 (final citation pending), added by P.A. 103-194 and renumbered by P.A. 103-605, eff. 1-1-24, requires a school building's emergency and crisis response plan, protocol, and procedures to include a plan for local law enforcement to rapidly enter a school building in an emergency.

See sample administrative procedure 4:170-API, *Comprehensive Safety and Security Plan*. This procedure follows the recommendations in the *Guide for Developing High-Quality School Emergency Operations Plans*, produced by a collaboration of federal agencies in June 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. See also *The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide*, at: https://rems.ed.gov/docs/District_Guide_508C.pdf.

ISBE maintains a comprehensive website on school emergency and crisis response planning in compliance with the School Safety Drill Act and Joint Rules of the Office of the State Fire Marshal and ISBE (29 Ill.Admin.Code Part 1500), at www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx. ISBE's website includes a *Sample School Emergency Operations Plan* which aligns with the federal *Guide for Developing High-Quality School Emergency Operations Plans*.

105 ILCS 128/45, amended by P.A. 103-780, required school districts to implement a threat assessment procedure by 12-6-19, and to establish a threat assessment team by 2-19-20. The threat assessment procedure may be part of a board policy on targeted school violence prevention that includes the creation of a threat assessment team. For more discussion, see sample policy 4:190, *Targeted School Violence Prevention Program*.

2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices;⁴ and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones. ⁵

School Safety Drill Plan ⁶

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act (105 ILCS 128/):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.
2. One bus evacuation drill.
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement lockdown drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year, and shall require the participation of all school personnel

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

105 ILCS 5/10-20.72 allows school districts to install a door security locking means on a door of a school building to prevent unwanted entry through the door only if the door security locking means is used: (1) by a trained school district employee; (2) during an emergency that threatens the health and safety of students and employees or during an active shooter drill; and (3) when local law enforcement officials and the local fire department have been notified of its installation prior to its use. Id.

⁴ Required by 105 ILCS 128/20(b) and 105 ILCS 5/10-20.14(c), amended by P.A. 103-896, for all students. See sample administrative procedure 4:110-AP3, School Bus Safety Rules. In consultation with stakeholders, the Ill. State Board of Education (ISBE) must draft and publish guidance for school bus safety procedures by 7-1-25. 105 ILCS 5/10-20.14(c), amended by P.A. 103-896.

⁵ 105 ILCS 5/10-20.28. Consider discussing with local law enforcement what its preference would be and encourage staff and students to follow the recommendation. A wave of 911 cell phone calls can jam phone lines. Student use of cell phones is addressed in 7:190, *Student Behavior*.

625 ILCS 5/12-610.1(e) prohibits wireless telephone use at any time while operating a motor vehicle on a roadway in a school speed zone except for: (1) highway construction or maintenance workers within their work zones; (2) any use for emergency purposes; (3) law enforcement officers or emergency responders performing their duties; (4) a person using a wireless telephone in voice-operated mode with or without use of a headset; (5) a person with technology that uses a single button to initiate or terminate a voice communication, e.g., *HandsFreeLink*®; and (6) a person using an electronic communication device solely to report an emergency and for continued communication with emergency personnel. 625 ILCS 5/12-813.1 limits cell phone use by school bus drivers; see sample policy 4:110, Transportation.

⁶ Each of the listed drills is required by the School Safety Drill Act. Each drill's requirements are comprehensively covered in sample administrative procedure 4:170-API, Comprehensive Safety and Security Plan. For information about documenting minimum compliance with the School Safety Drill Act, see www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx.

105 ILCS 5/2-3.12(f) authorizes the Ill. State Fire Marshal or a qualified fire official to whom the Ill. State Fire Marshal has delegated his or her authority to conduct an annual fire safety inspection of each school building, provided the inspection is coordinated with the regional superintendent. See also 105 ILCS 5/3-14.21(c) (inspection of schools) and 23 Ill.Admin.Code §180.300(b) (annual building and fire safety inspections). To effectively implement this law and ensure the education of students in the district is not disturbed, school officials should discuss with the Ill. State Fire Marshal and regional superintendent whether written notice may be provided to the principal requesting to schedule a mutually agreed upon time.

and students present at school at the time of the drill, except for those exempted by administrators, school support personnel, or a parent/guardian.⁷

Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act (105 ILCS 128/) and the Joint Rules of the Office of the State Fire Marshal and the Ill. State Board of Education (ISBE).^{29 Ill.Admin.Code Part 1500.}⁸

Automated External Defibrillator (AED)⁹

At least one automated external defibrillator (AED) shall be present in each District attendance center during the school day and during any District-sponsored extracurricular activity on school grounds. In addition, the Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one automated external defibrillator (AED) to be available at every physical fitness facility on the premises according to State law requirements.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁷ 105 ILCS 128/20(c), amended by P.A. 102-395. While 105 ILCS 128/20(c) uses both *lockdown drill* and *walk-through lockdown drill*, the terms are synonymous. For brevity, this material uses the term *lockdown drill*. Schools must (1) notify parents/guardians in advance of any lockdown drill that involves student participation, and (2) allow parents/guardians to exempt their child(ren) from participating for any reason. School administrators and support personnel may, at their discretion, exempt a student from participating in a lockdown drill, 105 ILCS 128/20(c)(4), added by P.A. 102-395. When deciding whether to exempt a student, such personnel must include the student's individualized education program team or 504 plan team, if any, in the decision. 105 ILCS 128/20(c)(4), amended by P.A. 103-197, eff. 1-1-24. For students who do not participate in the lockdown drill, districts must provide alternative safety education and instruction related to an active threat or active shooter event. For students who do participate in the lockdown drill, districts must allow them to ask questions related to it.

Law enforcement may only run an active shooter simulation, including simulated gun fire drills, on school days when students are not present. 105 ILCS 128/20(c)(5)-(8), added by P.A. 102-395.

⁸ ^{29 Ill.Admin.Code Part 1500.} The School Safety Drill Act requires each school board or its designee to conduct one annual meeting at which it reviews each building's emergency and crisis response plan, protocols, and procedures, including procedures regarding the school district's threat assessment team, procedures regarding the district's cardiac emergency response plan, the efficacy and effects of law enforcement drills, and each building's compliance with the school safety drill plan. 105 ILCS 128/25, amended by P.A.s 102-395 and 103-608, eff. 1-1-25, and 128/30, amended by P.A. 103-175; 29 Ill.Admin.Code Part 1500. If the board uses a designee, it should preferably be someone other than the District Safety Coordinator to assure an unbiased audit. The statute contains detailed requirements. The board or its designee must: (1) complete a one-page report certifying that the review took place, among other things; (2) send a copy of the report to each participating party; and (3) send a copy of the report to the appropriate Regional Superintendent. 105 ILCS 128/25(c), (d). ISBE's website contains a suggested annual review checklist and a report form to document compliance at: www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx. The American Heart Association's cardiac emergency response plan template and implementation materials are available at: www.heart.org/CERP.

⁹ 105 ILCS 5/10-20.87, added by P.A. 103-1019, eff. 1-1-25. An AED installed and maintained according to the Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/) can be used to satisfy this requirement. *Id.* Each indoor and outdoor physical fitness facility serving at least 100 individuals must "adopt and implement a written plan for responding to medical emergencies that occur at the facility during the time that the facility is open for use by its members or by the public." 210 ILCS 74/10(a). The facility must file the plan with the Ill. Dept. of Public Health (IDPH). *Id.* In addition, each indoor facility must have at least one AED on the premises, and each outdoor facility must house an AED in a building, if any, that is within 300 feet of the outdoor facility. 210 ILCS 74/15. See the statute and administrative rules for the other numerous mandates: 210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act; 77 Ill.Admin.Code Part 527, Physical Fitness Facility Medical Emergency Preparedness Code. Also see sample administrative procedure 4:170-AP6, Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District.¹⁰ The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH.¹¹ This policy does not create an obligation to use an AED.

Carbon Monoxide Alarms ¹²

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

Soccer Goal Safety ¹³

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

Unsafe School Choice Option ¹⁴

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹⁰ 77 Ill.Admin.Code §527.600(d), (f).

¹¹ 210 ILCS 74/15(c); 77 Ill.Admin.Code §527.700.

¹² 105 ILCS 5/10-20.57. *Carbon monoxide detector* and *detector* mean a device having a sensor that responds to carbon monoxide gas and that is connected to an alarm control unit and approved in accordance with rules adopted by the Ill. State Fire Marshal. 105 ILCS 5/10-20.57(a). *Approved carbon monoxide alarm* or *alarm* means a carbon monoxide alarm that complies with all the requirements of the rules and regulations of the Ill. State Fire Marshal, bears the label of a nationally recognized testing laboratory, and complies with the most recent standards of the Underwriters Laboratories or the Canadian Standard Association. 430 ILCS 135/5.

Consult both the board attorney and the local fire officials about whether a school building is exempt from this law. Remove this subhead if the board attorney determines that every building across the entire school district is exempt. The law applies to school buildings that have or are close to any *sources of carbon monoxide*; however, it does not specifically define what that means. 430 ILCS 135/20 defines exemptions for residential units and may provide guidance on the exemption for schools. The law also fails to define *carbon monoxide emitting device*, which triggers the placement point in a school building for a carbon monoxide alarm or carbon monoxide detector.

¹³ Include this section **only** if the school district owns and controls a movable soccer goal. Movable Soccer Goal Safety Act, a/k/a *Zach's Law*, 430 ILCS 145/. The Act requires: (1) organizations that own and control a movable soccer goal to create a soccer goal safety and education policy that outlines how the organization will specifically address the safety issues associated with movable soccer goals; and (2) the IDPH to provide technical assistance materials. 430 ILCS 145/10, 20. See www.dph.illinois.gov/topics-services/prevention-wellness/injury-violence-prevention/soccer-goal-safety.

¹⁴ This topic must be covered in board policy. 105 ILCS 5/10-21.3a. See also 20 U.S.C. §7912 (unsafe school choice option). ISBE maintains a list of persistently dangerous schools. Districts having only one school may substitute the following for this paragraph:

1. All students attending a persistently dangerous school, as defined by State law and identified by the ISBE.
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

Lead Testing in Water ¹⁵

The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Ill. Plumbing License Law and guidance published by the IDPH.¹⁶ The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.¹⁷

Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.¹⁸

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because the District has only one school or attendance center. A student, who would otherwise have qualified for the choice option, or such a student's parent/guardian, may request special accommodations from the Superintendent or designee.

Districts with each grade in only one attendance center may substitute the following for this paragraph:

The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because each grade is in only one attendance center. A student, who would otherwise have qualified for the choice option, or such a student's parent/guardian, may request special accommodations from the Superintendent or designee.

¹⁵ 225 ILCS 320/35.5. Requires that each source of potable water in school buildings constructed on or before 1-1-00, which may be occupied by more than 10 children in grades pre-K through 5, be tested for lead. Testing for buildings constructed prior to 1-1-87 must have been conducted by 12-31-17. 225 ILCS 320/35.5(c)(4). Testing for buildings constructed between 1-2-87 and 1-1-00 must have been conducted by 12-31-18. *Id.* By 6-30-19, the IDPH was to determine whether it is necessary and appropriate to require testing for buildings constructed after 1-1-00. 225 ILCS 320/35.5(d). IDPH recommends that all schools constructed in whole or in part from 1-2-00 through 1-4-14 test all sources of potable water for lead. See IDPH's recommendations at: www.isbe.net/Documents/Improving-Water-Quality-Illinois-Schools.pdf. For high school districts, delete this subhead if no lead testing occurs.

Boards may, by resolution, use excess taxes levied for fire prevention, safety, energy conservation, and school security purposes for sampling lead in drinking water in schools and for repair and mitigation due to lead levels in the drinking water supply. 105 ILCS 5/17-2.11(j)(1).

¹⁶ 225 ILCS 320/35.5(e) requires the IDPH to post on its website guidance on mitigation actions for lead in drinking water, and ongoing water management practices, in schools. See *Mitigation Strategies for Lead Found in School Drinking Water* at: <https://dph.illinois.gov/content/dam/soi/en/web/idph/files/publications/school-lead-mitigation-strategies-050917.pdf>.

¹⁷ If any samples taken in the school exceed five parts per billion, a district must provide individual notification of sampling results, via written or electronic communication, to parents/guardians of all enrolled students that must include: (1) the corresponding sampling location within the school building; and (2) the U.S. Environmental Protection Agency's website for information about lead in drinking water at: www.epa.gov/ground-water-and-drinking-water/basic-information-about-lead-drinking-water. 225 ILCS 320/35.5(c)(3). If any samples taken in the school are at or below five parts per billion, notification may be made in the same manner or by posting on the school's website. *Id.*

¹⁸ When a school is closed or its starting time is delayed due to adverse weather conditions or a health or safety threat, the district may count a partial day of attendance as a full day for State aid purposes, provided: (1) at least one hour of instruction was provided or the normal start time was delayed; and (2) the superintendent provides the Regional Superintendent or the Suburban Cook County Intermediate Service Center, whichever is appropriate, with a written report in support of the partial day within 30 days. 105 ILCS 5/18-12.

LEGAL REF.: 105 ILCS 5/10-20.2, 5/10-20.57, 5/18-12, and 5/18-12.5.
105 ILCS 128/, School Safety Drill Act; 29 Ill.Admin.Code Part 1500.
210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act.
225 ILCS 320/35.5, Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 4:180 (Pandemic Preparedness; Management; and Recovery), 4:190 (Targeted School Violence Prevention Program), 5:30 (Hiring Process and Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

DRAFT

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

105 ILCS 5/18-12.5 governs claiming State aid if a district closes one or more schools, but not all schools, during the public health emergency, as determined by ISBE in consultation with the IDPH.

11. Approval of First Reading of Updated Board of Education Policy 4:190 - Targeted School Violence Prevention Program

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Recommended Motion: that the Board of Education accept for first reading the revised Board of Education Policy 4:190 - Targeted School Violence Prevention Program, as presented. **See Attachment No. 19.**

TO: Members of the Board of Education

FROM: Erin Terstriep, Assistant Superintendent for Student Services and Special Education *ET*

DATE: January 09, 2025

SUBJECT: Approve Updated Board Policy 4:190 - Targeted School Violence Prevention Program

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested to accept Board Policy updates.

Facts: In the continuing quest to update the District's Board Policies, attached is Board Policy 4:190, Targeted School Violence Prevention Program, which was included as part of the October 2024 PRESS update review. The policy is unchanged and includes footnote updates in response to School Code change requiring district threat assessment teams to include at least one law enforcement official and cross-disciplinary representatives directly familiar with student and staff mental and behavioral health needs.

Recall the underlined text represents suggested new additions; whereas, the ~~strikethrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accepts for first reading the revised Board of Education Policy 4:190 - Targeted School Violence Prevention Program

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Operational Services

Targeted School Violence Prevention Program¹

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program.² The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ While this sample policy is optional, 105 ILCS 128/45, amended by P.A.s 102-791, ~~and 103-175~~, and 103-780, requires school districts to have implemented a threat assessment procedure by 12-21-19 that may be part of a school board targeted school violence prevention policy. Thus, regardless of whether the board adopts a policy, an administrative procedure must exist to comply with the law. See the first sentence in fn 2 below. It contains items from *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg-dec2022_mpd.pdf ~~https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.pdf~~. *Threat Assessment in Virginia Public Schools* is based upon a synthesis of established research and recognized standards of practice regarding threat assessment and management in school and workplace settings, including *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*, a 2004 publication of the U.S. Secret Service and the U.S. Dept. of Education, at: <https://www.ojp.gov/ncjrs/virtual-library/abstracts/threat-assessment-schools-guide-managing-threatening-situations-0>. The July 2018 update of this document was renamed *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, published by the U.S. Secret Service, at: www.secretservice.gov/sites/default/files/reports/2020-10/USSS_NTAC_Enhancing_School_Safety_Guide.pdf. See also *Averting Targeted School Violence*, a 2021 publication of the U.S. Dept. of Homeland Security and the U.S. Secret Service, at: www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf.

Adopting a policy that addresses targeted school violence prevention provides (a) a way for boards to monitor that it is being done, and (b) an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Before adoption of this policy, each board may want to have a conversation with the superintendent to determine how local conditions and resources and current practices will support the full implementation of the requirements of 105 ILCS 128/45, amended by P.A.s 102-791, ~~and 103-175~~, and 103-780. Its goals and program will be most effective when they reflect local conditions and circumstances.

² To balance the requirement to implement a threat assessment procedure (105 ILCS 128/45, amended by P.A.s 102-791, ~~and 103-175~~, and 103-780) with the practicalities of managing a district and to align with the best practices outlined in IASB's *Foundational Principles of Effective Governance* (www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/), this sentence delegates the duty to implement a procedure to the superintendent. See sample administrative procedure 4:190-AP1, Targeted School Violence Prevention Program, for a sample implementation procedure. Ensuring school safety begins with establishing a comprehensive targeted school violence prevention program, which "includes forming a multidisciplinary threat assessment team, establishing central reporting mechanisms, identifying behaviors of concern, defining the threshold for law enforcement intervention, identifying risk management strategies, promoting safe school climates, and providing training to stakeholders." *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, published by the U.S. Secret Service, at: www.secretservice.gov/sites/default/files/reports/2020-10/USSS_NTAC_Enhancing_School_Safety_Guide.pdf.

Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s).³
2. Establish Building-level Threat Assessment Team(s)⁴ to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.⁵
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.⁶
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors.⁷

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³ The establishment of threat assessment teams in K-12 public schools is Recommendation #1 of the *Recommendations of the Illinois Terrorism Task Force School Safety Working Group*, presented to the Office of the Governor on 4-5-18, at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/school-safety-and-security/. Illinois higher education institutions have required threat assessment teams since the passage of the Campus Security Enhancement Act of 2008 (110 ILCS 12/20(b)(2), eff. 1-1-09) in response to the shootings that took place at Virginia Polytechnic Institute and State University on 4-16-07 and Northern Illinois University on 2-14-08. See f/n 4, below.

⁴ 105 ILCS 128/45, amended by P.A.s 102-791, and 103-175, and 103-780, requires school districts to have established a threat assessment team by 2-19-20. If a school district is unable to establish a threat assessment team with school district staff and resources, it may use a regional behavioral threat assessment and intervention team. Id. The district's threat assessment procedure and a list identifying the members of all district threat assessment teams must be filed with a local law enforcement agency and the regional office of education or appropriate intermediate service center before the start of each school year. 105 ILCS 128/45(b), amended by P.A.s 102-791 and 103-175. See sample administrative procedure 4:190-AP2, Threat Assessment Team (TAT), and its accompanying exhibits for further information on threat assessment teams and how to connect with a regional behavioral threat assessment team. Records concerning the work of the TAT, including but not limited to any threat assessment procedure, are exempt from disclosure under the Ill. Freedom of Information Act. 5 ILCS 140/7(l), added by P.A. 102-791.

⁵ In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train staff and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, requires all district staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.

⁶ In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train parents/guardians and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, encourages parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.

⁷ **Consult the board attorney for guidance concerning liability in this area.** Except for cases of willful and wanton conduct, the Local Governmental and Governmental Employees Tort Immunity Act (TIA) likely protects districts from liability for failure to properly identify and/or respond to a student's behavior that results in injury or suicide. See 745 ILCS 10/3-108 and *Grant v. Board of Trustees of Valley View School Dist. No. 365-U*, 286 Ill.App.3d 642 (3rd Dist. 1997). Every situation is fact-specific, and the issues require careful evaluation. A disclaimer, such as the one presented here, may not be sufficient. A district may take several actions, after discussion with its board attorney, to minimize liability, such as adding limiting phrases and ensuring other policies are followed.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/27-23.7.
105 ILCS 128/, School Safety Drill Act.
745 ILCS 10/, Local Governmental and Governmental Employees Tort Immunity Act.
29 Ill.Admin.Code Part 1500.

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

DRAFT

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

In addition to the TIA, school officials and districts may also be entitled to qualified immunity in civil rights lawsuits that seek to hold them liable for a suicide. For further discussion, see f/n 14 in sample policy 7:290, *Suicide and Depression Awareness and Prevention*.

**12. Approval of First Reading of Updated Board of Education Policy for Section 6
- Instruction**

77

Recommended Motion: that the Board of Education accept for first reading the revised Board of Education Policies 6:20 - School Year Calendar Day, 6:65 - Student Social and Emotional Development, and 6:340 - Student Testing and Assessment Program, as presented. **See Attachment No. 20.**

TO: Members of the Board of Education

FROM: Dr. Matthew DeBaene, Assistant Superintendent for Secondary Teaching and Learning *MD*

DATE: January 09, 2025

SUBJECT: Approve Updated Board Policies for Section 6 – Instruction

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested to accept Board Policy updates.

Facts: A portion of Section 6 with suggested changes based on PRESS recommendations is attached in the quest to update the District's Board Policies. The administration requests the Board accept updates for Section 6, as listed. These changes are minor and part of the ongoing PRESS review.

Attached are the suggested changes based on PRESS recommendations. The administration requests the Board accept updates for Policies 6:20 - School Year Calendar and Day, 6:65 - Student Social and Emotional Development, and 6:340 - Student Testing and Assessment Program. Recall the underlined text represents suggested new additions; whereas, the ~~strickthrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accepts for first reading the revised Board of Education Policies 6:20 - School Year Calendar and Day, 6:65 - Student Social and Emotional Development, and 6:340 - Student Testing and Assessment Program, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Instruction

School Year Calendar and Day¹

School Calendar

The School Board, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays.² The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.³

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¹ State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

² State-mandated school holidays are found in 105 ILCS 5/24-2, amended by P.A.s 102-15 (2022 General Election Day), 102-14 and 102-334 (both establishing Juneteenth National Freedom Day), and 103-467 (2024 General Election Day). See sample policy 5:330, *Sick Days, Vacation, Holidays, and Leaves*, for a holiday listing. The law allows a school board to hold school or schedule teachers' institutes, parent-teacher conferences, or staff development on five identified school holidays if: (1) the school board first holds a public hearing on the proposal; and (2) the person or persons honored by the holiday are recognized through instructional activities conducted on the school holiday or on the first school day preceding or following the school holiday. Districts must redo the public hearing process in the event they change plans for use of holidays. See Ill. State Board of Education (ISBE) guidance at: www.isbe.net/Documents/district-holiday-plans13.pdf. This is an item on which collective bargaining may be required, and a board that wishes to implement this law should consult its attorney.

A State mandated school holiday on *Good Friday* is unconstitutional according to *Metzl v. Leininger*, 57 F.3d 618 (7th Cir. 1995). Closing school on religious holidays may still be permissible for those districts able to demonstrate, e.g., through surveys, that remaining open would be a waste of educational resources due to widespread absenteeism. Also, districts may be able to close school on Good Friday by adopting a *spring holiday* rationale or ensuring that it falls within spring break. School districts should discuss all of these options, and collective bargaining implications with their board attorneys.

If the county board or board of election commissioners chooses a school to be a polling place, the school district must make the school available. 10 ILCS 5/11-4.1. For the Election Day, the law encourages a school district to either: (1) close the school; or (2) hold a teachers' institute on that day with the students not in attendance. *Id.* and 105 ILCS 5/24-2, amended by P.A.s 102-15, 102-14, 102-334, 102-411, and 103-467. 10 ILCS 5/1-24, added by P.A. 103-467 and repealing on 1-1-25, establishes *2024 General Election Day* as a State holiday and it requires schools to be available to an election authority as a polling place for *2024 General Election Day*. *Id.*

³ The school calendar must have a minimum 185 days to ensure 176 days of actual pupil attendance that may include remote learning days, blended remote learning days, and up to five remote and blended remote learning planning days pursuant to 105 ILCS 5/10-30. 105 ILCS 5/10-19 and 5/24-1; 23 Ill.Admin.Code §1.420. See sample policy 4:180, *Pandemic Preparedness; Management; and Recovery*, for information about remote and/or blended remote learning day plans. Schools must be closed during county institute days. 105 ILCS 5/24-3. The school calendar may be a mandatory subject of collective bargaining. The calendar for the school term and any changes must be submitted to and approved by the regional superintendent before the calendar or changes may take effect. 105 ILCS 5/10-19.

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in the School Code to study and honor the commemorated person or occasion.⁴ The Board may, from time to time, designate a regular school day as a commemorative holiday.

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E-learning days allow a school district to provide instruction to students electronically while they are not physically present due to inclement weather ~~or~~ other unexpected events. 105 ILCS 5/10-20.56, amended by P.A.s 102-584 (e-learning days allowed when a school is selected as a polling place under the Election Code), ~~and~~ 102-697, and 103-780. Before a school district can implement an e-learning program and use e-learning days it must, along with other requirements: (1) hold a public hearing on the initial proposal for the e-learning program, (2) obtain verification from the Regional Office of Education (ROE) or Intermediate Service Center (ISC) for the school district that the initial proposal meets the requirements specified in the law, and (3) by resolution adopt a research-based program for district-wide e-learning days. Before implementing an e-learning program, boards must collectively bargain the impact of the program on the wages, hours, terms, and conditions of employment with employee representative(s). Additionally, the ROE or ISC must annually verify the district's e-learning program before the district can implement any e-learning days in that school year, and the board must renew its program every three school years. More information about e-learning is available at: www.isbe.net/Pages/Electronic-Learning.aspx. The law requires that districts pay employees and contractors who provide educational support services their regular rate of pay if the employee/contractor otherwise would have worked on an e-learning day. Id. at (d-10) and (d-15). ~~Retroactive payments for e-learning days used during 2021-2022 school year are also required if employees or contractors were unpaid or employees were required to use earned paid time off. Id. at (d-20). However, payment is not required if the day(s) are (or were) rescheduled.~~ Consult the board attorney regarding whether the board must pay contractors for consumables, such as fuel and school meals; the legislative history supports that consumables were not intended to be part of the payment. See 102nd General Assembly House Transcript 3-1-22, p. 77, available at: www.ilga.gov/house/transcripts/htrans102/10200077.pdf.

⁴ 105 ILCS 5/24-2(c), amended by P.A.s 102-411 and 103-15, lists the following as commemorative holidays: Jan. 17 (Muhammad Ali's birthday), Jan. 28 (Christa McAuliffe Day commemorating space exploration); Feb. 15 (Susan B. Anthony's birthday); Mar. 29 (Vietnam War Veterans' Day); Sept. 11 (Sept. 11th Day of Remembrance); Sept. 17 (Constitution Day); the school day immediately preceding Veterans' Day (Korean War Veterans' Day); Oct. 1 (Recycling Day); Oct. 7 (Iraq and Afghanistan Veterans Remembrance Day); and Dec. 7 (Pearl Harbor Veterans' Day).

Other commemorative holidays include, but are not limited to: Arbor and Bird Day on the last Friday in April (105 ILCS 5/27-18); Leif Erickson Day on October 9 if a school day and otherwise on a school day nearest the date (105 ILCS 5/27-19); American Indian Day on the 4th Friday of September (105 ILCS 5/27-20); Ill. Law Week during the first full school week in May (105 ILCS 5/27-20.1); Just Say No Day on a school day in May designated by official proclamation of the Governor (105 ILCS 5/20.2); Ronald Reagan Day on Feb. 6 (5 ILCS 490/2); Barack Obama Day on August 4 (5 ILCS 490/3); Indigenous Peoples Day on the last Monday in September (5 ILCS 490/7); Lincoln's Birthday February 12 (5 ILCS 490/60); Juneteenth National Freedom Day on June 19 each year (5 ILCS 490/63, amended by P.A.s 102-14 (second to pass both houses and controlling (5 ILCS 70/6)) and 102-334 (first to pass both houses)) – potential conflicts related to celebrating Juneteenth when it falls on a Saturday or Sunday exist, e.g., P.A. 102-14 states “when June nineteenth falls on a Saturday or Sunday, neither the preceding Friday nor the following Monday shall be held or considered as a *paid* holiday” but contrast P.A. 102-334, stating “when June nineteenth falls on a Sunday, the following Monday shall be held and considered the holiday” – notice the word *paid* is missing; consult the board attorney about whether Juneteenth should be celebrated as an *unpaid holiday* on either the preceding Friday or the following Monday when it falls on a Saturday or Sunday, respectively, or not at all when it falls on a Saturday); Martin Luther King, Jr. Birthday the third Monday in January (5 ILCS 490/65); Prairie Week the third full week in September (5 ILCS 490/75); Retired Teachers' Week the fourth week in May (5 ILCS 490/80); Veterans Day November 11 (5 ILCS 490/90); Preventing Lost Potential Day September 19 (5 ILCS 490/141); Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade on March 25 (5 ILCS 490/155); the first full week of January is Emancipation Proclamation Week (5 ILCS 490/160); Mother Mary Ann Bickerdyke Day on the second Wednesday in May (5 ILCS 490/175); April is Arab American Heritage Month (5 ILCS 490/6); and the first full week of April each year is Autism Acceptance Week (5 ILCS 490/137, added by P.A. 102-588).

School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements.⁵ The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.⁶

LEGAL REF.: 105 ILCS 5/10-19, 5/10-19.05, 5/10-20.56, 5/10-20.46, 5/10-30, 5/18-12, 5/18-12.5, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, and 5/27-20.2.
10 ILCS 5/11-4.1, Election Code.
5 ILCS 490/, State Commemorative Dates Act.
23 Ill.Admin.Code §1.420(f).
Metzl v. Leininger, 850 F.Supp. 740 (N.D. Ill. 1994), *aff'd by* 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

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⁵ A school day is required to consist of a minimum five clock-hours under the direct supervision of a teacher or non-teaching personnel or volunteer personnel that provides non-teaching or supervisory duties as specified in 105 ILCS 5/10-22.34(a), in order to qualify as a full day of attendance, unless (1) the Governor issues a disaster declaration due to a public health emergency pursuant 20 ILCS 3305/7, and (2) the State Superintendent of Education establishes minimum clock-hour requirements to align with the circumstances of the Governor's disaster declaration. 105 ILCS 5/10-19.05, amended by P.A. 103-560, ~~eff. 1-1-24~~. See 105 ILCS 5/10-19.05, amended by P.A. 103-560, ~~eff. 1-1-24~~, for additional exceptions to the attendance calculation.

Contrast 105 ILCS 5/18-12. It allows a partial day of attendance to be counted as a full day due to an adverse weather condition, condition beyond the control of the school district that poses a health and safety threat, or use of school facilities by local or county authorities for holding a memorial or funeral service in remembrance of a community member (up to two school days per school year) provided one of following conditions is met: (1) the school district has provided at least one hour of instruction prior to the closure of the school district; (2) a school building has provided at least one hour of instruction prior to the closure of the school building; or (3) the normal start time of the school district is delayed. The law also outlines the process to claim attendance prior to providing any instruction when a school district must close a building or buildings, but not the entire district, after consultation with a local emergency response agency or due to a condition beyond the control of the district. Additionally, 105 ILCS 5/18-12.5 outlines the process for claiming attendance when a school district must close a building or buildings, but not the entire district, specifically because of a public health emergency. Attendance for such days may only be claimed if the school building(s) was scheduled to be in operation on those days.

Alternative education programs may provide fewer than five hours under certain circumstances. 105 ILCS 5/13B-50.

⁶ 105 ILCS 5/27-3 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. Note that the Illinois statute does not require every student to recite the Pledge – that kind of mandatory participation would violate the U.S. Constitution. Schools may not coerce a student into saying the Pledge, nor may they punish students for refusing to participate in any aspect of the flag ritual, including standing, saluting the flag, and reciting the Pledge. West Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624 (1943); Sherman v. Cmty. Consol. Sch. Dist. 21 of Wheeling Twp., 980 F.2d 437 (7th Cir. 1992). Consider using permissive rather than mandatory language to introduce the recitation of the Pledge, such as, “You may now stand to recite the Pledge.” Schools may, of course, require that non-participants maintain order and decorum appropriate to the school environment.

The Silent Reflection and Student Prayer Act mandates a *brief period of silence* for all Illinois public school students at the opening of each school day. 105 ILCS 20/1. A student filed a federal lawsuit challenging the constitutionality of this law under the First Amendment, but the law was ultimately upheld by the Appeals Court. Sherman v. Koch, 623 F.3d 501 (7th Cir. 2010), *cert denied by* 565 U.S. 815 (2011). 105 ILCS 5/10-20.46 requires a moment of silence to recognize veterans during any type of event held at a district school on Nov. 11.

Instruction

Student Social and Emotional Development ¹

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions. ²

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards.³ The Ill. Learning Standards include three goals for students: ⁴

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to: ⁵

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¹ State law requires this subject matter be covered by policy, and it required districts to submit it to the Ill. State Board of Education (ISBE) once by 8-31-04. 405 ILCS 49/15(b).

² This text paraphrases the definition in the Ill. Children's Mental Health Partnership's 2005 Strategic Plan for Building a Comprehensive Children's Mental Health System in Illinois, pg. 73, Appendix C, starting at pg. 69 at: www.icmhp.org/wp-content/uploads/2019/10/ICMHP_CMHP_Strategic_Plan.pdf. The 2022-2027 Illinois Children's Mental Health Partnership Annual Report to the Governor is available at: www.ilga.gov/reports/ReportsSubmitted/4592RSGAEmail9699RSGAAtachICMHP%202023%20Annual%20Report.pdf - www.icmhp.org/our-work/childrens-mental-health-plan/.

³ Required by the Children's Mental Health Act, 405 ILCS 49/, amended by P.A.s 102-899 and 102-1034. ISBE incorporated social and emotional development standards into the Ill. Learning Standards. For more information see: www.isbe.net/sel. School social workers may implement a continuum of social and emotional education programs and services in accordance with students' needs. 405 ILCS 49/15(b).

~~105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the Ensuring Success in School Task Force. Supervised by ISBE, this task force developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal is to encourage these students to stay in school, stay safe while in school, and successfully complete their education. School boards and superintendents may want to create their own study group to prepare for implementing of the task force's policies, procedures, and protocols. A report of the task force's findings was made to the General Assembly and is available here: www.isbe.net/Documents/ess-task-force-final-report0610.pdf. 105 ILCS 5/26A-15, added by P.A. 102-466 and scheduled to be repealed on 12-1-25, created a subsequent Ensuring Success in School Task Force supervised by ISBE, also focused on the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The subsequent task force is to: (1) draft and publish model policies and intergovernmental agreements for inter-district transfers, (2) draft and publish model complaint resolution procedures, and (3) identify current mandatory and new staff trainings needed.~~

⁴ The goals, along with their benchmarks, performance descriptors and indicators are available at the first link in f/n 3, above.

⁵ The objectives are a matter of local school board discretion. A board may replace the sample objectives with its own local objectives. This sample policy lists the ISBE's SEL goals found on ISBE's website cited in f/n 3, above.

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.⁶
2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.⁷
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.⁸
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.⁹
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions¹⁰ that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.

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⁶ 20 ILCS 1705/76 requires the Ill. Dept. of Human Services (IDHS) to create and maintain an online *Mental Health Database and Resource* page on its website with mental health resources to: (1) assist school social workers, school counselors, parents, teachers, and school support personnel with the goal of connecting them with mental health resources related to bullying and school shootings; and (2) encourage information sharing among educational administrators, school security personnel, and school resource officers. See the database at: www.dhs.state.il.us/page.aspx?item=118331.

20 ILCS 1705/76.2, added by P.A. 103-222, eff. 1-1-24, requires IDHS to partner with ISBE to provide technical assistance for the provision of mental health care for students during school days.

105 ILCS 5/27-23.17, added by P.A. 103-764, eff. 1-1-25, allows districts to provide students with at least 20 minutes per week of *relaxation activities* to enhance students' mental and physical health as part of the school day. *Relaxation activities* may include mindful-based movements, yoga, stretching, meditation, breathing exercises, guided relaxation techniques, quiet time, walking, in-person conversation, and other stress-relieving activities. *Relaxation activities* may take place during a P.E. class, social emotional learning class, or student-support or advisory class or as a part of another similar class.

⁷ See SEL resources to support instruction of the Ill. Learning Standards at: <https://ilclassroomtech.weebly.com/social-emotional-learning.html>.

⁸ The Ill. Children's Mental Health Partnership provides resources for youth, caregivers, and professionals at: www.icmhp.org/resources/. See *fn 2*, above.

20 ILCS 1705/11.4, added by P.A. 103-546, requires IDHS to create and maintain an online Care Portal to serve as a central resource for families with children who have significant and complex behavioral health needs. See <https://beacon.illinois.gov/>. IDHS, in coordination with various state agencies, is to develop training and communication for school districts, hospital social workers, and system partners to demonstrate how individuals can assist a family seeking youth behavioral health services.

⁹ Information about Early Childhood Mental Health Consultation is available at: www.icmhc.org/.

¹⁰ 305 ILCS 5/5-5.23(g) created the *Family Support Program* (FSP) in the Ill. Dept. of Healthcare and Family Services. FSP is a restructure of the former Individual Care Grant program. Its purpose is to enable early treatment of youth, emerging adults, and transition-age adults with a serious mental illness or serious emotional disturbance. Eligibility criterion for FSPs are established at 89 Ill. Adm. Code Part 139.

7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.¹¹

LEGAL REF.: Children's Mental Health Act, 405 ILCS 49/.

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

DRAFT

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹¹ For information on this objective, see ISBE's Comprehensive System of Learning Supports at: www.isbe.net/Pages/Learning-Supports.aspx. Information about school climate is available from ISBE at: www.isbe.net/Pages/School-Climate.aspx.

Instruction

Student Testing and Assessment Program¹

The District student assessment program provides information for determining individual student achievement and instructional needs, curriculum and instruction effectiveness, and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Administers to students all standardized assessments required by the Ill. State Board of Education (ISBE) and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.²
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*.³

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State and federal law control this policy's content. 105 ILCS 5/2-3.64a-5(b) requires the Ill. State Board of Education (ISBE) to "establish the academic standards that are to be applicable to students who are subject to State assessments." It contains the schedule for assessing students by calendar year and grade. Further information on ISBE assessments is available at: www.isbe.net/Pages/Assessment.aspx.

105 ILCS 5/2-3.64a-5(c), amended by P.A. 103-2041-643, requires that the assessment administered by ISBE for the purpose of student application to or admissions consideration by institutions of higher education be administered on a school day during regular student attendance hours. Student profile information collected by the assessment must also be made available to Illinois public institutions of higher education in a timely manner. *Id.*

105 ILCS 5/2-3.64a-5(d) contains the requirements for assessing students receiving special education services and students determined to be English learners.

105 ILCS 5/2-3.64a-5(e) ~~no longer requires that the student assessment scores be made available to parents/guardians. Scores attained by a student on an final accountability assessment (grades 9 through 12) that includes a college and career readiness determination be entered on the student's transcript. The scores, however, must be placed in the student's permanent record.~~ *Id.* and See 23 Ill.Admin.Code §375.10. Scores received on state assessments administered in kindergarten through grade 8 must be placed in the student's temporary record. *Id.*

105 ILCS 5/2-3.64a-10(b), ~~added by P.A. 101-654,~~ requires ISBE to annually assess all public school students entering kindergarten using a common observational assessment tool, unless ISBE determines that a student is otherwise exempt. However, 105 ILCS 5/2-3.64a-15, added by P.A. 102-875 and amended by P.A. 103-946, prohibits ISBE from requiring a *standardized assessment* for students enrolled or preparing to enroll in pre-K through grade 2. *Standardized assessment* does not include the observational assessment tool for students entering kindergarten, and ISBE may still require assessments used only for *diagnostic and screening purposes*, to determine if individual students need remedial instruction, special education, early intervention, bilingual education, dyslexia services, advanced academic programs as defined in 105 ILCS 5/14A-17, or other related educational services. *Id.* at (a) and (b), ~~added by P.A. 102-875.~~ The law does not prohibit districts or teachers from administering an assessment for an individual classroom, grade level, or group of grade levels in any subject area in pre-K through grade 2, nor does it limit a district's ability to evaluate students for special education services under federal law or to annually assess the English proficiency of English learners under the federal Elementary and Secondary Education Act. *Id.* at (d), (e), and (f), added by P.A. 102-875.

² Required by 105 ILCS 5/2-3.64a-5(c), amended by P.A. 102-2041-643.

³ 105 ILCS 5/2-3.64a-5(e) and 5/2-3.64a-10(c), ~~added by P.A. 101-654,~~ requires districts to provide State assessment results/scores to students' parents/guardians. The second part of this provision is optional and may be deleted, i.e., "~~and an evaluation of the student's progress.~~"

4. Utilizes professional testing practices. ⁴

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card.⁵ All reliable assessments administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30th day of each school year, and (2) made publicly available to parents/guardians of students.⁶ Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues. ⁷

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act.
105 ILCS 10/, Illinois School Student Records Act.
105 ILCS 5/2-3.63, 5/2-3.64a-5, 5/2-3.64a-10, 5/2-3.64a-15, 5/2-3.107, 5/2-3.153,
5/10-17a, 5/22-82, and 5/27-1.
23 Ill. Admin. Code §§1.30(b) and 375.10.

CROSS REF.: 6:15 (School Accountability), 6:280 (Grading and Promotion), 7:340 (Student Records)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁴ 105 ILCS 5/2-3.107; 23 Ill.Admin.Code §1.30(b).

⁵ Required by 105 ILCS 5/10-17a, amended by P.A.s 103-116 and 103-263. School districts must annually, no more than 30 days after receipt from the State Superintendent release their district's and schools' report cards assessing the performance of its schools and students. Districts must: (1) present the report cards 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 school report card must describe, among other items, student characteristics, curriculum information, student outcomes and progress, and school environment. The environment report must include indicators from the *school climate survey* approved under 105 ILCS 5/2-3.153 (requires ISBE, in addition to its default school climate survey, to identify two or three alternative school survey instruments from which districts may select). For further information regarding school report card requirements, see sample policy 6:15, *School Accountability*, at f/n 7.

⁶ 105 ILCS 5/22-82 requires every school district to report to ISBE for each of its schools, by the 30th day of each school year, all reliable assessments the district administers that are scored by entities outside of the district. The district must make the report on an ISBE-provided form.

Each school must also make this information publicly available to the parents and guardians of its students through the district's Internet website or distribute the information in paper form. *Id.* at (b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Although not required by law, if a board wants to direct that this information be shared more broadly with the public for greater transparency, add "and to the community" after "parents/guardians of students."


⁷ 105 ILCS 5/2-3.64a-5(e) governs recording assessment results in school student records. See f/n 1, above See also the Ill. School Student Records Act, 105 ILCS 10/; 23 Ill.Admin.Code §375.10.

13. Approval of First Reading of Updated Board of Education Policy 6:60 - Curriculum Content

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Recommended Motion: that the Board of Education accept for first reading the revised Board of Education Policy 6:60 - Curriculum Content, as presented. **See Attachment No. 21.**

TO: Members of the Board of Education

FROM: Dr. Matthew DeBaene, Assistant Superintendent for Secondary Teaching and Learning 

DATE: January 09, 2025

SUBJECT: Approve Updated Board Policy 6:60 - Curriculum Content

Reason for Board Consideration: Board of Education approval is required.

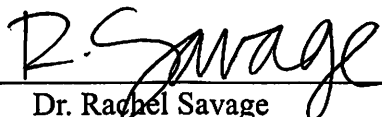
Action Necessary: Board of Education approval is requested to accept Board Policy updates.

Facts: In the continuing quest to update the District's Board Policies, Board Policy 6:60 - Curriculum Content is attached. The policy and footnotes are updated in response to adding worker safety in highway construction and maintenance zones to the topics that must be covered in a driver education course, expanding mandated instruction on the dangers of fentanyl, and requiring instruction on climate change beginning 2026-2027, and for continuous improvement. Recall that the underlined text represents suggested new additions, whereas the ~~striketrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accepts for first reading the revised Board of Education Policy 6:60 - Curriculum Content, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Instruction

Curriculum Content ¹

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading,² (c) other communication skills, (d) science, (e) mathematics³, (f) social studies, (g) art, (h) music,⁴ and (i) drug and substance abuse prevention including the dangers of opioid abuse.⁵ A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level.⁶ Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in

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¹ Districts must have a policy on physical education (23 Ill.Admin.Code §1.425) and what grade level(s) students will be offered cursive writing instruction (105 ILCS 5/27-20.7). Policies on the remaining topics in this policy are optional. State or federal law controls this policy's content. 23 Ill.Admin.Code §1.4120, recommends that activities, including student internships and observations of government in action, be a part of the instructional program where appropriate.

State law mandates certain courses of study but local school boards may set requirements exceeding State-law mandated courses of study. 105 ILCS 5/10-20.8 and 5/27-1 et seq. For a resource on instructional mandates, see *Illinois Instructional Mandates* (formerly *Mandated Units of Study*), at: www.isbe.net/Pages/Learning-Standards.aspx, under the Administrator Resources tab.

² 105 ILCS 5/2-3.200+96, added by P.A. 103-402, and renumbered by P.A. 103-605, requires the Ill. State Board of Education (ISBE) to develop a Statewide literacy plan by 1-31-24, make certain resources and guidance on literacy curriculum and instruction available to schools by 7-1-24, and offer training opportunities for teachers by 7-1-25. For further information and resources, see www.isbe.net/literacyplan.

³ 105 ILCS 5/2-3.156 requires ISBE to coordinate, adapt and develop middle and high school math curriculum models. There is no consistent definition for *middle school* or *high school* in either State or federal law. Districts are not required to use ISBE's models and may develop their own mathematics curricula.

The purpose of the math curriculum models will be to aid school districts and teachers in implementing the *Common Core Standards*. ISBE adopted math and English language arts (ELA) standards for K-12 education referred to as the *New Ill. State Learning Standards Incorporating the Common Core*. The goal of incorporating the *Common Core Standards* into the *State Goals for Learning and Learning Standards* is to better prepare Ill. students for success in college and the workforce in a competitive global economy. See www.isbe.net/Documents/cc-overview-0913.pdf.

The terms *Common Core Standards* and the *New Ill. State Learning Standards Incorporating the Common Core* are synonymous. Referencing the Ill. Learning Standards includes them both. That is because they are incorporated by reference into ISBE's rules and *State Goals for Learning and Learning Standards*. A district that wants to include the term *Common Core Standards* in its policy may do so; however, districts should understand that referring to the *Common Core Standards* only will cover only math and ELA learning standards and goals and not any other subject areas that the *Ill. Learning Standards* cover. The best practice is to continue using *Ill. Learning Standards*, which includes the *Common Core Standards*.

⁴ 23 Ill.Admin.Code §1.430(a).

⁵ 105 ILCS 5/27-13.2, amended by P.A. 102-195, requires that in addition to instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and substance abuse, the subject must also cover the dangers of opioid abuse. See also f/n 33, below, regarding instruction on the dangers of fentanyl.

⁶ 105 ILCS 5/10-20.53.

kindergarten through grade 5.⁷ Before the completion of grade 5, students will be offered at least one unit of cursive instruction.⁸ In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.⁹

2. In grades 9 through 12, subjects include:¹⁰ (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics,¹¹ (e) social studies including U.S. history, American government and one semester of civics,¹² (f) foreign language,¹³ (g) music, (h) art, (i) driver and safety education,¹⁴ and (j) vocational education.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁷ 105 ILCS 5/27-6.3, added by P.A. 102-357. Schools must provide at least 30 minutes of play time for any school day five clock hours or longer in length. For any school days less than that, the total time allotted during the school day must be at least one-tenth of a day of attendance for the student. Time spent dressing or undressing for outdoor play may not count towards the daily time allotment. Play time must be computer-, tablet-, phone-, and video-free. Play time may be withheld as a disciplinary or punitive action only if a student's participation poses an immediate threat to the safety of the student or others. *Id.* For ISBE guidance and resources, see www.isbe.net/Pages/School-Health-Issues.aspx (Unstructured Play Time/Recess dropdown).

⁸ 105 ILCS 5/27-20.7 requires districts to offer students a unit of cursive instruction before they complete grade 5. Other than before completing grade 5, the law is silent about what grade level(s) in which students must receive their unit of cursive instruction. This provides an opportunity for a board to have a conversation with the superintendent about local community expectations and direct him or her to determine the appropriate grade level(s) in which students will be offered a unit of cursive instruction.

Use the following alternative if the board wants to specify grade level(s) before the end of grade 5 in which cursive instruction will be offered:

A unit of cursive instruction will be offered in grade(s) _____.

⁹ 105 ILCS 5/27-3.10. The statute specifically states that school districts may utilize private funding available for offering civics education.

¹⁰ 105 ILCS 5/27-22, amended by P.A.s 102-366, 102-551, and 102-864, and 103-743; 23 Ill.Admin.Code §1.440. ISBE may adopt rules to modify these requirements for students in grades 9 through 12 if the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7. 105 ILCS 5/27-22(e)(3.5), amended by P.A. 102-864, and 5/27-22(e)(3.5) and (e-5)(3.5), added by P.A. 102-864, requires "a year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject." Because computer literacy may be included within another subject, it is not listed here, but in number 6 of this policy with f/n 26, below.

¹¹ 105 ILCS 5/2-3.156. See f/n 2.

105 ILCS 5/27-22(e-5)(3) allows the substitution of an advanced placement computer science course for a year of mathematics. For specific requirements, see sample exhibit 6:300-E2, *State Law Graduation Requirements*, and sample policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-entering Students*.

¹² 105 ILCS 5/27-22(e-5)(5). The statute specifically states that school districts may utilize private funding available for offering civics education.

¹³ The General Assembly encouraged school boards to implement American Sign Language courses into the school foreign language curriculum. 105 ILCS 5/10-20.52. Senate Joint Resolution 68 (96th General Assembly, 2010) encourages school districts to explore the introduction of Arabic as a foreign language in their curriculums.

¹⁴ The ISBE rule on driver education personnel is found at 23 Ill.Admin.Code §252.40. School districts may contract with a commercial driver training school (CDTS) for driver education. 105 ILCS 5/27-24.2. To qualify to contract with a school district, a CDTS must: (a) hold a valid license issued by the Ill. Sec. of State; (b) provide teachers who meet the educator licensure and endorsement requirements under 105 ILCS 5/21B; and (c) follow the same evaluation and observation requirements that apply to non-tenured teachers under 105 ILCS 5/24A. *Id.* A district contracting with a CDTS must provide a list to ISBE of the CDTS instructors. *Id.* The list must include the name, personal ISBE identification number, birth date and driver's license number of each instructor who will teach driver education. *Id.* Although a formal waiver for outsourcing of driver's education is no longer required, districts must consider their applicable collective bargaining agreement(s), board policy, and the reduction in force (RIF) provisions of the School Code as they relate to outsourcing of instructional staff. Consult the board attorney for guidance.

A school district may decide to allow a student to take a portion of the driver education course through a distance learning course. This is determined on a case-by-case basis and must be approved by the district's administration, the student's driver's education teacher, and the student's parent/guardian. 105 ILCS 5/27-24.2; 23 Ill.Admin.Code §252.20(c)(2).

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest.¹⁵ The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom,¹⁶ (b) classroom instruction on distracted driving as a major traffic safety issue,¹⁷ (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, including worker safety in those zones, and railroad crossings and their approaches,¹⁸ and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement.¹⁹ Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle.²⁰ The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.²¹

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.²²
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.²³ In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are

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¹⁵ 105 ILCS 5/27-24.1, amended by P.A. 102-455, and 5/27-24.2; 23 Ill.Admin.Code §252.25.

¹⁶ 105 ILCS 5/27-24.1, amended by P.A. 102-455, and 5/27-24.2.

¹⁷ Id.

¹⁸ Id., amended by P.A. 103-944.

¹⁹ Id.

²⁰ Required if a board offers safety education under 105 ILCS 5/27-17.

²¹ The Ill. Vehicle Code, 625 ILCS 5/6-408.5, amended by P.A. 102-1100, contains these requirements; they are paraphrased below.

Before a certificate of completion will be requested from the Secretary of State, a student must receive a passing grade in at least eight courses during the two semesters last ending before requesting the certificate. A certificate of completion will not be requested for any person less than 18 years of age who has dropped out of school unless the individual provides:

1. Written verification of his or her enrollment in a high school equivalency or alternative education program or a State of Illinois High School Diploma (formerly GED certificate);
2. Written verification that before dropping out, the individual had received passing grades in at least eight courses during the two previous semesters last ending before requesting a certificate;
3. Written consent from the individual's parent/guardian and the Regional Superintendent (or appropriate Intermediate Service Center Executive Director); or
4. Written waiver from the Superintendent of the School District in which the individual resides or resided at the time he or she dropped out of school, or from the chief school administrator with respect to a dropout who attended a non-public high school. A waiver may be given if the Superintendent or chief administrator deems it to be in the individual's best interests.

²² 105 ILCS 5/27-23.3.

²³ 105 ILCS 5/27-23.4.

respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States. ²⁴

5. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate Board policy 6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response. ²⁵
6. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum. ²⁶
7. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.²⁷ Instruction in all grades will include examples of behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. ²⁸

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²⁴ Optional. 105 ILCS 5/27-23.6 (*anti-bias education*), amended by P.A. 103-542, ~~eff. 7-1-24 (*anti-bias education*)~~ allows districts to incorporate activities to address intergroup conflict, with the objectives of improving intergroup relations on and beyond the school campus, defusing intergroup tensions, and promoting peaceful resolution of conflict.

Boards that adopt a policy to incorporate activities to address intergroup conflict pursuant to this law must make information available to the public that describes the manner in which the district has implemented the activities. Methods for making this information available include: the district's website, if any, and in the district's offices upon request. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Districts may also include the information in a student handbook and in district newsletters. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, Online Model Student Handbook (MSH), at: www.ilprincipals.org/msh.

See f/n 12 in sample policy 6:180, *Extended Instructional Programs*, and ensure that these policies align.

²⁵ 47 C.F.R. §54.520 and 105 ILCS 5/27-13.3 control this section. "Grades kindergarten through 12" is used because federal law requires school districts that receive E-rate funding to certify that they have an Internet safety education policy for all minors. 47 C.F.R. §54.520(c)(1)(i). This federal law defines minors as any individual who has not attained the age of 17 years. 47 C.F.R. §54.520(a)(4)(i).

105 ILCS 5/27-13.3 only requires a unit on Internet safety for students in grades 3 or above. It recommends seven topics for the unit on Internet safety and required ISBE to "make available resource materials for educating children regarding child online safety." See www.isbe.net/Pages/Internet-Safety.aspx. It also invites schools to "adopt an age-appropriate curriculum for Internet safety instruction of students in grades kindergarten through 12."

For boards that do not receive E-rate funds and do not want to exceed the requirements of the School Code, replace this section with the following sentence:

In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.

For boards that do not receive E-rate funds, but want to exceed the requirements of 105 ILCS 5/27-13.3 to include grades K-2, replace this section with the following sentences:

In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee. In kindergarten through grade 2, age-appropriate Internet safety must be taught.

²⁶ 105 ILCS 5/10-20.79, 5/10-20.74, and 5/27-22(e-5)(3.5), amended by P.A. 102-894, and 5/27-22(e-5)(3.5), added by P.A. 102-894. 105 ILCS 5/10-20.74 requires that districts submit an annual report to ISBE regarding educational technology capacities and policies. See the subhead **Educational Technology Committee** and f/n 20 in sample administrative procedure 2:150-AP, *Superintendent Committees*.

²⁷ 105 ILCS 5/27-12.

²⁸ Required as part of a district's Bullying Prevention and Response Plan pursuant to 105 ILCS 5/27-23.7. Because of the negative outcomes associated with bullying in schools, the Ill. General Assembly has found "that [school districts] should educate students, parents, and [school district personnel] about what behaviors constitute prohibited bullying." 105 ILCS 5/27-23.7(a). This language aligns with sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

8. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.²⁹
9. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent,³⁰ but at a minimum of three days per five-day week.³¹ For exemptions and substitutions, see Board policies 6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students and 7:260, Exemption from Physical Education.³²

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The Ill. General Assembly invited boards to “make suitable provisions for instruction in gang resistance education and training in all grades and include such instruction in the courses of study regularly taught in those grades.” See 105 ILCS 5/27-23.10(c), amended by P.A. 103-542. A board that shares this concern may add the following option: “In addition, in all grades gang resistance education and training must be taught.”

²⁹ 105 ILCS 5/27-3 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. See also Palmer v. City of Chicago, 466 F. Supp. 600 (N.D. Ill. 1979) (teacher would not teach and direct the Pledge of Allegiance to the flag of the United States for religious reasons and was terminated for not doing so because it was part of the curriculum). Requirements for displaying a U.S. flag at each school and in each classroom are found in 5 ILCS 465/3 and 465/3a.

Note that the Illinois statute does not require every student to recite the *Pledge* – that kind of mandatory participation would violate the U.S. Constitution. Schools may not coerce a student into saying the Pledge, nor may they punish students for refusing to participate in any aspect of the flag ritual, including standing, saluting the flag, and reciting the *Pledge*. West Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624 (1943); Sherman v. Cmty. Consol. Sch. Dist. 21 of Wheeling Twp., 980 F.2d 437 (7th Cir. 1992). Consider using permissive rather than mandatory language to introduce the recitation of the *Pledge*, such as, “You may now stand to recite the *Pledge*.” Schools may, of course, require that non-participants maintain order and decorum appropriate to the school environment.

³⁰ The phrase “after recommendation by the Superintendent” is optional. If a superintendent does not bring this topic to the board for discussion, the board may not have a trigger to make the determination.

³¹ 23 Ill.Admin.Code §1.425(b). Boards that want their daily physical education requirement to align with their goal in policy 6:50, *School Wellness*, may replace “minimum of three days per five-day week” with their local daily requirements. See f/n 10 in sample policy 6:50, *School Wellness*.

³² 105 ILCS 5/27-5 requires school boards to provide for students' physical education and allows the P.E. course offered in grades 5 through 10 to include the health education courses required by State law the Critical Health Problems and Comprehensive Health Education Act (105 ILCS 110/). See also 23 Ill.Admin.Code §1.425(c).

105 ILCS 5/27-6, describes when students may be excused from P.E. See also 23 Ill.Admin.Code §1.425(d).

105 ILCS 5/27-6 contains an exception to the minimum of three days per five-day week P.E. requirement for schools engaged in block scheduling; if this is applicable, substitute this sentence for the second-to-last sentence in this paragraph:

Unless otherwise exempted, all students are required to engage with such frequency as determined by the Board, but at a minimum of three days per five-day week, during the school day, except on block scheduled days, in a physical education course.

105 ILCS 5/27-6.5 describes physical fitness assessments required, ~~beginning with the 2016-17 school year and every school year thereafter,~~ for grades 3-12 in an effort to meet State Goal 20 of the Illinois Learning Standards for Physical Development and Health at: www.isbe.net/Pages/Enhanced-Physical-Education.aspx.

See also 23 Ill.Admin.Code §1.425-(g) and (h); ISBE's *IL Fitness Assessments and Data Reporting Requirements Questions and Answers (Rev. 2017)* at: www.isbe.net/Documents/Physical_Fitness_Assessment_FAQ.pdf.

105 ILCS 5/27-7 describes the goals and requirements for P.E. courses; these are re-stated in this sample policy.

10. In all schools, health education must be stressed, including³³: (a) proper nutrition, (b) physical fitness, (c) ~~personal health habit~~ ~~components necessary to develop a sound mind in a healthy body~~, (d) dangers and avoidance of abduction, (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades,³⁴ and (f) ~~beginning in the fall of 2024~~, in grades ~~6-9~~-12, the dangers of fentanyl. The Superintendent shall implement a comprehensive health education program in accordance with State law.³⁵

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³³ Citations for letters (a) - (fe), required by the Comprehensive Health Education Program (CHEP) (105 ILCS 110/3) in this paragraph follow:

- (a) 105 ILCS 5/2-3.139 and 105 ILCS 5/27-7 (proper nutrition) and see also sample policy 6:50, *School Wellness*.
(b) *Id.* (physical fitness) and see also sample policy 6:50, *School Wellness*.
(c) *Id.* (~~sound mind and healthy body~~ ~~healthy habits and attitudes for a healthy lifestyle~~).
(d) 105 ILCS 5/27-13.2 (dangers and avoidance of abduction). The Ill. State Police and ISBE must develop instruction on child abduction prevention. 20 ILCS 2605/2605-480.
(e) 105 ILCS 110/3 and 105 ILCS 5/10-23.13, amended by P.A. 102-610 a/k/a *Erin's Law* (child sexual abuse prevention). While 105 ILCS 5/10-23.13(b) states pre-K through 12th, this policy uses *all grades* for brevity and ease of administration. *Erin's Law* requires a policy addressing child sexual abuse prevention and curriculum content on that subject (see sample policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*). A sentence in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, restates the basic recommendations from page 16 of the *Erin's Law* Taskforce Final Report (Report) to Governor Quinn at: www.isbe.net/Documents/erins-law-final0512.pdf, which was the basis for P.A. 102-676. The professional educator training component of *Erin's Law* is addressed in sample policies 5:90, *Abused and Neglected Child Reporting* and 5:100, *Staff Development Program*. The Report also encouraged parental involvement because parents play a key role in protecting children from child sexual abuse.

(f) 105 ILCS 5/27-13.2(e), added by P.A. 103-365 105 ILCS 110/3(e), amended by P.A. 103-810 (dangers of fentanyl).

³⁴ See f/n 11 in sample policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, for a definition of *evidence-informed*. 105 ILCS 5/10-23.13, amended by P.A. 102-610.

³⁵ 105 ILCS 110/3, amended by P.A.s 102-464, 102-1034, 103-212, and 103-365, and 103-608; and 23 Ill.Admin.Code §1.420(n). Each school system shall provide a program in compliance with the ~~Critical Health Problems and Comprehensive Health Education Act~~ CHEP, 105 ILCS 110/.

More detailed critical health problems and comprehensive health education program content is described in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*. That procedure follows the ~~Comprehensive Health Education Program law~~ (CHEP), 105 ILCS 110/3, amended by P.A.s 102-464, 102-1034, 103-212, and 103-365, and 103-608, and it formerly included the requirements for the development of the now-repealed family life and sex education programs in 105 ILCS 5/27-9.1 and 9.2, amended by P.A. 102-412 and repealed by P.A. 102-522.

The former family life and sex education programs were replaced with the National Sex Education Standards (NSES) (105 ILCS 5/27-9.1a, added by P.A. 102-522) and a developmentally appropriate consent education curriculum (105 ILCS 5/27-9.1b, added by P.A. 102-522). But the term *family life*, "including evidence-based and medically accurate information regarding sexual abstinence," remains in the CHEP (105 ILCS 110/3). The CHEP also includes many other health education topics that all elementary and secondary schools in Illinois must provide, including teen dating violence (105 ILCS 110/3.10, see sample policy 7:185, *Teen Dating Violence Prohibited*, for the required "teen dating violence policy") and cardiopulmonary resuscitation and automated external defibrillator use. 105 ILCS 110/3. For ease of administration, sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, content includes reference to the new NSES curriculum that is outlined in more detail at sample administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*. 105 ILCS 5/27-9.1a, added by P.A. 102-522. ISBE's learning standards and resources are available at www.isbe.net/sexualhealth, however, no guidance exists about whether districts that provide the now-repealed family life and sex education programs formerly in 105 ILCS 5/27-9.1 and 9.2, repealed by P.A. 102-522, could continue to do so. Consult the board attorney if the district offered the now-repealed family life and sex education program to assess whether that program may continue during future school years.

Two choices exist for school boards related to providing students with a sex education curriculum:

1. No sex education; or
2. NSES a/k/a Comprehensive Personal Health and Safety and Sexual Health Education Program (105 ILCS 5/27-9.1a, added by P.A. 102-522, and see sample administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*).

11. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.³⁶ In grades 6-12, students engage in career exploration and career

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While boards are not required to include sex education curriculum information in their policies, if they offer it, the new law requires them to identify the curriculum their districts use along with the name and contact information, including an email address, of a school staff member who can respond to inquiries about instruction and materials. 105 ILCS 5/27-9.1a, added by P.A. 102-522. Methods for making this information available include: the district's website, if any, and in the district's offices upon request. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

For boards that do offer NSES but do not wish to communicate it in this policy, ensure that superintendents: (1) identify the curriculum along with the name and contact information, including an email address of the school staff member designated to respond to inquiries about instruction and materials (see sample exhibit 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records); and (2) implement both administrative procedure 6:60-AP1, Comprehensive Health Education Program, and 6:60-AP2, Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES)).

For boards that want to communicate to their communities in this policy that they offer NSES, insert the following text into the last sentence in number 10:

The Superintendent shall implement a comprehensive health education program in accordance with State law, including a personal health and safety and sexual health education program (National Sex Education Standards) pursuant to 105 ILCS 5/27-9.1a.

Legal Reference insertions are not necessary with the statute in the text of the policy. Ensure: (1) the implementation of both administrative procedure 6:60-AP1, Comprehensive Health Education Program and administrative procedure 6:60-AP2, Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES)), align with this policy; and (2) that the superintendent identifies the curriculum along with the name and contact information, including an email address of the school staff member designated to respond to inquiries about instruction and materials (see sample exhibit 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records).

For boards that communicated NSES in this policy and also want to communicate that they additionally offer developmentally appropriate consent education curriculum, insert the following sentence as the last sentence of the number 10 paragraph:

The Superintendent shall also implement a developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b.

Legal Reference insertion is not necessary with the statute in the text of the policy. Ensure the implementation of administrative procedure 6:60-AP3, Developmentally Appropriate Consent Education, aligns with this policy.

For boards that do offer NSES and do not communicate that in policy AND/OR boards that do not offer NSES, but want to communicate that they offer developmentally appropriate consent education curriculum, insert the following text into the last sentence in number 10:

The Superintendent shall implement a comprehensive health education program in accordance with State law, including a developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b.

Legal Reference insertion is not necessary with the statute in the text of the policy. Ensure that implementation of 6:60-AP3, Developmentally Appropriate Consent Education, aligns with this policy.

³⁶ 23 Ill.Admin.Code §1.420(i). See 105 ILCS 435/, Vocational Education Act

A unit or high school district may offer workplace preparation instruction in grades 9 through 12 that covers legal protections in the workplace, including protection against sexual harassment and racial and other forms of discrimination and protections for employees. 105 ILCS 5/27-23.14.

For high school and unit boards, insert "5/27-23.14," after 105 ILCS 5/27-23.11 in the Legal References or if a board offers a course on hunting safety as part of its curriculum during the school day (see the option in f/n 553 below), after its Legal Reference 105 ILCS 5/27-23.13, and the following text to the end of number 11 if the board wants to offer workplace preparation instruction:

In grades 9-12, workplace preparation instruction will be offered, covering legal protections in the workplace, including protection against sexual harassment and racial and other forms of discrimination and protections for employees.

development activities to prepare them to make informed plans and decisions about their future education and career goals.³⁷ In grades 9-12, a College and Career Pathway Endorsement is awarded to students who meet the requirements for a specific endorsement area.³⁸

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105 ILCS 5/27-23.17 (final citation pending), added by P.A. 103-598, allows high schools to designate and annually observe a Workplace Readiness Week. If the week is observed, students must be provided information on their rights as workers in accordance with the topics listed in 105 ILCS 5/27-23.17(a) (final citation pending), added by P.A. 103-598. Students in grades 11 and 12 must be provided the required information within the regular school program, but it may also be provided during special events after regular school hours. Id. at (b).

³⁷ 105 ILCS 5/10-20.84(a), added by P.A. 102-917 and renumbered by P.A. 103-154. For elementary districts, revise the grade levels to grades 6-8. Unless a board has opted out, career exploration and career development activities in grades 6-12 (or grades 6-8 in elementary districts) must be implemented by 7-1-25 in accordance with the model framework adopted by State agencies known as the PaCE Framework. See www.isac.org/pace/il-pace-resource-materials.html for the middle school and high school frameworks and additional implementation resources.

To fully or partially opt out of career exploration and career development activities under 105 ILCS 5/10-20.84(d), a board must adopt a set of findings that considers the following: (1) the district's current systems for college and career readiness; (2) the district's cost of implementation balanced against the potential benefits to students and families through improved postsecondary education and career outcomes; (3) the willingness and capacity of local businesses to partner with the district for successful implementation of pathways other than education; (4) the willingness of institutions of higher education to partner with the district for successful implementation of the pathway and whether the district has sought and established a partnership agreement with a community college district incorporating provisions of the Model Partnership Agreement under the Dual Credit Quality Act (110 ILCS 27/) (see www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf); (5) the availability of a statewide database of participating local business partners, as provided under the Postsecondary and Workforce Readiness Act (110 ILCS 148/), for the purpose of career readiness and the accessibility of those work experiences and apprenticeships listed in the database to district students (see the link to the *Work-based Learning Database* at www.isbe.net/cte); and (6) the availability of properly licensed teachers or teachers meeting faculty credential standards for dual credit courses to instruct in the program required for the endorsement areas. 105 ILCS 5/10-20.84(d)(1)-(6), added by P.A. 102-917 and renumbered by P.A. 103-154. A board opting out must report its findings and decision to ISBE. A board may also reverse its decision regarding implementation in whole or in part at any time. 105 ILCS 5/10-20.84(d), added by P.A. 102-917 and renumbered by P.A. 103-154.

In practice, unless a district has created its own career exploration and career development activities framework that does not align with the PaCE Framework, a board is unlikely to opt out of the PaCE Framework under 105 ILCS 5/10-20.84(a) and still implement College and Career Pathway Endorsements under 105 ILS 5/10-20.84(c) (CCPE) because career exploration activities are a prerequisite to award of the endorsements. 23 Ill.Admin.Code §258.20. See f/n 38, below.

Delete this sentence if the board has fully opted out of implementation of career exploration and career development activities under 105 ILCS 5/10-20.84(d), added by P.A. 102-917 and renumbered by P.A. 103-154. Regarding partial opt-out from this requirement, the law does not address the types of partial opt-out(s) available. As of the date of the publication of PRESS Issue 117 (Oct. 2024), ISBE had not issued any rulemaking or guidance on this topic or any details regarding reporting of a full or partial opt-out to ISBE, other than to indicate to IASB that districts can submit their decision to CTE@isbe.net. Boards interested in opting out from this requirement should consult the Board attorney and check for any further guidance that may be issued by ISBE.

³⁸ 105 ILCS 5/10-20.84(b) and (c), added by P.A. 102-917 and renumbered by P.A. 103-154; 23 Ill.Admin.Code Part 258.

12. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system. ^{39 40}
13. In grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject. ⁴¹
14. In grades 9 through 12, a unit of instruction on media literacy that includes, but is not limited to, all of the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues

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By 7-1-25, a board must elect to either implement CCPE or take action to opt out of it. See www.isbe.net/pathwayendorsements for more information. 105 ILCS 5/10-20.84(c) requires a district to implement CCPE either independently, through an area career center, or through an inter-district cooperative, on the following schedule: (1) at least one endorsement area for the graduating class of 2027; (2) at least two endorsement areas for the graduating class of 2029; and (3) at least three endorsement areas for the graduating class of 2031, if a district's grade 9-12 enrollment is more than 350 students, as calculated by ISBE for the 2022-2023 school year. A board implementing CCPE must, by 7-1-25, submit the necessary application materials (including an Endorsement Plan, see 23 Ill.Admin.Code §258.20) to ISBE, or the board must adopt a timeline for implementation of the number of endorsement areas required by 105 ILCS 5/10-20.84(c). A board may opt out of implementing CCPE entirely or it may initially implement an endorsement area for the class of 2027 and then later choose to partially opt out by opting out of the class of 2029 and/or class of 2031 endorsement area schedule. 105 ILCS 5/10-20.84(c) and (d), added by P.A. 102-917 and renumbered by P.A. 103-154; 23 Ill.Admin.Code §258.40(a) and (b). A board that chooses to fully opt out of CCPE must submit documentation of its decision and specific findings to ISBE by 7-1-25. A board that later chooses to partially opt out of CCPE by opting out of the 2029 and/or 2031 endorsement area schedule must submit documentation of its decision and specific findings no later than July 1 immediately before the school year the district would be required to award the endorsement. Id. at (b).

If fully opting out of CCPE by 7-1-25 or later partially opting out of the 2029 and/or 2031 endorsement area schedule, a board must adopt a set of findings that considers the six factors described in f/n 37, above. 105 ILCS 5/10-20.84(d)(1)-(6), added by P.A. 102-917 and renumbered by P.A. 103-154. A board opting out must report its findings and decision on implementation by submitting the following information to ISBE, via the College and Career Pathway Endorsement portal: (1) the reasoning for opting out, and (2) copies of the board's meeting agenda, board findings, and board meeting minutes. 23 Ill.Admin.Code §258.40(a). A board can manage compliance with the documentation requirements by adopting a written resolution or adopting findings set forth in another document. A board may also reverse its decision regarding implementation of CCPE in whole or in part at any time. 105 ILCS 5/10-20.84(d), added by P.A. 102-917 and renumbered by P.A. 103-154.

Delete this sentence if a board has fully opted out of implementing CCPE, and delete 105 ILCS 5/10-20.84 from the Legal References if the board has fully opted out of CCPE and also fully opted out of the career exploration and career development activities in grades 6-12 (see f/n 37, above).

³⁹ ~~105 ILCS 5/27-12.1; 23 Ill.Admin.Code §1.420(k). P.A. 99-284 added these subjects to the required consumer education course: consumer debt, higher education student loans, and identity theft security.~~

⁴⁰ For high school and unit boards that want to offer a unit of instruction about the process of naturalization pursuant to 105 ILCS 5/27-23.16, added by P.A. 102-472 and renumbered by P.A. 102-813, insert an optional number 13, and amend numbers after it accordingly:

13. In grades 9 through 12, a unit of instruction about the process of naturalization by which a foreign citizen or foreign national becomes a U.S. citizen that includes content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services.

⁴¹ 105 ILCS 5/27-22(e-5)(3.5). ISBE states that ~~C~~computer literacy is broadly defined as one's knowledge of an ability to use computers and related technologies efficiently and effectively. See www.isbe.net/keeplearning for more ISBE guidance on computer literacy.

regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason. ⁴²

15. In grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. Computer science means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet. ⁴³
16. In all schools, ~~environmental education—conservation of natural resources must be taught, including instruction on: (a) home ecology, the current problems and needs in the conservation of natural resources; and (b) endangered species beginning in the fall of 2026, instruction on climate change; (c) threats to the environment; and (d) the importance of the environment to life as we know it.~~ ⁴⁴
17. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the

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⁴² 105 ILCS 5/27-20.08, added by P.A. 102-55. *Media literacy* means the ability to access, analyze, evaluate, create, and communicate using a variety of objective forms, including, but not limited to, print, visual, audio, interactive, and digital texts. For additional resources, see www.isbe.net/keeplearning.

⁴³ 105 ILCS 5/27-23.15(b). Subject to appropriation, school districts can apply for a competitive grant to support computer science programs. 105 ILCS 5/2-3.1996, added by P.A. 103-264 and renumbered by P.A. 103-605.

⁴⁴ 105 ILCS 5/27-13.1, amended by P.A. 103-837, eff. 7-1-25; 23 Ill.Admin.Code §1.420(l). Instruction on the conservation of natural resources must include, but is not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of animals. Id. Instruction on climate change must include, but is not limited to, identifying the environmental and ecological impacts of climate change on individuals and communities and evaluating solutions for addressing and mitigating the impact of climate change. Id. Instruction on climate change must align with State learning standards, as appropriate and subject to funding, and ISBE is required to make instructional resources and professional development learning opportunities available for educators. Id.

present day, with a focus on urban Native Americans, and (j) beginning in the fall of 2024, the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with 105 ILCS 5/27-20.05.⁴⁵

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.⁴⁶

18. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.⁴⁷
19. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the

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⁴⁵ 105 ILCS 5/27-21, amended by P.A.s 102-411 (adding contributions made to society by Americans of different faith practices) and 103-422 (adding teaching about Native American nations' sovereignty and self-determination) and 105 ILCS 5/27-20.05, added by P.A. 103-422 (adding instruction on Native American experience and history); 23 Ill.Admin.Code §1.420(r). 105 ILCS 5/27-21, amended by P.A.s 102-411 and 103-422, requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. "[Evidence of having comprehensive knowledge [of United States history], which may be administered remotely" is not clear. The practical reading is that it refers to teachers collecting evidence through remote assessments when students are engaged in a remote learning program during a disaster declaration due to a public health emergency.

Note that instruction on Native American nations' sovereignty and self-determination under 105 ILCS 5/27-21, amended by P.A.s 103-422 and 103-564, is not required until instructional materials are made available on ISBE's website, which ISBE was required to post by 7-1-24. ISBE has indicated that instruction materials should be posted by the fall of 2024.

Instruction in events of the Native American experience and Native American history must include "the contributions of Native Americans in government and the arts, humanities, and sciences, as well as the contributions of Native Americans to the economic, cultural, social, and political development of their own nations and of the United States." Additionally, in grades 6 through 12, the instruction must include "the study of the genocide of and discrimination against Native Americans, as well as tribal sovereignty, treaties made between tribal nations and the United States, and the circumstances around forced Native American relocation." 105 ILCS 5/27-20.05, added by P.A. 103-422. See also f/n 486, below. ISBE may make instructional materials and professional development opportunities available to support instruction on Native Americans under 105 ILCS 5/27-20.05, added by P.A. 103-422. For additional resources, see <https://americanindian.si.edu/nk360> and www.iste.org/explore/classroom/15-resources-teaching-native-american-history-and-culture. 105 ILCS 5/27-21 does not specify at what grade level districts must cover these topics as part of U.S. history instruction; however, no student may graduate from grade 8 unless the student has received instruction in U.S. history and demonstrated comprehensive knowledge of the subject matter.

For guidance about the requirements of adding the roles and contributions of LGBT people in U.S. and Illinois, see:

1. Inclusive Curriculum Law Frequently Asked Questions (FAQs) at:
www.phimc.org/wp-content/uploads/2020/05/Inclusive-Curriculum-FAQs.pdf;
2. Inclusive Curriculum Law Overview at:
www.phimc.org/wp-content/uploads/2020/05/Inclusive-Curriculum-One-Pager.pdf; and
3. Inclusive Curriculum Implementation Guidance (Condensed Edition) at:
www.isbe.net/Documents/Support-Students-Implementation-Guidance.pdf

⁴⁶ Section 111 of Division J of Pub. L. 108-447, the Consolidated Appropriations Act, 2005, 12-8-04; 118 Stat. 2809, 3344-45 (Section 111). Section 111(b) states: "[e]ach educational institution that receives Federal funds for a fiscal year shall hold an educational program on the U.S. Constitution on September 17 of such year for the student served by the educational institution."

⁴⁷ 105 ILCS 5/27-3.5. The Congressional Medal of Honor film is available on ISBE's website for no cost at: www.isbe.net/Pages/Medal-of-Honor.aspx.

Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. ⁴⁸

20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women. ⁴⁹
21. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans. ⁵⁰
22. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80. ⁵¹
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement. ⁵²
24. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States. ⁵³

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁴⁸ 105 ILCS 5/27-20.3, amended by P.A.s 103-422 and 103-564. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. Beginning with the 2024-2025 school year, instruction on Native American genocide is also required by 105 ILCS 5/27-20.05, added by P.A. 103-422 in grades 6-12, see *fn 43, above*. Note that instruction on Native American genocide under 105 ILCS 5/27-20.3, amended by P.A.s 103-422 and 103-564, is not required until instructional materials are made available on ISBE's website, which ISBE *was* required to post by 7-1-24. See *fn 45, above*.

⁴⁹ 105 ILCS 5/27-20.5. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. House Resolution 365 (98th General Assembly, 2013) and Senate Resolution 1073 (98th General Assembly, 2014) both urge all Illinois educators to share with students of an appropriate age the story of *comfort women* when discussing the history of Asia or World War II, or the issue of human trafficking.

⁵⁰ 105 ILCS 5/27-20.4. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. A school may meet this curriculum requirement through an online program or course. *Id.*

⁵¹ 105 ILCS 5/2-3.80(e) or (f), as applicable.

⁵² 105 ILCS 5/27-23.8. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. The statute requires that the instruction be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination. It urges districts to request individuals with disabilities to assist with the development and delivery of this instruction and allows instruction to be supplemented by knowledgeable guest speakers.

⁵³ 105 ILCS 5/27-20.8, added by P.A. 102-44. *Id.* at (c) states that the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate] will monitor districts' compliance with this law during the annual compliance review visits. Districts may meet this law's requirements through online programs or courses. *Id.* at (d). 105 ILCS 5/3-0.01 states any reference to "regional superintendent" includes the chief administrative officer of Intermediate Service Centers established under 105 ILCS 5/2-3.62. For resources, see www.isbe.net/Pages/ContinueEDResources.aspx (TEACCH Act).

25. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling. ⁵⁴ ⁵⁵

LEGAL REF.: Pub. L. No. 108-447, Section 111 of Division J, Consolidated Appropriations Act of 2005.
Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.
47 C.F.R. §54.520.
5 ILCS 465/3 and 465/3a.
20 ILCS 2605/2605-480.
105 ILCS 5/2-3.80(e) and (f), 5/10-20.79, 5/10-20.84, 5/10-23.13, 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.05, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-23.15, 5/27-23.16, 5/27-24.1, and 5/27-24.2.
105 ILCS 110/3, Comprehensive Health Education Program.
105 ILCS 435/, Vocational Education Act.
625 ILCS 5/6-408.5, Ill. Vehicle Code.
23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁵⁴ 105 ILCS 5/27-23.11 requires districts that maintain any of the grades kindergarten through 8 to adopt a policy. The law is silent about how to educate students on this topic. See sample exhibit 6:60-API, E2, *Resources for Biking and Walking Safety Education*, for additional information.

⁵⁵ A school district may offer a course on hunting safety as part of its curriculum during the school day. 105 ILCS 5/27-23.13. No grade levels are specified in the statute. Insert "5/27-23.13," after 105 ILCS 5/27-23.11 in the Legal References, and an optional number 26, if the board wants to offer a course on hunting safety as part of its curriculum:

In grade(s) [*insert grade level(s)*], a course on hunting safety will be offered during the school day.

14. Approval of First Reading of Updated Board of Education Policy 6:135 - Accelerated Placement Program

102

Recommended Motion: that the Board of Education accept for first reading the revised Board of Education Policy 6:135 - Accelerated Placement Program, as presented. **See Attachment No. 22.**

TO: Members of the Board of Education

FROM: Dr. Matthew DeBaene, Assistant Superintendent for Secondary Teaching and Learning *MD*

DATE: January 09, 2025

SUBJECT: Approve Updated Board Policy 6:135 - Accelerated Placement Program

Reason for Board Consideration: Board of Education approval is required.


Action Necessary: Board of Education approval is requested to accept Board Policy updates.

Facts: In the continuing quest to update the District's Board Policies, attached is Board Policy 6:135 - Accelerated Placement Program. The policy and footnotes are updated in response to adding district's accelerated placement policy to include or incorporate procedures to promote equity, only require automatic enrollment into the next most rigorous level of advanced coursework for a student who exceeds State standards, by 2027-28 require automatic enrollment into the next most rigorous level of advanced coursework for a student who meets State standards, permitting a district's accelerated placement policy to allow for the waiver of a course or unit of instruction completion requirement, and requiring a district's accelerated placement policy to include a process for notifying parents/guardians in writing of a student's eligibility for enrollment in accelerated courses. Continuous improvement updates are also made to the footnotes. Recall, the underlined text represents suggested new additions; whereas, the ~~striketrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accepts for first reading the revised Board of Education Policy 6:135 - Accelerated Placement Program, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Instruction

Accelerated Placement Program¹

The District provides an Accelerated Placement Program (APP). The APP advances the District’s goal of providing educational programs with opportunities for each student to develop to his or her maximum potential.² The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP.³ APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade.⁴ Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented.⁵ Eligibility to participate in the District’s APP shall not be conditioned upon the protected classifications identified in School Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student’s identification as an accelerated learner.⁶

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student’s parent(s)/guardian(s).⁷
2. ~~Notification processes that notify~~ Processes that provide a student’s parent(s)/guardian(s) ~~of with:~~ ⁸
 - a. Written notification when their child is eligible for enrollment in accelerated courses;
and

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State law requires this subject matter be covered by policy and controls its content. 105 ILCS 5/14A (the Accelerated Placement Act (APA)); 23 Ill.Admin.Code Part 227. Ill. State Board of Education (ISBE) rules require this policy to be posted on the district website, if available. 23 Ill.Admin.Code §227.60(a). ISBE rules also require districts to annually report, by July 31, demographic information regarding students participating in accelerated placement. 23 Ill.Admin.Code §227.60(c).

² Optional. Ensure this statement matches the board’s current educational philosophy and objectives. See sample policy 6:10, *Educational Philosophy and Objectives*.

³ 105 ILCS 5/14A-17, amended by P.A. 103-263; 23 Ill.Admin.Code §227.5.

⁴ Id. For high school districts, delete “; and (c) early entrance to kindergarten or first grade” and insert the word “and” between (a) and (b).

Attorneys disagree whether the APA conflicts with 105 ILCS 5/10-20.12 (*School year – School age*). The APA requires accelerated placement to include “early entrance to kindergarten or first grade.” 105 ILCS 5/14A-17. 105 ILCS 5/10-20.12 *permits* districts to offer early entrance to kindergarten or first grade “based upon an assessment of the student’s readiness to attend school.” 105 ILCS 5/10-20.12 also states that students may enter first grade early when they: (1) are assessed for readiness; (2) have attended a non-public preschool and continued their education at that school through kindergarten; (3) were taught in kindergarten by an appropriately certified teacher; and (4) will attain the age of 6 years on or before December 31. Id. See sample policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. **Consult the board attorney for guidance.**

⁵ 105 ILCS 5/14A-32(a)(1); 23 Ill.Admin.Code §227.5.

⁶ 105 ILCS 5/14A-25.

⁷ 105 ILCS 5/14A-32(a)(2) requires that the accelerated placement policy include “a fair and equitable decision-making process that involves multiple persons and includes a student’s parents or guardians” but does not specify what individuals are to be involved or limit those individuals to district employees. Amend this listing to align with the local board’s preference.

⁸ Id. at (a-25), added by P.A. 103-743, and (a)(3).

- a.b. Notification of a decision affecting a student/their child's participation in the APP.⁹
- 2.3. Assessment processes that include multiple valid, reliable indicators.⁵ and 10
- 3.4. The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows: ¹¹
- a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
 - b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
 - c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.
- 4.5. Waiver of a course completion requirement under Board policy 6:300, *Graduation Requirements*, if the District determines that the student has demonstrated mastery of or competency in the content of the course or unit of instruction. ¹²

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement, including strategies to reach groups of students and families who have been historically

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁹ Id. at (a)(3).

¹⁰ Id. at (a)(4).

¹¹ Required only for districts with grades 9-12 by 105 ILCS 5/14A-32(a-5), amended by P.A.s 102-209 and 103-743. Delete for elementary school districts. This provision originally applied to "a student who meets or exceeds State standards" but was amended by P.A. 103-743 to only apply to "a student who meets or exceeds State standards." P.A. 103-743 also added new 105 ILCS 5/14A-32(a-10), requiring that by the beginning of the 2027-28 school year, districts with grades 9-12 state in their policy that "a student who meets State standards" will, in the following school term (the 2028-29 school year), be automatically enrolled in the next most rigorous level of advanced coursework offered by the high school. Nothing in the law prohibits districts from continuing to offer automatic enrollment to students who meet State standards before the 2028-29 school year. Consult with the board attorney to determine whether to keep or strike "meets or" from Item #4 and its subsections (a)-(c).

Though not set forth explicitly in the statute, ISBE asserts that this provision 105 ILCS 5/14A-32(a-5), amended by P.A.s 102-209 and 103-743, is limited to "[d]istricts with grades 9-12." See ISBE *Accelerated Placement Policy Guidance for Districts Frequently Asked Questions* (September 2022/May 2024), at: www.isbe.net/Documents/Accelerated-Placement-Act-FAQ.pdf. The FAQ further explains that districts must "have the automatic enrollment policy in place prior to the start of the school year 2023-24 and districts will use scores from that school year to automatically enroll students during school year 2024-25." Id.

A district must provide the parents/guardians of a student eligible for automatic enrollment with the option to instead enroll in alternative coursework that better aligns with the student's postsecondary education or career goals. For a student entering grade 12, the next most rigorous level of advanced coursework in English language arts or mathematics must be a *dual credit course* (as defined in the Dual Credit Quality Act, 110 ILCS 27/5), an *Advanced Placement course* (as defined in the College and Career Success for All Students Act, 105 ILCS 302/10), or an International Baccalaureate course. The same is true for all other subjects, except that the next most rigorous level of advanced coursework may also include an honors class, an enrichment opportunity, a gifted program, or another program offered by the district. 105 ILCS 5/14A-32(a-15), amended by P.A. 102-209 and renumbered by P.A. 103-743. See sample administrative procedure 6:135-AP, *Accelerated Placement Program Procedures*.

For a description of State assessments, see www.isbe.net/Pages/Assessment.aspx.

¹² Optional and only for districts with grades 9-12. 105 ILCS 5/14A-32(a-20), added by P.A. 103-743.

underrepresented in accelerated placement programs and advanced coursework.¹³ Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate. ¹⁴

LEGAL REF.: 105 ILCS 5/14A.
23 Ill.Admin.Code Part 227, Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted),
7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student
Transfers To and From Non-District Schools)

DRAFT

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹³ Optional. 105 ILCS 5/14A-32(b)(1) permits, but does not require “procedures for annually informing the community at-large, including parents or guardians, community-based organizations, and providers of out-of-school programs, about the accelerated placement program and the methods used for the identification of children eligible for accelerated placement, including strategies to reach groups of students and families who have been historically underrepresented in accelerated placement programs and advanced coursework[.]”

¹⁴ Optional. 105 ILCS 5/14A does not require this but it is a recommended best practice and aligns with sample policy 7:10, *Equal Educational Opportunities*.

**15. Approval of First Reading of Updated Board of Education Policy 6:270 -
Guidance and Counseling Program**

107

Recommended Motion: that the Board of Education accept for first reading the revised Board of Education Policy 6:270 - Guidance and Counseling Program, as presented. **See Attachment No. 23.**

TO: Members of the Board of Education

FROM: Dr. Matthew DeBaene, Assistant Superintendent for Secondary Teaching and Learning ^{MD}

DATE: January 09, 2025

SUBJECT: Approve Updated Board Policy 6:270 - Guidance and Counseling Program

Reason for Board Consideration: Board of Education approval is required.

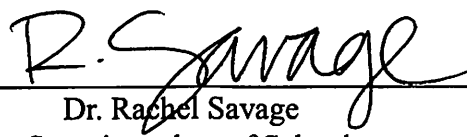
Action Necessary: Board of Education approval is requested to accept Board Policy updates.

Facts: In the continuing quest to update the District's Board Policies, Board Policy 6:270 - Guidance and Counseling Program is attached. The policy and footnotes are updated to clarify and expand the list of what services may be included within school counseling and for continuous improvement. Recall that the underlined text represents suggested new additions, whereas the ~~strikethrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accept for first reading revised Board of Education Policy 6:270 - Guidance and Counseling Program, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Instruction

Guidance and Counseling Program ¹

The School District provides a guidance and counseling program for students.² The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by school counselors or licensed educators with a school support personnel endorsement in the area of school counseling~~a qualified guidance specialist or any certificated staff member.~~ ³

[For Elementary and Unit Districts]

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

[For High School and Unit Districts]

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student's career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military,

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content.

² School boards may employ school counselors. 105 ILCS 5/10-22.24a, amended by P.A. 102-894. 105 ILCS 5/10-22.24b, amended by P.A.s 102-876, 103-542, and 103-780, provides an extensive but non-exhaustive list of permissible school counseling services, including but not limited to providing: educational opportunities for students, teachers, and parents on mental health issues; academic, social-emotional, and college and career supports to all students irrespective of special education or Section 504 status; and collaborating as a team member in Multi-Tiered Systems of Support and other school initiatives~~counseling services for students in need of special education services or who have a federal Section 504 plan and discussion of all post-secondary education options, including four-year colleges or universities, community colleges, and vocational schools.~~

All districts must conduct a comprehensive needs assessment to determine the scope of pupil needs in the areas of guidance and counseling, psychological, social work, and health. 23 Ill.Admin.Code §1.420(q).

The Children's Mental Health Act requires districts to develop protocols for responding to students with social, emotional, or mental health needs that impact learning. 405 ILCS 49/, amended by P.A. 102-899. See f/n 3 in sample policy 6:65, *Student Social and Emotional Development*, for further information. See sample policy 7:250, *Student Support Services*, and sample administrative procedure 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*.

³ Optional. 105 ILCS 5/10-22.24b, amended by P.A.s 102-876, 103-542, and 103-780, provides that school counselors as defined in 105 ILCS 5/10-22.24a or any qualified professional, including other individuals who hold a Professional Educator License with a endorsed school support personnel endorsement in the area of school counseling under 105 ILCS 5/21B-25, may provide school counseling services. The following optional sentence recognizes the importance of interventions; however, it creates duties that are not present in law. This is a classic "who, gets what, for how much" issue.

The counseling program will assist students with interventions related to academic, social and/or personal issues. Students shall be encouraged to seek academic, social, and/or personal assistance.

may be given access to the school campus in order to provide students and parents/guardians with information. ⁴

LEGAL REF.: 105 ILCS 5/10-22.24a and 5/10-22.24b.
23 Ill.Admin.Code §1.420(q).

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)

ADMIN. PROC.: 7:340-API (School Student Records), 7:340-API, E1 (Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records), 7:340-API, E3 (Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information)

DRAFT

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁴ A district must provide military recruiters and state public institutions of higher education access to students if it has provided such access to persons or groups who tell students about educational or occupational opportunities. 105 ILCS 5/10-20.5a, amended by P.A. 103-204, eff. 1-1-24. By 1-1-24, districts ~~must~~were to make student directory information electronically accessible through a secure centralized data system for official recruiting representatives of the armed forces and for State public institutions of higher education. *Id.*


Such access must be consistent with the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g). *Id.* Another federal law requires a secondary school to grant military recruiters and institutions of high learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents/guardians request that the information not be disclosed without prior written consent. 20 U.S.C. §7908. See also sample administrative procedure 7:340-API, *School Student Records*, and sample exhibit 7:340-API, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*.

**16. Approval of First Reading of Updated Board of Education Policy 8:10 -
Connection with the Community**

111

Recommended Motion: that the Board of Education accept for first reading the revised Board of Education Policy 8:10 - Connection with the Community, as presented. **See Attachment No. 24.**

TO: Members of the Board of Education

FROM: Erin Terstriep, Assistant Superintendent for Student Services and Special Education 

DATE: January 09, 2025

SUBJECT: Approve Updated Board Policy 8:10 - Connection with the Community

Reason for Board Consideration: Board of Education approval is required.

Action Necessary: Board of Education approval is requested to accept Board Policy updates.


Facts: In the continuing quest to update the District's Board Policies, attached is Board Policy 8:10, Connection with the Community, which was included as part of the October 2024 PRESS update review. The policy and footnotes are updated in response to a *U.S. Supreme Court* case, addressing governmental official speech on social media.

Recall the underlined text represents suggested new additions; whereas, the ~~strikethrough~~ text represents suggested deletions.

Cost: None.

Recommended Action: That the Board of Education accepts for first reading the revised Board of Education Policy 8:10 - Connection with the Community, as presented.

Approved for Submission to the Board of Education



Dr. Rachel Savage
Superintendent of Schools

Community Relations

Connection with the Community

Public Relations

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson.¹ The Board, in collaboration with the Superintendent or designee, shall plan and implement a District public relations program that will:²

1. Develop community understanding of school operation.
2. Gather community attitudes and desires for the District.
3. ~~Secure~~ Ensure adequate financial support for a sound educational program.
4. Help the community feel a more direct responsibility for the quality of education provided by their schools.
5. Earn the community's goodwill, respect, and ~~trust~~ confidence.
6. Promote a genuine spirit of cooperation between the school and the community.
7. Keep the news media and community accurately informed.
8. ~~Coordinate with the District Safety Coordinator to provide accurate and timely information to the appropriate individuals during an emergency.~~

The public relations program should include:

1. Regular news releases concerning District programs, policies, activities, and special event management for distribution by, for example, posting on the District website, using District

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ In alignment with the IASB *Foundational Principles of Effective Governance*, the school board president is the board's spokesperson (see sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*) and the superintendent is the district's spokesperson.

² These objectives are examples only and should be customized for each district. The board and superintendent should have a conversation regarding which objectives the board, superintendent, or both the board and superintendent together will implement. The District Safety Coordinator is identified as the responsible person for compiling information and preparing communications covering an emergency or crisis (4:170-AP1, *Comprehensive Safety and Security Plan*). An alternative to the entire first subhead follows:

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson. The Board, in collaboration with the Superintendent or designee, shall plan and implement a District public relations program to keep the community informed and build support through open and authentic communications. The public relations program shall include, without limitation, media relations; internal communications; communications to the community; communications to students and parents/guardians; ~~emergency communications in coordination with the District Safety Coordinator; the District website and social media accounts platforms;~~ and other efforts to reach all audiences using suitable mediums.

social media ~~platforms~~accounts,³ e.g., Facebook, Twitter, etc., and/or sending to the news media.

2. News conferences, and interviews, and official Board or District statements, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. As official spokesperson for the Board, the Board President will communicate on behalf of the Board to the news media and community. Statements made by Board members when not authorized by the Board will be considered personal comments of the Board member, and Board members are encouraged to identify such statements as their personal opinions. Official Board or District statements (other than those made directly to the media) will be made through the District website and/or its social media accounts, at official District events, or through other official communication methods, such as District email or mailings. Individuals may speak for the District only with prior approval from the Superintendent.⁴
3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date.
- 2.4. Other efforts that highlight the District's programs and activities.⁵

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

³ The U.S. Supreme Court case, *Lindke v. Freed*, 601 U.S. 187 (2024), held that a government official's speech on social media is attributable to the government if the official: (1) has actual authority to speak on behalf of the government on a particular matter; and (2) purports to exercise that authority when speaking on social media. If an official's speech on social media is attributable to the government, then the official's social media posts will be subject to scrutiny under the First Amendment. Social media accounts of government officials that are clearly labeled as personal (e.g., "This is the personal page of [insert name]") or with a disclaimer (e.g., "the views expressed are strictly my own") are presumed to contain only personal posts, though that presumption can be challenged depending on the particular facts. *Id.* The Court did not distinguish between elected or appointed government officials and employees, suggesting that the same test would apply to government employees.

Because those who post on a District's social media accounts typically have authority to speak on the district's behalf, such accounts are likely either limited public forums (also referred to as nonpublic forums) or public forums. See, e.g., *People for the Ethical Treatment of Animals v. Tabak*, 2024 WL 3573661 (D.C. Cir. 2024) (finding the National Institutes of Health's (NIH) social media accounts were limited public forums because use of the accounts was limited to discussion of certain subjects; however, the NIH violated the First Amendment when it filtered out comments based on the plaintiff's viewpoints). ~~*Knight First Amendment Inst. at Columbia Univ. v. Trump*, 302 F.Supp.3d 541 (S.D.N.Y. 2018) (holding that the @realDonaldTrump Twitter account is a public forum under the First Amendment; therefore, (a) it could not exclude plaintiffs based simply on their views because excluding them on that basis is a violation their First Amendment right to petition their government, and (b) by purging critics from the @realDonaldTrump account, the White House deprived those who remained in the public forum the opportunity to hear the critics). Consider that school districts are different than the President of the United States/federal government agencies and must ensure other duties to students, e.g., safety and security, which may require excluding certain comments from the district's social media accounts.~~

⁴ In alignment with the IASB "Foundational Principles of Effective Governance," the school board president is the board's spokesperson (see 2:110, *Qualifications, Term, and Duties of Board Officers*) and the superintendent is the district's spokesperson. See *fn* 1, above. This item aligns with sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*, and the board member oath of office in 105 ILCS 5:10-16.5, which requires board members to swear or affirm that they "shall recognize that a board member has no legal authority as an individual and that decisions can only be made by a majority vote at a public board meeting." Making official statements through the district's website and official social media accounts, rather than through personal or "mixed use" accounts is a best practice and a strategy to mitigate First Amendment liability for board members and employees who communicate through social media platforms. Additionally, it is a best practice for board members or employees with social media accounts to clearly label their personal accounts as personal and limit district-related communications to official district accounts. See the *Lindke v. Freed* case, discussed in *fn* 3, above.

⁵ Examples of such programs include senior citizens' brunches, realtors' luncheons, and building tours.

Community Engagement⁶

Community engagement is a process that the Board uses to actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for the District's schools. Effective community engagement is essential to create trust and support among the community, Board, Superintendent, and District staff.⁷

The Board, in consultation with the Superintendent, ~~determines the purpose(s) and objective(s) of any community engagement initiative~~ articulates the District's community engagement goals.

~~For each community engagement initiative:~~

~~1. The Board will:~~⁸

- ~~a. Commit to the determined purpose(s) and objective(s), and~~
- ~~b. Provide information about the expected nature of the public's involvement.~~

~~2. The Superintendent will:~~⁹

- ~~a. Identify the effective tools and tactics that will advance the Board's purpose(s) and objective(s);~~
- ~~b. At least annually, prepare a report for the community engagement initiative, and/or~~
- ~~c. Prepare a final report of the community engagement initiative.~~

The Board will periodically: (1) review whether its community engagement ~~initiative~~goals(s) are achieving the identified purpose(s) and objective(s); (2) consider what, if any, modifications would improve effectiveness; and (3) determine whether to continue individual ~~initiatives~~tactics.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁶ This section is optional. A board that includes this subhead should complete the work necessary to develop and implement a community engagement ~~initiative~~goals. See *Connecting with the Community: The Purpose and Process of Community Engagement as Part of Effective School Board Governance (Connecting with the Community)* at www.iasb.com/IASB/media/Documents/communityengagement.pdf. This publication and other materials about community engagement are listed at: www.iasb.com/training/connecting.cfm. For training resources, see www.iasb.com/conference-training-and-events/training/workshops/reflecting-on-communication-and-community-engageme/ and www.iasb.com/about-us/publications/journal/2022-illinois-school-board-journal/september-october-2022/engaging-with-the-community-%C2%A0a-time-to-reflect-and/.

The community engagement process differs from public relations (discussed in the **Public Relations** section, above) or public polling. Public relations push out information to the community. Public polling pulls information or opinions from the community. While most school districts understand how to push and pull information from their communities, the community engagement process is part of the two-way conversation for school boards that involves listening. Listening should not be limited only to the public comment period during board meetings. It is reaching out to the community and having conversations not only with parents but other community members, and then taking into consideration their thoughts and ideas as boards make their decisions. This method of listening must be purposeful for community engagement to work as intended.

⁷ ~~Optional.~~ These statements are based on IASB's *Foundational Principles of Effective Governance*, principle #2, "The board connects with the community." -The first sentence applies the definition of community engagement to a board and its school district. See www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/. See *Connecting with the Community*, pg. 9, at www.iasb.com/IASB/media/Documents/communityengagement.pdf.

An alternative introductory sentence that repeats the definition of community engagement follows: "For purposes of this policy, community engagement is the process that school boards use to actively involve diverse citizens in dialogue, deliberation and collaborative thinking around common interests for their public schools."

⁸ This action clarifies a board's reason(s) for engaging its community in an initiative and frames it to share with all participants in the process. *Connecting with the Community*, pg. 10.

⁹ See *Connecting with the Community* at pg. 10 for examples of resources that a superintendent could use to implement the board's purpose and objectives.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

17. Reports, Requests and Open Discussion

- A. Superintendent's Report
- B. Student BOE Member Report
- C. BOE Member Open Discussion

18. Adjournment

NOTICE OF NONDISCRIMINATION PRACTICES

The Moline-Coal Valley Unit School District No. 40 does not discriminate against employees, students, or the general public in its programs or practices, including vocational education, on the basis of race, color, religion, sex, gender, gender identity, disability, age, marital status, pregnancy status, citizenship status, military status, unfavorable discharge from the military service, national origin or ancestry in accordance with Title IX, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The Moline-Coal Valley School District prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. Moline-Coal Valley School District's nondiscrimination policy and grievance procedures can be located on the District website under Board Policy. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, any individual who is in need of assistance or reasonable accommodations to be able to participate in a school district-related activity, including the employment application or interview process, should contact the Assistant Superintendent for Student Services and Special Education at the District administrative offices. Any individual who wishes to file a complaint of unlawful discrimination should contact the Superintendent of Schools or the Secretary of the Board of Education at the District administrative offices, 1900 52nd Avenue, Moline, IL 61265.