

**LISLE COMMUNITY UNIT SCHOOL DISTRICT 202**  
**BOARD ROOM**  
**5211 CENTER AVENUE**  
**LISLE, ILLINOIS 60532**  
**Board of Education Meeting**  
**November 27, 2023**  
**7:30 PM**

Members of the public are welcome to attend all Lisle Community Unit School District 202 Board of Education meetings, including those held via video conferencing. Anyone wishing to view the meeting or provide comments is encouraged to review the information below.

In-Person Meeting Viewing: Guests are welcome to attend the meeting in-person in the Board Room.

Remote Meeting Viewing: The proceedings of the meeting will be streamed live and can be viewed using the following link: <http://www.youtube.com/c/LisleDistrict202>. Guests will join the meeting in view-only mode and will not be seen or heard in the meeting. A recording of the meeting will also be available on the School District website.

Public Comment: Public comments can be made in person or via email at [publiccomment@lisle202.org](mailto:publiccomment@lisle202.org). Comments must be received by 5:00 p.m. on the day on which the meeting is held. Comments submitted by the deadline will not be read aloud during the meeting, but rather will be provided to the School Board before the start of the meeting and will become part of the meeting record.

Please see the "Meeting Dates, Agendas and Minutes" page for links to the Board of Education meeting agendas, minutes and video feeds.

AGENDA

1. Call to Order and Roll Call
2. Pledge of Allegiance
3. Reading of Mission Statement
4. Public Comment
5. **ACTION ITEMS**
  - A. Consent Agenda:
    - (1) Board Meeting Minutes 3
    - (2) Payroll Pay Orders 10
    - (3) Vendor Pay Orders 33
    - (4) Personnel
      - a. Classified Employment 53
      - b. Non-Bargaining Unit Employment 57
      - c. Extra-Duty Employment 59
      - d. Extra-Duty Resignation 65
    - (5) Approval of Revised Licensed Staff Job Descriptions 66
    - (6) Audited FY2023 Financial Statements 251
    - (7) Tentative 2023 Real Estate Tax Levy 252
6. **FINANCIAL INFORMATION** - The Board Acknowledges Receipt of the following Reports
  - A. Financial Report 253
  - B. Treasurer Report 254
7. **DISCUSSION ITEMS**
  - A. Board Policies - PRESS 113 255
  - B. Consideration of Social Media Company Litigation 344
  - C. School District Metrics and Measurements 383
  - D. Freedom of Information Request(s) 384
  - E. Public Comment Follow-up - None
  - F. Superintendent's Report 386
8. **COMMITTEE REPORTS**
  - A. Educational Equity & Excellence (E3) - Did not meet

- B. Facility Master Planning - Did not meet
- C. Finance - See Finance Committee Agenda
- D. Policy - See agenda items
- E. Vision 202 - Did not meet
- 9. **BOARD REPRESENTATIVE REPORTS**
  - A. Home and School Organization - Did not meet
  - B. IASB Delegate to Board
  - C. Intergovernmental - Did not meet
  - D. Legislative Education Network of DuPage (LEND)
  - E. Lisle Education Foundation
  - F. School Association for Special Education in DuPage (SASED) - Did not meet
- 10. Agenda Topics for Future Board Meetings
- 11. Adjourn to Closed Session for the Purpose of Discussing the Purchase or Lease of Real Property; the Appointment, Performance, Discipline, Compensation or Dismissal of Employees
- 12. Return to Open Session
- 13. Adjournment

**FOR ACTION**

**Lisle Community Unit School District 202  
Board of Education Meeting  
November 27, 2023**

**SUBJECT:** Approval of Board of Education Meeting Minutes

**SUGGESTED MOTION:** That the Board of Education approve the minutes from the October 23, 2023 and November 2, 2023 meetings.

**LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202**  
**BOARD OF EDUCATION**  
**REGULAR MEETING MINUTES**  
**October 23, 2023**

Record of Minutes of the Regular Meeting of the Board of Education of Lisle Community Unit School District 202, DuPage County Illinois, which was held in the Board Room of the Administrative Offices at 5211 Center Avenue Lisle, IL on October 23, 2023.

The meeting was called to order at 7:30 p.m. by President Ahlmann.

Present: Pam Ahlmann  
Kate Foster  
Dan Helderle  
Eunice McConville  
Steve Lesniak  
Greg Nagler  
Randee Sims

Absent: None

Also Present: Keith Filipiak, Superintendent  
Linda Kotalik, Assistant Superintendent  
Dave Wilkinson, Director of Finance  
Jen Law, Director of Student Services  
Dave Kearney, Lisle Junior High Principal  
Tor Erickson, Lisle Junior High School Assistant Principal of Curriculum & Instruction  
Lindsay Norwood, Lisle Junior High School Assistant Principal of Student Services

The Pledge of Allegiance was recited.

Mrs. Ahlmann read the District Mission Statement.

**Public Comment**

- None
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## **Consent Agenda**

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Motion by Mr. Lesniak, seconded by Mr. Helderle

TO APPROVE/ACCEPT THE FOLLOWING CONSENT AGENDA ITEMS AS PRESENTED;

- Minutes of the Regular Session of September 25, 2023
- September 2023 Payroll Pay Orders in the amount of \$1,707,906.47
- September 2023 Vendor Pay Orders in the amount of \$1,650,303.41
- Personnel:
  - Certified Resignation
    - Alexa Frale, 1.0 FTE Third Grade Elementary School Teacher at Lisle Elementary School, has submitted her resignation to be effective October 19, 2023.
  - Classified Employment
    - Lisa Van Dyke, Night Custodian at Lisle Senior High School, will be placed at Step 10 (\$22.32/hr.).
  - Classified Resignation
    - Ashley Gieschen, Inclusion Aide at Lisle Senior High School, resigns effective November 16, 2023.
    - Chasity Griffin, Inclusion Aide at Lisle Senior High School, resigned effective October 2, 2023.
    - Zachary Palomo, Inclusion Aide at Lisle Senior High School, resigns effective September 29, 2023.
    - Caitlyn Webber, Inclusion Aide at Lisle Junior High School, resigns effective October 17, 2023.
  - FY2024 School Maintenance Project Grant

Answering to a roll call vote:

AYE: Lesniak, Helderle, McConville, Foster, Sims , Nagler, Ahlmann

NAY: None

Motion carried 7-0

## **Financial Information**

The Board Acknowledges Receipt of the following Reports:

- September 2023 Financial Report
- September 2023 Treasurer's Report
- Investment Concentration & Collateral Report

## **Discussion Items**

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### **Lisle Junior High School - School Improvement Plan**

The Lisle Junior High School Administrative Team shared information regarding academic progress, social-emotional support systems, and their building goals.

- The administrative team discussed the Top 5 Areas of Focus from 2022-2023 and their progress related to each as well as the Top 5 Areas of Focus for the current school year.
- Illinois Assessment of Readiness (IAR) state test results showed Lisle Junior High students continue to outpace the State in English Language Arts and math proficiency metrics. An emphasis continues on gains in overall student growth.
- Lisle Junior High students significantly outperformed the State on the Illinois Science Assessment.

- The team reviewed how the Junior High leverages the iReady system for placement and practice as well as how iReady helps predict student performance on the IAR based on their growth on the iReady assessments from Fall to Spring.
- Information about the standards-aligned curriculum in English, math, science, and social studies was reviewed, the implementation of the new MyPerspectives curriculum in English Language Arts, as well as acceleration and intervention opportunities, were presented.
- Numerous social-emotional learning opportunities and supports are incorporated into the school days. This year there is a concentrated effort to try to help students develop executive functioning skills.
- A summary of 5Essentials survey responses showed an increase in positive feedback in several areas.
- The administration addressed numerous Board member questions throughout the presentation.

### **Licensed Job Descriptions**

- Dr. Kotalik presented revised drafts of licensed job descriptions that reflect an 181-day contract for LEA members. These job descriptions clarify the expectation that reporting to the District buildings (non-remote) is an essential job function for personnel. The presented job descriptions do not change any position's intent, responsibilities, or expectations.

### **Resolutions for IASB Delegate Voting at November Joint Conference**

- Mr. Helderle presented an overview of the Lisle Board voting preference for the IASB resolutions being presented for vote at the Delegate Assembly on November 18, 2023.
- Board members reviewed, discussed, and came to a consensus on the voting positions for our Board to be made at the Delegate Assembly.

### **Public Comment Policy and Protocol**

- The Board discussed a speaker's request to adopt a policy that any Public Comment automatically be included as an agenda item at a future meeting. The Board discussed the current Board Policy 2:230 and guideline #7 contained in the policy that states, an "issue raised during public participation may be added to future agenda items or addressed by administrative staff, as appropriate". Previous Public Comment examples over the past year were discussed, including those providing feedback only to the Board, and it was decided the current policy did not need to be changed or "may" replaced with "must".
- The Board also discussed procedures for confirming if a Public Comment has been addressed either by a follow-up contact from administration if requested by the speaker or additional information requested by the Board.
- The Board discussed getting confirmation on Public Comment follow-up communications.
- An agenda item titled "Public Comment Follow-up" will be added after the Freedom of Information section in the agenda and minutes stating the speaker's name and, if the individual requested follow-up contact from the administration, whether the contact was made.

## **Freedom of Information Request(s)**

The District received Freedom of Information Act request(s) from the following individual(s):

- Jake Griffin, Daily Herald
- Michael Rost, Allium Data
- Rhonda Norris, Provenit

## **Superintendent Report**

- See BoardBooks for the full report.
- Mrs. Ahlmann referenced the Sunday Principals' Messages for many upcoming school events.

## **Committee Reports**

Board Committee Report summaries are located in BoardBooks unless otherwise indicated.

- Educational Equity & Excellence (E3) - Did not meet
- Facility Master Planning – Did not meet
- Finance Committee - See Finance Agenda in BoardBooks
- Policy Committee – Did not meet - Board Policy 2:230 was discussed
- Vision 202 - Did not meet

## **Board Representative Reports**

Board Representative Report summaries are located in BoardBooks unless otherwise indicated.

- Home and School Organization
- IASB Delegate to Board - See the Agenda item in BoardBooks, Mr. Helderle shared information from the October 3rd DuPage Division meeting regarding the EBF target and Illinois school district financial adequacy.
- Intergovernmental
- Legislative Education Network of Dupage (LEND) - Did not meet
- Lisle Education Foundation - Did not meet
- SASSED

## **Future Agenda Topics**

- None

## **Motion to Adjourn**

At 10:00 p.m., a motion by Mr. Nagler, seconded by Mrs. Sims  
THAT THE MEETING BE ADJOURNED.

The motion carried with a voice vote of 7-0

ATTEST:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202**  
**BOARD OF EDUCATION**  
**SPECIAL MEETING MINUTES**  
**November 2, 2023**

Record of Minutes of the Special Meeting of the Board of Education of Lisle Community Unit School District 202, DuPage County Illinois, which was held in the Board Room of the Administrative Offices at 5211 Center Avenue Lisle, IL on November 2, 2023.

The meeting was called to order at 5:00 p.m. by President Ahlmann.

Present: Pam Ahlmann  
Kate Foster  
Dan Helderle  
Eunice McConville  
Greg Nagler  
Randee Sims

Absent: Steve Lesniak

Also Present: Linda Kotalik, Assistant Superintendent

**Public Comment**

- None

**Action Item**

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Motion by Mr. Helderle, seconded by Mr. Nagler

TO APPROVE/ACCEPT THE FOLLOWING ACTION ITEM AS PRESENTED;

- Haley Marovich, 1.0 FTE Third Grade Teacher Lisle Elementary School for the 2023-2024 school year. Her recommended salary schedule placement is at Master's +0, Step 7 (\$ 79,488 will be prorated pending start date).

Answering to a roll call vote:

AYE: Helderle, Nagler, McConville, Foster, Sims, Ahlmann

NAY: None

Motion carried 6-0

**Motion to Adjourn**

At 5:02 p.m., motion by Mrs. Sims, seconded by Mrs. Foster  
THAT THE MEETING BE ADJOURNED.  
The motion carried with a voice vote of 6-0

ATTEST:

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**LISLE COMMUNITY UNIT SCHOOL DISTRICT #202**

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**PAYROLL PAY ORDERS**

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This is to certify that the Board of Education of Lisle Community Unit School District No. 202 ratified the following payroll pay orders: November 27, 2023

<b>PAYROLL CHECKS ISSUED</b>	Beginning	120890	and Ending	120890
<b>PAYROLL ACH DEPOSIT</b>	Beginning	9000044079	and Ending	9000044370
	Beginning	9000044383	and Ending	9000044674
<b>PAYROLL ACH VOID</b>	Beginning	9000044383	and Ending	9000044383

**FUND DISTRIBUTION**

EDUCATIONAL	\$	1,609,112.81
OPERATIONS & MAINTENANCE	\$	96,989.25
DEBT SERVICES	\$	-
TRANSPORTATION	\$	4,249.78
IMRF/SOCIAL SECURITY	\$	-
CAPITAL PROJECTS	\$	-
WORKING CASH	\$	-
TOTAL	\$	<u>1,710,351.84</u>

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President - Board of Education

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Date

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Secretary - Board of Education

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Date

## Payroll Run Check Listing for Board

Payroll	10/13/2023	Lisle CUSD 202		
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044079	Buchholz, Marilyn	000	2,568.10	1,594.06
9000044080	Engler, Jennifer R	000	4,801.33	3,140.52
9000044081	Filipiak, Keith	000	9,321.67	5,273.54
9000044082	Hinton, Jeffery	000	4,708.33	2,806.76
9000044083	Kempher-Kotalik, Linda	000	8,380.33	4,175.89
9000044084	Law, Jennifer S	000	7,188.88	4,864.57
9000044085	McCormick, Jennifer	000	2,157.13	571.21
9000044086	Metoyer, Marielle	000	2,368.60	1,707.29
9000044087	Navarro, Lawrence M	000	2,253.45	1,511.93
9000044088	Rich, Mary Beth	000	3,796.89	2,648.97
9000044089	Rohlicek, Daniel	000	2,720.05	1,813.01
9000044090	Schalk, Trent J	000	3,236.13	1,800.65
9000044091	Tsamis, Anna	000	3,746.60	1,359.85
9000044092	Van Volkenburg, Nancy L	000	3,332.33	2,147.15
9000044093	Weissinger, Derek C	000	2,922.92	1,911.37
9000044094	Wilkinson, David	000	6,822.00	4,048.56
9000044095	Anderson, Erik D	100	3,846.71	3,099.23
9000044096	Anderson, Herbert	100	4,840.92	3,554.40
9000044097	Bamboate, Darius	100	3,926.04	2,902.11
9000044098	Bates, Kassi	100	356.92	329.61
9000044099	Brady, Jennifer L	100	3,846.73	2,949.65
9000044100	Buchelt, Jordan	100	911.40	693.55
9000044101	Burdett, Paul	100	2,078.67	1,245.26
9000044102	Bylsma, Nathan	100	4,560.58	3,283.43
9000044103	Bylsma, Svea	100	4,974.17	3,501.78
9000044104	Chandhok, Mona A	100	3,172.58	2,558.49
9000044105	Ciardiello, Chelsea	100	325.00	290.05
9000044106	Clarke, Jeannette	100	3,846.71	2,902.89
9000044107	Costello, Sheri	100	5,208.38	3,875.80
9000044108	Cracco, Catherine	100	2,820.80	2,064.37
9000044109	Czyl, Maureen	100	1,329.27	869.41
9000044110	Davis, John	100	6,305.47	4,987.26

## Payroll Run Check Listing for Board

Payroll	10/13/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044111	Derby, Michelle	100	3,727.79	2,356.99
9000044112	Dillard, Cory	100	5,670.79	4,513.45
9000044113	Dodge, Cynthia	100	1,032.15	866.96
9000044114	Ebert, Martine	100	1,020.08	852.93
9000044115	Ferenzi, Daniella	100	1,503.33	1,190.63
9000044116	Finn, Matthew	100	1,106.54	722.97
9000044117	Fitzgerald, Karen	100	2,457.25	683.95
9000044118	Foley, Allyson	100	2,942.54	2,345.88
9000044119	Gansberg, Michele	100	1,192.75	756.42
9000044120	Gieschen, Ashley	100	1,672.81	1,390.01
9000044121	Glavach, Jessica	100	3,481.88	2,656.79
9000044122	Griffin, Chasity	100	1,731.66	1,454.41
9000044123	Gucciardo, Anjanette	100	4,164.00	3,233.87
9000044124	Gumina, Scott	100	5,353.68	3,538.83
9000044125	Hall, Jacqueline	100	927.68	513.80
9000044126	Hamann, Kelly	100	3,846.71	1,842.27
9000044127	Hamilton, Mary Pat	100	970.78	620.36
9000044128	Hardy, Venessa	100	4,838.15	3,052.27
9000044129	Hawley, Ashley	100	2,590.38	1,973.64
9000044130	Hochstetter, Judith	100	1,673.95	1,163.85
9000044131	Holmes, Steven	100	2,086.76	1,498.38
9000044132	Honzel, Robin	100	4,877.83	1,760.51
9000044133	Howard, Jeffrey	100	8,595.42	5,971.79
9000044134	Irvine, Karin	100	4,580.92	2,536.82
9000044135	Jaegle, Christine A	100	4,060.92	3,180.51
9000044136	Jaegle, Ronald	100	5,401.30	3,276.48
9000044137	Jenkins, David A	100	2,014.20	1,451.72
9000044138	Jensen, Christine	100	3,997.42	3,264.87
9000044139	Kehoe, Debra	100	4,877.83	3,476.68
9000044140	Kerrn, Erin	100	4,282.92	2,957.31
9000044141	Korienek, Caitlin	100	3,561.23	2,506.66
9000044142	LaScala, Mark	100	4,758.83	3,403.98

## Payroll Run Check Listing for Board

Payroll	10/13/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044143	Maldre, Sarah	100	4,227.41	2,817.87
9000044144	Marcum, Thomas C	100	5,169.58	4,187.21
9000044145	Martinez, Brian	100	1,842.53	1,345.19
9000044146	Matariyeh, Yousef	100	6,739.64	4,834.24
9000044147	Meyer, Kendra	100	4,639.88	3,444.16
9000044148	Milinki, Jennifer	100	4,933.31	3,496.56
9000044149	Multhaupt, Courtney	100	5,639.23	4,246.92
9000044150	Musbach, Darlene	100	4,520.92	2,740.42
9000044151	Novak, Emily	100	4,282.97	2,668.56
9000044152	Ogan, Elizabeth	100	4,877.83	3,743.62
9000044153	O'Hara, James	100	4,153.92	3,238.73
9000044154	Palomo, Zachary	100	224.72	104.77
9000044155	Perez, Kevin E	100	3,688.13	2,764.85
9000044156	Perretta, Mia	100	4,401.92	3,257.88
9000044157	Polinski, Michael	100	3,331.21	2,449.68
9000044158	Pomatto-Zimmerman, Jennifer	100	5,209.25	4,202.60
9000044159	Provenzano, Lisa	100	1,234.35	787.40
9000044160	Renguso, Amy	100	3,759.50	2,696.00
9000044161	Sanko, April	100	5,504.40	3,732.14
9000044162	Santoro, Angela Marie	100	1,333.54	1,110.19
9000044163	Schmidt, Holly	100	674.18	632.73
9000044164	Schwartz, Rebecca	100	5,163.35	3,734.67
9000044165	Shum (Ng), Joanna	100	3,608.79	2,330.32
9000044166	Smith, Justin	100	4,367.63	3,360.84
9000044167	Steben, James	100	5,988.22	4,558.27
9000044168	Stelk, Scott	100	2,888.60	1,475.11
9000044169	Stellmacher, James M	100	4,917.45	3,707.90
9000044170	Stolte, Monica	100	1,665.60	1,510.64
9000044171	Strietelmeier, Katelyn	100	3,368.26	2,613.54
9000044172	Thome, Nicholas	100	3,273.34	1,706.64
9000044173	Wolak, Brandon P	100	2,085.32	1,503.12
9000044174	Woyna, Eric	100	3,906.71	2,687.57

## Payroll Run Check Listing for Board

Payroll	10/13/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044175	Woyna, Patrick	100	4,068.09	2,682.61
9000044176	Alexander, Jarvis	200	877.99	618.07
9000044177	Blatchley, Monica	200	4,891.60	1,050.95
9000044178	Bossenga, Emmy	200	4,661.25	2,885.69
9000044179	Braun, Katherine	200	3,545.35	2,514.74
9000044180	Breeden, Anne	200	142.00	125.88
9000044181	Broadus, Gretchen	200	3,767.46	3,067.38
9000044182	Burke, Felicia	200	3,648.46	3,006.01
9000044183	Byrne, Sharon	200	3,838.81	3,152.51
9000044184	Callaghan, Margaret	200	1,624.70	1,338.17
9000044185	Carr, Kristen	200	3,489.79	2,223.34
9000044186	Cerny, Marie	200	3,164.63	2,609.77
9000044187	Cerveney, Karen	200	3,688.13	2,633.64
9000044188	Chiappetta, Rebecca	200	1,684.65	1,421.36
9000044189	Dooley, Tara	200	1,064.65	696.42
9000044190	Erickson, Tor	200	4,543.54	3,433.82
9000044191	Fleischer, Daniel	200	853.61	650.34
9000044192	Gomez, Benigno	200	1,914.47	1,319.59
9000044193	Grau, Jason	200	3,825.08	2,897.42
9000044194	Hazard, Jean	200	1,111.25	761.00
9000044195	Heap, Emily J	200	3,053.58	2,405.41
9000044196	Joy, Emma P	200	2,283.31	1,358.67
9000044197	Kearney, David	200	6,489.67	4,354.28
9000044198	Keigher, Natalie	200	4,348.38	3,088.26
9000044199	Kim, Paul	200	5,115.76	3,398.45
9000044200	Klepper, Mary	200	3,331.21	2,482.00
9000044201	Lemke, Nanette	200	1,054.51	715.13
9000044202	Leon, Miyax	200	2,732.35	2,181.86
9000044203	Lima, Valerie	200	1,303.94	867.73
9000044204	Lumsden, Jason	200	3,926.04	2,957.15
9000044205	Marriner, Carmen M	200	1,281.20	797.13
9000044206	McIntyre, Celeste	200	4,243.30	3,090.87

## Payroll Run Check Listing for Board

Payroll	10/13/2023	Lisle CUSD 202		
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044207	McLear IV, Robert	200	4,164.00	3,216.25
9000044208	Meyer, Peter	200	6,416.52	3,847.80
9000044209	Miller, Jaime	200	3,323.26	2,408.19
9000044210	Murray, Caitlin	200	1,333.54	1,160.62
9000044211	Nelson, Kelli	200	5,109.85	3,641.38
9000044212	Norwood, Lindsay	200	4,241.58	3,444.20
9000044213	Oros, Natalie	200	4,095.38	2,906.23
9000044214	Park, Aimee	200	4,284.96	2,987.71
9000044215	Parra, Ashley	200	3,172.58	2,340.17
9000044216	Pilon, Erica	200	4,883.80	3,507.90
9000044217	Pivek, Elena	200	3,727.76	2,801.13
9000044218	Ptak, Jeff R	200	2,495.26	1,698.37
9000044219	Purtell, Maggie	200	2,557.92	2,158.50
9000044220	Rankin, Chrysan	200	2,847.38	2,194.53
9000044221	Reband, Jennifer	200	4,639.88	3,377.18
9000044222	Sauer, Mary	200	3,719.84	2,864.72
9000044223	Schindler, Dorene	200	941.98	687.09
9000044224	Schmidt, Michael	200	5,988.22	4,175.56
9000044225	Schraub, Daniel	200	5,123.64	3,708.80
9000044226	Seastrom, Tamela	200	1,946.53	1,085.91
9000044227	Sergeant, Andrew H	200	2,081.51	1,504.41
9000044228	Slowiak, Vincent	200	4,045.04	2,677.83
9000044229	Smid, Jason	200	3,846.76	2,783.21
9000044230	Stevens, Patricia	200	4,996.80	3,548.69
9000044231	Twaddle, Debra	200	1,156.62	700.01
9000044232	Webber, Caitlyn	200	810.93	634.33
9000044233	Weissinger, Zachary T	200	2,202.10	1,435.30
9000044234	Wiertel, Jason	200	5,028.51	3,786.98
9000044235	Wilson, Haley	200	550.85	515.64
9000044236	Altic, Megan	300	3,859.04	2,623.76
9000044237	Barker, Eric	300	3,251.88	2,312.08
9000044238	Barnett, Sophie	300	2,040.38	1,591.03

## Payroll Run Check Listing for Board

Payroll	10/13/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044239	Bell, Courtney	300	1,133.19	753.74
9000044240	Bonini, Susan	300	1,197.54	666.91
9000044241	Boss, Celia	300	1,333.54	1,155.62
9000044242	Campian, James, JR	300	3,172.58	2,192.60
9000044243	Carlson, Susan M	300	1,373.22	1,071.98
9000044244	Chavez, Daniel	300	1,670.25	1,045.48
9000044245	Clavelli, Lauren	300	3,529.46	2,567.46
9000044246	Collins, Courtney	300	2,934.63	2,269.86
9000044247	Cornyn, Mary Beth	300	498.22	390.45
9000044248	Cyrus, Richard	300	5,591.64	3,613.42
9000044249	Cyrus, Tonia	300	3,632.55	2,253.74
9000044250	Dahleen, Shayla	300	3,687.26	2,645.94
9000044251	Davis, Brianne	300	4,473.30	3,381.37
9000044252	Davis, Courtney	300	2,155.38	1,518.72
9000044253	Dawson, Rachel	300	3,904.42	2,694.89
9000044254	De Leo, Michaela	300	2,212.88	1,748.52
9000044255	Dineen-Hendricks, Kathleen	300	988.50	624.54
9000044256	Dorsch, Rachael	300	1,982.83	1,613.28
9000044257	DuBois, Heidi	300	3,370.88	2,481.89
9000044258	Edman, Kelly A	300	2,275.02	1,223.99
9000044259	Elting, Teresa	300	950.40	704.62
9000044260	Emde, John C, II	300	2,323.61	708.06
9000044261	Frале, Alexa	300	1,982.83	1,620.45
9000044262	Gibson, Kayla	300	3,362.92	2,536.93
9000044263	Gilbert, Jennifer	300	3,053.58	2,362.48
9000044264	Graff, Patrick	300	4,399.47	3,472.65
9000044265	Han, Jieun	300	3,093.25	2,392.85
9000044266	Hausler, Linda	300	3,688.13	2,547.49
9000044267	Heneghan, Dipti	300	995.00	769.73
9000044268	Herrmann, Mary Jo	300	1,062.67	701.90
9000044269	Hicks, Dena	300	4,711.27	3,212.66
9000044270	Hill, Anna	300	2,542.00	1,774.27

## Payroll Run Check Listing for Board

Payroll	10/13/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044271	James, Lauren	300	3,085.30	2,310.54
9000044272	Jezyk, Anna	300	3,291.54	2,322.43
9000044273	Johnson, Diane	300	4,877.83	2,270.86
9000044274	Jung, Diane	300	1,182.47	623.68
9000044275	Karas, Monica	300	1,242.16	1,069.13
9000044276	Kerback, Patricia M	300	1,039.34	883.52
9000044277	Klepadlo, Scott E	300	3,093.25	2,010.50
9000044278	Klimes, Christy	300	4,639.88	3,249.02
9000044279	Kolacz, Jolanta	300	1,219.19	765.05
9000044280	Konior, Mandy	300	874.67	494.11
9000044281	Krestan, Kimberly S	300	958.33	735.38
9000044282	Lapham, Kathleen	300	4,353.01	3,346.45
9000044283	Larson, Richard W	300	3,114.91	2,275.45
9000044284	Lauten, Theresa	300	4,636.34	2,753.21
9000044285	Leonard, Arlene	300	4,877.82	3,770.32
9000044286	Livolsi-Hudgens, Carmella	300	864.00	480.54
9000044287	Lyell, Kelly	300	3,886.38	2,706.58
9000044288	MacNeille, Margaret A	300	2,097.83	1,711.35
9000044289	Maduzia, Vanessa	300	1,121.25	720.43
9000044290	Marino, Jillian	300	4,314.67	3,010.42
9000044291	Martin, Stacey	300	3,402.59	2,405.82
9000044292	Martinez-Alvear, Aldo	300	2,470.33	1,735.16
9000044293	Masa, Janelle	300	1,196.81	729.55
9000044294	Matteucci, Christina	300	1,982.83	1,539.62
9000044295	McCormick, Meredith	300	4,521.71	3,576.69
9000044296	Meister, Jennifer	300	3,489.79	2,632.19
9000044297	Meyer, Phillip	300	3,648.45	2,757.26
9000044298	Murphy, Trisha	300	3,489.79	2,543.40
9000044299	Nelson, Nicole	300	4,877.83	3,858.38
9000044300	Neustadt, Leslie	300	4,362.29	3,189.04
9000044301	O'Connor-Young, Sheri	300	1,801.80	1,358.29
9000044302	Ortiz, Carmen	300	2,064.47	1,406.57

## Payroll Run Check Listing for Board

Payroll	10/13/2023				Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount	
9000044303	O'Shea, Amy	300	3,886.38	2,572.59	
9000044304	Parker, Elizabeth	300	4,222.92	3,218.49	
9000044305	Pavilionis, Vincent	300	3,251.88	2,384.86	
9000044306	Polmanteer, Colette	300	3,569.13	2,185.44	
9000044307	Poremba, Katherine	300	4,045.04	2,721.75	
9000044308	Potempa, Tracey	300	3,727.79	2,840.17	
9000044309	Pupillo, Lauren	300	3,727.79	2,649.84	
9000044310	Remigio, Maria	300	4,681.55	3,305.82	
9000044311	Reyes, Cathy M	300	1,129.08	726.44	
9000044312	Rhoades, Kathleen E	300	3,489.79	2,563.40	
9000044313	Rogalny, Danuta	300	976.36	749.41	
9000044314	Rogers, Megan	300	3,172.58	2,654.93	
9000044315	Rydel-Boesso, Eileen M	300	3,489.79	1,951.41	
9000044316	Schlessinger, Lukas	300	3,291.55	2,235.65	
9000044317	Schreiber Specca, Jill	300	6,154.50	4,447.44	
9000044318	Schwarz, Jeanene	300	1,096.42	287.70	
9000044319	Slade, Stephanie	300	3,111.30	2,295.56	
9000044320	Smith, Elisa	300	4,473.30	3,182.75	
9000044321	Soukup, Stephanie	300	2,555.92	1,569.79	
9000044322	Staley, Shannon	300	3,962.22	2,943.39	
9000044323	Stefani, Colleen	300	4,758.83	3,368.97	
9000044324	Svejda, Michele	300	1,018.60	496.06	
9000044325	Svoboda, Kathleen	300	2,369.54	1,864.80	
9000044326	Toby, Maureen	300	3,607.46	2,656.01	
9000044327	Todd, Adam	300	1,826.07	1,321.10	
9000044328	Treadway, Katherine	300	3,412.67	2,340.39	
9000044329	Tuzzolino, Victoria	300	3,450.17	2,553.59	
9000044330	Weeks, Stacey	300	2,538.08	2,069.93	
9000044331	Weissinger, Karla	300	1,106.67	713.17	
9000044332	Williams, Abby	300	1,333.54	1,155.62	
9000044333	Wingelnik, Timothy	300	251.40	213.97	
9000044334	Witt, Elizabeth	300	2,327.88	1,861.10	

## Payroll Run Check Listing for Board

Payroll		10/13/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount	
9000044335	Wojcik, Jane	300	1,184.96	1,085.61	
9000044336	Yaniz, Catherine	300	3,711.89	2,890.83	
9000044337	Zulawski, Andrea S	300	1,982.83	1,564.16	
9000044338	Dillard, Daniel	700	1,110.39	1,025.45	
9000044339	Shehee, Wendy	700	1,646.14	1,333.53	
9000044340	Anderson, Cathleen	800	426.00	377.65	
9000044341	Beck, Andrew J	800	862.68	697.40	
9000044342	Benson, Mary Diane	800	529.10	431.40	
9000044343	Bouck, Paula	800	710.00	669.56	
9000044344	Crenshaw, Samuel, JR	800	1,269.01	1,109.11	
9000044345	Ducharme, Janet	800	779.10	640.93	
9000044346	Flores, Paola	800	288.60	262.25	
9000044347	Frigo, Scott	800	1,142.11	1,078.28	
9000044348	Galvez, Claudia	800	356.92	329.61	
9000044349	Grace, Jalen	800	1,110.39	990.49	
9000044350	Holub, Nicole	800	713.82	661.42	
9000044351	Keeling, Daniel T	800	713.82	643.88	
9000044352	Lantz, Janet L	800	519.48	459.03	
9000044353	Lopez, Angel R	800	586.82	511.91	
9000044354	Malenke, Brian	800	951.76	831.84	
9000044355	Malinowski, Nicole	800	586.82	534.07	
9000044356	Miller, Alexis	800	202.50	170.48	
9000044357	Paige, Stephanie	800	1,061.00	927.32	
9000044358	Putnam, Shannon	800	413.66	378.60	
9000044359	Quinlan, Kevin	800	450.00	393.29	
9000044360	Reese, Mary	800	1,480.00	1,228.08	
9000044361	Reif, James	800	793.13	693.20	
9000044362	Rivecco, Kendall	800	1,269.01	1,109.11	
9000044363	Rolando, Ross	800	1,308.67	1,163.78	
9000044364	Schmidt, Oliver	800	1,110.39	1,025.45	
9000044365	Shields, Rebecca	800	251.00	231.80	
9000044366	Smith, Stacy	800	586.82	512.88	

## Payroll Run Check Listing for Board

Payroll	10/13/2023	Lisle CUSD 202		
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044367	Stratton, Carolyn	800	426.00	363.65
9000044368	Visser, Marianne	800	582.01	513.68
9000044369	Wagge, Kimberlee	800	586.82	519.07
9000044370	Wong, Kevin David	800	465.00	406.41
			<b>857,296.45</b>	<b>604,126.29</b>

## Payroll Run Check Listing for Board

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Payroll	10/31/2023			Lisle CUSD 202
<b>Check/ ACH</b>	<b>Employee</b>	<b>Check Location</b>	<b>Pay Gross</b>	<b>Net Amount</b>
120890	Van Dyke, Lisa	100	1,995.67	1,442.81
			1,995.67	1,442.81

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## Payroll Run Check Listing for Board

Payroll	10/31/2023	Lisle CUSD 202		
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044383	Van Dyke, Lisa	100	1,995.67	1,442.81
9000044384	Buchholz, Marilyn	000	2,290.60	1,428.31
9000044385	Engler, Jennifer R	000	4,801.33	3,140.52
9000044386	Filipiak, Keith	000	9,321.67	5,273.54
9000044387	Hinton, Jeffery	000	4,483.33	2,667.99
9000044388	Kempher-Kotalik, Linda	000	8,380.33	4,175.89
9000044389	Law, Jennifer S	000	7,188.88	4,864.57
9000044390	McCormick, Jennifer	000	2,157.13	571.21
9000044391	Metoyer, Marielle	000	2,368.60	1,707.29
9000044392	Navarro, Lawrence M	000	2,253.45	1,511.93
9000044393	Rich, Mary Beth	000	3,442.47	2,415.05
9000044394	Rohlicek, Daniel	000	2,356.30	1,585.50
9000044395	Schalk, Trent J	000	3,236.13	1,800.65
9000044396	Tsamis, Anna	000	3,746.60	1,359.85
9000044397	Van Volkenburg, Nancy L	000	3,332.33	2,147.15
9000044398	Weissinger, Derek C	000	2,641.67	1,736.67
9000044399	Wilkinson, David	000	6,822.00	4,059.12
9000044400	Anderson, Erik D	100	3,846.71	3,099.23
9000044401	Anderson, Herbert	100	4,750.92	3,481.76
9000044402	Bamboate, Darius	100	3,926.04	2,902.11
9000044403	Bates, Kassi	100	356.92	329.61
9000044404	Brady, Jennifer L	100	3,846.73	2,949.65
9000044405	Buchelt, Jordan	100	911.40	693.55
9000044406	Burdett, Paul	100	2,078.67	1,245.26
9000044407	Bylsma, Nathan	100	4,560.58	3,283.43
9000044408	Bylsma, Svea	100	4,719.17	3,300.17
9000044409	Chandhok, Mona A	100	3,172.58	2,558.49
9000044410	Ciardello, Chelsea	100	325.00	290.05
9000044411	Clarke, Jeannette	100	3,825.94	2,886.11
9000044412	Costello, Sheri	100	5,208.38	3,875.80
9000044413	Cracco, Catherine	100	1,917.36	1,416.94
9000044414	Czyl, Maureen	100	1,269.27	826.41

## Payroll Run Check Listing for Board

Payroll	10/31/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044415	Davis, John	100	6,305.47	4,987.26
9000044416	Derby, Michelle	100	3,727.79	2,356.99
9000044417	Dillard, Cory	100	5,345.79	4,254.16
9000044418	Dodge, Cynthia	100	1,032.15	866.96
9000044419	Ebert, Martine	100	1,020.08	852.93
9000044420	Ferenzi, Daniella	100	1,503.33	1,190.63
9000044421	Finn, Matthew	100	1,046.54	673.11
9000044422	Fitzgerald, Karen	100	2,140.75	453.19
9000044423	Foley, Allyson	100	2,942.54	2,345.88
9000044424	Gansberg, Michele	100	1,192.75	756.42
9000044425	Gieschen, Ashley	100	1,780.81	1,479.78
9000044426	Glavach, Jessica	100	3,481.88	2,656.79
9000044427	Griffin, Chasity	100	54.00	47.44
9000044428	Gucciardo, Anjanette	100	4,164.00	3,233.87
9000044429	Gumina, Scott	100	5,353.68	3,538.83
9000044430	Hall, Jacqueline	100	927.68	513.80
9000044431	Hamann, Kelly	100	3,846.71	2,320.64
9000044432	Hamilton, Mary Pat	100	970.78	620.36
9000044433	Hardy, Venessa	100	4,838.15	3,052.27
9000044434	Hawley, Ashley	100	2,500.38	1,900.94
9000044435	Hochstetter, Judith	100	1,565.95	1,086.45
9000044436	Holmes, Steven	100	1,895.40	1,361.25
9000044437	Honzel, Robin	100	4,877.83	1,760.51
9000044438	Howard, Jeffrey	100	8,595.42	5,971.79
9000044439	Irvine, Karin	100	4,520.92	2,494.30
9000044440	Jaegle, Christine A	100	4,060.92	3,180.51
9000044441	Jaegle, Ronald	100	5,401.30	3,276.48
9000044442	Jenkins, David A	100	2,014.20	1,451.72
9000044443	Jensen, Christine	100	3,997.42	3,264.87
9000044444	Kehoe, Debra	100	4,877.83	3,476.68
9000044445	Kern, Erin	100	4,282.92	2,957.31
9000044446	Korienek, Caitlin	100	3,561.23	2,506.66

## Payroll Run Check Listing for Board

Payroll	10/31/2023	Lisle CUSD 202		
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044447	LaScala, Mark	100	4,758.83	3,403.98
9000044448	Maldre, Sarah	100	4,227.41	2,817.87
9000044449	Marcum, Thomas C	100	5,169.58	4,187.21
9000044450	Martinez, Brian	100	1,842.53	1,345.19
9000044451	Matariyeh, Yousef	100	6,739.64	4,834.24
9000044452	Meyer, Kendra	100	4,639.88	3,444.16
9000044453	Milinki, Jennifer	100	4,773.31	3,381.59
9000044454	Multhaupt, Courtney	100	5,639.23	4,246.92
9000044455	Musbach, Darlene	100	4,520.92	2,740.42
9000044456	Novak, Emily	100	4,282.97	2,668.56
9000044457	Ogan, Elizabeth	100	4,877.83	3,743.62
9000044458	O'Hara, James	100	4,153.92	3,238.73
9000044459	Perez, Kevin E	100	3,688.13	2,764.85
9000044460	Perretta, Mia	100	4,401.92	3,257.88
9000044461	Polinski, Michael	100	3,331.21	2,449.68
9000044462	Pomatto-Zimmerman, Jennifer	100	5,209.25	4,202.60
9000044463	Provenzano, Lisa	100	1,234.35	787.40
9000044464	Renguso, Amy	100	3,759.50	2,696.00
9000044465	Sanko, April	100	5,504.40	3,732.14
9000044466	Santoro, Angela Marie	100	1,333.54	1,110.19
9000044467	Schmidt, Holly	100	674.18	632.73
9000044468	Schwartz, Rebecca	100	5,163.35	3,734.67
9000044469	Shum (Ng), Joanna	100	3,608.79	2,330.32
9000044470	Smith, Justin	100	4,367.63	3,360.84
9000044471	Steben, James	100	6,048.22	4,603.16
9000044472	Stelk, Scott	100	2,196.84	1,080.41
9000044473	Stellmacher, James M	100	4,917.45	3,707.90
9000044474	Stolte, Monica	100	1,665.60	1,510.64
9000044475	Strietelmeier, Katelyn	100	3,345.76	2,595.35
9000044476	Thome, Nicholas	100	3,143.56	1,638.99
9000044477	Wolak, Brandon P	100	2,085.32	1,503.12
9000044478	Woyna, Eric	100	3,981.71	2,740.73

## Payroll Run Check Listing for Board

Payroll	10/31/2023	Lisle CUSD 202		
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044479	Woyna, Patrick	100	3,948.09	2,597.59
9000044480	Alexander, Jarvis	200	877.99	618.07
9000044481	Blatchley, Monica	200	4,891.60	1,050.95
9000044482	Bossenga, Emmy	200	4,646.25	2,875.06
9000044483	Braun, Katherine	200	3,545.35	2,514.74
9000044484	Breeden, Anne	200	355.00	313.87
9000044485	Broadus, Gretchen	200	3,767.46	3,067.38
9000044486	Burke, Felicia	200	3,738.46	3,069.79
9000044487	Byrne, Sharon	200	3,838.81	3,152.51
9000044488	Callaghan, Margaret	200	1,429.70	1,148.25
9000044489	Carr, Kristen	200	3,489.79	2,223.34
9000044490	Cerny, Marie	200	3,164.63	2,609.77
9000044491	Cervený, Karen	200	3,688.13	2,633.64
9000044492	Chiappetta, Rebecca	200	1,684.65	1,421.36
9000044493	Dooley, Tara	200	1,044.75	681.77
9000044494	Erickson, Tor	200	4,543.54	3,433.82
9000044495	Fleischer, Daniel	200	853.61	650.34
9000044496	Gomez, Benigno	200	1,947.61	1,343.35
9000044497	Grau, Jason	200	3,825.08	2,897.42
9000044498	Hazard, Jean	200	1,111.25	761.00
9000044499	Heap, Emily J	200	3,053.58	2,405.41
9000044500	Joy, Emma P	200	2,179.49	1,294.65
9000044501	Kearney, David	200	6,489.67	4,354.28
9000044502	Keigher, Natalie	200	4,348.38	3,088.26
9000044503	Kim, Paul	200	5,115.76	3,398.45
9000044504	Klepper, Mary	200	3,331.21	2,482.00
9000044505	Lemke, Nanette	200	1,054.51	715.13
9000044506	Leon, Miyax	200	2,777.35	2,217.86
9000044507	Lima, Valerie	200	1,363.94	910.73
9000044508	Lumsden, Jason	200	3,926.04	2,957.15
9000044509	Marriner, Carmen M	200	1,281.20	797.13
9000044510	McIntyre, Celeste	200	4,243.30	3,090.87

## Payroll Run Check Listing for Board

Payroll		10/31/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount	
9000044511	McLear IV, Robert	200	4,164.00	3,216.25	
9000044512	Meyer, Peter	200	6,416.52	3,847.80	
9000044513	Miller, Jaime	200	3,323.26	2,408.19	
9000044514	Murray, Caitlin	200	1,333.54	1,160.62	
9000044515	Nelson, Kelli	200	5,109.85	3,641.38	
9000044516	Norwood, Lindsay	200	4,241.58	3,444.20	
9000044517	Oros, Natalie	200	4,065.38	2,884.96	
9000044518	Park, Aimee	200	4,284.96	2,987.71	
9000044519	Parra, Ashley	200	3,172.58	2,340.17	
9000044520	Pilon, Erica	200	4,883.80	3,507.90	
9000044521	Pivek, Elena	200	3,727.76	2,801.13	
9000044522	Ptak, Jeff R	200	2,340.16	1,587.23	
9000044523	Purtell, Maggie	200	2,557.92	2,094.77	
9000044524	Rankin, Chrysan	200	2,847.38	2,194.53	
9000044525	Reband, Jennifer	200	4,639.88	3,377.18	
9000044526	Sauer, Mary	200	3,719.84	2,864.72	
9000044527	Schindler, Dorene	200	928.20	676.95	
9000044528	Schmidt, Michael	200	5,988.22	4,175.56	
9000044529	Schraub, Daniel	200	5,123.64	3,708.80	
9000044530	Seastrom, Tamela	200	1,946.53	1,085.91	
9000044531	Sergeant, Andrew H	200	2,081.51	1,504.41	
9000044532	Slowiak, Vincent	200	4,045.04	2,677.83	
9000044533	Smid, Jason	200	3,846.76	2,783.21	
9000044534	Stevens, Patricia	200	4,996.80	3,548.69	
9000044535	Twaddle, Debra	200	1,096.62	655.87	
9000044536	Webber, Caitlyn	200	1,493.83	1,128.93	
9000044537	Weissinger, Zachary T	200	1,909.69	1,225.74	
9000044538	Wiertel, Jason	200	5,028.51	3,786.98	
9000044539	Wilson, Haley	200	550.85	515.64	
9000044540	Altic, Megan	300	3,833.04	2,602.76	
9000044541	Barker, Eric	300	3,251.88	2,312.08	
9000044542	Barnett, Sophie	300	2,145.38	1,670.19	

## Payroll Run Check Listing for Board

Payroll	10/31/2023	Lisle CUSD 202		
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044543	Bell, Courtney	300	1,105.76	734.08
9000044544	Bonini, Susan	300	1,186.07	658.70
9000044545	Boss, Celia	300	1,333.54	1,155.62
9000044546	Campian, James, JR	300	3,172.58	2,192.60
9000044547	Carlson, Susan M	300	1,293.29	1,013.18
9000044548	Chavez, Daniel	300	1,670.25	1,045.48
9000044549	Clavelli, Lauren	300	3,945.46	2,903.51
9000044550	Collins, Courtney	300	2,934.63	2,269.86
9000044551	Cornyn, Mary Beth	300	488.60	382.05
9000044552	Cyrus, Richard	300	5,591.64	3,613.42
9000044553	Cyrus, Tonia	300	3,632.55	2,253.74
9000044554	Dahleen, Shayla	300	3,375.26	2,424.91
9000044555	Davis, Brianne	300	4,473.30	3,381.37
9000044556	Davis, Courtney	300	2,155.38	1,518.72
9000044557	Dawson, Rachel	300	3,878.42	2,676.46
9000044558	De Leo, Michaela	300	2,212.88	1,748.52
9000044559	Dineen-Hendricks, Kathleen	300	1,007.92	648.31
9000044560	Dorsch, Rachael	300	1,982.83	1,613.28
9000044561	DuBois, Heidi	300	3,370.88	2,481.89
9000044562	Edman, Kelly A	300	2,158.73	1,140.66
9000044563	Elting, Teresa	300	945.60	700.63
9000044564	Emde, John C, II	300	2,323.61	708.06
9000044565	Frале, Alexa	300	6,408.61	4,769.19
9000044566	Gibson, Kayla	300	3,362.92	2,536.93
9000044567	Gilbert, Jennifer	300	3,053.58	2,362.48
9000044568	Graff, Patrick	300	4,399.47	3,472.65
9000044569	Han, Jieun	300	3,093.25	2,392.85
9000044570	Hausler, Linda	300	3,688.13	2,547.49
9000044571	Heneghan, Dipti	300	985.06	763.15
9000044572	Herrmann, Mary Jo	300	1,001.41	650.99
9000044573	Hicks, Dena	300	4,711.27	3,212.66
9000044574	Hill, Anna	300	2,542.00	1,774.27

## Payroll Run Check Listing for Board

Payroll	10/31/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044575	James, Lauren	300	3,085.30	2,310.54
9000044576	Jezyk, Anna	300	3,291.54	2,322.43
9000044577	Johnson, Diane	300	4,877.83	2,270.86
9000044578	Jung, Diane	300	1,165.52	612.91
9000044579	Karas, Monica	300	1,135.19	982.71
9000044580	Kerback, Patricia M	300	1,039.34	857.56
9000044581	Klepadlo, Scott E	300	3,267.25	2,133.84
9000044582	Klimes, Christy	300	4,639.88	3,249.02
9000044583	Kolacz, Jolanta	300	1,201.75	753.95
9000044584	Konior, Mandy	300	839.33	468.12
9000044585	Krestan, Kimberly S	300	905.83	696.75
9000044586	Lapham, Kathleen	300	4,275.01	3,283.45
9000044587	Larson, Richard W	300	2,442.02	1,793.23
9000044588	Lauten, Theresa	300	4,610.34	2,734.80
9000044589	Leonard, Arlene	300	4,877.82	3,770.32
9000044590	Livolsi-Hudgens, Carmella	300	864.00	480.54
9000044591	Lyell, Kelly	300	3,886.38	2,706.58
9000044592	MacNeille, Margaret A	300	2,097.83	1,711.35
9000044593	Maduzia, Vanessa	300	1,121.25	720.43
9000044594	Marino, Jillian	300	4,314.67	3,010.42
9000044595	Martin, Stacey	300	3,402.59	2,405.82
9000044596	Martinez-Alvear, Aldo	300	3,013.55	2,072.56
9000044597	Masa, Janelle	300	1,054.34	624.74
9000044598	Matteucci, Christina	300	1,982.83	1,539.62
9000044599	McCormick, Meredith	300	4,521.71	3,576.69
9000044600	Meister, Jennifer	300	3,489.79	2,632.19
9000044601	Meyer, Phillip	300	3,648.45	2,757.26
9000044602	Murphy, Trisha	300	3,489.79	2,543.40
9000044603	Nelson, Nicole	300	4,877.83	3,858.38
9000044604	Neustadt, Leslie	300	4,362.29	3,189.04
9000044605	O'Connor-Young, Sheri	300	1,801.80	1,358.29
9000044606	Ortiz, Carmen	300	2,064.47	1,406.57

## Payroll Run Check Listing for Board

Payroll	10/31/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044607	O'Shea, Amy	300	4,302.38	2,867.44
9000044608	Parker, Elizabeth	300	4,222.92	3,218.49
9000044609	Pavilionis, Vincent	300	3,251.88	2,384.86
9000044610	Polmanteer, Colette	300	3,569.13	2,185.44
9000044611	Poremba, Katherine	300	4,045.04	2,721.75
9000044612	Potempa, Tracey	300	3,727.79	2,840.17
9000044613	Pupillo, Lauren	300	3,727.79	2,649.84
9000044614	Remigio, Maria	300	4,681.55	3,305.82
9000044615	Reyes, Cathy M	300	1,179.05	770.41
9000044616	Rhoades, Kathleen E	300	3,489.79	2,563.40
9000044617	Rogalny, Danuta	300	956.93	733.26
9000044618	Rogers, Megan	300	3,172.58	2,654.93
9000044619	Rydel-Boesso, Eileen M	300	3,489.79	1,951.41
9000044620	Schlessinger, Lukas	300	3,291.55	2,235.65
9000044621	Schreiber Specca, Jill	300	6,154.50	4,447.44
9000044622	Schwarz, Jeanene	300	1,565.43	677.06
9000044623	Slade, Stephanie	300	3,085.30	2,277.16
9000044624	Smith, Elisa	300	4,473.30	3,182.75
9000044625	Soukup, Stephanie	300	2,555.92	1,569.79
9000044626	Staley, Shannon	300	3,910.22	2,901.41
9000044627	Stefani, Colleen	300	4,862.83	3,440.62
9000044628	Svejda, Michele	300	1,046.31	517.66
9000044629	Svoboda, Kathleen	300	2,369.54	1,864.80
9000044630	Toby, Maureen	300	3,529.46	2,593.00
9000044631	Todd, Adam	300	1,826.07	1,292.47
9000044632	Treadway, Katherine	300	3,412.67	2,340.39
9000044633	Tuzzolino, Victoria	300	3,450.17	2,553.59
9000044634	Weeks, Stacey	300	2,538.08	2,069.93
9000044635	Weissinger, Karla	300	1,000.17	624.64
9000044636	Williams, Abby	300	1,333.54	1,155.62
9000044637	Witt, Elizabeth	300	2,327.88	1,861.10
9000044638	Wojcik, Jane	300	1,184.96	1,085.61

## Payroll Run Check Listing for Board

Payroll		10/31/2023			Lisle CUSD 202
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount	
9000044639	Yaniz, Catherine	300	3,711.89	2,890.83	
9000044640	Zulawski, Andrea S	300	1,982.83	1,564.16	
9000044641	Dillard, Daniel	700	1,110.39	1,025.45	
9000044642	Anderson, Cathleen	800	284.00	251.76	
9000044643	Beck, Andrew J	800	862.68	697.40	
9000044644	Benson, Mary Diane	800	404.04	334.60	
9000044645	Bouck, Paula	800	142.00	137.91	
9000044646	Crenshaw, Samuel, JR	800	1,269.01	1,109.11	
9000044647	Daniels, Joyce	800	461.76	403.57	
9000044648	Dorn, William	800	200.00	174.80	
9000044649	Ducharme, Janet	800	661.76	538.37	
9000044650	Flores, Paola	800	461.76	413.58	
9000044651	Frigo, Scott	800	1,142.11	1,078.28	
9000044652	Galvez, Claudia	800	356.92	329.61	
9000044653	Grace, Jalen	800	1,110.39	990.49	
9000044654	Holub, Nicole	800	713.82	661.42	
9000044655	Keeling, Daniel T	800	713.82	643.88	
9000044656	Kulekowskis, Samantha	800	95.00	83.03	
9000044657	Lantz, Janet L	800	461.76	408.57	
9000044658	Lopez, Angel R	800	346.32	302.69	
9000044659	Malenke, Brian	800	951.76	831.84	
9000044660	Malinowski, Nicole	800	461.76	424.76	
9000044661	Putnam, Shannon	800	404.04	370.20	
9000044662	Quinlan, Kevin	800	450.00	393.29	
9000044663	Reese, Mary	800	875.00	736.66	
9000044664	Reif, James	800	793.13	693.20	
9000044665	Rivecco, Kendall	800	1,269.01	1,109.11	
9000044666	Rolando, Ross	800	1,308.67	1,163.78	
9000044667	Schmidt, Oliver	800	1,110.39	1,025.45	
9000044668	Shields, Rebecca	800	540.00	486.96	
9000044669	Smith, Stacy	800	404.04	353.13	
9000044670	Stratton, Carolyn	800	284.00	244.10	

## Payroll Run Check Listing for Board

Payroll	10/31/2023	Lisle CUSD 202		
Check/ ACH	Employee	Check Location	Pay Gross	Net Amount
9000044671	Visser, Marianne	800	404.04	358.13
9000044672	Wagge, Kimberlee	800	461.76	409.76
9000044673	Weber, Andrew	800	500.00	437.00
9000044674	Wong, Kevin David	800	180.00	157.32
			<b>853,055.39</b>	<b>600,957.91</b>

## Payroll Run Check Listing for Board

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Payroll	10/31/2023			Lisle CUSD 202
<b>Check/ ACH</b>	<b>Employee</b>	<b>Check Location</b>	<b>Pay Gross</b>	<b>Net Amount</b>
9000044383	Van Dyke, Lisa	100	-1,995.67	-1,442.81
			-1,995.67	-1,442.81

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**LISLE COMMUNITY UNIT SCHOOL DISTRICT #202**

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**VENDOR PAY ORDERS**

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This is to certify that the Board of Education of Lisle Community Unit School District No. 202 ratified the following vendor pay orders: November 27, 2023

**GENERAL CHECKING ACCOUNT**

<b>CHECKS ISSUED</b>	Beginning	120717	Ending	120720
	Beginning	120854	Ending	120858
	Beginning	120859	Ending	120889
	Beginning	120897	Ending	121042
<b>WIRES ISSUED</b>	Beginning	8000000960	Ending	8000000964
	Beginning	8000000965	Ending	8000000972
<b>ACH DEPOSITS</b>	Beginning	9000044965	Ending	9000044979
<b>WIRE TRANSFER VOIDS</b>	Beginning	8000000973	Ending	8000000976
<b>CHECK VOIDS</b>	Beginning	120891	Ending	120891

**FUND DISTRIBUTION**

EDUCATIONAL	\$	1,338,748.90
OPERATIONS & MAINTENANCE	\$	128,192.00
DEBT SERVICES	\$	-
TRANSPORTATION	\$	329,958.76
IMRF/SOCIAL SECURITY	\$	115,079.93
CAPITAL PROJECTS	\$	-
TOTAL	\$	<u>1,911,979.59</u>

**IMPREST CHECKING ACCOUNT**

<b>CHECKS ISSUED</b>	Beginning	10292	Ending	10320
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**FUND DISTRIBUTION**

EDUCATIONAL	\$	3,166.67
OPERATIONS & MAINTENANCE	\$	3,006.03
TRANSPORTATION	\$	511.82
TOTAL	\$	<u>6,684.52</u>

GRAND TOTAL \$ 1,918,664.11

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President - Board of Education

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Date

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Secretary - Board of Education

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Date

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 10/13/2023 ZPAY 10/13/2023

R - Regular Run Type

Check Number	Name	Net Check Amt
120717	Classified Employee	531.47
120718	Glenn Stearns Chapter 13	375.00
120719	Lisle CUSD #202	3,419.26
120720	Lisle Education Association	9,709.01
8000000960	Harris Bank	129,631.45
8000000961	Illinois Department Of Revenue	37,187.63
8000000962	Teachers' Health Ins Security	11,890.05
8000000963	Teachers' Retirement System	72,551.02
8000000964	U.S. OMNI	38,155.61
<b>Regular Checks:</b>	4	14034.74
<b>ACH Checks:</b>	0	0.00
<b>Wire Transfers:</b>	5	289415.76
<b>Total:</b>	<b>9</b>	<b>303,450.50</b>

# AP Check Register

Lisle CUSD 202

## Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	\$252,668.01	\$0.00	\$0.00	252668.01
20 - Operations & Maintenance	\$7,326.91	\$0.00	\$0.00	7326.91
40 - Transportation	\$172.16	\$0.00	\$0.00	172.16
55 - Social Security	\$43,283.42	\$0.00	\$0.00	43283.42

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 10/31/2023 ZPAYEOM 10/31/2023

R - Regular Run Type

Check Number	Name	Net Check Amt
120854	Classified Employee	560.10
120855	Glenn Stearns Chapter 13	375.00
120856	Lisle CUSD #202	3,419.26
120857	Lisle Education Association	9,734.97
120858	VSP of Illinois, NFP	4,483.20
8000000965	Educational Benefit Coop	430,374.79
8000000966	Harris Bank	128,952.29
8000000967	Illinois Department Of Revenue	37,018.89
8000000968	Illinois Municipal Retirement	47,447.34
8000000969	Teachers' Health Ins Security	11,951.27
8000000970	Teachers' Retirement System	72,924.02
8000000971	U.S. OMNI	37,579.61
8000000972	Voya Institutional Trust	119.63
<b>Regular Checks:</b>		
5	18572.53	
<b>ACH Checks:</b>		
0	0.00	
<b>Wire Transfers:</b>		
8	766367.84	
<b>Total:</b>	<b>13</b>	<b>784,940.37</b>

# AP Check Register

Lisle CUSD 202

## Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	\$673,740.94	\$0.00	\$0.00	673740.94
20 - Operations & Maintenance	\$39,078.04	\$0.00	\$0.00	39078.04
40 - Transportation	\$324.88	\$0.00	\$0.00	324.88
50 - Muncipal Retirement	\$29,535.85	\$0.00	\$0.00	29535.85
55 - Social Security	\$42,260.66	\$0.00	\$0.00	42260.66

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 10/31/2023 Lisa Van Dyke Reissue

R - Regular Run Type

Check Number	Name	Net Check Amt
120891	VSP of Illinois, NFP	0.00
8000000973	Educational Benefit Coop	0.00
8000000974	Harris Bank	0.00
8000000975	Illinois Department Of Revenue	0.00
8000000976	Illinois Municipal Retirement	0.00

<b>Regular Checks:</b>	1	0.00
<b>ACH Checks:</b>	0	0.00
<b>Wire Transfers:</b>	4	0.00
<b>Total:</b>	<b>5</b>	<b>0.00</b>

# AP Check Register

Lisle CUSD 202

## Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
20 - Operations & Maintenance	\$0.00	\$0.00	\$0.00	0.00
50 - Muncipal Retirement	\$0.00	\$0.00	\$0.00	0.00
55 - Social Security	\$0.00	\$0.00	\$0.00	0.00

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 10/31/2023 October 2023 End of Month

R - Regular Run Type

Check Number	Name	Net Check Amt
120859	Albertsons / Safeway	745.63
120860	Amazon Capital Services Inc	5,745.98
120861	AT&T: Acct 198-2	216.34
120862	AT&T: Acct 680	569.11
120863	AT&T: Acct 927	1,391.00
120864	AT&T: Acct 988-5	238.91
120865	Bergmann, Justin	136.00
120866	Capital One / Menards	305.75
120867	Capital One / Walmart	968.85
120868	ComEd (PO Box 6111)	8,186.27
120869	Cradeur, David	136.00
120870	DECA, Inc.	714.00
120871	Frigo, Scott	200.00
120872	Gifford, Bob, JR	136.00
120873	Home Depot Credit Services	479.49
120874	ISACS	300.00
120875	Klusacek, David	136.00
120876	Konica Minolta Business	960.00
120877	Lisle Community Unit School	6,741.67
120878	Mark Twain Hotel	208.00
120879	New Trier High School	500.00
120880	Quadient Finance USA, Inc	700.00
120881	Quadient Finance USA, Inc	500.00
120882	Quadient, Inc (Leasing)	241.68
120883	Quadient, Inc (Leasing)	241.68
120884	Sunrise Southwest LLC	171,661.11
120885	Terpening, Steve	136.00
120886	T-Mobile for Government	399.51
120887	Village of Lisle (Utilities)	498.01
120888	West Suburban DECA	304.00

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 10/31/2023 October 2023 End of Month

R - Regular Run Type

Check Number	Name		Net Check Amt
120889	Westway Coach, Inc		12,188.89
Regular Checks:	31	215885.88	
ACH Checks:	0	0.00	
Wire Transfers:	0	0.00	
Total:	31	215,885.88	

# AP Check Register

Lisle CUSD 202

## Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	\$16,526.05	\$0.00	\$0.00	16526.05
20 - Operations & Maintenance	\$14,998.01	\$0.00	\$0.00	14998.01
40 - Transportation	\$184,361.82	\$0.00	\$0.00	184361.82

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 11/27/2023 November 2023 Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
120897	Aguirre, Consuelo	175.00
120898	Ali-Abbas, Asra	48.00
120899	American Eagle Co Inc	157.93
120900	Amos Alonzo Stagg HS	200.00
120901	Anderson Pest Solutions	743.20
120902	Apple Inc.	705.50
120903	Aramark Services, Inc	121,356.20
120904	Aramark Uniforms & Career	334.85
120905	Barnes & Noble, Inc.	307.77
120906	Batavia High School	150.00
120907	Beecher High School Athletics	115.00
120908	Blick Art Materials	1,659.48
120909	BMO Harris Commercial Card	8,547.09
120910	Bright Market LLC dba	395.00
120911	BrightStar Healthcare	2,288.50
120912	BSN Sports, LLC	422.99
120913	Buckeye Cleaning Centers	3,020.42
120914	Buckeye Power Sales Co., Inc	415.00
120915	Buffalo Grove High School	230.00
120916	Candor Health Education	1,177.00
120917	Carolina Biological Supply	1,946.14
120918	CDW Government Inc	734.40
120919	Chicago Office Technology	600.20
120920	Christensen, Bettie	318.33
120921	Cintas Corp	343.20
120922	College of DuPage	396.00
120923	ComEd (PO Box 6111)	2,134.93
120924	ComEd (PO Box 6112)	17,720.80
120925	ComEd (PO Box 6112)	5,818.57
120926	Daily Herald Media Group	80.50
120927	Dan Feeney Assigning Service	177.00

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 11/27/2023 November 2023 Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
120928	Deli Management, Inc	38.76
120929	DeMoulin Brothers & Company	8,848.02
120930	Done Deal Promotions LLC	4,416.76
120931	DuPage County Building &	100.00
120932	Dupage High School District	5,557.50
120933	EBSCO Information Services,	730.00
120934	EdClub, Inc	551.25
120935	Elan Photography, Inc	1,106.00
120936	ESI Chicago, Incorporated	840.00
120937	FACIL Investments dba	221.60
120938	Flinn Scientific Inc	16.00
120939	Follett Content Solutions, LLC	1,112.60
120940	Fox Valley Fire & Safety	589.00
120941	G & G Lawncare Inc	5,405.00
120942	Gale/CENGAGE Learning	1,160.31
120943	Gateway Education Holdings	12,960.00
120944	Georgia CPR LLC	496.00
120945	Glen Ellyn School District 41	1,559.25
120946	Gopher Sport	89.15
120947	Grainger	520.91
120948	Greatland Corporation	1,277.57
120949	Green, Patricia	1,688.48
120950	Gurrie Middle School	250.00
120951	Home Depot U.S.A., Inc (GA)	93.80
120952	Home Depot U.S.A., Inc (TX)	6,897.94
120953	Howell, Bruce	3,500.00
120954	Huntley High School	200.00
120955	Illinois American Water	1,017.04
120956	Illinois American Water	80.08
120957	Illinois American Water	169.63
120958	Illinois American Water	425.31

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 11/27/2023 November 2023 Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
120959	Illinois Association of School	200.00
120960	Illinois Bone and Joint Institute	16,946.66
120961	Illinois Music Education	184.00
120962	Illinois Principals Association	199.00
120963	Illinois Science Olympiad	650.00
120964	Illinois Speech-Language-	290.00
120965	Illinois State Police	226.00
120966	Illinois State Treasurer	70.95
120967	Illinois Time Recorder Co	2,054.60
120968	Infinite Connections Inc	4,800.00
120969	IPSD 204	2,522.30
120970	Ivy Lane Corporation	115.98
120971	Jigsaw Learning LLC	697.58
120972	JM Irrigation LLC	240.00
120973	Johnson Controls Security	944.50
120974	JW Pepper & Son, Inc	276.59
120975	Kipp's Lawnmower Sales and	137.45
120976	Kriha Boucek LLC	467.50
120977	LessonPix, Inc	583.20
120978	Lexia Learning Systems LLC	500.00
120979	Leyden High School District 212	300.00
120980	Lincoln-Way East High School	225.00
120981	Linden Oaks Tutoring Services	483.60
120982	Lisle High School Activity	505.00
120983	Lisle-Woodridge Fire District	560.00
120984	Literacy Resources, LLC	768.96
120985	Lockport Township High School	170.00
120986	LocoRobo Innovations Inc.	1,075.00
120987	Maas, Joseph L	550.00
120988	Marquardt School District 15	1,924.00
120989	Menta Academy Midway	8,078.70

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 11/27/2023 November 2023 Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
120990	National Engravers Inc	29.50
120991	National Lift Truck, Inc	740.00
120992	National Restaurant Association	375.00
120993	NCS Pearson, Inc	225.50
120994	NEUCO Inc	1,471.26
120995	New Connections Academy	13,887.51
120996	New Direction Solutions, LLC	6,829.50
120997	Nicor Gas	990.42
120998	Nicor Gas	720.00
120999	Nicor Gas	336.26
121000	Nicor Gas	290.57
121001	Nicor Gas	345.54
121002	Odeh, Aya	1,795.50
121003	Ombudsman Educational	1,110.00
121004	Oswego High School	200.00
121005	Otis Elevator Company	910.00
121006	Plano High School	600.00
121007	Playaway Products LLC	380.93
121008	Polo Community High School	200.00
121009	Powerone Supply, Inc	1,062.82
121010	Quinlan & Fabish Music	249.46
121011	Read Naturally, Inc	564.90
121012	Ridgewood High School	550.00
121013	Riteway Glass Inc	225.00
121014	River Bend Golf Club	2,856.00
121015	Rolling Meadows High School	385.00
121016	S.E.A.L. South, Inc	11,684.18
121017	School Association for Special	25,810.98
121018	School Specialty, LLC	181.84
121019	SEAL of Illinois Inc	23,295.38
121020	Searcy Medical Solutions, Inc	400.00

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 11/27/2023 November 2023 Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
121021	Sonova USA Inc dba Phonak	1,819.74
121022	Special Education Systems,	4,277.28
121023	Stillman Valley High School	200.00
121024	Streamwood Behavioral	5,921.60
121025	Super Duper Publications	60.95
121026	Technology Center of DuPage	35,086.94
121027	That's Great News, LLC	515.60
121028	The Fitness Connection	515.83
121029	Therapy Shoppe, Inc	115.48
121030	Timothy Christian	225.00
121031	Vanguard Energy Services,	3,697.56
121032	Ventris Learning LLC	90.00
121033	Vex Robotics, Inc.	711.92
121034	Village of Lisle	14,137.50
121035	Volt Electric Inc	1,485.00
121036	Warehouse Direct	2,474.06
121037	Waste Management of Illinois,	1,809.69
121038	Western Psychological Services	144.30
121039	Westway Coach, Inc	128,941.24
121040	WEX Health, Inc	189.00
121041	Wilmington High School	175.00
121042	Winsor Learning LLC	22,013.00
9000044965	Buchholz, Marilyn	56.33
9000044966	Campian, James, JR	336.07
9000044967	Fitzgerald, Karen	50.44
9000044968	Hardy, Venessa	432.26
9000044969	Hawley, Ashley	40.74
9000044970	Johnson, Diane	181.04
9000044971	Kim, Paul	151.96
9000044972	Maldre, Sarah	144.93
9000044973	Marcum, Thomas C	595.66

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 11/27/2023 November 2023 Board Bills

R - Regular Run Type

Check Number	Name	Net Check Amt
9000044974	McIntyre, Celeste	66.00
9000044975	Musbach, Darlene	128.89
9000044976	O'Hara, James	56.96
9000044977	Stellmacher, James M	367.67
9000044978	Tsamis, Anna	32.36
9000044979	Wojcik, Jane	368.26
<b>Regular Checks:</b>	146	604693.27
<b>ACH Checks:</b>	15	3009.57
<b>Wire Transfers:</b>	0	0.00
<b>Total:</b>	<b>161</b>	<b>607,702.84</b>

# AP Check Register

Lisle CUSD 202

## Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	\$395,813.90	\$0.00	\$0.00	395813.90
20 - Operations & Maintenance	\$66,789.04	\$0.00	\$0.00	66789.04
40 - Transportation	\$145,099.90	\$0.00	\$0.00	145099.90

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 10/06/2023 Imprest 10.06.23

R - Regular Run Type

Check Number	Name	Net Check Amt
10292	AT&T: Acct 680	554.80
10293	AT&T: Acct 927	1,391.00
10294	AT&T: Mobility	119.08
10295	Buchner, Gregg	116.00
10296	Consdorf, Lindsay	175.00
10297	Dresden, Drew	54.00
10298	Knapp, Daniel	116.00
10299	Larocca, Thomas	116.00
10300	O'Keeffe, Kevin	116.00
10301	Patel, Samir	54.00
10302	Rocha, Jesse	175.00
10303	Sawicki Sr, Steven A	116.00
10304	T-Mobile for Government	424.76
10305	Turnbull, Leonard	116.00
10306	Wardzala, Kevin	116.00
10307	WEX Bank	1,466.55
<b>Regular Checks: 16</b>		<b>5226.19</b>
<b>ACH Checks: 0</b>		<b>0.00</b>
<b>Wire Transfers: 0</b>		<b>0.00</b>
<b>Total: 16</b>		<b>5,226.19</b>

Accounts Payable Run: 10/12/2023 Imprest 10.12.23

R - Regular Run Type

Check Number	Name	Net Check Amt
10308	Aguilar Morales, Carlos	147.00
10309	Alstott, Noah	136.00
10310	AT&T: Acct 430-0	114.53
10311	Bunge, Michael	54.00
10312	Dupage IASBO	30.00
10313	Hunt, Russ	147.00
10314	Kargol, Jeff	116.00
10315	McGill, Carl	136.00
10316	Reilly, Sarah	54.00

# AP Check Register

Lisle CUSD 202

Accounts Payable Run: 10/12/2023 Imprest 10.12.23

R - Regular Run Type

Check Number	Name	Net Check Amt
10317	Schroeder, Joshua	136.00
10318	Shroba, Jennifer	116.00
10319	Stinnette, Dandre	136.00
10320	West, Mike	136.00
<b>Regular Checks:</b>	13	1458.53
<b>ACH Checks:</b>	0	0.00
<b>Wire Transfers:</b>	0	0.00
<b>Total:</b>	<b>13</b>	<b>1,458.53</b>

# AP Check Register

Lisle CUSD 202

## Fund Summary

Fund	Balance Sheet	Revenue	Expense	Total
10 - Educational	\$3,166.87	\$0.00	\$0.00	3166.87
20 - Operations & Maintenance	\$3,006.03	\$0.00	\$0.00	3006.03
40 - Transportation	\$511.82	\$0.00	\$0.00	511.82

**FOR ACTION**

**Lisle Community Unit School District 202  
Board Of Education Meeting  
November 27, 2023**

**SUBJECT:** Approval of Classified Employment.

**BACKGROUND:** The Administration is pleased to recommend the employment of the classified candidate as outlined by the Administrative recommendation included in your packet.

**FINANCIAL IMPACT:** These positions are budgeted for FY 24.

**RECOMMENDATION:** Approval of employment.

**SUGGESTED MOTION:** That the Board of Education approves the employment of:

Jakeda Downs, Paraprofessional at Lisle Elementary School, will be placed at Step 0 (\$17.36/hr.).

Mariya Pereshliuha, Paraprofessional at Lisle Elementary School, will be placed at Step 5 (\$18.19/hr.).

Amanda Wilcox, Paraprofessional at Lisle Elementary School, will be placed at Step 5 (\$18.19/hr.).

<b>Name</b>	<b>School</b>	<b>Placement</b>	<b>Salary</b>
Downs, Jakeda	LES	Step 0	\$ 17.36/hr.
Pereshliuha, Mariya	LES	Step 2	\$ 18.19/hr.
Wilcox, Amanda	LES	Step 5	\$ 18.19/hr.



**RECOMMENDATION FOR NEW EMPLOYEE**

Date: November 21, 2023	Recommended by: Patrick Graff & Elizabeth Parker
Primary position to be filled: Paraprofessional	
Secondary position to be filled:	
Please indicate if this is a grant position (if so, indicate grant):	
Replacing: Rhonda Grimm	New position:
Name of recommended individual: Jakeda Downs	
College or University and Major/Minor field of study: Northern Illinois University	
Please list all relevant prior experience: Assistant Deli Manager – Jewel Osco Mom of 4 Children	
Start date: Tuesday, November 21, 2023	Board approval date: November 27, 2023
Recommended salary schedule placement: Step 0, \$ 17.36/hr.	
Full-time equivalency (FTE):1.0	Contracted days: 176
Background information: Jakeda will be a great addition to our paraprofessional team at LES. As a mom of 4 children, she has volunteered in her children’s schools. In her current role at Jewel, she has learned the importance of teamwork with the adults she works with. Jakeda emphasized how important relationships were to her to know her students better.	



**RECOMMENDATION FOR NEW EMPLOYEE**

Date: November 8, 2023	Recommended by: Jen Zimmerman
Primary position to be filled: Paraprofessional	
Secondary position to be filled:	
Please indicate if this is a grant position (if so, indicate grant):	
Replacing: Jenna Biezynski	New position:
Name of recommended individual: Mariya Pereshliuha	
College or University and Major/Minor field of study: Pedagogical and Economic University in Ukraine - History Specialist	
Please list all relevant prior experience:  Taught for 12 years at a university in Ukraine	
Start date: November 27, 2023	Board approval date: 11/27/2023
Recommended salary schedule placement: Step 5, \$18.19/hr.	
Full-time equivalency (FTE): 1.0	Contracted days: 176
Background information:  Mariya has teaching experience in Ukraine and has her paraprofessional and PEL in Illinois. She is certified to teach Social Science grades 6-12.	



**RECOMMENDATION FOR NEW EMPLOYEE**

Date: November 21, 2023	Recommended by: Patrick Graff & Elizabeth Parker
Primary position to be filled: Paraprofessional	
Secondary position to be filled:	
Please indicate if this is a grant position (if so, indicate grant):	
Replacing: Wendy Shehee	New position:
Name of recommended individual: Amanda Wilcox	
College or University and Major/Minor field of study: Elmhurst College – Communication Disorders	
Please list all relevant prior experience: Giant Steps – Paraprofessional By Your Side – Behavioral Therapist Community Access Naperville – Lead Staff Mem	
Start date: ASAP	Board approval date: November 27, 2023
Recommended salary schedule placement: Step 5 (\$ 18.19/hr.)	
Full-time equivalency (FTE): 1.0	Contracted days: 176
Background information: Amanda will be a great addition to our paraprofessional team at LES. Amanda has experience working with students of all ages. She has previously worked as a paraprofessional at Giant Steps. Amanda emphasized how important relationships were to her to know her students better.	

**FOR ACTION**

**Lisle Community Unit School District 202  
Board Of Education Meeting  
November 27, 2023**

**SUBJECT:** Approval of Non-Bargaining Unit Employment.

**BACKGROUND:** The Administration is pleased to recommend the employment of the Non-Bargaining Unit candidate as outlined by the Administrative recommendation included in your packet.

**FINANCIAL IMPACT:** These positions are budgeted for FY 23.

**RECOMMENDATION:** Approval of employment.

**SUGGESTED MOTION:** That the Board of Education approve the employment of:

Cheryl Schaefer, Payroll & Benefits Specialist in Central Office. Her hourly rate is placed at \$34.50/hr.

<b>Name</b>	<b>School</b>	<b>Placement</b>	<b>Salary</b>
Schaefer, Cheryl	Central Office	Payroll & Benefits Specialist	\$ 34.50/hr.



**RECOMMENDATION FOR NEW EMPLOYEE**

Date: November 19, 2023	Recommended by: David Wilkinson
Primary position to be filled: Payroll & Benefits Specialist	
Secondary position to be filled:	
Please indicate if this is a grant position (if so, indicate grant): N/A	
Replacing: Tracey Prosser	New position:
Name of recommended individual: Cheryl Schaefer	
College or University and Major/Minor field of study: N/A	
Please list all relevant prior experience: Bensenville School District 2 – Payroll/Insurance Supervisor Glen Ellyn School District 41 – Payroll Specialist Addison School District 4 - Payroll	
Start date: Wednesday, November 1, 2023	Board approval date: Monday, November 27, 2023
Recommended salary schedule placement: \$34.50 per hour (\$71,760 annually)	
Full time equivalency (FTE): 1.0	Contracted days: 260
Background information: Cheryl has worked in payroll or human resources at multiple school districts in DuPage County for the past fourteen years. She spent most of the last 5 years as the Payroll Specialist at Glen Ellyn School District 41 where she was able to implement new processes that made the payroll process work seamlessly. Cheryl also was responsible for accurately processing payroll, TRS and IMRF reporting, W-2's, quarterly tax filings, and other day to day affairs of the payroll office. She is eager to join Lisle 202 and help streamline processes wherever possible. References described her as a "fantastic" employee and strongly recommended that she be hired if given the opportunity. I am excited to welcome Cheryl to the Lisle 202 District Office and feel she will be a great addition to the team.	

**FOR ACTION**

**Lisle Community Unit School District 202  
Board Of Education Meeting  
November 27, 2023**

**SUBJECT:** Approval of Extra-Duty Employment.

**BACKGROUND:** The Administration is pleased to recommend the employment of the classified candidate as outlined by the Administrative recommendation included in your packet.

**FINANCIAL IMPACT:** These positions are budgeted for FY 2024.

**RECOMMENDATION:** Approval of employment.

**SUGGESTED MOTION:** That the Board of Education approve the employment of:

Jordan Buchelt, Head Cheerleading Coach at Lisle Junior High School. She is placed at Category VII, Level 1, Step 1 (\$ 1,904).

Daniel Keeling, Assistant Director for Spring Musical at Lisle Senior High School. He is placed at Category III, Level 3, Step 7 (\$4,283).

Gregory Osborn, Assistant Wrestling Coach at Lisle Senior High School. He is placed at Category IV, Level 1, Step 1 (\$3,807).

James Reif, Head Bowling Coach at Lisle Senior High School. He is placed at Category III, Level 2, Step 5 (\$ 5,711).

<b>Name</b>	<b>School</b>	<b>Placement</b>	<b>Salary</b>
Buchelt, Jordan	LJHS	Step 1	\$1,904
Keeling, Dan	LSHS	Step 7	\$4,283
Osborn, Gregory	LSHS	Step 1	\$3,807
Reif, James	LSHS	Step 5	\$5,711



**RECOMMENDATION FOR NEW EMPLOYEE**

Date: 11/16/2023	Recommended by: Dave Kearney
Primary position to be filled: LJHS Varsity Cheerleading Coach	
Secondary position to be filled:	
Please indicate if this is a grant position (if so, indicate grant):	
Replacing: Tara Dooley	New position:
Name of recommended individual: Jordan Buchelt	
College or University and Major/Minor field of study: College of Dupage	
Please list all relevant prior experience: Jordan is a former student in the district and a current aide at the high school. Jordan participated in cheerleading throughout her time as a student. Jordan also has extensive experience working with kids at the Lisle Park District.	
Start date: Monday, November 27, 2023	Board approval date: November 27, 2023
Recommended salary schedule placement: Category VII, Level 1 (Step 1, \$ 1,904)	
Full time equivalency (FTE): 1.0	Contracted days: Seasonal
Background information: Jordan's experience participating in cheerleading combined with her strong work ethic, will make her a great coach and role model for our students.	



**RECOMMENDATION FOR NEW EMPLOYEE**

Date: 11/16/23	Recommended by: Tom Marcum
Primary position to be filled: Assistant Musical Director	
Secondary position to be filled:	
Please indicate if this is a grant position (if so, indicate grant):	
Replacing: Brian Blankenship	New position:
Name of recommended individual: Daniel Keeling	
College or University and Major/Minor field of study:  Otterbein University - Bachelors in Fine Arts, Acting	
<p>Please list all relevant prior experience:</p> <p>One Acts Festival (NCHS) writer, assistant director, and stage manager. I wrote, assistant directed, and stage-managed a one-act at Naperville Central. I won best writing with my piece at the end of the festival. 2017</p> <p>Wrote, choreographed, edited, and starred in an Official Music Video with over 145,000 views. Earl St. Clair (Criminal) directed by Sam Wichhart. 2017</p> <p>Won the Kids Matter Video Award for an original short film I wrote/starred in. 2017</p> <p>Link Leader at Naperville Central. I led a small group of freshmen once a week during lunch in group activities to help them get acquainted with high school. 2017-2018</p> <p>BFA in Acting and Performance from Otterbein University. Studied Stanislavski and Chekhov methods, along with dance and movement, (Alexander Technique, Feldenkrais) along with performing in multiple full-length productions such as <i>A Lie of The Mind</i> (Mike) and <i>The Heidi Chronicles</i> (Scoop Rosenbaum). 2019-2023</p> <p>Assistant choreographed the dance concert at Otterbein University alongside Stella Kane. I was responsible for the performers and the choreography, communicating with the costume and light designers, and making sure the artistic vision was cohesive. 2022</p> <p>Intern for Lily's Talent Agency. Typical days were reading with talent who were auditioning/sitting in on auditions, calling out auditions for talent, and finding casting calls in Chicago.</p>	

Signed by Lily's in February 2023 for representation. 2023

Worked for Hershey as a spokesperson/live performer in the Sweets and Snacks Expo Trade Show at McCormick Place. Print work for FOS furniture and Ian McClaren. 2023

Current master's student at Northeastern Illinois studying Communication, Media, and Theatre. 2023

Lisle High School Fall Play Director 2023

Start date: ASAP

Board approval date: November 27, 2023

Recommended salary schedule placement: Category 3 - Level 3, Step 7 (\$ 4,283)

Full time equivalency (FTE): 1.0

Contracted days: Seasonal

**Background information:**

"Daniel Keeling has a proven track record as a stage director following a very successful 2023 Fall Play. His youth, energy, enthusiasm, and positive spirit have quickly made him a key component of the theatrical production team at Lisle High School. Through his work on the fall play, I have found that he works well not only with our actors but also with returning musical production staff, including our choreographer, musical director, and set design/construction staff. I recommend Daniel without reservation." Jim Stellmacher, Fine Arts Department Head.



**RECOMMENDATION FOR NEW EMPLOYEE**

Date: 11/16/23	Recommended by: Tom Marcum
Primary position to be filled: Assistant Wrestling Coach	
Secondary position to be filled:	
Please indicate if this is a grant position (if so, indicate grant):	
Replacing: Dan Sanko	New position:
Name of recommended individual: Gregory Osborn	
College or University and Major/Minor field of study: <ul style="list-style-type: none"> <li>- Elmhurst College - Physical Education</li> <li>- University of Wisconsin, Platteville - Business Administration</li> </ul>	
Please list all relevant prior experience: <ul style="list-style-type: none"> <li>- Lisle High School - Volunteer Wrestling Coach - 1 year</li> </ul>	
Start date: ASAP	Board approval date: November 27, 2023
Recommended salary schedule placement: Category IV - Level 1, Step 1 (\$3,807)	
Full-time equivalency (FTE): 1.0	Contracted days: Seasonal
<p>Background information:</p> <p>“Greg Osborn is a Lisle alumni whom I've had the pleasure of knowing for over 20 years. Greg wrestled for Lisle High School from 2008-2012. He would go on to continue his wrestling career at the University of Platteville, where he gained advanced knowledge of the sport. Greg has also been supportive of our program, and has volunteered his time to help with our summer camps. Greg is a physical education teacher, and works tremendously well with kids.” Brandon Wolak, Head Wrestling Coach.</p>	



**RECOMMENDATION FOR NEW EMPLOYEE**

Date: 10/24/23	Recommended by: Tom Marcum
Primary position to be filled: Head Girls' Bowling Coach	
Secondary position to be filled:	
Please indicate if this is a grant position (if so, indicate grant):	
Replacing: Elena Pivek	New position:
Name of recommended individual: James Reif	
College or University and Major/Minor field of study:	
Please list all relevant prior experience: - Volleyball Assistant Coach (Lisle High School) - 5 years	
Start date: ASAP	Board approval date: Oct. 30, 2023
Recommended salary schedule placement: Category III - Level 2, (Step 5, \$ 5,711)	
Full-time equivalency (FTE): 1.0	Contracted days: Seasonal
Background information: James Reif will do an excellent job growing the bowling program similar to what he has been able to accomplish with the volleyball program. I am eager to see his ability to connect with our student-athletes transfer to another sport/season.	

**FOR ACTION**

**Lisle Community Unit School District 202  
Board Of Education Meeting  
November 27, 2023**

**SUBJECT:** Acceptance of Extra-Duty Resignation.

**BACKGROUND:** A resignation has been received from an Activity Sponsor.

**FINANCIAL IMPACT:** This position has been included in the FY 24 budget and will be filled accordingly.

**RECOMMENDATION:** Acceptance of Resignation.

**SUGGESTED MOTION:** That the Board of Education accepts the resignation of:

Monica Blatchley, Because Club Sponsor at Lisle Junior High School, has submitted her resignation for her club sponsorship to be effective October 3, 2023.

**FOR APPROVAL**

**Lisle Community Unit School Dist. 202  
Board of Education Meeting  
November 27, 2023**

**SUBJECT:** Revised Licensed Job Descriptions

**BACKGROUND DATA:** The updated licensed job descriptions include an update to a 181-day contract for LEA members and to clarify the expectation that reporting to the District buildings (non-remote) is an essential job function for personnel. The updated job descriptions do not change the intent, responsibilities or expectations of any position.

<b>Level</b>	<b>Job Description</b>
Elem.	Early Childhood Teacher - Special Education
Elem.	Classroom Teacher
Elem.	Instructional Specialist
Elem.	Technology Education Teacher/Specialist
Elem.	Technology Education Coach
Elem.	Gifted/Accelerated Learning Teacher
PK-5	Title I Reading Teacher
K-12	English Language Learner/English as a Second Language Teacher
PK-12	Special Education Teacher and Inclusion Facilitator
PK-12	Interventionist/Problem Solving Coach
HS	School Counselor
HS	Business Education Teacher
HS	Consumer Education Teacher
HS	English/Reading Teacher
HS	Family and Consumer Science Teacher
HS	Foreign Language - French Teacher
HS	Foreign Language - Spanish Teacher
HS	Health Teacher
HS	Mathematics Teacher
HS	Science Teacher
HS	Social Science Teacher
HS	Department Head
HS	Driver Education Teacher
5-12	Instrumental Music/Band Teacher
JH	Family Consumer Science Teacher
JH	English Teacher
JH	Foreign Language/French Teacher
JH	Foreign Language/Spanish Teacher

JH	Gifted Teacher
JH	Mathematics Teacher
JH	Reading Teacher (English)
JH	Science Teacher
JH	Social Science Teacher
JH	Intervention Specialist
6-12	Secondary Technology Education Teacher
PK-12	Art Teacher
PK-12	Music/Choir Teacher
PK-12	Physical Education Teacher
PK-12	School Psychologist
PK-12	School Nurse
PK-12	Social Worker
PK-12	Speech Therapist
PK-12	Instructional Technology Integration Coordinator
PK-12	Library Media Specialist
PK-12	Building Principal

**FINANCIAL IMPACT:** None

**RECOMMENDATION:** Administration recommends that the Board of Education approved the licensed job descriptions as presented.

**SUGGESTED MOTION:** The Board of Education approves the amended licensed job descriptions as presented.



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Art Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Teaches knowledge and skills in art, including crafts, drawing, painting, lettering, design, commercial art, art history, and three-dimensional art to secondary pupils, following the course of study adopted by the Board of Education, and other appropriate learning activities.
- c. Provides instruction by which students develop aesthetic concepts and appreciation and the ability to make qualitative judgments about art, art appreciation and what constitutes art.
- d. Conducts ongoing assessment of student skills and learning in artistic techniques and expression, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- e. Demonstrates techniques in activities such as drawing, painting, and modeling, using standard and teacher-prepared instructional aids.
- f. Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration, and working time.
- g. Instructs pupils in proper care and use of tools and equipment used in art classes.
- h. Plans and presents art displays and exhibitions designed to exhibit pupils' work for the school and the community. May sponsor exhibits from outside.
- i. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- j. Administers standardized tests in accordance with District testing programs.

- k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- q. Coordinates with other professional staff members to evaluate and assess curriculum, and participates in faculty meetings and committees.
- r. Travels to school district buildings and professional meetings as required.
- s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- y. Ensure all students are on the path to college and career readiness.
- z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of

documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Driver Education Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Safely facilitates driving schedules and routes in accordance with time schedules and needs of students.
- b. Inspects assigned vehicle on a daily basis prior to transporting of passengers to ensure that vehicle is in good, clean and safe working order.
- c. Cleans and refuels vehicle as needed.
- d. Ensures that a communication device is in proper working order before each trip.
- e. Reports all mechanical needs or deficiencies, traffic violations, or accidents, promptly.
- f. Develops and administers school curriculum consistent with school district goals and objectives.
- g. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- h. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- i. Administers standardized tests in accordance with District testing programs.
- j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- k. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.

- m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- n. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- o. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- p. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- q. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- r. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- s. Travels to school district buildings and professional meetings as required.
- t. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- u. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- v. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- w. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- x. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- y. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- z. Ensure all students are on the path to college and career readiness.
- aa. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district

policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **Early Childhood Teacher / Special Education**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
- b. Facilitates the planning of a program that meets the individual's needs and abilities.
- c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
- d. Prepares, implements, and monitors Individualized Education Programs for students in the program.
- e. Develops and administers school curriculum consistent with school district goals and objectives.
- f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- g. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- h. Administers standardized tests in accordance with District testing programs.
- i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
- j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.

- l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws and provides relevant information to parents, administration, and teachers regarding their students' educational needs.
- n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- r. Travels to school district buildings and professional meetings as required.
- s. Participates in a variety of formal and informal meetings, multi-disciplinary staffings and pre-referral meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
- t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- y. Ensure all students are on the path to college and career readiness.
- z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and

draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **Elementary Classroom Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with children from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to children and others in the school community.
- Ability to sit with children on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act Status:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **Elementary Gifted / Accelerate Learning Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Team-teach with teachers on special projects and/or lessons and provides resource material to classroom teachers.
- b. Provide parents of Accelerate Learning students with appropriate information regarding aspects of the gifted child.
- c. Assist in staff development for AT/gifted teachers.
- d. Consults with staff regarding programing for Grades K, 1 & 2 and supports in providing opportunities to explore topics in depth and develop higher level thinking skills.
- e. Assist with state Gifted Grant writing, implementation, expenditure of funds, and program evaluation.
- f. Develops and administers school curriculum consistent with school district goals and objectives.
- g. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- h. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- i. Administers standardized tests in accordance with District testing programs.
- j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- k. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

- l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- n. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- o. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- p. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- q. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- r. Travels to school district buildings and professional meetings as required.
- s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- w. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- x. Ensure all students are on the path to college and career readiness.
- y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages

of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **Elementary Instructional Specialist**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
  - Ability to move around the classroom or other locations.

- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Work with teachers to support best practices in using data to improve student instruction.
- b. Use data to make recommendations about potential next steps to address areas of improvement across PreK-5 instruction.
- c. Provide peer coaching and feedback to enhance and support the development of PreK-5 teaching staff.
- d. Serve as an expert in national trends and best practices in curriculum development and instructional strategies for all students.
- e. Serve as a resource of professional development, materials and support to individual teachers and teacher teams PreK-5 in meeting the schools improvement plan goals.
- f. Serve as a coach to teachers by providing advice on improving and enhancing individual lessons and units based on ongoing analysis of data sources. This includes, but is not limited to:
  - Collaboratively building and reviewing lesson plans, unit plans and assessments
  - Understanding scope and sequence models
  - Observing classroom instruction and offering comprehensive analysis and feedback
  - Provide instructional strategy best practice training, as needed
  - Support the development of curriculum
  - Cultivating a standards-based, data and results-oriented culture
- g. Work with the grade level teams on design and implementation of grade-level assessments.
- h. Develops and administers school curriculum consistent with school district goals and objectives.
- i. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.

- j. Administers standardized tests in accordance with District testing programs.
- k. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- n. Organizes and maintains a system for accurate and complete record-keeping as required by district procedures and applicable laws.
- o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- q. Coordinates with other professional staff members to evaluate and assess curriculum, and participates in faculty meetings and committees.
- r. Travels to school district buildings and professional meetings as required.
- s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- w. Prepares a variety of written materials for the purpose of documenting student progress and meeting mandated requirements.
- x. Ensure all students are on the path to college and career readiness.
- y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and

draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Elementary Technology Teacher / Specialist**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers technology education curriculum consistent with school district goals and objectives; develops technology units to be delivered in the classroom or technology lab.
- b. Designs learning activities to demonstrate the application of technical skills to everyday existence; guides students in the selection of projects or experiments.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
- d. Instructs students in the proper and safe use, care and storage of tools, machines and equipment.
- e. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- f. Coordinates with other professionals, Director of Technology, staff members, and others for the purpose of maximizing the uses and effectiveness of technology in student learning activities.
- g. Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records; ensures machines and equipment are in proper working order.
- h. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- i. Administers standardized tests in accordance with District testing programs.

- j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- p. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- q. Travels to school district buildings and professional meetings as required.
- r. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- s. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- t. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- u. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- v. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- w. Ensure all students are on the path to college and career readiness.
- x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the

functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **Elementary Technology Education Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers technology education curriculum consistent with school district goals and objectives; develops technology units to be delivered in the classroom or technology lab.
- b. Designs learning activities to demonstrate the application of technical skills to everyday existence; guides students in the selection of projects or experiments.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Instructs students in the proper and safe use, care and storage of tools, machines and equipment.
- e. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- f. Coordinates with other professionals, Assistant Principal for Curriculum and Instruction, staff members, and others for the purpose of maximizing the uses and effectiveness of technology in student learning activities.
- g. Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records; ensures machines and equipment are in proper working order.
- h. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- i. Administers standardized tests in accordance with District testing programs.
- j. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.

- k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- p. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- q. Travels to school district buildings and professional meetings as required.
- r. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- s. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- t. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- u. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- v. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- w. Ensure all students are on the path to college and career readiness.
- x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **English Language Learner / English as a Second Language Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
- b. Facilitates the planning of a program that meets the individual's needs and abilities.
- c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
- d. Prepares, implements, and monitors ELL/ESL instruction for students in the program.
- e. Develops and administers school curriculum consistent with school district goals and objectives.
- f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- g. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- h. Administers standardized tests in accordance with District testing programs.
- i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

- k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- r. Travels to school district buildings and professional meetings as required.
- s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- y. Ensure all students are on the path to college and career readiness.
- z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of

documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **High School Business Education Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Teaches knowledge and skills in the following subjects to secondary students: typing, note-taking, bookkeeping, record-keeping, office procedures, business communications, data processing or basic business principles.
- e. Provides instruction on the use and development of skills in the use of office equipment, technology (including the use of computer network systems and applications, and business techniques such as those used in merchandising).
- f. Prepares appropriate instructional aids and display materials to enhance learning.
- g. Instructs students in use, care, and safe operation of business equipment.
- h. Administers standardized tests in accordance with District testing programs.
- i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

- k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- r. Travels to school district buildings and professional meetings as required.
- s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- y. Ensure all students are on the path to college and career readiness.
- z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of

documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **High School Consumer Education Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **High School Department Head**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Provides direction and coordination to ensure comprehensive and sequential curriculum and instruction and development plans in the content area.
- b. Coordinates, supervises, and supports the teaching of the content area in the District.
- c. Prepares, monitors and implements individual department plans and activities, including leading department staff and PLC meetings.
- d. Assists in the development of the curriculum in the content area to ensure academic excellence, creative problem solving and social emotional learning.
- e. Assists in the observation of classroom teaching.
- f. Organizes and coordinates the content area curriculum development activities, including preparation of curriculum guides, resource units and courses of study. Assures the integration of these areas with the other curricula in the District.
- g. With the help of administration, coordinates Performance Evaluation Reform Act (PERA) student growth measures for the department.
- h. Ensures Department follows school policies on assessment and grading.
- i. Provides for continuing improvement of instruction through professional development, cooperation with building administrators, teacher observations and classroom visits.
- j. Supports the introduction and utilization of innovative teaching materials and techniques in line with best educational practices.
- k. Assists in the recruitment and selection of staff.
- l. Develops the department master schedule with the Principal.
- m. Plans, compiles and manages the content area district budgets.
- n. Makes recommendations regarding the placement and educational plans of students.
- o. Keeps current of developments in the content area and provides staff members with assistance and instructional material as appropriate.

- p. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research.
- q. Develops and conducts orientation in content area for new teaching staff.
- r. Ensure all students are on the path to college and career readiness.
- s. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting

schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **High School English / Reading Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **High School Family and Consumer Science Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **High School Foreign Language / French Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **High School Health Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **High School Mathematics Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **High School Science Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **High School Social Science Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **High School Foreign Language / Spanish Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Instructional Technology Integration Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Serve as a resource for teachers to enhance their curriculum through the use of technology and for their professional development.
- b. Collaborate with teachers to support their use of technology in delivery of curricula through a variety of instructional methods. In partnership, the Instructional Technology Integration Coordinator and the teacher will work toward integrating the use of hardware, software and internet resources in support of student learning and assessment, and assisting teachers in meeting state and national standards for subject-area and technology-learning objectives.
- c. Guide staff to information literacy competency using available resources and tools.
- d. Coach staff through their use of information resources and tools; and collaborate with staff in designing classroom projects that integrate academic subject areas and technology skills.
- e. Maintain current knowledge with the curriculum standards and the application of the technology standards to all content areas. Stay abreast of educational research and emerging trends regarding effective use of technology and implement new technologies for the potential to improve student learning.
- f. Create learning resources for teachers, staff and students. These may include web sites, tutorials, interactive programs and databases that support teachers in integrating technology. Ideally, teachers will be guided and encouraged to develop their own resources, while the Instructional Technology Integration Coordinator will support these efforts by providing additional support as needed.
- g. Administrate online resources, software, library, and curriculum related programs.
- h. Develop, implement, and maintain a system for the dissemination of information regarding the use of technology in curriculum and instruction.

- i. Promote and model digital citizenship and responsibility and create and monitor internet safety curriculum and policies.
- j. Structure the technology education of teachers. Conducts workshops, models lessons, and provides co-teaching opportunities in using technology to assist the teaching and learning process. Though the Instructional Technology Integration Coordinator may not directly conduct all training, lab work or classes regarding computer use, he or she will coordinate instruction to meet technology proficiency goals.
- k. Collaborate as needed with appropriate administrators to plan and implement appropriate technology in-service and institute workshops for staff.
- l. Serve as the technology leader in the district to ensure continuous evolution and implementation of the district technology plan.
- m. Consult on the technology budget for computer resources, including hardware, software, internet and learning resources, and training needs.
- n. Works with appropriate staff in the testing and evaluation of new hardware and software tools as applied to the curriculum, before they are purchased.
- o. Research, recommend, and purchase hardware, software and related resources. Supervise the acquisition of hardware and software.
- p. Supervise the creation and maintenance of district software inventory.
- q. Identify trends in software, curriculum, teaching strategies and other educational areas.
- r. Support and maintain communication tools for students, teachers, staff, and district including district website, intranet, and digital-age tools.
- s. Work with department heads, team leaders, and principals to ensure consistent integration and sharing of technology best practices across grade levels and subject areas and identify software and resources necessary to support and enhance curricular goals.
- t. Collaborate with Network Services Manager and Building Technology Assistants to implement computer lab and laptop cart scheduling and trouble-shooting and repair procedures.
- u. Collaborate with the Technology Services Manager to ensure that all faculty members have appropriate access to hardware, software, and other resources.
- v. Remain current in state and county technology mandates and policies by attending training, conferences, and meetings and participating in the peer review process for technology planning.
- w. Ensure all students are on the path to college and career readiness.
- x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

Activities should include the following:

- a. Planning Instruction: plan and deliver lessons, units, projects and other instructional opportunities the incorporate internet use within the context of an information problem-solving process.

- b. Coaching: guide students and staff in their use of the internet and/or appropriate resources for information problem-solving while maximizing safety, responsibility and effectiveness.
- c. Communicating: communicate effectively with students and staff to provide guidance in identifying different types of instructional opportunities involving communication between students, students and content experts or between staff and content experts.
- d. Designing: identify different types of internet resources designed for students and staff. Develop and provide content for students that enhance learning and promotes information problem-solving.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions;

decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Instrumental Music / Band Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops balanced instrumental music program and lessons to organize class time so that students have adequate time for preparation, rehearsal, and instruction.
- b. Conducts ongoing assessment of student instrumental musical learning and progress, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- c. Utilizes repertoire of all types of music literature, as appropriate.
- d. Plans, coordinates rehearsals for, and directs students in instrumental music programs and performances outside the classroom.
- e. Develops and administers school curriculum consistent with school district goals and objectives.
- f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- g. Administers standardized tests in accordance with District testing programs.
- h. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- i. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- j. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- k. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- l. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- m. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- n. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- o. Travels to school district buildings and professional meetings as required.
- p. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- q. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- r. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- s. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- t. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- u. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- v. Ensure all students are on the path to college and career readiness.
- w. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act Status:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** Interventionist / Problem Solving Coach
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
- b. Facilitates the planning of a program that meets the individual's needs and abilities.
- c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
- d. Develops and administers school curriculum consistent with school district goals and objectives.
- e. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- f. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- g. Administers standardized tests in accordance with District testing programs.
- h. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
- i. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- j. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- k. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.

- l. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws and provides relevant information to parents, administration, and teachers regarding their students' educational needs.
- m. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- n. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- p. Coordinates with other professional staff members to evaluate and assess curriculum, and participates in faculty meetings and committees.
- q. Travels to school district buildings and professional meetings as required.
- r. Participates in a variety of formal and informal meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
- s. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- t. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- u. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- w. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- x. Ensure all students are on the path to college and career readiness.
- y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages

of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **Junior High School English Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **Junior High School Family Consumer Science Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Junior High School Foreign Language / French Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** Junior High School Gifted Teacher

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Junior High Intervention Specialist**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Assists teachers, parents and students in resolving non-academic student issues in the school, such as behavioral problems.
- b. Maintains records of any student disciplinary actions taken in accordance with applicable laws and regulations and district policies.
- c. Confers with parents, teachers, support services personnel and students on matters of discipline and problem-solving.
- d. Arranges meetings as directed with students, parents, teachers and administrators regarding disciplinary problems at school.
- e. Assists in developing policies and practices to assure building security and safety.
- f. Assists in the preparation of student expulsion hearings.
- g. Instructs and advises students regarding their responsibility to adhere to school rules and policies, to foster a safe school environment and to respect other individuals and property.
- h. Assists administrators, teachers and school attendance staff in addressing student attendance problems.
- i. Assists in the administration of the In-School Suspension Program.
- j. Counsels individual students as needed and makes appropriate referrals for testing, guidance or other services.
- k. Assists in developing and administering the school's intervention programs consistent with school district goals and objectives, as well as applicable law.
- l. Assists in the supervision of the problem-solving process, chairing problem-solving meetings or collaborating with administrators and teaching staff as needed.
- m. Assists in making student schedule changes when appropriate.

- n. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- o. Assists in the recruitment, selection, training and professional development of all staff.
- p. Conducts professional development as needed to fulfill responsibilities.
- q. Assists with the supervision of extracurricular activities.
- r. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- s. Ensure all students are on the path to college and career readiness.
- t. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting

to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Junior High School Mathematics Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** Junior High School Reading Teacher
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Junior High School Science Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **Junior High School Social Science Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Junior High Foreign Language / Spanish Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Library Media Specialist**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Operates and supervises the media enter and promotes an environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- b. Evaluates, selects and requisitions appropriate books, aids and other supplies and equipment and maintains inventory records.
- c. Assists students in evaluating their aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and occupation plans consistent with such evaluation.
- d. Coordinates with administrators and other teaching staff members to assist in the selection of books and other instructional materials; keeps students and teaching staff informed regarding new acquisitions for use in the media center.
- e. Serves as ready resource to students to provide research assistance.
- f. Maintains a comprehensive and efficient system for cataloguing all media center materials; assists students and teachers with the use of the system.
- g. Coordinates system of lending library material to students and teachers.
- h. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
- i. Encourages parental involvement in students' education and ensures effective communication with students and parents.
- j. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the media center.
- k. Participates in lessons with classroom teachers.

- l. Develops and arranges media center displays.
- m. Assists with the preparation and administration of the media center budget.
- n. Trains and supervises media center support employees.
- o. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- p. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- q. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- r. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- s. Travels to school district buildings and professional meetings as required.
- t. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- x. Ensure all students are on the path to college and career readiness.
- y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based

competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Music / Choir Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops balanced music program and lessons to organize class time so that students have adequate time for preparation, rehearsal, and instruction.
- b. Conducts ongoing assessment of student musical learning and progress, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- c. Utilizes repertoire of all types of music literature, as appropriate.
- d. Plans, coordinates rehearsals for, and directs students in musical programs and performances outside the classroom.
- e. Develops and administers school curriculum consistent with school district goals and objectives.
- f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- g. Administers standardized tests in accordance with District testing programs.
- h. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- i. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- j. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- k. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- l. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- m. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- n. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- o. Travels to school district buildings and professional meetings as required.
- p. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- q. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- r. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- s. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- t. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- u. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- v. Ensure all students are on the path to college and career readiness.
- w. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Physical Education Teacher**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Teaches knowledge of, and develops skills and abilities in, physical fitness, rhythm and dance, coordination and agility, exercise and sports.
- c. Develops students' concepts in leadership, teamwork, responsibility and social skills; providing a safe and optimal learning environment; and appropriate feedback to regarding student progress, expectations, and goals.
- d. Conducts ongoing assessment of student growth and progress in physical educational activities, and modifies instructional methods to fit individual student's needs, including students with special needs.
- e. Selects and requisitions appropriate instructional aids and other supplies and equipment and maintains inventory records.
- f. Inspects equipment and field areas used to ensure they are in good and safe working order.
- g. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- h. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- i. Administers standardized tests in accordance with District testing programs.
- j. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.

- k. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- l. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- m. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- n. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- o. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- p. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- q. Travels to school district buildings and professional meetings as required.
- r. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- s. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- t. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- u. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- v. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- w. Ensure all students are on the path to college and career readiness.
- x. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages

of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **School Counselor**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** School Counselors shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc., to provide students, parents, administrators, and other teaching staff with information on career and or educational opportunities; administer and interpret career assessment tools; and assist students in developing educational and occupational goals and plans.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.

- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Assists students in evaluating students' aptitudes and abilities through the interpretation of individual standardized test scores and other pertinent data, and works with students in developing education and occupation plans consistent with such evaluation.
- b. Assists students in making course and subject selections, as well as with evaluating career interests and choices.
- c. Assists in the scheduling of classes.
- d. Obtains and disseminates information regarding occupational opportunities to students and to classes studying occupations.
- e. Assists students with admissions, scholarship and identifying employment opportunities.
- f. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs, including students with special needs, and to familiarize stakeholders with counseling services.
- g. Researches educational and career opportunities, and coordinates with teachers, college and university personnel, resource specialists, and business and community organizations for the purpose of providing information, and making recommendations.
- h. Assists with the registration and orientation students who are new to the school regarding procedures and educational opportunities.
- i. Assists with the school district's dropout prevention efforts.

- j. Serves as ready resource to students to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.
- k. Plans and coordinates field trips to institutions of higher learning, businesses and other organizations related to guidance responsibilities.
- l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships with members of institutions of higher learning and the business community.
- m. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
- n. Encourages parental involvement in students' education and ensures effective communication with students and parents.
- o. Assists in the orientation of new teachers, and provides in-service training in guidance.
- p. Ensure all students are on the path to college and career readiness.
- q. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

#### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with

diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **School Nurse**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc., to support the process of education through improving the physical and mental health of students and staff; and to provide the fullest possible educational opportunity for each district student by minimizing absence due to illness and creating a climate of health and well-being in the district schools.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Minimally, a bachelor's degree and a valid state of Illinois License, in good standing, to practice as a registered professional nurse;
  - Successful completion of a state of Illinois School Nurse Certification program, including an internship

**PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:**

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

Fulfilling the duty to provide professional nursing services as defined in the Illinois Nursing Act and NASN Standards and, in order of priority<sup>j</sup>, the following:

- a. Assessing the health status of students and providing health counseling for students, parents, and school staff; this will include, but not be limited to, treatment within the scope of professional nursing practice, evaluation and management of communicable diseases and screening for deficits in vision, hearing, growth and development, immunization status and other physical defects as warranted.
- b. Collecting and analyzing health-related data (e.g. immunization records, medical records, and incidence of specific diseases) and making recommendations based upon these data.
- c. Recommending modification of the school programs for a student who requires a change because of a health deficit and developing health care plans when students need special physical health care procedures to be provided at school.
- d. Participating in the identification, evaluation and placement of students into special

education and "504" programs, e.g. as a referring agent, a consultant to parents, teachers, etc., and/or as a member of a multidisciplinary team pursuant to the provisions of 23 Ill. Adm. Code 226 (Special Education); and/or as a member of the Pupil Personnel Services (PPS) team.

- e. Administering and monitoring medications and treatments given in school (subject to district policy regarding the administration of medication at school).
- f. Supervising and determining the duties and performance of the health aide who functions as unlicensed assistive personnel (UAP) under the direction of the school nurse.
- g. Maintaining accurate school health records in accord with the Illinois School Student Records Act and enforcing health-related mandates as listed in the Illinois School Code; (enforcing compliance with mandated physical health records is a priority, but must be addressed after meeting the immediate physical/health needs of the students).
- h. Providing crisis intervention for students and/or staff in the event of sudden illness or injury.
- i. Acting as a liaison between the home, school, community health agencies and the private medical sector.
- j. Participating in district-wide and building committees which address health issues and/or student concerns, i.e. safety committee (accident prevention).
- k. Ensure all students are on the path to college and career readiness.
- l. Performs other related tasks as assigned by the Principal and other central office administrators as designed by the Superintendent.

THE DUTY TO PROVIDE PROFESSIONAL NURSING SERVICES AS DEFINED IN "THE ILLINOIS NURSING ACT" SHALL NOT BE INCLUDED AMONG THE FUNCTIONS ASSIGNED TO ANY SCHOOL DISTRICT PERSONNEL NOT COVERED BY THE JOB DESCRIPTION REQUIRED FOR SCHOOL NURSES.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023

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## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **School Psychologist**

**REPORTS TO:** Director of Student Services

**JOB GOAL:** To provide services to school personnel to enhance their ability to attain educational goals in the school environment and to enable students to derive the fullest possible educational experience. The School Psychologist shall improve the school educational experience of those students with major emotional and learning disabilities through program or psychological diagnosis and therapy.

**POSITION PURPOSE:** Under the general supervision of the Director of Student Services, to assist students, teachers and parents in enabling students to derive the fullest potential educational experience from school by promoting positive self-esteem and resilience, and providing suggested methods and plans for overcoming psychological or mental health problems, to provide services to school personnel to enhance their ability to attain educational goals in the school environment and to enable students to derive the fullest possible educational experience. The School Psychologist shall improve the school educational experience of those students with major emotional and learning disabilities through program or psychological diagnosis and therapy.

### **EDUCATION:**

- Minimally, a Master's degree in Educational or School Psychology
- Completion of a (ten-month) supervised internship, which encompassed diagnosis, consultation and intervention techniques with individuals and groups

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)

- Minimally, a Master's degree in Educational or School Psychology
- Completion of a (ten-month) supervised internship, which encompassed diagnosis, consultation and intervention techniques with individuals and groups

**PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Assists with the identification and placement of all types of exceptional students.
- b. Evaluates the unique educational needs of students referred for case study implementing appropriate interview, observational, consultative, and testing procedures.
- c. Conducts psychological assessments, testing and diagnostic examinations of students for the purpose of recommending courses of action or corrective procedures to maximize learning and overcoming psychological issues.
- d. Provides consultative assistance in identifying exceptional children by serving as a member of building Pupil Personnel Services Teams.

- e. Serves as ready resource to students to provide counseling that will lead each student to increased personal growth, self-understanding, and maturity.
- f. Design treatment goals and carries out short-term individual or group counseling sessions for identified students whose educational needs can best be served by such an approach.
- g. Provides consultative assistance to teaching staff and administrative personnel in designing, implementing, and maintaining appropriate special educational instructional and resource programs.
- h. Provides consultative and technical assistance to teachers in classroom management for students identified as exhibiting behavior problems.
- i. Provides consultative assistance, in conjunction with the School Nurse, Social Worker, on mental health topics for instructors in the school health programs.
- j. Provides emergency support services to staff and students in dealing with emotional crises at school.
- k. Participates in district-wide preschool screening.
- l. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs, including students with special needs, and to familiarize stakeholders with psychological services.
- m. Serves as a resource and consultant on mental health and child psychology, conducts in-service programs as requested.
- n. Assists with the school district's dropout prevention efforts.
- o. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships.
- p. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
- q. Encourages parental involvement in students' education and ensures effective communication with students and parents.
- r. Assists the Director of Pupil Personnel Services in providing staff development and inservice training to special services personnel.
- s. Assists the Director of Pupil Personnel Services in needs assessment of special programs, policies, and procedures.
- t. Ensure all students are on the path to college and career readiness.
- u. Performs other related tasks as assigned by the Principal, Director of Pupil Personnel Services and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of

documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **School Social Worker**

**REPORTS TO:** Director of Student Services

**JOB GOAL:** To facilitate student success and growth in academic and interpersonal skills and to assist students in resolving those personal, emotional, and social problems which interfere with their adjustment to school as well as impede their capacity to enjoy the fullest benefits of the education offered to them. As an integral part of the Pupil Personnel Services Team, the social worker is responsible for the provision of both direct and indirect services primarily to student and also to families, teachers, and administrators via referrals, social developmental studies, staffings, consultation, counseling and follow-up procedures.

While the Social Worker's primary responsibility is to those students receiving Special Education services, the social worker is the link between the school, the home and the community for all students.

**POSITION PURPOSE:** Under the general supervision of the Director of Pupil Services, to provide students, parents, administrators, and other teaching staff with individually-tailored advice and consultation to overcome personal, emotional, familial, or social issues to maximize the students' learning experience.

### **EDUCATION:**

- Minimally, a Master's Degree in Social Work
- Completion of a (nine-month) supervised internship in School Social Work.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)

**PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:**

Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Performs casework services (as determined by a Multi-Disciplinary Conference) with individual students to correct that personal, social, or emotional maladjustment's related to their educational and social progress.
- b. Consults and collaborates with other school personnel in gathering and giving information on a case, and in establishing and planning for respective roles in the modification of the student's behavior.
- c. Performs casework services with parents as an integral part of the task of helping students. These are done in order to increase the parents' understanding, to help them participate constructively in resolving their child's problems, and to appropriately use available resources.
- d. Serves as a resource for the referral of students to, and as a liaison with, outside agencies such as the Department of Children and Family Services, Public Welfare, Juvenile Courts and the like, as considered appropriate.

- e. Makes home visits and serves as a liaison between the home and the school when considerable follow-up is deemed necessary and/or for the purpose of gathering information helpful in evaluating students' needs.
- f. Assists students and teaching staff in implementing students' behavior management plans.
- g. Assists students in order to facilitate their adjustment to school.
- h. Maintains sufficient and timely records of cases for use by school staff members and outside agencies as considered appropriate.
- i. Assists in the district-wide preschool screening.
- j. Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying learning or social interaction issues, and recommending courses of action or corrective procedures to overcome issues and maximize learning.
- k. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs and to familiarize stakeholders with social work services.
- l. Assists with the school district's dropout prevention efforts.
- m. Serves as ready resource to students and parents to provide counseling that will lead each student to increased personal growth, self-understanding, and behavioral management; serves as liaison between home and school.
- n. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships.
- o. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
- p. Encourages parental involvement in students' education and ensures effective communication with students and parents.
- q. Assists in the orientation of new teachers, and provides in-service training in guidance.
- r. Ensure all students are on the path to college and career readiness.
- s. Performs other related tasks as assigned by the Principal, Director of Student Services and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages

of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

- TITLE:** **Secondary Technology Education Teacher**
- REPORTS TO:** Building Evaluator(s)
- JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.
- POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.
- EDUCATION:**
- Bachelor's degree from an accredited college or university in job related area.
  - Master's degree in related area preferred.
- CERTIFICATION/LICENSE:**
- Illinois State Board of Education Professional Educator's License (PEL)
  - Endorsed in the subject(s) taught.
- PHYSICAL REQUIREMENTS:**
- Regularly required to stand.
  - Regularly required to sit, stoop, kneel, crouch or crawl.
  - Occasionally required to run.
  - Required to report to school buildings or locations where school activities/functions take place.
  - Ability to lift and carry at least twenty pounds.
  - Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers technology education curriculum consistent with school district goals and objectives; develops technology units to be delivered in the classroom or technology lab.
- b. Teaches skill and knowledge in mechanics, drafting, electricity, electronics, metalwork, graphic arts, woodworking, or related fields.
- c. Designs learning activities to demonstrate the application of technical skills to everyday existence; guides students in the selection of projects or experiments.
- d. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- e. Instructs students in the proper and safe use, care and storage of tools, machines and equipment.
- f. Ensures that student conduct conforms to the school's standards and school district policies, and establishes and maintains standards of student behavior needed to achieve a functional learning atmosphere in the classroom.
- g. Coordinates with other professional Director of Technology, staff members, and others for the purpose of maximizing the uses and effectiveness of technology in student learning activities.
- h. Selects and requisitions appropriate books, instructional aids and other supplies and equipment and maintains inventory records; ensures machines and equipment are in proper working order.
- i. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- j. Administers standardized tests in accordance with District testing programs.

- k. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- l. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- m. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- n. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- o. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- r. Travels to school district buildings and professional meetings as required.
- s. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- t. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- u. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- v. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- w. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- x. Ensure all students are on the path to college and career readiness.
- y. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district

policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Special Education Teacher / Inclusion Facilitator**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** To work and consult with teachers, administrators, parents, students, Student Service members, and others in the school community to develop and sustain a learning environment for students with disabilities that will promote student's success.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.

- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Provides consultation to teachers, parents and school staff regarding individual and/or classroom instructional techniques which facilitate student's learning and/or well-being.
- b. Facilitates the planning of a program that meets the individual's needs and abilities.
- c. Consults and collaborates with the school personnel to establish their role in modifying a student's instructional program.
- d. Prepares, implements, and monitors Individualized Education Programs for students in the program.
- e. Develops and administers school curriculum consistent with school district goals and objectives.
- f. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- g. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- h. Administers standardized tests in accordance with District testing programs.
- i. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
- j. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.

- k. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- l. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- m. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws and provides relevant information to parents, administration, and teachers regarding their students' educational needs.
- n. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.
- o. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- p. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- q. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- r. Travels to school district buildings and professional meetings as required.
- s. Participates in a variety of formal and informal meetings, multi-disciplinary staffings and pre-referral meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
- t. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- u. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- v. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- w. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- x. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- y. Ensure all students are on the path to college and career readiness.
- z. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** **Speech Therapist**

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Performs a therapeutic program with individual students to correct communication disorders related to their educational and social progress.
- b. Consults and collaborates with other school personnel in gathering and giving information on a case, and in establishing and planning for respective roles in the modification of the student's communication needs.
- c. Performs casework services with parents as an integral part of the task of helping students. These are done in order to increase the parents' understanding and support and to appropriately use available resources.
- d. Serves as a resource for the referral of students to, and as a liaison with, outside agencies as considered appropriate.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, conducts direct individual and small group instruction as needed.
- f. Makes home visits and serves as a liaison between the home and the school when considerable follow-up is deemed necessary and/or for the purpose of gathering information helpful in evaluating students' needs.
- g. Assists students and teaching staff in implementing students' communication plan.
- h. Assists students in order to facilitate their adjustment to school.
- i. Maintains sufficient and timely records of cases for use by school staff members and outside agencies as considered appropriate.
- j. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- k. Assists in the district-wide preschool screening.

- l. Conducts assessments, testing and diagnostic examinations of students for the purpose of identifying communication issues and recommending courses of action or corrective procedures to overcome issues and maximize learning.
- m. Coordinates with administrators and other teaching staff members to ascertain individual student's abilities and needs and to familiarize stakeholders with services.
  - a. Participates in a variety of formal and informal meetings, multi-disciplinary staffings and pre-referral meetings for the purpose of conveying and/or gathering information required to perform job responsibilities.
  - b. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- n. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, or by conducting research, and by maintaining professional relationships.
- o. Organizes and maintains a system for accurate and complete record-keeping and providing student information to prospective colleges and employers, as required by district procedures and applicable laws.
- p. Encourages parental involvement in students' education and ensures effective communication with students and parents.
- q. Assists in the orientation of new teachers, and provides in-service training in guidance.
- r. Ensure all students are on the path to college and career readiness.
- s. Performs other related tasks as assigned by the Principal, Director of Pupil Personnel Services and other central office administrators as designated by the Superintendent.

## **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening;

guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** Title I Reading Teacher

**REPORTS TO:** Building Evaluator(s)

**JOB GOAL:** Teachers shall perform such duties and responsibilities associated with the teaching profession, those outlined in Lisle CUSD 202 policies, and those required by the Illinois School Code.

**POSITION PURPOSE:** To facilitate student success and growth in academic and interpersonal skills through implementing district approved curriculum; documenting teaching and student progress, activities and outcomes; addressing specific educational needs of individual students and by creating a flexible, safe and optimal learning environment; and providing feedback to students, parents and administration regarding student progress, expectations, goals, etc.

### **EDUCATION:**

- Bachelor's degree from an accredited college or university in job related area.
- Master's degree in related area preferred.

### **CERTIFICATION/LICENSE:**

- Illinois State Board of Education Professional Educator's License (PEL)
- Endorsed in the subject(s) taught.

### **PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Develops and administers school curriculum consistent with school district goals and objectives.
- b. Promotes a classroom environment that is safe and conducive to individualized and small and whole group instruction, and student learning.
- c. Develops lesson plans and instructional materials and translates lesson plans into learning experiences so as to best utilize the available time for instruction.
- d. Administers standardized tests in accordance with District testing programs.
- e. Conducts ongoing assessment of student learning, and modifies instructional methods to fit individual student's needs, including students with special needs; conducts individual and small group instruction as needed.
- f. Administers developmental testing programs and/or subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
- g. Instructs students in the principles of responsible citizenship and other subject matters specified in applicable laws, as well as administrative regulations and procedures of Lisle CUSD 202.
- h. Continues to acquire professional knowledge and learn of current developments in the educational field by attending seminars, workshops or professional meetings, job-embedded training, or by conducting research.
- i. Organizes and maintains a system for accurate and complete record-keeping, grading, and reporting for all student activities, achievement and attendance as required by district procedures and applicable laws.
- j. Encourages parental/guardian involvement in students' education and ensures effective communication with students and parents/guardians.

- k. Ensures that student conduct conforms with the school's standards and school district policies, and establishes and maintains standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom.
- l. Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students and adhering to Illinois School Code and school district policies.
- m. Coordinates with other professional staff members, especially within grade level, to evaluate and assess curriculum, and participates in faculty meetings and committees.
- n. Travels to school district buildings and professional meetings as required.
- o. Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform job functions.
- p. Selects and requisitions appropriate books, technology, instructional aids and other supplies and equipment and maintains accurate records of supplies and materials.
- q. Supervises students in activities that take place out of the classroom during the school day, including activities involving school transportation.
- r. Directs instructional assistants and volunteers for the purpose of providing an effective classroom program and addressing the needs of individual students.
- s. Uses standard office equipment and a variety of instructional technologies to enhance student learning.
- t. Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- u. Ensure all students are on the path to college and career readiness.
- v. Performs other related tasks as assigned by the Principal and other central office administrators as designated by the Superintendent.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent

technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**APPROVED:** November 27, 2023

- Minimally, a Master's degree in Educational or School Psychology
- Completion of a (ten-month) supervised internship, which encompassed diagnosis, consultation and intervention techniques with individuals and groups

**PHYSICAL REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.
- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERM OF EMPLOYMENT:** 181 days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation, the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7, and Article 24A of the Illinois School Code.

**ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

- a. Assists with the identification and placement of all types of exceptional students.
- b. Evaluates the unique educational needs of students referred for case study implementing appropriate interview, observational, consultative, and testing procedures.
- c. Conducts psychological assessments, testing and diagnostic examinations of students for the purpose of recommending courses of action or corrective procedures to maximize learning and overcoming psychological issues.
- d. Provides consultative assistance in identifying exceptional children by serving as a member of building Pupil Personnel Services Teams.



## **JOB DESCRIPTION / RESPONSIBILITIES**

**TITLE:** Building Principal

**REPORTS TO:** Superintendent

**JOB GOAL:** Achieving academic excellence and growth in academic and interpersonal skills requires that the school Principal work collaboratively to direct and nurture all members of the school staff hired by the Board of Education and to communicate effectively with students, parents and staff. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

### **JOB QUALIFICATIONS:**

- Type 75 Certificate with an Administrative Endorsement
- Master's Degree Required
- Minimum of three years building level administrative experience
- Minimum of five years teaching experience
- Knowledge of the current literature, trends, and developments in the field of educational administration, curriculum and assessment, and professional development
- Ability to establish and maintain effective working relationships
- Experience using formative assessment and other student data to improve instruction and the provision of academic and social supports
- Excellent interpersonal skills

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy on evaluation and the Performance Evaluation Reform Act of 2010 (PERA), Senate Bill 7 and Article 24A-15 of the Illinois School Code.

**SUPERVISES:** All school personnel assigned to respective building

### **PHYSICAL ABILITY REQUIREMENTS:**

- Regularly required to stand.
- Regularly required to sit, stoop, kneel, crouch or crawl.
- Occasionally required to run.
- Required to report to school buildings or locations where school activities/functions take place.
- Ability to lift and carry at least twenty pounds.
- Ability to travel with students from place to place within a classroom, a building and outside on school grounds, or at school activities/functions at various locations.

- Ability to move around the classroom or other locations.
- Ability to see, hear and comprehend directions provided in the English language.
- Ability to speak and write in the English language, to communicate to students and others in the school community.
- Ability to sit with students on the floor, in small chairs, or next to tables and desks.
- Ability to travel on student transportation.

**TERMS OF EMPLOYMENT:** Basic Annual Level 1 Administrative 260-day Agreement

**ESSENTIAL PERFORMANCE RESPONSIBILITIES** (Other duties may be assigned by Superintendent or Designee):

**Developed from the Illinois Standards and Indicators for School Leaders**

**I. Living a Mission and Vision Focused on Results**

The school leader works with the staff and community to build a shared mission, and vision of high expectations that ensure all students are on the path to college and career readiness and hold staff accountable for results.

The school leader:

- coordinates efforts to establish and implement a shared mission and vision for the school that leads to academic growth for all learners;
- ensures that the school’s identity, vision, and mission drive all school decisions;
- conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and achieving improved results.

**II. Leading and Managing Systems Change**

The school leader creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning for the purpose of achieving school and district improvement goals.

The school leader:

- develops, implements, and monitors the outcomes of the school improvement plan which measure school wide academic achievement and school climate indicators;
- establishes and maintains a flexible, safe, clean, orderly and optimal learning environment;
- collaborates with district and school staff to appropriately allocate personnel, time, material, and adult learning resources to achieve school improvement plan goals;
- utilizes current technologies to support leadership and management functions.

**III. Improving Teaching and Learning**

The school leader works with the school staff and community to develop a research-based framework for effective teaching and learning that is continuously refined to improve instruction for all students.

The school leader:

- develops, in collaboration with staff, a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum;
- research-based instructional practices, and high expectations for student performance;
- establishes a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address target areas for improvement, measure outcomes and celebrate successes;
- ensures that differentiated instructional practices which address identified student needs are implemented with fidelity;
- selects and retains teachers with the expertise to deliver instruction that maximizes student learning and respects the individual needs of all students;
- evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations and provides timely, specific feedback on instruction as part of the district teacher appraisal system;
- ensures the development of high performing instructional teacher teams by providing training and support grounded in best practices which are designed to advance student learning and the individual performance of each student;
- develops systems and structures for professional development and teacher collaboration that provide and protect time allotted for development;
- advances instructional technology within the learning environment;
- ensures that professional growth plans are linked to data derived from school improvement plan results and teacher evaluations.

#### **IV. Building and Maintaining Collaborative Relationships**

The school leader creates a collaborative school community where the school staff, students, families, and community interact regularly and share ownership for the success of the school.

The school leader:

- creates, develops and sustains relationships that result in active student engagement in the learning process;
- utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and school procedures;
- proactively engages families and communities in supporting student learning and the school's shared mission, vision and learning goals;
- demonstrates the ability to understand, apply and monitor the change process.

#### **V. Leading with Integrity and Professionalism**

The school leader works with the staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for professional behavior of others.

The school leader:

- treats all people fairly, equitably, and with dignity and respect;

- demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession;
- protects the rights and confidentiality of all students and staff;
- creates and supports a climate that values, accepts and understands cultural diversity and multiple perspectives.

## **VI. Creating and Sustaining a Culture of High Expectations**

The school leader works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.

The school leader:

- establishes and monitors a culture of high aspirations and achievement for every student;
- requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission;
- leads a school culture and environment that successfully develops the full range of students' learning capacities—academic, creative, social-emotional, behavioral and physical.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

**KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read and comprehend technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Knowledge-based competencies required to satisfactorily perform the functions of the job include the knowledge of: appropriate Illinois School Codes, district policies, regulations and/or laws; age appropriate activities; lesson plan requirements; stages of child development, behavioral management strategies; curriculum and instructional methods; English grammar/punctuation/spelling/vocabulary.

**SKILLS** are required to perform multiple, highly complex, technical tasks with a need to periodically upgrade skills in order to meet changing job condition. Specific skill-based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating standard office equipment including using pertinent technological applications; preparing and maintaining accurate records; effective listening; guiding others; instructional techniques; interpersonal aptitude; leadership; monitoring activities; planning; and problem solving.

**ABILITY** to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and utilize job-related equipment. Flexibility is required to work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Required abilities also include the ability to work with diverse individuals and/or groups, and work with a variety of data. Problem solving is required to analyze issues and create action plans. Ability to interpret data and use the data to independently solve problems. Ability to perform basic trouble shooting of job-related equipment. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining

constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact and patience; working flexible hours to complete job responsibilities; adaptability/flexibility; communication with persons of diverse backgrounds/knowledge/skills; dealing with frequent interruptions; decision making; attention to detail; innovation; leadership and direction; meeting schedules/deadlines; motivating others; multi-tasking; organizing; reliability; taking initiative and teamwork.

**This job description is intended to describe the general nature and level of the work being performed by employees assigned to this position and is not an exhaustive list of all duties and responsibilities. The school district reserves the right to amend and change responsibilities to meet business and organizational needs as necessary.**

**Fair Labor Standards Act STATUS:** Exempt

**Approved:** November 27, 2023

**FOR ACTION**

**Lisle Community Unit School District No. 202  
Board of Education Meeting  
November 27, 2023**

**SUBJECT:** FY2023 Audited Financial Statements

**BACKGROUND:** Lauterbach & Amen, LLP performed an independent audit of the financial statements of Lisle Community Unit School District 202 for the year ending June 30, 2023. Digital copies of the FY2023 Annual Financial Report, and Illinois State Board of Education Annual Financial Report are included in the Finance Committee packet.

The Audited Financial Statements were prepared on the accrual basis of accounting. The auditors expressed a clean opinion of the financial statements for FY2023.

**FINANCIAL IMPACT:** Not Applicable

**RECOMMENDATION:** The Administration recommends that the Board of Education accept the Audited Financial Statements as presented.

**SUGGESTED MOTION:** That the Board of Education accept the Fiscal Year 2023 Audited Financial Statements as prepared by Lauterbach & Amen, LLP.

**FOR ACTION**

**Lisle Community Unit School District 202  
Board of Education Meeting  
November 27, 2023**

**SUBJECT:** 2023 Tentative Real Estate Tax Levy

**BACKGROUND DATA:** Information related to the 2023 Tentative Real Estate Tax Levy is included with the Finance Committee Packet.

The Board is not approving the 2023 Levy at this meeting. The official approval will occur at the December Board Meeting. The Finance Committee will review the Tentative Levy information at its meeting prior to the regular meeting and present its recommendation accordingly.

**FINANCIAL IMPACT:** Action on this item has no budget impact at this time. Final adoption will affect the estimated revenues for the FY2025 budget. The Board adopts the final 2023 Tax Levy in December.

**RECOMMENDATION:** The Administration recommends that the Board of Education approve the 2023 Tentative Real Estate Tax Levy as recommended by the Finance Committee.

**SUGGESTED MOTION:** That the Board of Education approve the following 2023 Tentative Real Estate Tax Levy as recommended by the Finance Committee:

Educational	\$ 23,775,000
Operations & Maintenance	\$ 2,700,000
Transportation	\$ 2,000,000
Working Cash	\$ 5,000
Municipal Retirement	\$ 475,000
Social Security	\$ 500,000
Tort Immunity	\$ 5,000
Special Education	<u>\$ 5,500,000</u>
Total Capped Funds	\$ 34,960,000
Aggregate Refunds*	\$ 30,000
Bond and Interest^	<u>\$ 1,496,000</u>
Total	<u>\$ 36,486,000</u>

\* Shown for informational purposes only. The aggregate refunds are an estimate as calculated figures are not yet available from the County Treasurer. This supplemental levy is automatically extended by the County Clerk.

^ Shown for informational purposes only. The Bond and Interest Levy is established when bonds are issued and automatically levied by the County Clerk.

**LISLE COMMUNITY UNIT SCHOOL DISTRICT #202**  
**FINANCIAL REPORT**  
**October 2023**

	Total All Funds	Educational	Operations & Maintenance	Debt Services	Transportation	IMRF/Social Security		Capital Projects	Working Cash	Tort
						IMRF	Social Security			
<b>BEGINNING FUND BALANCE</b>										
w/o STUDENT ACTIVITY FUNDS	21,687,886.13	13,738,009.28	1,807,023.22	203,177.12	679,970.03	281,343.40	210,259.85	3,948,917.91	819,185.32	0.00
<b>REVENUES</b>										
JULY	20,135,363.93	16,169,031.47	1,521,254.57	844,353.46	1,054,844.84	251,750.71	265,453.76	17,993.97	7,213.21	3,467.94
AUGUST	2,257,555.59	1,768,855.42	162,332.23	80,924.95	141,803.46	25,068.83	26,174.01	48,525.70	3,550.70	320.29
SEPTEMBER	13,665,191.97	11,028,286.19	1,033,839.49	565,727.98	649,901.29	168,765.25	177,811.21	32,779.38	5,763.48	2,317.70
OCTOBER	1,390,659.53	982,510.20	33,876.05	10,838.39	327,274.47	3,743.26	3,730.81	26,512.38	2,144.76	29.21
NOVEMBER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DECEMBER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JANUARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FEBRUARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MARCH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
APRIL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JUNE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>SUB-TOTAL</b>	<b>37,448,771.02</b>	<b>29,948,683.28</b>	<b>2,751,302.34</b>	<b>1,501,844.78</b>	<b>2,173,824.06</b>	<b>449,328.05</b>	<b>473,169.79</b>	<b>125,811.43</b>	<b>18,672.15</b>	<b>6,135.14</b>
<b>EXPENDITURES</b>										
JULY	1,648,247.52	1,162,856.67	216,370.40	210,000.00	17,462.74	20,442.39	18,629.80	2,280.00	0.00	205.52
AUGUST	2,440,557.62	1,984,164.75	268,706.32	0.00	49,422.12	20,348.19	20,053.01	94,280.52	0.00	3,582.71
SEPTEMBER	2,893,610.90	2,484,960.36	199,065.21	0.00	127,553.09	36,884.09	42,830.45	0.00	0.00	2,317.70
OCTOBER	2,997,132.59	2,389,508.67	211,036.44	0.00	323,410.38	29,535.85	42,772.04	840.00	0.00	29.21
NOVEMBER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
DECEMBER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JANUARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FEBRUARY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MARCH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
APRIL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
MAY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
JUNE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>SUB- TOTAL</b>	<b>9,979,548.63</b>	<b>8,021,490.45</b>	<b>895,178.37</b>	<b>210,000.00</b>	<b>517,848.33</b>	<b>107,210.52</b>	<b>124,285.30</b>	<b>97,400.52</b>	<b>0.00</b>	<b>6,135.14</b>
<b>ENDING FUND BALANCE</b>										
w/o STUDENT ACTIVITY FUNDS	49,157,108.52	35,665,202.11	3,663,147.19	1,495,021.90	2,335,945.76	623,460.93	559,144.34	3,977,328.82	837,857.47	0.00
<b>LIABILITIES</b>	1,456,988.36	18,950.86	9,000.00	0.00	0.00	0.00	0.00	1,429,037.50	0.00	0.00
<b>ENDING LIABILITY &amp; FUND BALANCE</b>	<b>50,614,096.88</b>	<b>35,684,152.97</b>	<b>3,672,147.19</b>	<b>1,495,021.90</b>	<b>2,335,945.76</b>	<b>623,460.93</b>	<b>559,144.34</b>	<b>5,406,366.32</b>	<b>837,857.47</b>	<b>0.00</b>

**LISLE COMMUNITY UNIT SCHOOL DISTRICT NO. 202**  
**MONTHLY TREASURER'S REPORT**  
**October 31, 2023**

	Total All Funds	Educational	Operations & Maintenance	Debt Services	Transportation	IMRF/Social Security		Capital Projects	Working Cash	Tort
						IMRF	Social Security			
<b>ISDLAF+/PMA - 101 ACCOUNT</b>										
10/1/23 LIQ Beginning Balance (1121)	2,053,750.22	1,499,516.97	155,708.27	60,044.75	94,335.31	26,266.36	24,200.34	159,868.55	33,809.67	-
Monthly Transactions	(168,596.07)	(291,035.54)	(2,707.40)	75,887.22	(202,662.73)	3,660.75	(12,186.57)	217,718.04	42,730.16	-
10/31/23 <b>LIQ Ending Balance (1121)</b>	<b>1,885,154.15</b>	<b>1,208,481.43</b>	<b>153,000.87</b>	<b>135,931.97</b>	<b>(108,327.42)</b>	<b>29,927.11</b>	<b>12,013.77</b>	<b>377,586.59</b>	<b>76,539.83</b>	<b>-</b>
10/1/23 MAX Beginning Balance (1122)	4,798,257.49	3,503,380.55	363,787.36	140,284.92	220,399.30	61,367.11	56,540.21	373,507.18	78,990.86	-
Monthly Transactions	(2,860,217.62)	(2,151,499.01)	(283,123.23)	(106,954.62)	140,689.32	(47,784.87)	(43,744.30)	(303,619.41)	(64,181.50)	-
10/31/23 <b>MAX Ending Balance (1122)</b>	<b>1,938,039.87</b>	<b>1,351,881.54</b>	<b>80,664.13</b>	<b>33,330.30</b>	<b>361,088.62</b>	<b>13,582.24</b>	<b>12,795.91</b>	<b>69,887.77</b>	<b>14,809.36</b>	<b>-</b>
10/1/23 Investment Beginning Balance (1210)	43,911,911.67	32,061,667.79	3,329,249.97	1,283,836.66	2,017,014.39	561,609.56	517,435.45	3,418,202.18	722,895.67	-
Monthly Transactions	1,433,331.50	1,046,526.95	108,670.24	41,905.79	65,837.50	18,331.53	16,889.64	111,573.75	23,596.10	-
10/31/23 <b>Investment Ending Balance (1210)</b>	<b>45,345,243.17</b>	<b>33,108,194.74</b>	<b>3,437,920.21</b>	<b>1,325,742.45</b>	<b>2,082,851.89</b>	<b>579,941.09</b>	<b>534,325.09</b>	<b>3,529,775.93</b>	<b>746,491.77</b>	<b>-</b>
<b>Total Ending Balance - 101 Account</b>	<b>49,168,437.19</b>	<b>35,668,557.71</b>	<b>3,671,585.21</b>	<b>1,495,004.72</b>	<b>2,335,613.09</b>	<b>623,450.44</b>	<b>559,134.77</b>	<b>3,977,250.29</b>	<b>837,840.96</b>	<b>-</b>
<b>OTHER CASH DEPOSITS</b>										
Imprest Fund (1110)	10,800.00	10,000.00	500.00		300.00			-		
Flex Spending (1150)	5,000.00	5,000.00								
10/31/23 <b>Other Cash Deposits Ending Balance</b>	<b>15,800.00</b>	<b>15,000.00</b>	<b>500.00</b>	<b>-</b>	<b>300.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Cash, Investments &amp; Deposits</b>	<b>49,184,237.19</b>	<b>35,683,557.71</b>	<b>3,672,085.21</b>	<b>1,495,004.72</b>	<b>2,335,913.09</b>	<b>623,450.44</b>	<b>559,134.77</b>	<b>3,977,250.29</b>	<b>837,840.96</b>	<b>-</b>

  
 \_\_\_\_\_  
 David Wilkinson, Treasurer

*11/16/2023*  
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 Date

## FOR DISCUSSION

**Lisle Community Unit School District 202  
Board of Education Meeting  
November 27, 2023**

**SUBJECT:** First Reading - PRESS Packet 113

**BACKGROUND:** The attached pages represent the contents of **PRESS Packet 113**. Throughout the packet PRESS has **highlighted in green** the recommendations for added language while the **red-strike through** represents language that should be considered for deletion.

PRESS Packet 113 includes the following policies:

### **Draft Update**

2:20 Powers and Duties of the Board of Education; Indemnification  
2:120 Board Member Development  
2:200 Types of Board of Education Meetings  
2:220 Board of Education Meeting Procedure  
4:10 Fiscal and Business Management  
4:60 Purchase and Contracts  
4:130 Free and Reduced-Price Food Services  
4:160 Environmental Quality of Buildings and Grounds  
5:30 Hiring Process and Criteria  
5:190 Teacher Qualifications  
5:200 Terms and Conditions of Employment and Dismissal  
5:210 Resignations  
5:220 Substitute Teachers  
5:250 Leaves of Absence  
5:330 Sick Days, Vacation, Holidays, and Leaves  
6:15 School Accountability  
6:30 Organization of Instruction  
6:50 School Wellness  
6:60 Curriculum Content  
6:230 Library Resource Center  
7:60 Residence  
7:70 Attendance and Truancy  
7:160 Student Appearance  
7:190 Student Behavior  
7:270 Administering Medicines to Students  
7:285 Anaphylaxis Prevention, Response, and Management Program  
7:290 Suicide and Depression Awareness and Prevention

### **5 Year Review**

8:30 Visitors to and Conduct on School Property  
4:30 Revenue and Investments

**FINANCIAL IMPACT: NA**

**RECOMMENDED MOTION: NA**

**SUGGESTED MOTION: NA**

## *Document Status: Draft Update*

### BOARD OF EDUCATION

#### **2:20 Powers and Duties of the Board of Education; Indemnification**

The major powers and duties of the Board of Education include, but are not limited to:

1. Annually organizing the Board by electing officers and establishing its regular meeting schedule and, thereafter, taking action during lawfully called meetings to faithfully fulfill the Board's responsibilities in accordance with Board policy and State and federal law.
2. Formulating, adopting, and modifying Board policies, at its sole discretion, subject only to mandatory collective bargaining agreements and State and federal law.
3. Employing and evaluating a Superintendent, approving employment contracts, and other personnel, making employment decisions, dismissing personnel, including determining whether an employee has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by [325 ILCS 5/](#), and evaluating the Superintendent.
4. Directing, through policy, the Superintendent, in his or her charge of the District's administration.
5. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation; and making available a statement of financial affairs as provided in State law.
6. Entering contracts in accordance with applicable federal and State law, including using the public bidding procedure when required. [PRESSPlus1](#)
7. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy.
8. Establishing an equal educational opportunities policy that prohibits unlawful discrimination.
9. Approving the curriculum, textbooks, and educational services.
10. Evaluating the educational program and approving School Improvement ~~and District~~ [Improvement](#) Plans. [PRESSPlus2](#)
11. Presenting the District report card and School report card(s) to parents/guardians and the community; these documents report District, School and student performance.
12. Establishing and supporting student behavior policies designed to maintain an environment conducive to learning, including deciding individual student suspension or expulsion cases brought before it.
13. Establishing attendance units within the District and assigning students to the schools.
14. Establishing the school year.
15. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11.
16. Providing student transportation services pursuant to State law.
17. Entering into joint agreements with other boards to establish cooperative educational programs or provide educational facilities.
18. Complying with requirements in the Abused and Neglected Child Reporting Act (ANCRA). Specifically, each individual Board member must, if an allegation is raised to the member during

an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse.

19. Notifying the State Superintendent of Education promptly and in writing of the name of a licensed teacher who was convicted of a felony, along with the conviction and the name and location of the court where the conviction occurred.
20. Notifying the Teachers' Retirement System (TRS) of the State of Ill. Board of Trustees promptly and in writing when it learns that a teacher as defined in the Ill. Pension Code was convicted of a felony, along with the name and location of the court where the conviction occurred, and the case number assigned by that court to the conviction.
21. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters.

As the corporate entity charged by law with governing a school district, each School Board sits in trust for its entire community. The obligation to govern effectively imposes some fundamental duties on the Board. The *Illinois Association of School Boards* has identified the following Foundational Principles of Effective Governance for guidance:

### **1. The Board Clarifies the District Purpose**

As its primary task, the Board continually defines, re-defines and articulates district ends to answer the recurring question – who get what benefits for how much?

### **2. The Board Connects with the Community**

The School Board engages in an ongoing two-way conversation with the entire community. The purpose of the conversation is to enable the board to hear and understand the community's educational aspirations and desires, to serve effectively as an advocate for continuous improvement, and to inform the community of the district's performance.

### **3. The Board Employs the Superintendent**

The Board employs and evaluates one person – the Superintendent – and holds that person accountable for the performance of the school district. The Board delegates authority to the Superintendent for employing and evaluating district staff.

### **4. The Board Delegates Authority**

The Board delegates authority to the Superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written policies that designate Board ends and defines operating limits.

### **5. The Board Monitors Performance**

The Board constantly monitors progress toward district ends and compliance with written Board policies.

### **6. The Board Takes Responsibility for Itself**

The Board, collectively and individually, takes full responsibility for Board activity and behavior. Board deliberations and actions are limited to Board work, not staff work.

## Indemnification

To the extent allowed by law, the Board shall defend, indemnify, and hold harmless School Board members, employees, volunteer personnel (pursuant to [105 ILCS 5/10-22.34](#), [10-22.34a](#) and [10-22.34b](#)), mentors of certified staff (pursuant to [105 ILCS 5/2-3.53a](#), [2-3.53b](#), and [105 ILCS 5/21A-5 et seq.](#)), and student teachers who, in the course of discharging their official duties imposed or authorized by law, are sued as parties in a legal proceeding. Nothing herein, however, shall be construed as obligating the Board to defend, indemnify, or hold harmless any person who engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

LEGAL REF.:

[105 ILCS 5/10](#), [5/17-1](#), [5/21B-85](#), and [5/27-1](#).

[115 ILCS 5/](#), Ill. Educational Labor Relations Act.

[325 ILCS 5/](#), Abused and Neglected Child Reporting Act.

CROSS REF.: 1:10 (School District Legal Status), 1:20 (District Organization, Operations, and Cooperative Agreements), 2:10 (School District Governance), 2:80 (Board Member Oath and Conduct), 2:120 (Board member Development, 2:140 (Communications To and From the Board), 2:210 (Organizational School Board Meeting), 2:240 (Board Policy Development), 4:60 (Purchases and Contracts), 4:70 (Resource Conservation), 4:100 (Insurance Management), 4:110 (Transportation), 4:150 (Facility Management and Building Programs), 4:165 (Awareness and Prevention of Sexual Abuse and Grooming Behaviors), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:210 (Resignations), 5:290 (Employment Termination and Suspensions), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:210 (Instructional Materials), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

Adopted: February 28, 2022

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.21, amended by P.A. 103-8, eff. 1-1-24, raising the bidding threshold to \$25,000.00-35,000.00. See policy 4:60, *Purchases and Contracts*. **Issue 113, October 2023**

PRESSPlus 2. Updated in response to 105 ILCS 5/2-3.25f, amended by P.A. 103-175, changing state interventions available for School Improvement and District Improvement Plans. For more specific information about school improvement plans, see PRESS sample policy 6:10, *Educational Philosophy and Objectives*, and f/n 6 in PRESS sample policy 6:15, *School Accountability*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 113, October 2023**

## *Document Status: Draft Update*

### BOARD OF EDUCATION

#### **2:120 Board Member Development**

The Board of Education desires that its individual members learn, understand, and practice effective governance principles. 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 Training

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 leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities.
2. ~~Beginning in the fall of 2023, e~~Each Board member must complete training for trauma-informed practices for students and staff. [PRESSPlus1](#)
3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including sexual misconduct as defined by *Faith's Law*), and boundary violations as required by law.
4. Each Board member must complete training on the Open Meetings Act 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 the Open Meetings Act is only required once.
5. 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 using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

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.

#### Professional Development; Adverse Consequences of School Exclusion; Student Behavior

The Board President or Superintendent, or their designees, will make reasonable efforts to provide ongoing professional development to Board members about the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, 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, i.e., *Senate Bill 100 training topics*.

## Board Self-Evaluation

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

## New Board Member Orientation

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.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of Board of Educations.

## 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.

LEGAL REF.:

5 ILCS 120/1.05 and 120/2, Open Meetings Act.

[105 ILCS 5/10-16a](#) and [5/24-16.5](#).

[105 ILCS 5/10-23.13](#)

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of Board of Education Meetings), 5:90 (Abused and Neglected child Reporting)

Adopted: July 24, 2023

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## **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 113, October 2023**

## *Document Status: Draft Update*

### **BOARD OF EDUCATION**

#### **2:200 Types of Board of Education Meetings**

##### General

For all meetings of the Board of Education and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the District's main office. Board policy 2:220, *Board of Education Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

##### Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

##### Closed Meetings

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors in a park, recreational, or educational setting, or specific volunteers of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor in a park, recreational, or educational setting, or a volunteer of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. [5 ILCS 120/2\(c\)\(1\)](#), amended by P.A. 101-459.
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. [5 ILCS 120/2\(c\)\(2\)](#).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or

- ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. [5 ILCS 120/2\(c\)\(3\)](#).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. [5 ILCS 120/2\(c\)\(4\)](#).
  5. Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5). [PRESSPlus1](#)
  6. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. [5 ILCS 120/2\(c\)\(5\)](#).
  7. The setting of a price for sale or lease of property owned by the public body. [5 ILCS 120/2\(c\)\(6\)](#).
  8. The sale or purchase of securities, investments, or investment contracts. [5 ILCS 120/2\(c\)\(7\)](#).
  9. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. [5 ILCS 120/2\(c\)\(8\)](#).
  10. Student disciplinary cases. [5 ILCS 120/2\(c\)\(9\)](#).
  11. The placement of individual students in special education programs and other matters relating to individual students. [5 ILCS 120/2\(c\)\(10\)](#).
  12. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. [5 ILCS 120/2\(c\)\(11\)](#).
  13. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. [5 ILCS 120/2\(c\)\(12\)](#).
  14. Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. [5 ILCS 120/2\(c\)\(16\)](#).
  15. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. [5 ILCS 120/2\(c\)\(21\)](#).
  16. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. [5 ILCS 120/2\(c\)\(29\)](#).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within 3 months of the vote.

No final Board action will be taken at a closed meeting.

### Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

### Special Meetings

Special meetings may be called by the President or by any 3 members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

### Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

### Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[5 ILCS 140/](#), Freedom of Information Act.

[105 ILCS 5/10-6](#) and [5/10-16](#).

CROSS REF.: 2:110 (Qualifications Term, and Duties of Board Officers), 2:120 (Board Member Development), 2:210 (Organizational Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks), [8:30 \(Visitors to and Conduct on School Property\)](#)

Adopted: December 16, 2019

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2(c)(4.5), added

## *Document Status: Draft Update*

### **BOARD OF EDUCATION**

#### **2:220 Board of Education Meeting Procedure**

##### Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Any Board member may suggest agenda items to the Board President for his or her consideration. District residents may suggest inclusions for the agenda. Discussion items may be added to the agenda upon unanimous approval of those Board members present. The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of Board of Education Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

##### Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

##### Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken. The "summary of discussion" in the minutes must include sufficient data so that either the public body or a court examining its minutes will be able to ascertain what, in fact, was discussed, the substance of that discussion, and what, if any, action was taken.
4. On all matters requiring a roll call vote, a record of who voted "yea" and "nay";
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 calendar days after the meeting or at the second subsequent regular meeting, whichever is later.

Every six months, or as soon after as is practicable, in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) determines which, if any, no longer require confidential treatment and are available for public inspection. This is also referred to as a *semi-annual review*. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release, but it reports its determination in open session.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. A copy of the minutes is kept in a secure location appropriate for valuables. Open meeting minutes are available for inspection during regular office hours within 10 calendar days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of a records secretary, an administrative official of the public body, or any elected official of the public body. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within 10 calendar days after the Board approves them; the minutes will remain posted for at least 60 calendar days.

#### Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this

responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained close to the Board's regular meeting location.

After 18 months have passed since being made, the audio recording of a closed meeting and video recording of a Board Meeting may be destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of a records secretary, an administrative official of the public body, or any elected official of the public body. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

#### Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, ~~or~~ (3) a family or other emergency, or (4) unexpected childcare obligations. [PRESSPlus1](#) If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

#### No Physical Presence of Quorum and Participation by Audio or Video; Disaster Declaration

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration; if neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination.

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes, and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum.

## Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use the most recent edition of Robert's Rules of Order Newly Revised, as a guide when a question arises concerning procedure.

## Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

### LEGAL REF.:

[5 ILCS 120/2a](#), [120/2.02](#), [120/2.05](#), [120/2.06](#), and [120/7](#), [Open Meetings Act](#).

[105 ILCS 5/10-6](#), [5/10-7](#), [5/10-12](#), and [5/10-16](#).

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:150 (Committees), 2:200 (Types of Board of Education Meetings), 2:210 (Organizational Board of Education Meeting), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

Adopted: February 28, 2022

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 5 ILCS 120/7(a), amended by P.A. 103-311. **Issue 113, October 2023**

## *Document Status: Draft Update*

### OPERATIONAL SERVICES

#### **4:10 Fiscal and Business Management**

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

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

##### Budget Planning

Each June, the Board adopts a proposed budget calendar, indicating dates for presentation by the Superintendent of receipts, estimates, preliminary expenditure recommendations by funds, and major Board actions affecting the budget. The District's fiscal year is from July 1 until June 30. The Superintendent or designee shall present to the Board, during a regular Board meeting in June, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Ill. State Board of Education's (ISBE) *School District Budget Form*. To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by ISBE guidelines.

##### Preliminary Adoption Procedures

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

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

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

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

##### Final Adoption Procedures

The Board adopts a budget before the end of the first quarter of each fiscal year, September 30, or by such alternative procedure as State law may define. To the extent possible, the budget shall be balanced as defined by ISBE; if not balanced, the Board will adopt a deficit reduction plan to balance

the District's budget within 3 years according to ISBE requirements.

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

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website; notify parents/guardians that it is posted and provide the website's address.
2. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year, certified by the District's Chief Fiscal Officer, with the County Clerk within 30 calendar days of the budget's adoption.
3. Ensure disclosure to the public of the cash reserve balance of all funds held by the district related to its operational levy and, if applicable, any obligations secured by those funds, at the public hearing at which the Board certifies its operational levy.
4. Present a written report that includes the annual average expenditures of the District's operational funds for the previous three fiscal years at or before the board meeting at which the Board adopts its levy. In the event the District's combined cash reserve balance of its operational funds is more than 2.5 times the annual average expenditures of those funds for the previous three fiscal years, the Board will adopt and file with ISBE a reserve reduction plan by December 31. [PRESSPlus1](#)
5. Make all preparations necessary for the Board to timely file its Certificate of Tax Levy, including preparations to comply with the Truth in Taxation Act; file the Certificate of Tax Levy with the County Clerk on or before the last Tuesday in December. The Certificate lists the amount of property tax money to be provided for the various funds in the budget.
6. Submit the annual budget, a deficit reduction plan if one is required by ISBE guidelines, and other financial information to ISBE according to its requirements.

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

### Budget Amendments

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

### Transfer of Funds

The Board may authorize the District Treasurer to make inter-fund loans between the following funds:

<u>From</u>	<u>To</u>
Operations and Maintenance Fund	Educational Fund
	Transportation Fund
	Fire Prevention and Safety Fund
Educational Fund	Operations and Maintenance Fund
	Transportation Fund
	Fire Prevention and Safety Fund

Transportation Fund

Operations and Maintenance Fund

Educational Fund

Fire Prevention and Safety Fund

Working Cash Fund

Operations and Maintenance Fund

Educational Fund

Transportation Fund

Municipal retirement Fund

Fire Prevention and Safety Fund

The Board shall direct the District Treasurer to retransfer and repay the loan to the proper fund within three (3) years except Working Cash Fund loans which shall be repaid upon collection of taxes. Exceptions to the Working Cash Fund loans exist when tax anticipation notes are outstanding.

#### Implementation

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

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

#### LEGAL REF.:

[105 ILCS 5/10-17](#), [5/10-22.33](#), [5/17-1](#), [5/17-1.2](#), [5/17-1.3](#), [5/17-1.10](#), [5/17-2A](#), [5/17-3.2](#), [5/17-11](#), [5/20-5](#), [5/20-8](#), and [5/20-10](#).

[35 ILCS 200/18-55](#) *et seq.*, Truth in Taxation Law.

[23 Ill.Admin.Code Part 100](#).

CROSS REF.: 4:20 (Fund Balances), 4:40 (Incurring Debt), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks)

Adopted: December 19, 2022

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#### **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/17-1.10(a), added by P.A. 103-394, requiring a board to present "at a board meeting" a written report that includes the annual average expenditures of its operational funds, which include the educational, transportation, and operation and maintenance funds. The average expenditures are calculated based on the district's most recently audited annual financial report (AFR). For ease of administration, this sample policy language manages presentation of the report in conjunction with the meeting at which a board adopts its levy, or earlier, if a district's AFR is available. Consult the board attorney if a district's AFR is not available before December 31 (the date by which a

reserve reduction plan must be filed, if applicable); the board may need to rely upon estimated numbers in that scenario. If a district's ratio of its combined cash reserves of its operational funds to its average annual expenditures of those funds over the past three fiscal years exceeds 2.5, then the board must adopt and file a plan with the Ill. State Board of Education to reduce its cash reserves to expenditures ratio to at or below 2.5 within three years.

**Delete this paragraph if the district receives federal impact funding.** Federal impact aid is designed to assist local school districts that have lost a portion of their local tax base because of federal ownership of property (e.g., military bases, low-rent housing properties, or concentrations of students that have parents/guardians in the uniformed services). For more information about federal impact aid, see [www.oese.ed.gov/offices/office-of-formula-grants/impact-aid-program/](http://www.oese.ed.gov/offices/office-of-formula-grants/impact-aid-program/) and [www.nafisdc.org/impact-aid-resources/impact-aid-payments/](http://www.nafisdc.org/impact-aid-resources/impact-aid-payments/). If the district receives federal impact funding, strike this list item in Edit Mode, and select "Adopted with Additional District Edits" as the Save Status.

**Issue 113, October 2023**

## *Document Status: Draft Update*

### **OPERATIONAL SERVICES**

#### **4:60 Purchases and Contracts**

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable Board of Education policies.

##### Standards for Purchasing and Contracting

All purchases and contracts shall be entered into in accordance with applicable federal and State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts shall be approved or authorized by the Board.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items not included in the budget require prior Board approval, except in an emergency. The Superintendent or designee shall notify the Board of all contracts in excess of \$25,000 within 30 days after execution, even if included in the annual budget and exempt from State law bidding requirements.

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable federal and State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of ~~\$35,000~~ ~~25,000~~ <sup>PRESSPlus1</sup> must comply with the State law bidding procedure, [105 ILCS 5/10-20.21](#), unless specifically exempted.
2. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
3. Guaranteed energy savings must comply with [105 ILCS 5/19b-1](#) *et seq.*
4. Third party non-instructional services must comply with [105 ILCS 5/10-22.34c](#).
5. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with [105 ILCS 5/10-20.21](#)(b-5). The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget.
6. Any contract to purchase food with a bidder or offeror must comply with [105 ILCS 5/10-20.21](#)(b-10).
7. The purchase of paper and paper products must comply with [105 ILCS 5/10-20.19c](#) and Board

policy 4:70, Resource Conservation.

8. Each contractor with the District is bound by each of the following:
  - a. In accordance with [105 ILCS 5/10-21.9](#)(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in [105 ILCS 5/10-21.9](#)(c) and [5/21B-80](#)(c) to have direct, daily contact at a District school or school-related activity with one or more student(s); (2) prohibit any of the contractor's employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in [5/21B-80](#)(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense; and (3) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her.
  - b. In accordance with [105 ILCS 5/22-94](#): (1) prohibit any of its employees from having *direct contact with children or students* if the contractor has not performed a sexual misconduct related employment history review (EHR) of the employee or if the District objects to the employee's assignment based on the employee's involvement in an instance of sexual misconduct as provided in [105 ILCS 5/22-94](#)(j)(3), which the contractor is required to disclose; (2) discipline, up to and including termination or denial of employment, any employee who provides false information or willfully fails to disclose information required by the EHR; (3) maintain all records of EHRs and provide the District access to such records upon request; and (4) refrain from entering into any agreements prohibited by [105 ILCS 5/22-94](#)(g).
  - c. In accordance with [105 ILCS 5/24-5](#): (1) concerning each new employee of a contractor that provides services to students or in schools, provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and (2) require any new or existing employee who provides services to students or in schools to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Dept. of Public Health rules or order of a local health official.
9. Any pavement engineering project using a coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant product for pavement engineering-related use must comply with the Coal Tar Sealant Disclosure Act.
10. [Design-build contracts must comply with 105 ILCS 5/15A-1 et seq. PRESSPlus2](#)
11. [Any new contract for a district-administered assessment must comply with 105 ILCS 5/10-20.85. PRESSPlus3](#)
12. Purchases made with federal or State awards must comply with [2 C.F.R. Part 200](#) and [30 ILCS 708/](#), as applicable, and any terms of the award.

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

LEGAL REF.:

[2 C.F.R. Part 200](#).

105 ILCS 5/10-20.19c, 5/10-20.21, [5/10-20.85](#), 5/10-21.9, 5/10-22.34c, [5/15A-1 et seq.](#), 5/19b-1 et seq., 5/22-94, and 5/24-5.

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[410 ILCS 170/](#), Coal Tar Sealant Disclosure Act.

[820 ILCS 130/](#), Prevailing Wage Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:150 (Facility Management and Building Programs), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting)

Adopted: May 22, 2023

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.21, amended by P.A. 103-8, eff. 1-1-24. **Issue 113, October 2023**

PRESSPlus 2. Updated in response to 105 ILCS 5/15A-1 et seq., added by P.A. 103-491, eff. 1-1-24. Under a *design-build* delivery system for a construction project, a board contracts with a *design-build entity* that furnishes architecture, engineering, land surveying, public art or interpretive exhibits, and other construction services, as required for the project. It allows a single contractor to manage both the design and construction of a project, creating the potential for greater efficiency. Contrast this method with the traditional *design-bid-build* delivery method, in which a board contracts with multiple entities and utilizes a competitive bidding process for certain contractors, such as a general contractor. 105 ILCS 5/15A-1 et seq., added by P.A. 103-491, eff. 1-1-24, does not impact a district's ability to use a qualification-based selection process under 50 ILCS 510/, Local Government Professional Services Act (LGPSA), to select design professionals or construction managers for design-build projects. 105 ILCS 5/15A-50. See sample policy 2:170, *Procurement of Architectural, Engineering, and Land Surveying Services*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). For design-build projects, consult with the board attorney as needed to ensure the district: (1) complies with the specific procedural requirements related to requests for proposals (RFPs) and evaluation of RFP submissions for these contracts, and (2) incorporates additional criteria for requests for proposals and evaluation of proposals based on local conditions and the specific project, as permitted by the statute. Note that under 105 ILCS 5/15A-20, added by P.A. 103-491, eff. 1-1-24, a board must employ or contract with an independent design professional or public art designer (as applicable) selected under the LGPSA to assist with developing the scope and criteria for performance for a request for proposal under a design-build delivery system. **Issue 113, October 2023**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-20.85, added by P.A. 103-393. See sample administrative procedure 4:60-AP1, *Purchases*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for specific requirements. A *district-administered assessment* is one that requires all student test takers at any grade level to answer the same questions, or a selection of questions from a common bank of questions. It does *not* include the observational assessment tool used to satisfy the annual kindergarten assessment required by 105 ILCS 5/2-3.64a-10 or an assessment developed by district teachers or administrators that is used to measure student progress at an attendance center. **Issue 113, October 2023**

## *Document Status: Draft Update*

### **OPERATIONAL SERVICES**

#### **4:130 Free and Reduced-Price Food Services**

##### Notice

The Superintendent shall be responsible for implementing the District's free and reduced-price food services policy and all applicable programs.

If State funding is available for the Healthy School Meals for All Program, the Board will annually determine if it will participate in the program. [PRESSPlus1](#)

##### Eligibility Criteria and Selection of Children

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture and distributed by the Ill. State Board of Education.

##### Notification

At the beginning of each school year, by letter, the District shall notify students and their parents/guardians of: (1) eligibility requirements for free and reduced-price food service; (2) the application process; (3) the name and telephone number of a contact person for the program; and (4) other information required by federal law. The Superintendent shall provide the same information to: (1) informational media, the local unemployment office, and any major area employers contemplating layoffs; and (2) the District's website (if applicable), all school newsletters, or students' registration materials. Parents/guardians enrolling a child in the District for the first time, any time during the school year, shall receive the eligibility information.

##### Nondiscrimination Assurance

The District shall avoid publicly identifying students receiving free or reduced-price meals and shall use methods for collecting meal payments that prevent identification of children receiving assistance.

##### Appeal

A family may appeal the District's decision to deny an application for free and reduced-price food services or to terminate such services as outlined by the U.S. Dept. of Agriculture in [7 C.F.R. §245.7](#), Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools. The Superintendent shall establish a hearing procedure for adverse eligibility decisions and provide by mail a copy of them to the family. The District may also use these procedures to challenge a child's continued eligibility for free or reduced-price meals or milk.

During an appeal, students previously receiving food service benefits shall not have their benefits terminated. Students who were denied benefits shall not receive benefits during the appeal. The status of a student's appeal or eligibility for free or reduced-price food services shall not relieve the District of its obligation to provide him or her with a free meal or snack under the Hunger-Free Students' Bill of Rights Act if he or she requests one, regardless of his or her ability to pay.

The Superintendent shall keep on file for a period of 3 years a record of any appeals made and the hearing record. The District shall also maintain accurate and complete records showing the data and method used to determine the number of eligible students served free and reduced-price food services. These records shall be maintained for 3 years.

LEGAL REF.:

U.S. Dept. of Agriculture, Food and Nutrition Service, National School Lunch Program, [7 C.F.R. Part 210](#).

U.S. Dept. of Agriculture, Food and Nutrition Service, Determining Eligibility for Free and Reduced-Price Meals and Free Milk In Schools, [7 C.F.R. Part 245](#).

[105 ILCS 123/](#), Hunger-Free Students' Bill of Rights Act

105 ILCS 125/, [School Breakfast](#) and [Lunch Program Act](#).

[105 ILCS 126/](#), [Childhood Hunger Relief Act](#).

[23 Ill.Admin.Code 305.10](#) *et seq.*

~~CROSS REF.: 4:120 (Food Services)~~

Adopted: March 18, 2019

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## **PRESSPlus Comments**

PRESSPlus 1. Optional. Updated in response to 105 ILCS 125/2.3, added by P.A. 103-532. Subject to appropriation, the Ill. State Board of Education (ISBE) is required to establish the Healthy School Meals for All Program. Participating boards must offer eligible meals, without charge, to all students enrolled in schools that participate in the National School Breakfast Program (NSBP) and National School Lunch Program (NSLP). To receive State reimbursement under the Healthy School Meals for All Program, a board must: (1) annually notify ISBE of its intent to participate in the program; (2) maximize its access to federal funds for NSBP and NSLP by participating in the CEP or another special assistance alternative, if eligible, and (3) operate the NSBP and NSLP in a manner that in the opinion of ISBE, draws down the most possible federal funding for meals served in the NSBP and NSLP. If State funding is insufficient to cover reimbursement of all interested boards, ISBE is required to inform eligible schools of the impact of the inadequate funding so that boards can make an informed decision about food service administration in their districts. **Issue 113, October 2023**

## Document Status: Draft Update

### OPERATIONAL SERVICES

#### 4:160 Environmental Quality of Buildings and Grounds

The Superintendent shall take all reasonable measures to protect: (1) the safety of District personnel, students, and visitors on District premises from risks associated with hazardous materials and (2) the environmental quality of the District's buildings and grounds.

##### Pesticides

Pesticides will not be applied on the paved surfaces, playgrounds, or playing fields of any school serving grades K-8 during a school day or partial school day when students are in attendance for instructional purposes. PRESSPlus1 Additionally, the application of any restricted use pesticides will not be is prohibited applied on or within 500 feet of school property during normal school hours. Before pesticides are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, [225 ILCS 235/](#), and the Lawn Care Products Application and Notice Act, [415 ILCS 65/](#).

##### Coal Tar Sealant

Beginning on 1-1-23, b Before coal tar-based sealant products or high polycyclic aromatic hydrocarbon sealant products are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students in writing or by telephone as required by the Coal Tar Sealant Disclosure Act.

##### LEGAL REF.:

[105 ILCS 5/10-20.17a](#); [5/10-20.48](#).

[29 C.F.R. §1910.1030](#), Occupational Exposure to Bloodborne Pathogens, as adopted by the Illinois Department of Labor, [56 Ill.Admin.Code §350.700\(b\)](#).

[29 C.F.R. §1910.1200](#), Occupational Safety and Health Administration Hazard Communication Standards, as adopted by [820 ILCS 255/1.5](#), Toxic Substances Disclosure to Employees Act.

[20 ILCS 3130/](#), Green Buildings Act.

[105 ILCS 135/](#), Toxic Art Supplies in Schools Act.

[105 ILCS 140/](#), Green Cleaning School Act.

[105 ILCS 160/](#), Pesticide Application at Schools Act.

[225 ILCS 235/](#), Structural Pest Control Act.

[415 ILCS 60/14](#), Illinois Pesticide Act.

[415 ILCS 65/](#), Lawn Care Products Application and Notice Act.

[410 ILCS 170/](#), Coal Tar Sealant Disclosure Act.

[820 ILCS 255/](#), Toxic Substances Disclosure to Employees Act. (*inoperative*)

[23 Ill.Admin.Code §1.330.](#)

CROSS REF.: 4:150 (Facility Management and Building Programs), 4:170 (Safety)

Adopted: February 28, 2022

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Pesticide Application at Schools Act (PASA), 105 ILCS 160/, added by P.A. 103-496. Areas prohibited from treatment include paved surfaces, playgrounds and playing fields, where children are typically present.

*Pesticides* is not specifically defined in PASA; however, the Illinois Pesticide Act (IPA) defines both *pesticides* and the subcategory of *restricted use pesticides*. 415 ILCS 60/4. PASA therefore appears broader than the IPA because it applies to all pesticides, including those that are not restricted use pesticides. However, PASA is narrower than the IPA in two ways. First, PASA's geographic scope is narrower than the IPA because PASA does not apply to "areas of school grounds where children are typically not present, including, but not limited to flower beds and lawns surrounding the school not used as playing fields." Second, PASA is narrower in that its prohibition is only in effect when students are in attendance for instruction, compared to the IPA prohibition that applies during *normal school hours* and could extend beyond instructional hours. For ease in administering these slightly different standards, an elementary or unit district may want to follow the more restrictive geographic and temporal prohibitions in the IPA but apply them to all types of pesticides. See also footnote 4 of sample policy 4:160, *Environmental Quality of Buildings and Grounds*, and sample administrative procedure 4:160-AP, *Environmental Quality of Buildings and Grounds*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 113, October 2023**

## *Document Status: Draft Update*

### General Personnel

#### **5:30 Hiring Process and Criteria**

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval. No individual will be employed who has been convicted of a criminal offense listed in [105 ILCS 5/21B-80\(c\)](#).

All applicants must complete a District application in order to be considered for employment.

#### Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

#### Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in [105 ILCS 5/21B-80](#) or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant

for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts.
8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

#### Sexual Misconduct Related Employment History Review (EHR)

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

#### Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of any such examination.

#### Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

[42 U.S.C. §12112](#), Americans with Disabilities Act; [29 C.F.R. Part 1630](#).

[15 U.S.C. §1681](#) *et seq.*, Fair Credit Reporting Act.

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[105 ILCS 5/10-16.7](#), [5/10-20.7](#), [5/10-21.4](#), [5/10-21.9](#), [5/10-22.34](#), [5/10-22.34b](#), [5/21B-10](#), [5/21B-80](#), [5/21B-85](#), [5/22-6.5](#), [5/22-94](#), and [5/24-5](#).

[20 ILCS 2630/3.3](#), Criminal Identification Act.

[820 ILCS 55/](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 112/](#), Equal Pay Act of 2003. [PRESSPlus1](#)

*Duldulao v. St. Mary of Nazareth Hospital*, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

*Kaiser v. Dixon*, 127 Ill. App. 3d 251 (2nd Dist. 1984).

*Molitor v. Chicago Title & Trust Co.*, 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:32 (Nepotism), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Duties and Qualifications)

Adopted: May 22, 2023

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## PRESSPlus Comments

PRESSPlus 1. The Equal Pay Act of 2003, 820 ILCS 112/10(b-25), added by P.A. 103-539, eff. 1-1-25, makes it unlawful for employers with 15 or more employees to fail to include the "pay scale and benefits" for a position in any specific job posting. "Pay scale and benefits" means the wage or salary, or the wage or salary range, and a general description of benefits and other compensation. To satisfy the posting requirement, an employer can include a hyperlink to a public webpage that includes the pay scale and benefit information. If an employer uses a third party to post its job postings, then the employer must provide the pay scale and benefits or a hyperlink containing the information to the third party. The Act also requires employers to inform current employees of promotion opportunities within 14 calendar days after the employer posts externally for the position. Employers are not prohibited from asking applicants about their wage or salary expectations for a position. **Issue 113, October**

## Document Status: Draft Update

### PROFESSIONAL PERSONNEL

#### 5:190 Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:
  - a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
  - b. Provide the District Office with a complete transcript of credits earned in institutions of higher education.
  - c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed.
  - d. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF.:

[20 U.S.C. §6312\(e\)\(1\)\(A\)](#).

[105 ILCS 5/10-20.15](#), [5/21-11.4](#), [PRESSPlus1 5/21B-15](#), [5/21B-20](#), [5/21B-25](#), and [5/24-23](#).

[23 Ill.Admin.Code §1.610 et seq.](#), [§1.705 et seq.](#), and [Part 25](#).

CROSS REF.: 6:170 (Title I Programs)

Adopted: February 27, 2023

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#### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to the repeal of 105 ILCS 5/21-

## *Document Status: Draft Update*

### PROFESSIONAL PERSONNEL

#### **5:200 Terms and Conditions of Employment and Dismissal**

The Board of Education delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable individual employment contract or collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

Duty-Free Lunch, Work Year/Work Day, Salary, Assignments and Transfers, Dismissal, Evaluation

**Please refer to the following current agreement:**

**"Agreement Between the Lisle Education Association and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."**

School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in [105 ILCS 5/14-1.09a](#).

Nursing Mothers

The District accommodates employees who are nursing mothers according to provisions in State and federal law.

LEGAL REF.:

29 U.S.C. §218(d), Pub. L. 117-328, Pump for Nursing Mothers Act. [PRESSPlus1](#)

42 U.S.C. §2000gg et seq., Pub. L. 117-328, Pregnant Workers Fairness Act.

105 ILCS 5/10-19, 5/10-19.05, 5/10-20.65, 5/14-1.09a, [5/22-95](#), [5/22.4](#), [5/24-16.5](#), [5/24-2](#), [5/24-8](#), [5/24-9](#), [5/24-11](#), [5/24-12](#), [5/24-21](#), [5/24A-1 through 24A-20](#).

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

[23 Ill.Admin.Code Parts 50](#) (Evaluation of Educator Licensed Employees) and [51](#) (Dismissal of Tenured Teachers).

[Cleveland Bd. of Educ. v. Loudemill](#), 470 U.S. 532(1985).

CROSS REF.: 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

Adopted: February 28, 2022

## Document Status: Draft Update

### PROFESSIONAL PERSONNEL

#### 5:210 Resignations

~~Tenured t~~Teachers may resign at any time with consent of the Board of Education ~~or by written notice sent to the Board Secretary at least 30 days before the intended date of resignation. However, n~~ No teacher may resign during the school term in order to accept another teaching position without the consent of the Board. A teacher may resign outside of a school term if the teacher provides written notice to the secretary of the Board, at least 30 calendar days prior to the first student attendance day of the following school year. Teachers who resign with less than 30 days' notice prior to the first student attendance day of the following school term will be deemed to have resigned during the school term. [PRESSPlus1](#)

#### Retirement

**"Agreement Between the Lisle Education Association and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."**

LEGAL REF.:

[105 ILCS 5/24-14.](#)

*Park Forest Heights School Dist. v. State Teacher Certification Bd.*, 363 Ill.App.3d 433 (1st Dist. 2006).

~~ADOPTED: August 28, 2017~~

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#### **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/24-14, amended by P.A.s 102-552 and 103-549, refers to a school term as commencing on the first day of student attendance. A teacher who resigns during the school term, without the board's permission, or who resigns in order to accept another teaching assignment may be referred by the board to the State Superintendent of Education, who shall convene an informal evidentiary hearing within 90 days after receipt of a district's referral. The referral to the State Superintendent must be submitted within 10 business days after the board denies acceptance of the resignation and contain: (1) a dated copy of the teacher's resignation letter; (2) a copy of the reporting district's current school year calendar; (3) proof of employment for the school year at issue; (4) documentation showing that the board did not accept the teacher's resignation; and (5) evidence that the teacher left the district in order to accept another teaching assignment. The district must also notify the teacher of the referral within five business days after submitting it to the State Superintendent.

**Issue 113, October 2023**

## *Document Status: Draft Update*

### PROFESSIONAL PERSONNEL

#### **5:220 Substitute Teachers**

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

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

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

The Ill. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year ~~through June 30, 2026,~~ [PRESSPlus1](#) but not more than 100 paid days in the same classroom. Beginning July 1, 2026~~3~~, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The Board establishes a daily rate of pay for substitute teachers. Upon completion of thirty (30) days of substitute assignments in the District during a school year, the substitute teacher shall be paid an additional sum per day determined by the Board.

Substitute teachers receive only monetary compensation for time worked and no other benefits.

Long term substitute assignments shall be categorized as planned or unplanned. A planned long term substitute assignment is one for which the District has prior knowledge with expectations that the assignment will exceed thirty (30) days in length. An unplanned long term substitute assignment is one for which the duration of the assignment is not known at the outset of the assignment.

A substitute teacher for a long term planned assignment shall be paid at the daily rate based upon placement of the substitute teacher on the appropriate step on the current salary schedule as determined by the Superintendent. The daily rate shall be calculated by dividing the amount of the assigned step on the current salary schedule by one hundred eighty one (181).

For substitute assignments of thirty (30) days or less and long term unplanned assignments, a substitute teacher shall be paid at the regular daily rate for substitute teachers until the tenth (10th) consecutive day of substituting for the same absent teacher in the same instructional program. From the eleventh (11th) day through the thirtieth (30th) day, the substitute teacher shall be paid an additional sum determined by the Board. For days in excess of thirty (30) days, the substitute teacher shall be paid at the daily rate calculated by dividing the base salary amount (BA+0) of the current

salary schedule by one hundred eighty one (181).

A record of days worked by each substitute teacher shall be kept in the payroll office.

### Internal Substitutes

## **"Agreement Between the Lisle Education Association and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."**

### Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Unless otherwise permitted by law, short-term substitutes may teach no more than five (5) consecutive school days for each licensed teacher who is under contract with the Board.

### Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to thirty (30) calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education (ROE) within five business days after the employment of a substitute teacher in an emergency situation. The Board may continue to employ the same substitute teacher in a vacant position for 90 calendar days or until the end of the semester, whichever is greater, if, prior to the end of the then current 30-calendar-day period, the District makes a written request to the ROE for a 30-calendar-day extension and the extension is granted by the ROE. [PRESSPlus2](#)

### LEGAL REF.:

[105 ILCS 5/10-20.68](#), [5/21B-20\(2\)](#), [5/21B-20\(3\)](#), and [5/21B-20\(4\)](#).

[40 ILCS 5/16-118](#), Ill. Pension Code.

[23 Ill.Admin.Code §1.790](#) (Substitute Teacher) and [§25.520](#) (Substitute Teaching License).

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

Adopted: February 27, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to Ill. Pension Code, 40 ILCS 5/16-118, amended by P.A.s 103-88 and 103-525, permitting TRS annuitants to substitute teach for 120 paid days or 600 paid hours in each school year through 6-30-26. **Issue 113, October 2023**

PRESSPlus 2. Updated in response to 105 ILCS 5/21B-20(3), amended by P.A. 103-193, eff. 1-1-24. In order for a substitute teacher to remain in a vacant position for up to 90 days, or until the end of the semester, whichever is greater, the position must remain vacant and the district must continue to actively seek qualified candidates and provide documentation to the Regional Office of Education that it has provided training specific to the position, including training on meeting the needs of students with disabilities and English learners if applicable. **Issue 113, October 2023**

## *Document Status: Draft Update*

### **PROFESSIONAL PERSONNEL**

#### **5:250 Leaves of Absence**

Sick and Bereavement Leave, Sabbatical Leave, Personal Leave/Religious Leave, Leave of Absence Without Pay, Association Leave, Lobbying Leave, Adoption Leave

**Please refer to the following current agreement:**

**"Agreement Between the Lisle Education Association and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."**

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

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

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

#### **Family Bereavement Leave**

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

or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Bereavement Leave Act. This policy does not create any right for an employee to take family bereavement leave that is inconsistent with the Family Bereavement Leave Act.

#### Child Extended Bereavement Leave [PRESSPlus1](#)

Unpaid leave from work is available to employees who experience the loss of a child by suicide or homicide. The Child Extended Bereavement Leave Act governs the duration, scheduling, continuity of benefits, and all other terms of the leave. Accordingly, if the District employs 250 or more employees on a full-time basis, <sup>Q1</sup> an employee is entitled to a total of 12 weeks of unpaid leave within one year after the employee notifies the District of the loss. An employee may elect to substitute other forms of leave to which the employee is entitled for the leave provided under the Child Extended Bereavement Leave Act.

#### Parental Leave

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

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

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

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

#### Leaves for Service in the Military

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

#### General Assembly

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

#### Leave for Employment in Department of Defense

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

### School Visitation Leave

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

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

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

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance, and to grieve and attend to matters necessitated by the death of a family or household member who is killed in a crime of violence. [PRESSPlus2](#) without suffering adverse employment action.

The Victims' Economic Security and Safety Act ([VESSA](#)) governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, and subject to any exceptions in VESSA, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 ([29 U.S.C. §2601 et seq.](#)).

### Leaves to Serve as an Officer, ~~or~~ Trustee, or Representative of a Specific Organization [PRESSPlus3](#)

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) up to twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3, and (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2, and (4) up to 10 days of paid leave per school term for teachers elected to represent a statewide teacher association in federal advocacy work in accordance with 105 ILCS 5/24-3.5.

### Leave to Serve as an Election Judge

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

## COVID-19 Paid Administrative Leave

During any time when the Governor has declared a disaster due to a public health emergency under 20 ILCS 3305/7, When applicable, PRESSPlus4 paid administrative leave related to COVID-19 will be granted is available to eligible employees in accordance with State law. if the District, State or any of its agencies, or the local health department has issued guidance, mandates, or rules related to COVID-19 that restrict an employee from being on District property for a reason outlined in State law.

For an employee to be eligible for COVID-19 paid administrative leave, the employee must be fully vaccinated against COVID-19 as defined in 105 ILCS 5/10-20.83 (final citation pending).

The employee will receive as many days of administrative leave as required to abide by the public health guidance, mandates, and requirements issued by the Ill. Dept. of Public Health, unless a longer period has been negotiated with the exclusive bargaining representative.

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

### LEGAL REF.:

105 ILCS 5/10-20.83 (final citation pending), 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.

[10 ILCS 5/13-2.5](#), Election Code.

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[820 ILCS 147/](#), School Visitation Rights Act.

820 ILCS 154/, [ChildFamily](#) Bereavement Leave Act.

[820 ILCS 156/](#), [Child Extended Bereavement Leave Act.](#)

[820 ILCS 180/](#), Victims' Economic Security and Safety Act.

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

Adopted: January 23, 2023

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### Questions and Answers:

\*\*\*Required Question 1. How many full-time employees does the district employ?

- The district employs more than 250 employees. (Default)
- The district employs between 50-249 employees. (IASB will substitute the following sentence: "Accordingly, if the District employs at least 50 but not more than 249 employees on a full-time basis, an employee is entitled to a total of six weeks of unpaid leave within one year after the employee

notifies the District of the loss.")

○ The district employs fewer than 50 employees. (IASB will delete the subhead regarding Child Extended Bereavement Leave and the Legal Reference to 820 ILCS 156/.)

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Child Extended Bereavement Leave Act, 820 ILCS 156/, added by P.A. 103-466. **Issue 113, October 2023**

PRESSPlus 2. Updated in response to the Victims' Economic Security and Safety Act (VESSA), 820 ILCS 180/, amended by P.A. 103-314, eff. 1-1-24. Under 820 ILCS 180/20(a)(4), added by P.A. 103-314, eff. 1-1-24, an employee is not entitled to more than two work weeks (10 work days) if the leave is to attend a wake or funeral (or an alternative event), make end-of-life arrangements, or grieve due to the death of a family or household member killed in a crime of violence. In these circumstances, the leave must be completed within 60 days after the date on which the employee receives notice of the death. Employees may qualify for unpaid leave under both VESSA and the Family Bereavement Leave Act; leave taken under one act does not diminish the availability of leave under the other. **Issue 113, October 2023**

PRESSPlus 3. Updated in response to 105 ILCS 5/24-3.5, added by P.A. 103-308, eff. 1-1-24. The statewide teacher association is required to reimburse a district for substitute teaching costs incurred due to the teacher's absence. **Issue 113, October 2023**

PRESSPlus 4. Updated for continuous improvement. **Issue 113, October 2023**

## Document Status: Draft Update

### EDUCATIONAL SUPPORT PERSONNEL

#### 5:330 Sick Days, Vacation, Holidays, and Leaves

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

Sick and Bereavement Leave, Vacation, Holidays, Personal Leave, General Unpaid Leaves, Child Care Leave, Association Leave, Accident or Injury Leave, Family Medical Leave

**Please refer to the following current agreement:**

**"Agreement Between the Classified Employees Association of Lisle and the Board of Education Lisle Community Unit School District No. 202 DuPage County, Illinois."**

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

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with State law.

Other Leaves

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

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. Family Bereavement Leave.
6. Child Extended Bereavement Leave. [PRESSPlus1](#)
7. Leave to serve as an election judge.
8. COVID-19 Paid Administrative Leave.

LEGAL REF.:

105 ILCS 5/10-20.7b, 5/10-20.83 (final citation pending), 5/24-2, 5/24-6, and 5/24-6.3.

[10 ILCS 5/13-2.5](#), Election Code.

[330 ILCS 61/](#), Service Member Employment and Reemployment Rights Act.

[820 ILCS 147](#), School Visitation Rights Act.

820 ILCS 154/, ~~Child~~Family Bereavement Leave Act.

820 ILCS 156/, Child Extended Bereavement Leave Act.

820 ILCS 180/, Victims' Economic Security and Safety Act.

*School Dist. 151 v. ISBE*, 154 Ill.App.3d 375 (1st Dist.1987); *Elder v. Sch. Dist. No.127 1/2*, 60 Ill.App.2d 56 (1st Dist.1965).

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

Adopted: January 23, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Child Extended Bereavement Leave Act, 820 ILCS 156/, added by P.A. 103-466. See the **Question** attached to the PRESS Plus Draft Update for policy 5:250, *Leaves of Absence*. If the district enters a response that fewer than 50 full-time employees are employed by the district, this item and the Legal Reference to 820 ILCS 156/ will be deleted by IASB. **Issue 113, October 2023**

# Document Status: Draft Update

## INSTRUCTION

### 6:15 School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Ill. State Board of Education (ISBE) prepared *State Goals for Learning and Learning Standards*.

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

#### Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and ISBE rules, and continuously keep the Board informed:

1. Prepare and submit each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's *Multiple Measure Index* and corresponding *Annual Measurable Objective* provided by ISBE.
3. If applicable, develop ~~District and~~ [PRESSPlus1](#) School Improvement Plans, present them for Board approval, and supervise their implementation.
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
5. In accordance with [105 ILCS 5/2-3.153](#), annually administer a climate survey on the instructional environment within the school to, at minimum, students in grades 4 through 12 and teachers.

The Superintendent shall make regular assessment reports to the Board, including projections whether the District and each school is or will be making adequate yearly progress as defined in State law. The Superintendent shall seek Board approval for each District and/or school improvement plan and otherwise when necessary or advisable.

#### LEGAL REF.:

[105 ILCS 5/2-3.25](#), [5/2-3.25a](#), [5/2-3.25b](#), [5/2-3.25c](#), [5/2-3.25d-5](#), [5/2-3.25e-5](#), [5/2-3.25f](#), [5/2-3.25f-5](#), [5/2-3.63](#), [5/2-3.64a-5](#), [5/2-3.153](#), [5/10-17a](#), [5/10-21.3a](#), and [5/27-1](#).

[23 Ill.Admin.Code Part 1](#), Subpart A: Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

Adopted: January 23, 2023

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## PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/2-3.25f(a), amended by P.A. 103-175, providing that the Ill. State Board of Education (ISBE) “shall provide technical assistance to schools in school improvement status to assist with the development and implementation of ~~School and District~~ Improvement Plans.” ISBE is required to provide districts with technical assistance and support by the Elementary and Secondary Education Act. 20 U.S.C. §6303. **Issue 113, October 2023**

# Document Status: Draft Update

## INSTRUCTION

### 6:30 Organization of Instruction

The School District has instructional levels for grades pre-K through 12. The Superintendent shall annually present to the Board of Education a plan for organizing instructional levels and assigning them to school facilities in order to:

1. Support the District's educational program,
2. Maximize facility usage without undue overcrowding, and
3. Provide substantially comparable instructional programs across the District.

Students, for instructional purposes, may be placed in groups within a school that do not necessarily follow grade level designations. For purposes of attendance reporting and other records, however, each student is assigned a grade-level placement.

#### Kindergarten

The District maintains at minimum, a half-day kindergarten with an instructional program that fulfills the District's curriculum goals and objectives and the requirements of the State law.

#### LEGAL REF.:

105 ILCS ~~5/10-20.19a~~, 5/10-20.37, and 5/10-22.18. [PRESSPlus1](#)

[23 Ill.Admin.Code §1.420](#).

CROSS REF.: 6:40 (Curriculum Development), 6:170 (Title I Programs), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

ADOPTED: April 20, 2009

REVIEWED: October 21, 2013

REVIEWED: August 27, 2018

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### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/10-20.19a, repealed by P.A. 103-410. 105 ILCS 5/10-22.18, amended by P.A. 103-410, requires boards to establish a full-day kindergarten program by the beginning of the 2027-2028 school year. Elementary or unit districts that do not offer full-day kindergarten as of 10-1-22, may apply for a two-year extension of the 2027-28 school year full-day kindergarten implementation deadline if the criteria set forth in 105 ILCS 5/10-22.18(b)(1)-(3) are met. **Issue 113, October 2023**

## *Document Status: Draft Update*

### INSTRUCTION

#### **6:50 School Wellness**

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA).

The Superintendent or designee will ensure:

1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual and distributed to students and their parents/guardians through student handbooks, and
3. The community is informed about the progress of this policy's implementation.

#### Goals for Nutrition Education and Nutrition Promotion

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, *Curriculum Content*.

#### Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include 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. See policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*.
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*.
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Ill. State Board of Education (ISBE).

#### Goals for Other School-Based Activities [PRESSPlus1](#)

The goals for school-based activities include the following:

- Schools will support and promote a healthy eating environment for students.
- Schools will promote and participate in wellness activities.
- Schools will offer other school-based activities to support student health and wellness, including coordinated events and clubs.

#### Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are consistent with Board policy 4:120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rules).

In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall:

1. Restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, *Food Services*, i.e., in-school marketing of food and beverage items must meet *competitive foods* standards.

*Competitive foods* standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives.

#### Exempted Fundraising Day (EFD) Requests

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the "general nutrition standards for competitive foods" specified in federal law.

ISBE rules prohibit EFDs for grades 8 and below in participating schools.

The Superintendent or designee in a participating school may grant an EFD for grades 9 through 12 in participating schools. To request an EFD and learn more about the District's related procedure(s), contact the Superintendent or designee. The District's procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule.

#### Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

#### Unused Food Sharing Plan

In collaboration with the District's local health department, the Superintendent or designee will:

1. Develop and support a food sharing plan (Plan) for unused food that is focused on student needs.
2. Implement the Plan throughout the District.
3. Ensure the Plan complies with the Richard B. Russell National School Lunch Act, as well as

accompanying guidance from the U.S. Department of Agriculture on the Food Donation Program.

4. Ensure that any leftover food items are properly donated to combat potential food insecurity in the District's community. *Properly* means in accordance with all federal regulations and State and local health and sanitation codes.

### Monitoring

At least every three years, the Superintendent or designee shall provide implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report). This triennial report must include without limitation each of the following:

- An assessment of the District's implementation of the policy
- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy
- How the District will make the results of the assessment available to the public
- Where the District will retain records of the assessment

The Board will monitor and adjust the policy pursuant to policy 2:240, *Board Policy Development*.

### Community Involvement

The Board and Superintendent or designee will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the community. Community involvement methods shall align their suggestions and comments to policy 2:140, *Communications To and From the Board* and/or the **Community Engagement** subhead in policy 8:10, *Connection with the Community*.

### Recordkeeping

The Superintendent or designee shall retain records to document compliance with this policy, the District's records retention protocols, and the Local Records Act.

LEGAL REF.:

[Pub. L. 108-265](#), Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004.

~~42 U.S.C. §1771 et seq., Child Nutrition Act of 1966.~~

42 U.S.C. §1751 et seq., [Richard B. Russell](#) National School Lunch Act.

42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010.

[42 U.S.C. §1771 et seq.](#), Child Nutrition Act of 1966.

[42 U.S.C. §1779](#), as implemented by [7 C.F.R. §§210.11](#) and [210.31](#).

[50 ILCS 205/](#), Local Records Act.

[105 ILCS 5/2-3.139](#) and [5/2-3.189](#).

[23 Ill.Admin.Code Part 305](#), Food Program.

ISBE's *School Wellness Policy* Goal, adopted Oct. 2007.

CROSS REF.: 2:140 (Communications To and From the Board), 2:150 (Committees), 2:240 (Board Policy Development), 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education), 8:10 (Connection with the Community)

Adopted: February 27, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to a request from the Ill. State Board of Education (ISBE) Nutrition Dept. and to federal requirements in 7 C.F.R. §210.31 for local school wellness policies. This is a required topic, but the local board may determine what goals are appropriate. 42 USC §1758b(b)(1); 7 C.F.R. §210.31(c)(1). The third sample goal comes from ISBE's Local Wellness Policy Template for Schools, available at: [www.isbe.net/Pages/Local-School-Nutrition-Wellness-Policy.aspx](http://www.isbe.net/Pages/Local-School-Nutrition-Wellness-Policy.aspx). **Issue 113, October 2023**

## *Document Status: Draft Update*

### **INSTRUCTION**

#### **6:60 Curriculum Content**

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, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention including the dangers of any addictive medication, such as but not limited to opioids. 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. 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 kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. 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.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.
3. 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. 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, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, and railroad crossings and their approaches, 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. 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. 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.
4. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
5. 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.
6. 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 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.

7. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
8. 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. Instruction in all grades will include educating students about behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
9. 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.
10. 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, but at a minimum of three days per five-day week. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
11. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, , **and** (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, **and (f) beginning in the fall of 2024, in grades 9-12, the dangers of fentanyl.**[PRESSPlus1](#) 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](#).
12. 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.
13. 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.
14. 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.

15. Beginning in the fall of 2022, 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.
16. Beginning in the fall of 2022, 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 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.
17. Beginning in the fall of 2023, 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. [PRESSPlus2](#)
18. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
19. In all schools, instruction as determined by the Superintendent or designee [PRESSPlus3](#) 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, the 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, and (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 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. [PRESSPlus4](#) (g) Illinois history.

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.

20. 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.

21. 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 Native American genocide in North America](#), [PRESSPlus5](#) Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
22. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
23. 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.
24. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
25. [Beginning in the fall of 2022,](#) 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.
26. 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.

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](#), [5/10-23.13](#), [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), 6:310 (Credit for Alternative Courses and Programs, and

Course Substitutions), 7:15 (Student and Family Privacy Rights), 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), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

Adopted: January 23, 2023

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/27-13.2(c), added by P.A. 103-365, eff. 1-1-24. See sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for more information. **Issue 113, October 2023**

PRESSPlus 2. Subject to appropriation, school districts can apply for a competitive grant to support computer science programs. 105 ILCS 5/2-3.196, added by P.A. 103-264, eff. 1-1-24. **Issue 113, October 2023**

PRESSPlus 3. 105 ILCS 5/27-21, amended by P.A. 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. **Issue 113, October 2023**

PRESSPlus 4. Updated in response to 105 ILCS 5/27-21, amended by P.A. 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).

Note that instruction on Native American nations' sovereignty and self-determination under 105 ILCS 5/27-21, amended by P.A. 103-422, does not specify a delayed implementation date. Consult the board attorney regarding whether a district may delay implementation of such instruction given that the implementation of Native American experience and Native American history in 2024-2025 must include instruction on tribal sovereignty.

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.” The Ill. State Board of Education (ISBE) is required to make instructional materials related to Native Americans available on its website, but not until 1-1-25. For additional resources, see <https://americanindian.si.edu/nk360> and <https://iste.org/blog/15-resources-for-teaching-native-american-history-and-culture>. **Issue 113, October 2023**

PRESSPlus 5. 105 ILCS 5/27-20.3, amended by P.A. 103-422. 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. Note that instruction on Native American genocide under 105 ILCS 5/27-20.3, amended by P.A. 103-422 does not specify a delayed implementation date. Consult the board attorney regarding whether a district may delay implementation of such instruction given that the

implementation of Native American experience and Native American history in 2024-2025 must include instruction on Native American genocide. ISBE is not required to make instructional materials on the Native American genocide in North America available on its website until 1-1-25. **Issue 113, October 2023**

## *Document Status: Draft Update*

### **INSTRUCTION**

#### **6:230 Library Resource Center**

The Superintendent or designee shall manage the District's library resource program according to the following standards:

1. The program focuses on enlarging and enriching the on-going classroom instructional program.
2. Materials are selected on the basis of encouraging the acquisition of knowledge and developing literary, cultural, and aesthetic appreciation and ethical standards.
3. Staff members are invited to recommend additions to the collection.
4. Each school maintains a collection of material that supports the curriculum and provides for individual needs, interests, abilities, and maturity levels.
5. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

Parents/guardians, employees, and community members who believe that library media program resources violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*.

The Superintendent or designee shall establish criteria consistent with this policy for the review of objections. Parents/guardians, employees, and community members with suggestions or complaints about library media program resources may complete a *Library Media Resource Objection Form*. The Superintendent or designee shall inform the parent/guardian, employee, or community member, as applicable, of the District's decision.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:60 (Curriculum Content), 6:170 (Title I Programs), 6:210 (Instructional Materials), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs)

ADOPTED: April 20, 2009

REVIEWED: October 21, 2013; August 27, 2018

REVISED: May 22, 2023

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## *Document Status: Draft Update*

### STUDENTS

#### **7:60 Residence**

##### Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student. The administration may require proof of residence and legal custody.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

##### Residence of Students with Disabilities [PRESSPlus1](#)

The residence of a child with a disability is determined in accordance with 105 ILCS 5/14-1.11, 5.14-1.11a, and 5/14-1.11b.

##### Requests for Nonresident Student Admission [Q1](#)

Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Board of Education may approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.

2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.
4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

### Tuition

Non-resident pupils attending the schools of the District for less than the school term shall have their tuition apportioned, however, pupils who become non-resident during a school term shall not be charged tuition for the remainder of the school term in which they become non-resident pupils.

For non-resident students who enroll before or during the first semester, an installment payment equal to one-half of the total tuition due shall be paid at the beginning of the first semester or at the time the non-resident student registers with the District. The remaining tuition amount shall be paid at the beginning of the second semester.

For non-resident students who enroll during the second semester, the total tuition amount for the remainder of the school year shall be paid at the time the student registers with the District.

### Admission of Nonresident Students Pursuant to an Agreement or Order

Non-resident students may attend District schools pursuant to whenever any State or federal law or a court order mandates the acceptance of a non-resident student.

### Homeless Children

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

### Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the Board of Education shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, [105 ILCS 5/10-20.12b](#).

### Delayed Residency

It is the intent of the District to provide an opportunity for parent(s)/guardian(s) who are moving into the District during the first (60) school days of the school year to enroll their child(ren) at the beginning of the school year, even though residency will not be established by the first day of school. This policy does not create a tuition-paying system for student(s) who live outside the District, and is available only to those families that meet the conditions established herein.

Upon the Superintendent or designee's approval of the application of the parent(s)/guardian(s) of a non-resident student(s) who have taken steps indicating a desire and intention to move into the District, such parent(s)/guardian(s) may, upon fulfilling the requirements herein contained, be permitted to enroll the prospective student(s) in the District schools upon depositing with the Business

Office an advance monetary guarantee amount as set forth herein.

To be eligible for enrollment, the parent(s)/guardian(s) must submit the following documentation to verify that the family reasonably expects to have established a residence, within the District, into which they will be moving prior to the end of the first sixty (60) school days of the school year:

- 1a. Home purchase contract including set guaranteed confirmation for occupancy date that falls during the first sixty (60) school days of the school year, or;
  - 1b. If new construction, the parent(s)/guardian(s) must also provide written verification from the contractor/builder regarding closing date of the purchase and transfer of title and occupancy that falls during the first sixty (60) school days of the school year, or;
  - 1c. Executed rental agreement including verification date for beginning of the lease (must be before the end of the first sixty (60) school days and continuing to at least the end of the current school year; and
2. Written authority for the District to contact the representative of the Seller, Landlord, or Contractor/Builder who will be contacted for confirmation before any approval.

If the parent(s)/guardian(s) cannot submit proof that they will be moving into the District by the last day of the first sixty (60) school days, early entrance is not an option and will not be approved.

If the proposed early entrance is approved, the parent(s)/guardian(s) shall, for each enrolled child, submit to the District, in the form of a Cashier's Check or Credit Card Authorization Form, a guarantee deposit in the amount of one-third (1/3) of the yearly tuition charge per student, as documented in the District's most recent Annual Financial Report, applicable to the first sixty (60) school days, which will be deposited and held by the District until the end of the first sixty (60) school days. If a credit card is utilized for the deposit, a non-refundable 2% processing fee will be charged to the parent(s)/guardian(s). The parent(s)/guardian(s) will also sign an Agreement that the District will return the deposit, but not the processing fee, if the family permanently moves in to the designated residence within the first sixty (60) school days, but if residency is not established during that time, the deposit will be forfeited and the District will permanently retain the funds.

The continuation of the student(s) in the District for the second sixty (60) school days of the school year will be contingent upon the Superintendent or designee's approval of the documentation that the family will establish residency in the District during the second sixty (60) days of the school year and a deposit of a similar Cashier's Check or Credit Card Authorization Form with the District, subject to similar conditions noted above, for one-third (1/3) of the yearly tuition charge per student, applicable to the second sixty (60) school days of the school year. If a credit card is utilized for the deposit, a non-refundable 2% processing fee will be charged to the parent(s)/guardian(s). The parents will sign an Agreement that the District will return the deposit, but not the processing fee, if the family permanently moves in within the second sixty (60) school days of the school year, but if the residency is not established during that time, the deposit will be forfeited and the District will permanently retain the funds.

The continuation of the student(s) in the District for the third sixty (60) school days of the school year will be subject to the same conditions as outlined for the first and second sixty (60) school days.

LEGAL REF.:

[42 U.S.C. §11431](#) *et seq.*, McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-20.12a, 5/10-20.12b, 5/10-22.5, and 5/10-22.5a, 5/14-1.11, 5/14-1.11a, and 5/14-

1.11b.

[105 ILCS 45/](#), Education for Homeless Children Act.

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[23 Ill.Admin.Code §1.240.](#)

*Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist. 200*, 235 Ill.App.3d 652 (5th Dist. 1992).

*Joel R. v. Board of Education of Manheim School District 83*, 292 Ill.App.3d 607 (1st Dist. 1997).

*Kraut v. Rachford*, 51 Ill.App.3d 206 (1st Dist. 1977).

CROSS REF.: 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy)

Adopted: February 28, 2022

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**Questions and Answers:**

\*\*\*Required Question 1. 105 ILCS 5/10-20.12a(a), amended by P.A. 103-111, allows boards to adopt a policy to waive nonresident tuition if the student is the child of a district employee. A *child* means a district employee's child who is a biological child, adopted child, foster child, stepchild, or a child for which the employee serves as legal guardian.

Does the board wish to accept requests from district employees for their nonresident children to attend school in the district on a tuition-free basis?

No. (Default)

Yes. (IASB will add the following paragraph after the numbered list: "For a nonresident student who is the child of a District employee, if the Superintendent approves the request for nonresident admission for the student, the tuition cost is waived pursuant to 105 ILCS 5/10-20.12a(a).")

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**PRESSPlus Comments**

PRESSPlus 1. When special education services are provided, a student's resident district is determined by 105 ILCS 5/14-1.11 (when the resident district is the district in which the parent/guardian resides), 14-1.11a, amended by P.A. 102-514 (when the resident district is the district in which the student resides), and 14-1.11b (applying the provisions of 105 ILCS 5/14-1.11 and 14-1.11a to determine the resident district in all cases in which special education services and facilities are provided). **Issue 113, October 2023**

# *Document Status: Draft Update*

## **STUDENTS**

### **7:70 Attendance and Truancy**

#### **Compulsory School Attendance**

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

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

#### **Absenteeism and Truancy Program**

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified. A student may be excused, at the Superintendent or designee's discretion, when: (1) the student has a last period study hall, (2) the parent/guardian provides written permission, (3) the student's employer provides written verification of employment, (4) the student provides evidence of a valid work permit, or (5) other reason deemed justifiable by the Superintendent or designee.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in

grade 8 or below who are absent without prior parent/guardian notification.

5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
  - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
  - b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that out-of-school suspensions, expulsions, or court action, shall not be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
15. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

### Monitoring

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

LEGAL REF.:

105 ILCS 5/22-92 and 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, and 5/26-18. [PRESSPlus1](#)

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987.

[23 Ill.Admin.Code §§1.242](#) and [1.290](#).

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

Adopted: February 27, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated. **Issue 113, October 2023**

# Document Status: Draft Update

## STUDENTS

### 7:160 Student Appearance

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The District does not prohibit hairstyles historically associated with race, ethnicity, hair texture, or any other protected classes under Board policy 7:10, *Equal Educational Opportunities*, including, but not limited to, protective hairstyles such as braids, locks, and twists. The District also does not prohibit the right of a student to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity or other characteristic or category protected under the Ill. Human Rights Act, 775 ILCS 5/1-103(Q). [PRESSPlus1](#) Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. Procedures for guiding student appearance will be developed by the Superintendent or designee and included in the *Student Handbook(s)*.

LEGAL REF.:

[105 ILCS 5/2-3.25](#) and [5/10-22.25b](#).

[Tinker v. Des Moines Indep. Sch. Dist.](#), 393 U.S. 503 (1969).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior)

Adopted: February 28, 2022

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.25b, amended by P.A. 103-463. 775 ILCS 5/1-103(Q), which is referenced in 105 ILCS 5/10-22.25b, prohibits unlawful discrimination based on a person's actual or perceived race, color, religion, national origin, ancestry, age, sex, marital status, order of protection status, disability, military status, sexual orientation, pregnancy, or unfavorable discharge from military service. **Issue 113, October 2023**

# Document Status: Draft Update

## STUDENTS

### 7:190 Student Behavior

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

#### When and Where Conduct Rules Apply

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

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

#### Prohibited Student Conduct

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

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes, smoking/vaping and materials.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
  - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or

licensed practitioner's prescription.

- d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.
- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

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

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing a cellular telephone, electronic signaling device, two-way radio, video recording device, and/or other telecommunication device, unless authorized and approved by the Building Principal or designee.
6. Possession of, use, control or transfer of any explosive or incendiary device, including fireworks. This includes any component of an explosive or incendiary device, e.g. schematics or other drawings, ignition agent(s), container(s), wiring, etc., when it is reasonably determined that the component was intended to be used as part of an explosive or incendiary device.
7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, [PRESSPlus1](#) wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.

10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
12. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
13. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
16. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
17. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
18. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
20. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
22. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

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

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably

produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

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

### Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

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

weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

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

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

Disciplinary measures of isolated time out, time out, or physical restraint are only authorized for use as permitted in [105 ILCS 5/10-20.33](#), State Board of Education rules ([23 Ill.Admin.Code §§ 1.280, 1.285](#)), and the District's procedure(s).

School staff members are prohibited from using profane, derogatory or disrespectful language when disciplining a student. Staff members are prohibited from projecting a bullying-type application of the staff's authority.

#### Weapons

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

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of ~~1964~~2012 ([720 ILCS 5/24-1](#)).
2. Any explosive or incendiary device, including fireworks. This includes any component of an explosive or incendiary device, e.g., schematics or other drawings, ignition agent(s), container(s), wiring, etc. when it is reasonably determined that the component was intended to be used as part of an explosive or incendiary device.
3. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

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

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed

firearm, to store a firearm in a locked vehicle in a school parking area.

### Re-Engagement of Returning Students

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

### Required Notices [PRESSPlus2](#)

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

Upon receiving ~~such~~ a report of (1), above, the Building Principal or designee shall immediately notify ~~the~~ local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee ~~agency, Ill. State Police (ISP), and any involved student's parent/guardian.~~ [Q1](#)

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report incidents involving battery against staff members to the Ill. State Board of Education through its web-based School Incident Reporting System as they occur during the year and no later than August 1 for the preceding school year. [PRESSPlus3](#)

### Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

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

### Student Handbook

The Superintendent or designee, with input from the parent-teacher advisory committee, shall prepare

disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

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

Incorporated

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

LEGAL REF.:

20 U.S.C. §~~608~~7971, Pro-Children Act of ~~2004~~1994.

[20 U.S.C. §7961](#) *et seq.*, Gun Free Schools Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/22-33](#), [5/24-24](#), [5/26-12](#), [5/27-23.7](#), and [5/31-3](#).

[105 ILCS 110/3.10](#), Critical Health Problems and Comprehensive Health Education Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Pilot Program.

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[23 Ill.Admin.Code §§ 1.280, 1.285](#).

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted: July 24, 2023

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## Questions and Answers:

\*\*\*Required Question 1. The building principal must notify the student's parent/guardian only when the alleged offense is firearm possession. 105 ILCS 5/27.1A(b). The policy expands this notification duty to include drug-related incidents and battery of a staff member.

Would the board like to expand the notification duty, or align it with 105 ILCS 5/27.1A(b)?

Expand the notification duty to include drug-related incidents and battery of a staff member.

(Default)

○ Align notification duty to 105 ILCS 5/27.1A(b). (IASB will amend the second sentence as follows: "In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and, if a student is reportedly in possession of a firearm, also any involved student's parent/guardian.")

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## **PRESSPlus Comments**

PRESSPlus 1. Optional. Generative artificial intelligence (AI) is a broad label used to describe any AI system that generates, with varying levels of autonomy, content such as complex text, images, audio, or video. When not used for academic dishonesty purposes, generative AI tools may present innovative learning opportunities for students and teaching opportunities for educators. For further information, see the International Society for Technology in Education webpage on AI exploration for educators at: [www.iste.org/areas-of-focus/AI-in-education](http://www.iste.org/areas-of-focus/AI-in-education). **Issue 113, October 2023**

PRESSPlus 2. This subhead is updated to align with subsection **J. Required Notices** in sample administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*. **Issue 113, October 2023**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-27.1A(c), amended by P.A. 103-34, 5/10-27.1B(b), and 5/10-21.7, amended by P.A. 102-894. To satisfy the reporting requirement, ISBE created the School Incident Reporting System (SIRS), a web-based application on IWAS for schools to report incidents electronically. See subhead **J. Required Notices** of sample administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). Reporting on SIRS does not satisfy the requirement to report incidents to local law enforcement authorities. **Issue 113, October 2023**

## *Document Status: District Use Only*

### STUDENTS

#### **7:270 Administering Medicines to Students**

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

#### Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an **allergy emergency action plan**, ~~III. Food Allergy Emergency Action Plan and Treatment Authorization Form~~, [PRESSPlus1](#) (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act.

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

### School District Supply of Undesignated Asthma Medication

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. Undesignated asthma medication means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, [1] may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having respiratory distress. Respiratory distress may be characterized as mild-to-moderate or severe. [2] Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

[1] 105 ILCS 5/22-30(a) defines trained personnel as any school employee or volunteer personnel authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of the School Code who has completed training required by 105 ILCS 5/22-30(g), to recognize and respond to anaphylaxis, an opioid overdose, or respiratory distress. 105 ILCS 5/22-30(a).

The Ill. State Board of Education (ISBE) must develop the training curriculum for trained personnel, and it may be conducted online or in person. Id. at (h), amended by P.A. 102-413, and 23 Ill.Admin.Code §1.540(e)(3). 105 ILCS 5/22-30(h-5), 5/22-30(h), amended by P.A. 102-413, and 5/22-30(h-10), and 23 Ill.Admin.Code §1.540(e) list the training curriculum requirements to recognize and respond to an opioid overdose, an allergic reaction, including anaphylaxis, and respiratory distress, respectively. See training resources, at: [www.isbe.net/Pages/School-Nursing.aspx](http://www.isbe.net/Pages/School-Nursing.aspx).

[2] 105 ILCS 5/22-30(a). Respiratory distress means the perceived or actual presence of wheezing, coughing, shortness of breath, chest tightness, breathing difficulty, or any other symptoms consistent with asthma. Id.

### School District Supply of Undesignated Epinephrine Injectors

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer

an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

### School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#)<sup>PRESSPlus2</sup> and maintain a supply of undesignated opioid antagonists ~~in the name of the District~~ and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

### School District Supply of Undesignated Oxygen Tanks<sup>Q1</sup>

In schools where the District maintains special educational facilities, the Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated oxygen tanks in the name of the District and provide or administer them as necessary. The supply shall be maintained in accordance with manufacturer instructions and local fire department rules

### Administration of Medical Cannabis

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:

- a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
  - b. Copies of the registry identification cards are provided to the District;
  - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
  - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus.
  3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator.

*Medical cannabis infused product* (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

#### Void Policy

**The School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication.

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is, ~~for whatever reason,~~ unable to: ~~(1) obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.~~ ~~for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.~~

**The School District Supply of Undesignated Oxygen Tanks** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for oxygen tanks from a qualifying prescriber, [PRESSPlus3](#) or (2) fill the District's prescription for undesignated oxygen tanks.

The **Designated Caregiver Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

#### Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

#### Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

#### Herbal/non-FDA Approved Medication

The registered nurse in charge of administering medications to students will not be legally mandated to administer non-FDA approved supplements including vitamins, minerals and or herbal remedies or preparations due to lack of regulatory supervision in manufacturing of such preparations.

LEGAL REF.:

[105 ILCS 5/10-20.14b](#), [5/10-22.21b](#), [5/22-30](#), and [5/22-33](#).

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

[720 ILCS 550/](#), Cannabis Control Act.

[23 Ill.Admin.Code §1.540.](#)

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

### Questions and Answers:

**\*\*\*Required Question 1.** 105 ILCS 5/22-30(f), amended by P.A. 103-196, eff. 1-1-24, permits a district maintaining special educational facilities to maintain a supply of undesignated oxygen tanks in a secure location that is accessible before, during, and after school where a person with developmental disabilities is most at risk, including, but not limited to classrooms and lunchrooms. *Special educational facility* is not specifically defined in 105 ILCS 5/14-4.01; consult the board attorney for advice regarding this term and if it is limited to separate buildings, self-contained classrooms, and/or programs attended solely by students with disabilities. For example, this option may not be available if a district utilizes a special education cooperative for all of its special education programming. There is a reference to *special education facilities* in 105 ILCS 5/14-12.01, which may provide some guidance; it addresses reimbursement for the construction and maintenance of “special education facilities designed and utilized to house instructional program, diagnostic services” and “other special education services for children with disabilities.” 105 ILCS 22-30(f), amended by P.A. 103-196, eff. 1-1-24, does not specify who can administer undesignated oxygen, nor does it specify any training requirements for its use in schools. To minimize potential liability and ensure proper administration, a best practice is to restrict who can administer undesignated oxygen to school nurses and other school personnel who have received appropriate training on the emergency use and storage of oxygen. See sample administrative procedure 7:270-AP2, *Checklist for District Supply of Undesignated Medication(s)*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com).

Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated oxygen tanks and implement a plan for their use, and then not doing it, as doing so may be fraught with legal liabilities. Also fraught with legal liabilities is if the district provides them, but does not have them accessible before, during, and after school where a person with development disabilities is most at risk as required by 105 ILCS 5/22-30(f), amended by P.A. 103-196, eff. 1-1-24. See *In re Estate of Stewart*, 406 Ill.Dec. 345 (2nd Dist. 2016)(denying tort immunity to district, finding its response to a student’s asthma attack was *willful* and *wanton* (which district disputed as a possible heart attack)); *In re Estate of Stewart*, 412 Ill.Dec. 914 (Ill. 2017)(school district’s appeal denied).

Does the district maintain special educational facilities for children with disabilities under 105 ILCS 5/14-4.01?

- No. (IASB will delete the subhead regarding School District Supply of Undesignated Oxygen Tanks.)
- Yes. If yes, does the board want the district to maintain a supply of undesignated oxygen tanks in the name of the District and provide or administer them as necessary? Type "yes" or "no." If no, IASB will delete the subhead regarding School District Supply of Undesignated Oxygen Tanks.)

## **PRESSPlus Comments**

[PRESSPlus 1.](#) Updated in response to 105 ILCS 5/10-22.21b and 105 ILCS 5/22-30, amended by P.A. 103-175, replacing the retired *Illinois Food Allergy Emergency Action Plan and Treatment Authorization Form* with allergy emergency action plan in the School Code provisions regarding administration of medication to students. **Issue 113, October 2023**

[PRESSPlus 2.](#) Required by 105 ILCS 5/22-30(f), amended by P.A. 103-348, eff. 1-1-24. In the case of a shortage of opioid antagonists, a district must make reasonable efforts to maintain a supply. At least one opioid antagonist, a naloxone nasal spray, has been approved by the U.S. Federal Food and Drug Administration for over-the-counter, nonprescription use. A district must obtain a prescription for a supply of opioid antagonists from a *health care professional* with prescriptive authority under the Substance Use Disorder Act, 20 ILCS 301/5-23, unless it is able to secure a supply without a prescription. *Health care professional* means a physician licensed to practice medicine in all its branches, a licensed physician assistant with prescriptive authority, a licensed advanced practice registered nurse with prescriptive authority, or an advanced practice registered nurse who practices in a hospital or ambulatory surgical treatment center and possesses appropriate clinical privileges in accordance with the Nurse Practice Act, 20 ILCS 301/5-23(d)(4). **Issue 113, October 2023**

[PRESSPlus 3.](#) 105 ILCS 22-30(f), amended by P.A. 103-196, eff. 1-1-24, provides that a physician, a physician assistant who has prescriptive authority under the Physician Assistant Practice Act of 1987 (225 ILCS 95/7.5), or an advanced practice registered nurse who has prescriptive authority under the Nurse Practice Act (225 ILCS 65-40) may prescribe undesignated oxygen tanks in the name of the district to be maintained for use when necessary. **Issue 113, October 2023**

## *Document Status: Draft Update*

### **STUDENTS**

#### **7:285 Anaphylaxis Prevention, Response, and Management Program**

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

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.

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

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

#### **Monitoring**

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy at least once every three years. The Superintendent or designee

shall assist the Board with its review and any necessary updates.

LEGAL REF.:

105 ILCS 5/2-3.190, 5/10-22.39(e), and 5/22-30. [PRESSPlus1](#)

[23 Ill.Admin.Code §1.540.](#)

*Anaphylaxis Response Policy for Illinois Schools*, published by ISBE.

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

Adopted: January 23, 2023

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### **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/10-22.39, amended by P.A. 103-542, eff. 1-1-24 and operative 7-1-24, streamlining training requirements for staff members who work with students. **Issue 113, October 2023**

## Document Status: Draft Update

### STUDENTS

#### 7:290 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

##### Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code [Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
  - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements [105 ILCS 5/2-3.139](#) and [105 ILCS 5/27-7](#) (requiring education for students to develop a sound mind and a healthy body).
  - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
  - a. The training required by [105 ILCS 5/10-22.39](#) for ~~licensed school personnel and administrators~~ **all District staff** <sup>PRESSPlus1</sup> who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
  - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
  - a. 6:65, *Student Social and Emotional Development*, implementing the goals and

benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social and emotional development in the District's educational program);

- b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
  - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
  - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and [105 ILCS 5/10-22.24a](#) and [22.24b](#), which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
  - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
  - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
  - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, [405 ILCS 49/](#) (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
  - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
  5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
  6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

#### Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

#### Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

#### Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

## Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, [5 ILCS 860/](#), Children's Mental Health Act, [405 ILCS 49/](#), Mental Health and Developmental Disabilities Confidentiality Act, [740 ILCS 110/](#), and the Individuals with Disabilities Education Act, [42 U.S.C. §12101](#) *et seq.*

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

### LEGAL REF.:

[42 U.S.C. § 1201](#) *et seq.*, Individuals with Disabilities Education Act.

[105 ILCS 5/2-3.166](#), [105 ILCS 5/2-3.139](#), [5/3-14.8](#), [5/10-20.76](#), [5/10-20.81](#), [5/10-22.24a](#), [5/10-22.24b](#), [5/10-22.39](#), [5/14-1.01](#) *et seq.*, [5/14-7.02](#), and [5/14-7.02b](#), [5/27-7](#).

[5 ILCS 860/](#), Student Confidential Reporting Act.

[405 ILCS 49/](#), Children's Mental Health Act.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

[745 ILCS 10/](#), Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

Adopted: January 23, 2023

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## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.39, amended by P.A. 103-542, eff. 1-1-24 and operative 7-1-24, requiring teachers, administrators, and school support personnel who work with students to be trained on identifying warning signs of mental illness, trauma, and suicidal behavior in youth. Such training must include, but is not limited to, appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/3.166. 105 ILCS 5/10-22.39, amended by P.A. 103-542, eff. 1-1-24 and operative 7-1-24, uses the phrase *teachers, administrators, and school support personnel*, but for brevity this material uses the phrase *all District staff*. **Issue 113, October 2023**

## *Document Status: Draft Update*

### COMMUNITY RELATIONS

#### **8:30 Visitors to and Conduct on School Property**

The following definitions apply to this policy:

**School property** - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

**Visitor** - Any person other than an enrolled student or District employee.

All visitors to the school buildings during regular school hours are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school building, visitors must exit the building according to school policy. On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period. Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device. An individual licensed to carry a concealed firearm under the Illinois Firearm Concealed Carry Act is permitted to: (a) carry a concealed firearm within a vehicle into a parking area controlled by a school or the District and may store a firearm or ammunition concealed in a case within a locked vehicle or locked container out of plain view within the vehicle in the parking area, and/or (b) carry a concealed firearm in the immediate area surrounding his or her vehicle in a parking area controlled by a school or the District for the limited purpose of storing or retrieving a firearm within the vehicle's trunk.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.

6. Violate any Illinois law, or local or county ordinance.
7. Smoke or otherwise use tobacco materials or electronic cigarettes.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
14. Engage in any risky behavior, including use of roller-blades, roller-skates, wheeled shoes, skateboards or non-licensed motorized vehicles.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

#### Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall escort and supervise a child sex offender whenever the offender is in a child's vicinity.

#### Exclusive Bargaining Representative Agent

**Please refer to the applicable collective bargaining agreement(s).**

**For employees whose collective bargaining agreement does not address this subject:**

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the

normal operations of the District.

## Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law. [PRESSPlus1](#) The person is also may be subject to being denied admission to school athletic or extracurricular events or meetings for up to one calendar year in accordance with the procedures below.

## Procedures to Deny Future Admission to Athletic or Extracurricular School Events or Meetings [PRESSPlus2](#)

Before any person may be denied admission to athletic or extracurricular school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 calendar days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing,
2. A description of the prohibited conduct,
3. The proposed time period that admission to school events will be denied, and
4. Instructions on how to waive a hearing.

## LEGAL REF.:

*Nuding v. Cerro Gordo Community Unit School Dist.*, 313 Ill. App.3d 344 (4th Dist. 2000).

20 U.S.C. §7971 81 et seq., Pro-Children Act of 2001 1994.

105 ILCS 5/10-20.5, 10-20.5b, 5/10-22.10, 5/22-33, 5/24-25, and 5/27-23.7(a).

[115 ILCS 5/3](#)(c), Ill. Educational Labor Relations Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act.

~~430 ILCS 66/, Firearm Concealed Carry Act.~~

410 ILCS 705/, Cannabis Tax and Regulation Act.

430 ILCS 66/, Firearm Concealed Carry Act.

720 ILCS 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.

CROSS REF.: 2:200 (Types of Board of Education Meetings), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

Adopted: June 22, 2020

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## PRESSPlus Comments

PRESSPlus 1. Updated in response to PRESS Advisory Board member feedback requesting clarification on the authority of boards to enforce conduct rules under 105 ILCS 5/10-20.5 and under various criminal trespass statutes. Applicable criminal trespass laws include: 720 ILCS 5/21-1 (criminal damage to property); 5/21-1.2 (institutional vandalism); 5/21-3 (criminal trespass to real property); 5/21-5 (criminal trespass to State supported land); 5/21-5.5 (criminal trespass to a safe school zone); 5/21-9 (criminal trespass to a place of public amusement); 5/21-11 (distributing or delivering written or printed solicitation on school property). **Issue 113, October 2023**

PRESSPlus 2. Updated in response to PRESS Advisory Board member feedback requesting clarification that the scope of subhead **Procedures to Deny Future Admission to Athletic or Extracurricular School Events or Meetings** is limited, as specified in the new subhead title, to topics set forth in 105 ILCS 5/24-24.

If a violator is a student, the hearing should be held in a closed meeting. 5 ILCS 120/2(c)(9). Otherwise, a hearing regarding denial of admission to *school events or property* pursuant to 105 ILCS 5/24-24 may take place in an open meeting or in a closed meeting so long as the board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. Note: while 5 ILCS 120/2(c)(4.5), added by P.A. 103-311, refers to *school events or property*, 105 ILCS 5/24-24 only authorizes boards to deny admission to athletic and extracurricular *events*. The term *events* is arguably broader than *property* as school events may take place offsite; consult the board attorney for guidance.

Some boards prefer an open meeting hearing to make it publicly known what alleged conduct could result in someone being denied admission to athletic or extracurricular events, while others prefer a closed meeting hearing so as not to provide a public platform to someone alleged to have engaged in prohibited conduct. Consult the board attorney to determine the best approach for the district and to ensure alignment with local practices and conditions.

Consult the board attorney if the district would like to deny an individual admission to board meetings. **Issue 113, October 2023**

# *Document Status: Review and Monitoring*

## OPERATIONAL SERVICES

### **4:30 Revenue and Investments**

#### Revenue [PRESSPlus1](#)

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

#### Investments

The Chief Business Officer shall serve as the Chief Investment Officer. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer and Superintendent shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

#### Investment Objectives

The objectives for the School District's investment activities are:

1. **Safety of Principal** - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. **Liquidity** - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. **Rate of Return** - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. **Diversification** - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

#### Authorized Investments

The Chief Investment Officer may invest any District funds in any investment as authorized in [30 ILCS 235/2](#), and Acts amended thereto.

Except as provided herein, investments may be made only in the following financial institutions: banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer. Investments may be made only in financial institutions which are insured by the Federal Deposit Insurance Corporation, unless the District enters into an agreement with the institution requiring any funds not insured to be collateralized as provided below. Investments in any one depository will not exceed 25% of District funds at any time.

The Chief Investment Officer and Superintendent shall regularly consider material, relevant, and

decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and (5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, [30 ILCS 238/](#).

#### Selection of Depositories, Investment Managers, Dealers, and Brokers

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last two sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District, or designee, with a copy of all statements of resources and liabilities or all reports of examination, that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of financial institutions to receive or hold public deposits do not apply to investments in an interest-bearing savings account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a financial institution located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government, and (3) the District's investments in such financial institutions do not exceed the maximum limits of Federal Deposit Insurance..

#### Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, [30 ILCS 235/](#). The Superintendent or designee shall keep the Board informed of collateral agreements.

#### Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board (GASB) Statement No. 3, Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

#### Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

## Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

LEGAL REF.:

[30 ILCS 235/](#), Public Funds Investment Act.

[30 ILCS 238/](#), III. Sustainable Investing Act.

[105 ILCS 5/8-7](#), [5/10-22.44](#), [5/17-1](#), and [5/17-11](#).

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

Adopted: December 16, 2019

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## **PRESSPlus Comments**

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com)), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

**Issue 113, October 2023**

## FOR DISCUSSION

**Lisle Community Unit School District 202**  
**Board of Education Meeting**  
**November 27, 2023**

**SUBJECT:** Consideration of Social Media Litigation

**BACKGROUND:** The below information summarizes a nationwide lawsuit against social media companies. The District's Attorneys, Himes, Petrarca and Fester (HPF), are part of a multi-district litigation in an effort to hold social media companies financially liable for the way their apps target today's youth.

The argument is that social media preys on young people. Companies like TikTok, Snapchat, Instagram and others have designed highly addictive apps and have marketed their products to kids who are uniquely susceptible to manipulation. As a result, students are suffering from anxiety, depression and other mental health challenges, which ultimately puts added pressure on school resources. The lawsuit asks social media companies for financial compensation to help school districts combat the increasing mental health problems among students.

If the Board is in favor of pursuing this litigation, there would be no upfront costs to the District. This litigation would be pursued on a contingency fee basis, with the law firms paid only from settlement or judgment awards that may be obtained. If there is no recovery, the attorneys do not get paid. Lastly, the District can withdraw from participation at any point for any reason.

The below documents authorize a team of law firms, of which HPF are a part, to bring litigation on behalf of District 202 against the main social media companies. The documents include:

1. eBlackboard notice from HPF
2. A cover letter explaining the litigation and the basis for it.
3. A resolution the Board may adopt to authorize commencement of the litigation.
4. An engagement letter to be signed by the District and the law firms confirming representation.
5. The Surgeon General's advisory regarding the harms social media can cause children.

Our law firms will need a combination of anecdotal and anonymous student record data to support the District's claim for damages, such as:

- Opinions from student service providers (e.g. social workers, psychologists, counselors, deans, etc.) regarding the impact of social media on student experiences
  - For example, cyberbullying increases.
  - Exacerbation of disputes due to social media

Increased anxiety/depression due to social media exposure

- Opinions from teachers regarding increased disruption in classes, including increased use of cell phones during class.
- Student discipline data where social media played a part in the situation.
- Possible anecdotal information from students and parents regarding the impact of social media on their lives.
- If our WiFi is being used to access social media sites, trend data on how often and for how long such sites are being accessed.

Administration will answer questions during the November meeting and approval will occur in December if the Board would like to participate in the lawsuit.

**FINANCIAL IMPACT: NA**

**RECOMMENDED MOTION: NA**

**SUGGESTED MOTION: NA**



**eBlackboard**  
HIMES, PETRARCA & FESTER, CHTD.

## **SOCIAL MEDIA LITIGATION**

October 16, 2023

As many of you are aware, our firm is involved in litigation to determine whether the actions of the Social Media companies are impacting your school district and the students you serve. Your leadership on this topic and your insights very much influenced us to proceed. However, we wanted to complete our due diligence including waiting for an important Supreme Court decision before recommending filing separate actions for our School District clients. We can now wholeheartedly recommend that our school district clients file cases against the Social Media companies.

School districts are on the frontlines of a nationwide youth mental health crisis fueled by addictive social media products. These tech products, designed to hook young users into compulsive use, have taken a heavy toll on today's youth. Pre-teens and teens face unprecedented levels of severe mental health issues like anxiety, depression, eating disorders, and suicidal ideation. With so many students in turmoil, schools must divert crucial resources to help them.

Additionally, we know that our clients spend significant amounts of time and money in investigating and resolving discipline issues involving student use of social media. Uses involving espousing racist ideas, bullying, use of sexual images, and fostering suicidal thoughts are only a few of the areas where our clients are involved in the impact of these behaviors on school climate, administrative time, and school resources.

We have partnered with several national law firms to file cases on behalf of school districts with the aim of seeking injunctive relief to change how social media companies operate; to safeguard children, their most vulnerable consumers, and recover for School Districts. Our team would advance all the out-of-pocket costs and take the case on contingency. School districts from time to time would help us to collect information.

If you are interested in getting more information about this litigation and our involvement, we are able to provide much more detail. Please contact your Himes, Petrarca and Fester attorney contact to secure this information.

### **Check Our Upcoming Events**

The information herein was prepared by Himes, Petrarca & Fester, Chtd. to provide general guidance on issues affecting educators. This publication is not intended to provide specific legal advice or to create an attorney-client relationship. We are pleased to provide legal assistance to you on the subjects addressed in this communication or on other subjects. Reproduction is permitted with credit to Himes, Petrarca & Fester, Chtd.

Himes, Petrarca & Fester, Chtd. represents school districts, special education cooperatives, vocational education cooperatives and community colleges. Our attorneys have experience in all areas of education law and practice throughout Illinois and the Midwest with our principal office located at Two Prudential Plaza, 180 N. Stetson, Suite 3100, Chicago, Illinois 60601-6702.

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jfester@edlawyer.com

## **MEMORANDUM**

### **SOCIAL MEDIA LITIGATION**

October 19, 2023

**TO:** Pam Ahlmann, Board President  
Dr. Keith Filipiak, Superintendent

**FROM:** John Fester

**SUBJECT:** Potential Litigation Against Social Media Companies

#### **I. INTRODUCTION**

School districts are on the frontlines of a nationwide youth mental health crisis fueled by addictive social media products. These tech products, designed to hook young users into compulsive use, have taken a heavy toll on today's youth. Pre-teens and teens face unprecedented levels of severe mental health issues like anxiety, depression, eating disorders, and suicidal ideation. With so many students in turmoil, schools must divert crucial resources to help them.

Additionally, we know that our clients spend significant amounts of time and money in investigating and resolving discipline issues involving student use of social media. Uses involving espousing racist ideas, bullying, exacerbating disputes, sharing sexual images, and fostering suicidal thoughts are only a few of the areas where our clients are involved in the impact of these behaviors on school climate, administrative time, and school resources.

Multi-district litigation ("MDL") against the main social media companies is underway in the Northern District of California. The Defendants are Meta (Instagram and Facebook), ByteDance (TikTok), Snap (SnapChat), and Google (YouTube). The cases are primarily on behalf of families and individuals. In recent weeks, school districts have started to file cases. Ultimately, the aim of our school district clients is to achieve injunctive relief to change how social media companies operate; to safeguard children, and recover damages for School Districts.

Our legal team is Mehri & Skalet, based in Washington DC, Bailey Glasser with offices in West Virginia, Washington DC and Oakland, Himes, Petrarca and Fester, and Terrell Hogan Yegelwel, based in Jacksonville. Our team would advance all the out-of-pocket costs and take the case on



contingency, meaning the District pays nothing upfront and if there is recovery through settlement or verdict, the attorneys would be paid from a share of the settlement or damage award. School districts from time to time would help us to collect information, such as for a standard plaintiff fact sheet.

## II. BACKGROUND ON SOCIAL MEDIA LITIGATION

### (a) Conduct of Social Media Companies

On May 23, the U.S. Surgeon General issued a public advisory that social media could have a profound risk of harm on the health of children and adolescents. I have attached this report for your review.

The Surgeon General has found that one in five children aged 13 to 17 now suffers from a mental health disorder.

The American Academy of Pediatrics, the American Academy of Child and Adolescent Psychiatry, and the Children's Hospital Association have all declared child and adolescent mental health a national emergency.

There is growing evidence of the causal link between youth exposure to social media and the mental health crisis. Over 90% of our youth use social media. Most primarily use five platforms: YouTube, TikTok, Snapchat, Instagram, and Facebook, and they spend many hours a day on social media.

There is a massive body of scientific research showing that excessive use of social media is harmful to the health of students and increases rates of depression, anxiety, low self-esteem, eating disorders, and suicide.

Social media defendants are well-aware of the harm they are causing young people. But the business model is driven by maximizing the time a child spends on a platform ("user engagement"), and the defendants design and operate algorithms that push harmful content to children. These algorithms are driven by advanced artificial intelligence and machine-learning systems that continually push "recommended" content to users with the aim of hooking them into more time on the app. Inflammatory, harmful, and borderline illicit content most hooks users. These algorithms routinely recommend content that glorifies violence, contains sexual imagery, promotes drug use, glamorizes eating disorders or encourages self-harm. This algorithm-driven feed of dangerous and damaging content is repetitive and constant.

The Center for Countering Digital Hate conducted an experiment using TikTok's platform. They set up new accounts in the United States, United Kingdom, Canada, and Australia at the minimum age TikTok allows, 13 years old. These accounts paused briefly on videos about body image and mental health and liked them. What they found was deeply disturbing. Quickly, TikTok



recommended suicide content and content regarding eating disorders. Every 39 seconds, TikTok recommended videos about body image and mental health issues to teens.

The algorithms are designed to be addictive: JAMA Pediatrics researchers conducted brain scans and concluded that social media use is associated with physical changes in children's brains.

The business model adopted by social media companies puts profits over the mental health of children and has caused an alarming rise in teenage hospitalization and suicide rates, overwhelmed schools by forcing them to deal with a mental health crisis and required substantial increases in spending on youth mental health issues.

(b) Gonzalez v. Google LLC

On October 3, 2022, the Supreme Court granted review in *Gonzalez v. Google LLC*, 2 F.4th 871 (9th Cir. 2021), a Ninth Circuit decision regarding the scope of Section 230 of the Communications Decency Act ("CDA") of 1996. The case arose out of an act of terrorism allegedly inspired by extremist videos that YouTube recommended to the perpetrators. At issue in *Gonzalez* is whether Section 230 immunizes interactive computer services like Defendants' platforms when they make algorithmic recommendations of information provided by a third party, or only limits the liability of such companies when they engage in traditional editorial functions, such as deciding whether to display or withdraw such information. *Gonzalez* was the Supreme Court's first opportunity to opine on the contours of CDA Section 230.

On May 16, 2023, the Supreme Court issued a decision in *Gonzalez* but did not reach the Section 230 issue. Thus, the *Gonzalez* decision is no longer a potential impediment to filing this action.

(c) SCHOOL DISTRICT CASES

As we are doing in the opioid cases, public school districts can assert public nuisance claims. Generally speaking, public entities can hold a company accountable where the company's misconduct unreasonably interferes with a right common to the general public, such as health, safety, or welfare. If a defendant's actions create a public nuisance, relief may include an injunction to stop the activity or condition, damages for harm caused by the nuisance, or other appropriate remedies.

Public nuisance claims generally allege the defendants engaged in patterns of deceptive marketing and distribution practices that lead to addiction and other harmful consequences in the school districts' communities and, as a result, the districts had to bear the costs of treating students and families affected by addiction, providing additional support services to affected students, and addressing the educational and emotional needs of children whose families were impacted by the crises.

A public nuisance claim on behalf of School Districts would allege that defendants design their products to target and addict pre-teen and teen users and, as a result, fuel a youth mental health

Lisle Community Unit District 202  
October 19, 2023  
Page 4 of 4



crisis in our nation. The claim would allege Defendants' have thereby interfered with the public peace, order, and safety by disrupting schools, classes, and the learning environment, all of which undermines the schools' ability to fulfill their educational mission. We expect to include other claims such as negligence in the complaint.

Please let me know if you have any questions or concerns. Thank you.

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**BOARD OF EDUCATION OF LISLE COMMUNITY UNIT SCHOOL DISTRICT 202  
DUPAGE COUNTY, ILLINOIS**

**Resolution Authorizing Litigation Against Social Media Companies**

**Whereas**, more than 90% of youth today use social media, primarily YouTube, TikTok, Snapchat, Instagram, and Facebook;

**Whereas**, excessive and problematic use of social media has been proven to be harmful to the mental, behavioral, and emotional health of youth and is associated with increased rates of depression, anxiety, low self-esteem, eating disorders, and suicide;

**Whereas**, social media companies have designed their platforms to maximize the time youth spend using them and have addicted youth to their platforms;

**Whereas**, last year, almost 50 percent of teenagers spent between one and three hours a day on social media and 30 percent averaged more than three hours a day;

**Whereas**, many children are burdened by mental health challenges, and young people everywhere face unprecedented, learning and life struggles that are amplified by the negative impacts of increased screen time, unfiltered content, and potentially addictive properties of social media;

**Whereas**, social media companies have made choices to target youth, to maximize the time youth spend on social media platforms, and then designed their algorithms to feed children harmful content, like videos promoting eating disorders, violence, self-harm, and suicide;

**Whereas**, social media companies' actions related to their social media platforms are substantially contributing to the mental health crisis America's youth are facing. The harms allegedly caused by these companies include, but are not limited to, intentionally designing, marketing, and operating their exploitive social media platforms to be extremely popular with youth users, despite research confirming the severe and wide-ranging effects of social media on youth mental health;

**Whereas**, research has shown that excessive and problematic use of social media is harmful to the mental, behavioral, and emotional health of youth and is associated with increased rates of depression, anxiety, low self-esteem, eating disorders, and suicide;

**Whereas**, School Districts' first and greatest priority is the health and well-being of the students, including the social and emotional harm that they suffer because of the negative impacts of social media;

**Whereas**, Public Schools have been significantly impacted by the resulting crisis from overexposure to social media;

**Whereas,** this School District and its employees spend a significant amount of time and resources addressing students' mental health and behavioral issues and counseling, disciplining, and providing educational services to students related to the harms caused by social media;

**Whereas,** this School District believes it is entitled to compensation for its efforts and resources expended to address and treat the issues caused by social media;

**Whereas,** this School District desires to reduce the negative impact of social media on the mental health of students;

**Whereas,** the Board of Education has determined that it has the responsibility to protect its students and take legal action against these social media companies;

**NOW, THEREFORE,** be it resolved by the Board of Education of Lisle Community Unit School District 202, DuPage County, Illinois that it authorizes the law firms of Himes, Petrarca & Fester, Mehri & Skalet, PLLC in Washington DC, Bailey Glasser of West Virginia and Terrell Hogan of Jacksonville, FL to file a civil action against any appropriate parties to compensate this School District for damages suffered by the School District and its students, as a result of social media's targeting students, to maximize the time youth spend on Defendants' social media platforms, and then designed their algorithms to feed children harmful content, like videos promoting eating disorders, bullying, discrimination, violence, self-harm, and suicide, and to seek any other appropriate relief; including injunctive relief.

The Board of Education further authorizes the superintendent to sign all necessary contracts and other related documents on behalf of in the pursuit of any civil action.

Approved this \_\_\_ day of \_\_\_\_\_ 2023.

Board of Education, Lisle Community Unit  
School District 202, DuPage County,  
Illinois

\_\_\_\_\_  
President, Board of Education

Attest:

\_\_\_\_\_  
Secretary, Board of Education

**ATTORNEY REPRESENTATION AGREEMENT  
PRIVILEGED AND CONFIDENTIAL**

This agreement sets out the terms under which the Board of Education of Lisle Community Unit School District 202, DuPage County, Illinois (“Client” or “you”) is retaining and authorizing Mehri & Skalet, P.L.L.C., Bailey Glasser, Himes, Petrarca & Fester and Terrell Hogan Yegelwel, P.A. (“Attorney Group”), as its attorneys.

**Scope of Representation.** Client is retaining the Attorney Group to represent it for purposes of investigating and, if appropriate, filing claims against social media companies—such as Facebook, Instagram, TikTok, You Tube, Google, Snapchat, or other entities the Attorney Group deems appropriate—to hold those companies responsible for the costs and burdens imposed on Client because of the effects of these companies’ products on Client’s students’ mental health, psychosocial behavior, and academic performance. (“Covered Claims”). Client is authorizing the Attorney Group to file Covered Claims for Client against social media companies. You understand that the Attorney Group has not agreed to represent you—or to find other lawyers to represent you—for any other claims. We are also not promising to represent you on any appeal. But if you consent (expressly or impliedly) to other services outside the scope of this agreement and the Attorney Group provides them, those services will also be governed by this agreement absent a separate written agreement covering them.

**Attorneys’ Fees.** For its work on Covered Claims, the Attorney Group will be entitled to receive 25% of any monetary recovery obtained on those Covered Claims (contingent percentage fee), whether by judgment, settlement, or otherwise. This 25% contingent percentage fee, payable only if there is a recovery, will be calculated from the gross amount of the recovery—before deductions or reimbursement for expenses. Your signature on this agreement also means that you have agreed: (1) to irrevocably assign all your rights and claims to payment of attorney’s fees, costs or expenses in connection with your claims to the Attorney Group; (2) that you will not accept, without the Attorney Group’s consent, any settlement that would require or result in a waiver, in whole or in part, of attorney’s fees or costs or result in attorney’s fees or costs in amounts lower than the amounts called for in this Agreement; (3) to support and fully cooperate with the Attorney Group in seeking statutory attorneys’ fees, costs, or expenses. Any statutory attorneys’ Fees, costs, or expenses recovered will reduce, dollar for dollar, any contingent percentage fee or costs you would otherwise owe under this Agreement.

**Costs and Expenses.** The Attorney Group will advance all costs and expenses for the representation, to the extent permitted by law. This includes, for example, mediation fees, expert consultant and witness fees, copy charges, travel and hotel expenses, messenger services, telephone charges, express mail charges, computerized research, and expenses involved in preparing exhibits. We will have discretion to incur these costs as we find them necessary to prosecute your case. If there is a recovery, these costs will be reimbursed to us, out of the recovery, at the end of the case. If there is no recovery, you

will owe no costs to the Attorney Group—except as follows: (a) if a court were to assess fines or costs against you individually, then under existing law, you alone could have to pay those amounts; and (b) you will be solely responsible for any fees, costs, or sanctions imposed by a court because of factual misrepresentations made by you to the Attorney Group or because of your failure, despite reasonable notice, to comply with a court order.

**Joint Representation (Multiple Law Firms).** Because of the complexity of this legal matter and to defray the considerable cost of mounting a legal effort of this kind, several law firms (the Attorney Group) have agreed to work on this matter together. Because attorneys' fees under this Agreement are calculated as a fixed percentage of amounts recovered plus any amounts awarded by the Court, representation by the Attorney Group, rather than one firm, will not increase your costs. If there is a recovery, the Attorney Group will divide any attorneys' fees received among the firms in the Attorney Group according to the contributions, risk incurred, and work performed by each firm in the Attorney Group. The precise division of fees will be disclosed to you. Although you will be jointly represented by the Attorney Group, each firm in the Group independently assumes responsibility for representing you. At its discretion, the Attorney Group may associate with other lawyers or firms to represent Client; in that case, the participation of any new lawyer(s) will also be governed by this Agreement and will not increase the percentage to be paid by you.

**Joint Representation (Multiple Clients).** The Attorney Group represents other public school districts besides you, pursuing similar Covered Claims. By signing this Agreement, you are consenting to this joint representation. To facilitate joint representation, you agree that the Attorney Group may share information that you share with us, as part of our representation of you under this Agreement, with our other public school district clients. Confidential student records and information will not be shared. In joint representations, conflicts can sometimes arise between clients— for example, if you were to give the Attorney Group instructions that materially conflict with instructions we receive from another public school district client. Right now, the Attorney Group does not perceive or anticipate any material conflict between your interests and the interests of other public school district clients. But if conflicts were to develop, those conflicts might make it impossible or inadvisable for the Attorney Group to continue to jointly represent you at the same time as other public school district clients. By signing this Agreement, you agree that if a conflict arises between your interests and the interests of other public school district clients, then, subject to applicable rules of professional conduct, the Attorney Group may decide to withdraw from representing you but continue to represent other public school district clients. If that happens, you will need to retain new counsel. We recommend you talk with independent counsel before consenting to this joint representation.

**Attorney Group's Obligations.** The Attorney Group will comply with all applicable rules of professional responsibility. The Attorney Group cannot make any promises or

guarantees about the success or outcome of this representation. You agree that the Attorney Group has not made any such promises or guarantees.

**Client's Obligations.** You agree to cooperate with the Attorney Group, including by responding to the Attorney Group's communications, inquiries, and requests for information promptly. You also agree to preserve (neither destroy, delete, modify, or alter) evidence that is or could be potentially relevant to your Covered Claims. This duty to preserve evidence, which documents, emails or other electronic records or information, which the law imposes and courts enforce, includes a duty to preserve documents, electronic information (including emails and electronic records), and all other items that are or could be potentially relevant to your Covered Claims. In case of doubt, you should err on the side of preserving. Failing to preserve evidence could subject you to liability and might result in dismissal of your claims.

**Terminating Representation.** You will be able to terminate the Attorney Group's representation of you at any time, for any reason. The Attorney Group and or any of its members can withdraw from representing you (subject to court approval if required) with your consent or, if without your consent, for good cause or any reason permitted by the rules of professional responsibility. If this representation terminates; (a) that termination will not affect your assignment to the Attorney Group of your rights to apply for, obtain judgment on, collect, or receive attorneys' fees, costs, or expenses; and you agree that (b) you will provide a copy of this agreement to any new lawyer(s) you hire and promptly notify Attorney Group of their name(s) and address(es); (c) the Attorney Group will have a lien, as broad as allowed by law, on any sums recovered in connection with your claims, through settlement, judgment, or otherwise; and (d) upon any recovery, the Attorney Group will have a right to reimbursement in full of the costs and expenses they advanced for your claims and to the attorneys' fees they incurred to prosecute your claims up to the point of their termination.

**Power to Execute Documents.** By signing this agreement, you agree to give the Attorney Group and each of its members the power to execute documents on your behalf in connection with your claims— including pleadings, settlements agreements, compromises and releases, verifications, dismissal orders, and all other documents that Client could properly execute in connection with Client's claims—and to endorse any settlement check made payable to both Client and the Attorney Group. By signing this Agreement, you are only delegating authority to sign documents described in this paragraph to the Attorney Group. You are not delegating your authority, which remains yours, to decide whether these documents should be signed.

**Dispute Resolution.** The Attorney Group does not anticipate having any disagreements with you about the quality, cost, or appropriateness of the Attorney Group's services. But if any concerns about these matters arise, you agree to notify the Attorney Group immediately and to attempt in good faith to resolve any disagreement in a fair and

amicable manner. If disputes or claims relating to or arising out of this Agreement or its breach cannot be resolved, you and the Attorney Group agree to submit all such disputes to binding arbitration— including all disputes or claims relating to the construction, arbitrability, validity, or enforceability of this Agreement or to this paragraph of this Agreement, or the arbitrator’s jurisdiction, and all disputes or claims about amounts owed or the services performed under this Agreement. Arbitration is a process by which parties to a dispute submit the dispute to a third-party, neutral arbitrator and agree to abide by the arbitrator’s decision. In arbitration, there is no jury. The arbitrator’s legal and factual determinations are generally not subject to appellate review. Rules of evidence and procedure are often less formal and rigid than in a court trial. Arbitration usually results in a final decision more quickly than proceedings in court, and the costs incurred by both sides are often lower. You agree that arbitration of any disputes under this Agreement will occur in Washington D.C. and will be conducted by and in accordance with the rules of Judicial Arbitration and Mediation Services (JAMS). The arbitrator’s fee and administrative fees will be shared equally. Judgment on any arbitration award may be entered in any court of competent jurisdiction.

**Entire Agreement.** This document represents the entire agreement between you and the Attorney Group. You agree that you are not relying or entitled to rely on any representation not expressly contained in this Agreement. Except with both your and the Attorney Group’s written consent, no changes may be made to this agreement.

**Signatures.** This agreement will be effective after you and the Attorney Group have signed it, even if both parties have not signed the same copy, in the presence of the other, in the same place, or at the same time. Scanned signatures and other electronic signatures will be treated as valid originals.

CLIENT ACKNOWLEDGES HAVING READ THIS CONTRACT AND ANY ADDENDA, AND THE UNDERSIGNED PERSONALLY REPRESENTS AND WARRANTS THAT THEY HAVE THE FULL RIGHT, POWER, AND AUTHORITY TO EXECUTE THIS AGREEMENT ON BEHALF OF THE CLIENT.

DATE: \_\_\_\_\_

CLIENT: \_\_\_\_\_

Dr. Keith Filipiak, Superintendent

DATE: \_\_\_\_\_

\_\_\_\_\_  
MEHRI & SKALET P.L.L.C

DATE: \_\_\_\_\_

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TERRELL HOGAN YEGELWEL, P.A.

DATE: \_\_\_\_\_

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BAILEY GLASSER

DATE: \_\_\_\_\_

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HIMES, PETRARCA & FESTER

# Social Media and Youth Mental Health

2023

The U.S. Surgeon General's Advisory



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# About the Advisory



A Surgeon General's Advisory is a public statement that calls the American people's attention to an urgent public health issue and provides recommendations for how it should be addressed. Advisories are reserved for significant public health challenges that require the nation's immediate awareness and action.

This Advisory calls attention to the growing concerns about the effects of social media on youth mental health. It explores and describes the current evidence on the positive and negative impacts of social media on children and adolescents, some of the primary areas for mental health and well-being concerns, and opportunities for additional research to help understand the full scope and scale of social media's impact. This document is not an exhaustive review of the literature. Rather, it was developed through a substantial review of the available evidence, primarily found via electronic searches of research articles published in English and resources suggested by a wide range of subject matter experts, with priority given to, but not limited to, meta-analyses and systematic literature reviews. It also offers actionable recommendations for the institutions that can shape online environments – policymakers and technology companies – as well as for what parents and caregivers, young people, and researchers can do.

For additional background and to read other Surgeon General's Advisories, visit **[SurgeonGeneral.gov](https://www.surgeongeneral.gov)**



# Social Media and Youth Mental Health

Social media<sup>1</sup> use by youth is nearly universal. Up to 95% of youth ages 13–17 report using a social media platform, with more than a third saying they use social media “almost constantly.”<sup>2</sup> Although age 13 is commonly the required minimum age used by social media platforms in the U.S.,<sup>3</sup> nearly 40% of children ages 8–12 use social media.<sup>4</sup> Despite this widespread use among children and adolescents, robust independent safety analyses on the impact of social media on youth have not yet been conducted. There are increasing concerns among researchers, parents and caregivers, young people, healthcare experts, and others about the impact of social media on youth mental health.<sup>5,6</sup>

More research is needed to fully understand the impact of social media; however, the current body of evidence indicates that while social media may have benefits for some children and adolescents, there are ample indicators that social media can also have a profound risk of harm to the mental health and well-being of children and adolescents. At this time, we do not yet have enough evidence to determine if social media is sufficiently safe for children and adolescents. We must acknowledge the growing body of research about potential harms, increase our collective understanding of the risks associated with social media use, and urgently take action to create safe and healthy digital environments that minimize harm and safeguard children’s and adolescents’ mental health and well-being during critical stages of development.

**Up to 95% of youth ages 13–17 report using a social media platform, with more than a third saying they use social media “almost constantly.”**

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# Social Media Has Both Positive and Negative Impacts on Children and Adolescents



The influence of social media on youth mental health is shaped by many complex factors, including, but not limited to, the amount of time children and adolescents spend on platforms, the type of content they consume or are otherwise exposed to, the activities and interactions social media affords, and the degree to which it disrupts activities that are essential for health like sleep and physical activity.<sup>6</sup> Importantly, different children and adolescents are affected by social media in different ways, based on their individual strengths and vulnerabilities, and based on cultural, historical, and socio-economic factors.<sup>7,8</sup> There is broad agreement among the scientific community that social media has the potential to both benefit and harm children and adolescents.<sup>6,9</sup>

Brain development is a critical factor to consider when assessing the risk for harm. Adolescents, ages 10 to 19, are undergoing a highly sensitive period of brain development.<sup>10,11</sup> This is a period when risk-taking behaviors reach their peak, when well-being experiences the greatest fluctuations, and when mental health challenges such as depression typically emerge.<sup>12,13,14</sup> Furthermore, in early adolescence, when identities and sense of self-worth are forming, brain development is especially susceptible to social pressures, peer opinions, and peer comparison.<sup>11,13</sup> Frequent social media use may be associated with distinct changes in the developing brain in the amygdala (important for emotional learning and behavior) and the prefrontal cortex (important for impulse control, emotional regulation, and moderating social behavior), and could increase sensitivity to social rewards and punishments.<sup>15,16</sup> As such, adolescents may experience heightened emotional sensitivity to the communicative and interactive nature of social media.<sup>16</sup> Adolescent social media use is predictive of a subsequent decrease in life satisfaction for certain developmental stages including for girls 11–13 years old and boys 14–15 years old.<sup>17</sup> Because adolescence is a vulnerable period of brain development, social media exposure during this period warrants additional scrutiny.



## The Potential Benefits of Social Media Use Among Children and Adolescents

Social media can provide benefits for some youth by providing positive community and connection with others who share identities, abilities, and interests. It can provide access to important information and create a space for self-expression.<sup>9</sup> The ability to form and maintain friendships online and develop social connections are among the positive effects of social media use for youth.<sup>18, 19</sup> These relationships can afford opportunities to have positive interactions with more diverse peer groups than are available to them offline and can provide important social support to youth.<sup>18</sup> The buffering effects against stress that online social support from peers may provide can be especially important for youth who are often marginalized, including racial, ethnic, and sexual and gender minorities.<sup>20, 21, 22</sup> For example, studies have shown that social media may support the mental health and well-being of lesbian, gay, bisexual, asexual, transgender, queer, intersex and other youths by enabling peer connection, identity development and management, and social support.<sup>23</sup> Seven out of ten adolescent girls of color report encountering positive or identity-affirming content related to race across social media platforms.<sup>24</sup> A majority of adolescents report that social media helps them feel more accepted (58%), like they have people who can support them through tough times (67%), like they have a place to show their creative side (71%), and more connected to what's going on in their friends' lives (80%).<sup>25</sup> In addition, research suggests that social media-based and other digitally-based mental health interventions may also be helpful for some children and adolescents by promoting help-seeking behaviors and serving as a gateway to initiating mental health care.<sup>8, 26, 27, 28, 29</sup>

## The Potential Harms of Social Media Use Among Children and Adolescents

Over the last decade, evidence has emerged identifying reasons for concern about the potential negative impact of social media on children and adolescents.

A longitudinal cohort study of U.S. adolescents aged 12–15 (n=6,595) that adjusted for baseline mental health status found that adolescents who spent more than 3 hours per day on social media faced double the risk of experiencing poor mental health outcomes including symptoms of depression and anxiety.<sup>30</sup>



As of 2021, 8th and 10th graders now spend an average of 3.5 hours per day on social media.<sup>31</sup> In a unique natural experiment that leveraged the staggered introduction of a social media platform across U.S. colleges, the roll-out of the platform was associated with an increase in depression (9% over baseline) and anxiety (12% over baseline) among college-aged youth (n = 359,827 observations).<sup>32</sup> The study's co-author also noted that when applied across the entirety of the U.S. college population, the introduction of the social media platform may have contributed to more than 300,000 new cases of depression.<sup>32</sup> <sup>33</sup> If such sizable effects occurred in college-aged youth, these findings raise serious concerns about the risk of harm from social media exposure for children and adolescents who are at a more vulnerable stage of brain development.

Limits on the use of social media have resulted in mental health benefits for young adults and adults. A small, randomized controlled trial in college-aged youth found that limiting social media use to 30 minutes daily over three weeks led to significant improvements in depression severity.<sup>34</sup> This effect was particularly large for those with high baseline levels of depression who saw an improvement in depression scores by more than 35%.<sup>35</sup> Another randomized controlled trial among young adults and adults found that deactivation of a social media platform for four weeks improved subjective well-being (i.e., self-reported happiness, life satisfaction, depression, and anxiety) by about 25–40% of the effect of psychological interventions like self-help therapy, group training, and individual therapy.<sup>36</sup>

In addition to these recent studies, correlational research on associations between social media use and mental health has indicated reason for concern and further investigation. These studies point to a higher relative concern of harm in adolescent girls and those already experiencing poor mental health,<sup>37, 38, 39</sup> as well as for particular health outcomes like cyberbullying-related depression,<sup>40</sup> body image and disordered eating behaviors,<sup>41</sup> and poor sleep quality linked to social media use.<sup>42</sup> For example, a study conducted among 14-year-olds (n = 10,904) found that greater social media use predicted poor sleep, online harassment, poor body image, low self-esteem, and higher depressive symptom scores with a larger association for girls than boys.<sup>43</sup> A majority of parents of adolescents say they are somewhat, very, or extremely worried that their child's use of social media could lead to problems with anxiety or depression (53%), lower self-esteem (54%), being harassed or bullied by others (54%), feeling pressured to act a certain way (59%), and exposure to explicit content (71%).<sup>44</sup>

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# What Drives Mental Health and Well-Being Concerns: A Snapshot of the Scientific Evidence



Scientific evidence suggests that harmful content exposure as well as excessive and problematic social media use are primary areas for concern.

## Potential Risk of Harm from Content Exposure

Extreme, inappropriate, and harmful content continues to be easily and widely accessible by children and adolescents. This can be spread through direct pushes, unwanted content exchanges, and algorithmic designs. In certain tragic cases, childhood deaths have been linked to suicide- and self-harm-related content and risk-taking challenges on social media platforms.<sup>45, 46</sup> This content may be especially risky for children and adolescents who are already experiencing mental health difficulties.<sup>47</sup> Despite social media providing a sense of community for some, a systematic review of more than two dozen studies found that some social media platforms show live depictions of self-harm acts like partial asphyxiation, leading to seizures, and cutting, leading to significant bleeding.<sup>48</sup> Further, these studies found that discussing or showing this content can normalize such behaviors, including through the formation of suicide pacts and posting of self-harm models for others to follow.

Social media may also perpetuate body dissatisfaction, disordered eating behaviors, social comparison, and low self-esteem, especially among adolescent girls.<sup>49, 50, 51, 52</sup> A synthesis of 20 studies demonstrated a significant relationship between social media use and body image concerns and eating disorders, with social comparison as a potential contributing factor.<sup>41</sup> Social comparison driven by social media is associated with body dissatisfaction, disordered eating, and depressive symptoms.<sup>53, 54, 55, 56</sup> When asked about the impact of social media on their body image, nearly half (46%) of adolescents aged 13–17 said social media makes them feel worse, 40% said it makes them feel neither better nor worse, and only 14% said it makes them feel better.<sup>57</sup>

Additionally, roughly two-thirds (64%) of adolescents are “often” or “sometimes” exposed to hate-based content.<sup>58</sup> Among adolescent girls of color, one-third or more report exposure to racist content or language on social media platforms



at least monthly.<sup>24</sup> In a review of 36 studies, a consistent relationship was found between cyberbullying via social media and depression among children and adolescents,<sup>40</sup> with adolescent females and sexual minority youth more likely to report experiencing incidents of cyberbullying.<sup>59, 60</sup> Nearly 75% of adolescents say social media sites are only doing a fair to poor job of addressing online harassment and cyberbullying.<sup>61</sup>

In addition, social media platforms can be sites for predatory behaviors and interactions with malicious actors who target children and adolescents (e.g., adults seeking to sexually exploit children, to financially extort them through the threat or actual distribution of intimate images, or to sell illicitly manufactured fentanyl).<sup>62, 63, 64</sup> Adolescent girls and transgender youth are disproportionately impacted by online harassment and abuse, which is associated with negative emotional impacts (e.g., feeling sad, anxious or worried).<sup>65, 66</sup> Nearly 6-in-10 adolescent girls say they've been contacted by a stranger on certain social media platforms in ways that make them feel uncomfortable.<sup>24</sup>

## Potential Risk of Harm from Excessive and Problematic Use

Excessive and problematic use of social media can harm children and adolescents by disrupting important healthy behaviors. Social media platforms are often designed to maximize user engagement, which has the potential to encourage excessive use and behavioral dysregulation.<sup>67, 68, 69,</sup>  
<sup>70</sup> Push notifications, autoplay, infinite scroll, quantifying and displaying popularity (i.e., 'likes'), and algorithms that leverage user data to serve content recommendations are some examples of these features that maximize engagement. According to one recent model, nearly a third (31%) of social media use may be attributable to self-control challenges magnified by habit formation.<sup>71</sup> Further, some researchers believe that social media exposure can overstimulate the reward center in the brain and, when the stimulation becomes excessive, can trigger pathways comparable to addiction.<sup>68, 72</sup> Small studies have shown that people with frequent and problematic social media use can experience changes in brain structure similar to changes seen in individuals with substance use or gambling addictions.<sup>73, 74</sup> In a nationally representative survey of girls aged 11–15, one-third or more say they feel “addicted” to a social media platform.<sup>24</sup> Over half of teenagers report that it would be hard to give



up social media.<sup>2</sup> Nearly 3-in-4 teenagers believe that technology companies manipulate users to spend more time on their devices.<sup>68</sup> In addition, according to a survey of 8th and 10th graders, the average time spent on social media is 3.5 hours per day, 1-in-4 spend 5+ hours per day and 1-in-7 spend 7+ hours per day on social media.<sup>31</sup>

Excessive and problematic social media use, such as compulsive or uncontrollable use, has been linked to sleep problems, attention problems, and feelings of exclusion among adolescents.<sup>43, 75, 76, 77</sup> Sleep is essential for the healthy development of adolescents. A systematic review of 42 studies on the effects of excessive social media use found a consistent relationship between social media use and poor sleep quality, reduced sleep duration, sleep difficulties, and depression among youth.<sup>42</sup> Poor sleep has been linked to altered neurological development in adolescent brains, depressive symptoms, and suicidal thoughts and behaviors.<sup>78, 79, 80</sup> On a typical weekday, nearly 1-in-3 adolescents report using screen media until midnight or later.<sup>58</sup> While screen media use encompasses various digital activities, social media applications are the most commonly used applications by adolescents.<sup>58</sup>

In a recent narrative review of multiple studies, problematic social media use has also been linked to both self-reported and diagnosed attention-deficit/hyperactivity disorder (ADHD) in adolescents, although more research is necessary to understand whether one causes the other.<sup>81</sup> A longitudinal prospective study of adolescents without ADHD symptoms at the beginning of the study found that, over a 2-year follow-up, high-frequency use of digital media, with social media as one of the most common activities, was associated with a modest yet statistically significant increased odds of developing ADHD symptoms (OR 1.10; 95% CI, 1.05-1.15).<sup>82</sup> Additionally, social media-induced fear of missing out, or “the pervasive apprehension that others might be having rewarding experiences from which one is absent,”<sup>83</sup> has been associated with depression, anxiety, and neuroticism.<sup>84</sup>

# Critical Questions Remain Unanswered



Nearly every teenager in America uses social media, and yet we do not have enough evidence to conclude that it is sufficiently safe for them. Our children have become unknowing participants in a decades-long experiment. It is critical that independent researchers and technology companies work together to rapidly advance our understanding of the impact of social media on children and adolescents. This section describes the known gaps and proposes additional areas for research that warrant urgent consideration.

## Known Evidence Gaps

The relationship between social media and youth mental health is complex and potentially bidirectional.<sup>19</sup> There is broad concern among the scientific community that a lack of access to data and lack of transparency from technology companies have been barriers to understanding the full scope and scale of the impact of social media on mental health and well-being. Most prior research to date has been correlational, focused on young adults or adults, and generated a range of results.<sup>85</sup> Critical areas of research have been proposed to fill knowledge gaps and create evidence-based interventions, resources, and tools to support youth mental health.<sup>86</sup> Thus, there is an urgent need for additional research including on, but not limited to, the following questions:

- How do in-person vs. digital social interactions differ in terms of the impact on health, and what are the unique contributions of social media behavior to social connectedness, social isolation, and mental health symptoms?
- What are the potential pathways through which social media may cause harm to children’s and adolescents’ mental health and well-being? For example:
  - » How does social comparison affect one’s sense of life satisfaction and in-person relationships?
  - » How does the use of social media, including specific designs and features, relate to dopamine pathways involved in motivation, reward, and addiction?
- What type of content, and at what frequency and intensity, generates the most harm? Through which modes of social media access (e.g., smartphone, computer) and design features? For which users and why?



- What are the beneficial effects of social media? For whom are the benefits greatest? In what ways, and under what circumstances?
- What individual-, community-, and societal-level factors may protect youth from the negative effects of social media?
- What types of strategies and approaches are effective in protecting the mental health and well-being of children and adolescents on social media (e.g., programs, policies, design features, interventions, norms)?
- How does social media use interact with a person’s developmental stage for measuring risk of mental health impact?

**It is critical that independent researchers and technology companies work together to rapidly advance our understanding of the impact of social media on children and adolescents.**

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# We Must Take Action: A Way Forward



Our children and adolescents don't have the luxury of waiting years until we know the full extent of social media's impact. Their childhoods and development are happening now. While social media use can have positive impacts for some children, the evidence noted throughout this Surgeon General's Advisory necessitates significant concern with the way it is currently designed, deployed, and utilized. Child and adolescent use of platforms designed for adults places them at high risk of "unsupervised, developmentally inappropriate, and potentially harmful" use according to the National Scientific Council on Adolescence.<sup>87</sup> At a moment when we are experiencing a national youth mental health crisis, now is the time to act swiftly and decisively to protect children and adolescents from risk of harm.

To date, the burden of protecting youth has fallen predominantly on children, adolescents, and their families. Parents face significant challenges in managing children and adolescents' use of social media applications, and youth are using social media at increasingly earlier ages.<sup>4, 88</sup> Nearly 70% of parents say parenting is now more difficult than it was 20 years ago, with technology and social media as the top two cited reasons.<sup>89</sup> While nearly all parents believe they have a responsibility to protect their children from inappropriate content online,<sup>89</sup> the entire burden of mitigating the risk of harm of social media cannot be placed on the shoulders of children and parents. Nearly 80% of parents believe technology companies have a responsibility to protect children from inappropriate content as well.<sup>89</sup>

We must provide children and their families with the information and tools to navigate the changing digital environment, but this burden to support our children must be further shared. There are actions technology companies can take to make their platforms safer for children and adolescents. There are actions researchers can take to develop the necessary research base to support further safeguards. And there is a role for local, state, and federal policy to implement protections for our children and adolescents.

The U.S. has a strong history of taking action in such circumstances. In the case of toys, transportation, and medications — among other sectors that have



widespread adoption and impact on children — the U.S. has often adopted a safety-first approach to mitigate the risk of harm to consumers. According to this principle, a basic threshold for safety must be met, and until safety is demonstrated with rigorous evidence and independent evaluation, protections are put in place to minimize the risk of harm from products, services, or goods. For example, the Consumer Product Safety Commission requires toy manufacturers to undergo third-party testing and be certified through a Children’s Product Certificate as compliant with the federal toy safety standard for toys intended for use by children.<sup>90</sup> To reduce the risk of injury from motor vehicle accidents, the National Highway Traffic Safety Administration requires manufacturers to fit new motor vehicles with standard airbags and seat belts, among other safety features, and conduct crash tests to be compliant with the Federal Motor Vehicle Safety Standards.<sup>91</sup> Medications must demonstrate safety to the Food and Drug Administration before being made available and marketed for use.<sup>92</sup> Given the mounting evidence for the risk of harm to some children and adolescents from social media use, a safety-first approach should be applied in the context of social media products.

To better safeguard the mental health and well-being of children and adolescents, policymakers, technology companies, researchers, families, and young people must all engage in a proactive and multifaceted approach. Through the recommendations below, we can provide more resources and tools to children and families, we can gain a better understanding of the full impact of social media, and we can maximize the benefits and minimize the harms of social media platforms to create safer, healthier online environments for children.

**We can maximize the benefits and minimize the harms of social media platforms to create safer, healthier online environments for children.**

# What Policymakers Can Do



Policymakers play an important role in addressing the complex and multifaceted issues related to social media use and in protecting youth from harm.

- **Strengthen protections to ensure greater safety for children interacting with all social media platforms**, in collaboration with governments, academic organizations, public health experts, and technology companies.
  - » **Develop age-appropriate health and safety standards** for technology platforms. Such standards may include designing technology that is appropriate and safe for a child’s developmental stage; protecting children and adolescents from accessing harmful content (e.g., content that encourages eating disorders, violence, substance abuse, sexual exploitation, and suicide or discusses suicide means); limiting the use of features that attempt to maximize time, attention, and engagement; developing tools that protect activities that are essential for healthy development like sleep; and regularly assessing and mitigating risks to children and adolescents.
  - » **Require a higher standard of data privacy for children** to protect them from potential harms like exploitation and abuse. Six-in-ten adolescents say they think they have little or no control over the personal information that social media companies collect about them.<sup>32</sup>
  - » **Pursue policies that further limit access — in ways that minimize the risk of harm — to social media for all children**, including strengthening and enforcing age minimums.
- **Ensure technology companies share data relevant to the health impact of their platforms** with independent researchers and the public in a manner that is timely, sufficiently detailed, and protects privacy.
- **Support the development, implementation, and evaluation of digital and media literacy curricula in schools and within academic standards.** Digital and media literacy provides children and educators with digital skills to strengthen digital resilience, or the ability to recognize, manage, and recover from online risks (e.g., cyberbullying and other forms of online harassment and abuse, as well as excessive social media use).
- **Support increased funding for future research** on both the benefits and harms of social media use and other technology and digital media use for children, adolescents, and families.
- **Engage with international partners** working to protect children and adolescents against online harm to their health and safety.

# What Technology Companies Can Do



Technology companies play a central role and have a fundamental responsibility in designing safe online environments and in preventing, minimizing, and addressing the risks associated with social media.

- **Conduct and facilitate transparent and independent assessments of the impact of social media products and services on children and adolescents.** Assume responsibility for the impact of products on different subgroups and ages of children and adolescents, regardless of the intent behind them.
  - » **Be transparent and share assessment findings and underlying data** with independent researchers and the public in a privacy protecting manner.
  - » **Assess the potential risks of online interactions and take active steps to prevent potential misuse**, reducing exposure to harms. When proactive responses fail, take immediate action to mitigate unintended negative effects.
  - » **Establish scientific advisory committees to inform approaches and policies** aimed at creating safe online environments for children. Scientific advisory committees should be comprised of independent experts and members of user subgroups, including youth.
- **Prioritize user health and safety in the design and development of social media products and services.**<sup>93, 94, 95, 96</sup> Prioritize and leverage expertise in developmental psychology and user mental health and well-being in product teams to minimize risks of harm to children and adolescents.
  - » **Ensure default settings for children are set to highest safety and privacy standards.** Provide easy-to-read and highly visible information about policies regarding use by children.
  - » **Adhere to and enforce age minimums** in ways that respect the privacy of youth users.
- **Design, develop, and evaluate platforms, products, and tools that foster safe and healthy online environments for youth**, keeping in mind the needs of girls, racial, ethnic, and sexual and gender minorities. The platform design and algorithms should prioritize health and safety as the first principle, seek to maximize the potential benefits, and avoid design features that attempt to maximize time, attention, and engagement.
- **Share data relevant to the health impact of platforms and strategies employed to ensure safety and well-being** with independent researchers and the public in a manner that is timely and protects privacy.
- **Create effective and timely systems and processes to adjudicate requests and complaints from young people, families, educators, and others** to address online abuse, harmful content and interactions, and other threats to children's health and safety. Social media platforms should take these complaints seriously, thoroughly investigate and consider them, and respond in a timely and transparent manner.

# What Parents and Caregivers Can Do



The onus of mitigating the potential harms of social media should not be placed solely on the shoulders of parents and caregivers, but there are steps they can take to help protect and support children and adolescents against the risk of harm.

- **Create a family media plan.**<sup>97</sup> Agreed-upon expectations can help establish healthy technology boundaries at home—including social media use. A family media plan can promote open family discussion and rules about media use and include topics such as balancing screen/online time, content boundaries, and not disclosing personal information. For information on creating a family media plan, visit [www.healthychildren.org/MediaUsePlan](http://www.healthychildren.org/MediaUsePlan).
- **Create tech-free zones and encourage children to foster in-person friendships.**<sup>98</sup> Since electronics can be a potential distraction after bedtime and can interfere with sleep, consider restricting the use of phones, tablets, and computers for at least 1 hour before bedtime and through the night. Consider keeping family mealtimes and in-person gatherings device-free to build social bonds and engage in a two-way conversation. Help your child develop social skills and nurture his or her in-person relationships by encouraging unstructured and offline connections with others and making unplugged interactions a daily priority. See the American Academy of Pediatrics (AAP) [guidelines for media use](#).
- **Model responsible social media behavior.** As children often learn behaviors and habits from what they see around them, try to model the behavior you want to see.<sup>97,99</sup> Parents can set a good example of what responsible and healthy social media use looks like by limiting their own use, being mindful of social media habits (including when and how parents share information or content about their child), and modeling positive behavior on your social media accounts.
- **Teach kids about technology and empower them to be responsible online participants at the appropriate age.**<sup>100</sup> Discuss with children the benefits and risks of social media as well as the importance of respecting privacy and protecting personal information in age-appropriate ways. Have conversations with children about who they are connecting with, their privacy settings, their online experiences, and how they are spending their time online. Empower and encourage them to seek help should they need it. Learn more about the benefits and risks of social media use and get guidance from experts at AAP's [Center of Excellence on Social Media and Youth Mental Health](#) and from the American Psychological Association's [Health Advisory on Social Media Use in Adolescence](#).
- **Report cyberbullying and online abuse and exploitation.** Talk to your child about their reporting options, and provide support, without judgment, if he or she tells or shows you that they (a) are being harassed through email, text message, online games, or social media or (b) have been contacted by an adult seeking private images or asking them to perform intimate or sexual acts. You or your child can report cyberbullying to the school and/or the online platform, or your local law enforcement.<sup>101</sup> Visit [CyberTipline](#), [Take it Down](#), or contact your local law enforcement to report any instances of online exploitation.
- **Work with other parents to help establish shared norms and practices and to support programs and policies around healthy social media use.** Such norms and practices among parents facilitate collective action and can make it easier to set and implement boundaries on social media use for children.

# What Children and Adolescents Can Do



The burden of mitigating the potential harms of social media does not rest solely on the shoulders of children and adolescents, but there are measures they can take to navigate social media in a safe and healthy way.

- **Reach out for help.** If you or someone you know is being negatively affected by social media, reach out to a trusted friend or adult for help. For information from experts, visit AAP's [Center of Excellence on Social Media and Youth Mental Health](#). If you or someone you know is experiencing a mental health crisis, contact the 988 Suicide and Crisis Lifeline by calling or texting 988 for immediate help.
- **Create boundaries to help balance online and offline activities.** Limit the use of phones, tablets, and computers for at least 1 hour before bedtime and through the night to enable sufficient and quality sleep. Keep mealtimes and in-person gatherings device-free to help build social bonds and engage in two-way conversations with others. Nurture your in-person relationships by connecting with others and making unplugged interactions a daily priority.
- **Develop protective strategies and healthy practices** such as tracking the amount of time you spend online, blocking unwanted contacts and content, learning about and using available privacy and safety settings, learning and utilizing digital media literacy skills to help tell the difference between fact and opinion, and ensuring you are connecting with peers in-person. See this [Tip Sheet on Social Media Use and Mental Health](#) for healthy social media use created for and by young people.
- **Be cautious about what you share.** Personal information about you has value. Be selective with what you post and share online and with whom, as it is often public and can be stored permanently. If you aren't sure if you should post something, it's usually best if you don't. Talk to a family member or trusted adult to see if you should.
- **Protect yourself and others.** Harassment that happens in email, text messaging, direct messaging, online games, or on social media is harmful and can be cyberbullying. It might involve trolling, rumors, or photos passed around for others to see – and it can leave people feeling angry, sad, ashamed, or hurt. If you or someone you know is the victim of cyberbullying or other forms of online harassment and abuse:
  - » **Don't keep online harassment or abuse a secret.** Reach out to at least one person you trust, such as a close friend, family member, counselor, or teacher, who can give you the help and support you deserve. Visit [stopbullying.gov](http://stopbullying.gov) for helpful tips on how to report cyberbullying. If you have experienced online harassment and abuse by a dating partner, contact an expert at [Love is Respect](#) for support or if your private images have been taken and shared online without your permission, visit [Take it Down](#) to help get them removed.
  - » **Don't take part in online harassment or abuse.** Avoid forwarding or sharing messages or images and tell others to stop. Another way is to report offensive content to the site or network where you saw it.

# What Researchers Can Do



Researchers play a critical role in helping to gain a better understanding of the full impact of social media on mental health and well-being and informing policy, best practices, and effective interventions.

- **Establish the impact of social media on youth mental health as a research priority and develop a shared research agenda.**<sup>102</sup> Research should include but not be limited to:
  - » **Rigorous evaluation of social media’s impact** on youth mental health and well-being, including longitudinal and experimental studies. This could also include research on specific outcomes and clinical diagnoses (e.g., sleep duration and quality, attention, depression, anxiety, and body image), among specific populations (e.g., racial, ethnic, and sexual and gender minorities), and based on specific aspects of social media (e.g., designs, features, and algorithms).
  - » **Role of age, developmental stage, cohort processes, and the in-person environment** in influencing the onset and progression of poor mental health outcomes among social media users.
  - » **Benefits and risks associated** with specific social media designs, features, and content.
  - » **Long-term effects on adults** of social media use during childhood and adolescence.
- **Develop and establish standardized definitions and measures** for social media and mental health outcomes that are regularly evaluated and can be applied across basic research, population surveillance, intervention evaluation, and other contexts.
- **Evaluate best practices for healthy social media use** in collaboration with experts including healthcare providers, parents, and youth.<sup>94, 103, 104</sup>
- **Enhance research coordination and collaboration.** Example opportunities include developing an accessible evidence database and forming a consortium of researchers focused on examining the positive and negative effects of social media on mental health and well-being. Researchers should work with community partners to make research findings publicly accessible and digestible.

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**Office of the General Counsel (OGC)**

**Office of the Assistant Secretary for Planning and Evaluation (ASPE)**

**Centers for Disease Control and Prevention (CDC)**

Office of the Director

National Center for Injury Prevention and Control (NCIPC)

National Center for HIV, Viral Hepatitis, STD, and TB Prevention, Division of Adolescent and School Health (DASH)

**Health Resources and Services Administration (HRSA)**

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***Eunice Kennedy Shriver* National Institute of Child Health and Human Development (NICHD)**

**National Institute of Mental Health (NIMH)**

**Substance Abuse and Mental Health Services Administration (SAMHSA)**

# Endnotes

1. The definition of social media has been highly debated over the past few decades. As a result, there isn't a single, widely-accepted scholarly definition of social media. (Aichner et al., 2021) The definition may vary from the cited research in this document based on the methods used in each study. In making conclusions and recommendations, this document regards social media as "internet-based channels that allow users to opportunistically interact and selectively self-present, either in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others." (Carr & Hayes, 2015) For the purposes of this product, we did not include studies specific to online gaming or e-sports. **Source:** Aichner, T., Grünfelder, M., Maurer, O., & Jegeni, D. (2021). Twenty-Five Years of Social Media: A Review of Social Media Applications and Definitions from 1994 to 2019. *Cyberpsychology, Behavior And Social Networking*, 24(4), 215–222. <https://doi.org/10.1089/cyber.2020.0134> **Source:** Carr, C. T., & Hayes, R. A. (2015). Social Media: Defining, Developing, and Divining. *Atlantic Journal of Communication*, 23:1, 46-65. <https://doi.org/10.1080/15456870.2015.972282>
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3. The minimum required age set by social media platforms is informed by the Children's Online Protection and Privacy Act that requires social media platforms to collect verifiable parental consent before collecting, storing, and sharing data from children under age 13. **Source:** Federal Trade Commission. (2023, February 3). Children's Online Privacy Protection Rule ("COPPA"). Federal Trade Commission. Retrieved from <https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa>
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## FOR DISCUSSION

**Lisle Community Unit School District 202  
Board of Education Meeting  
November 27, 2023**

**SUBJECT:** School District Metrics and Measurements

**BACKGROUND DATA:** The following information was prepared by Board President, Pam Ahlmann:

Data Needed to Drive Decisions

Our September 18, 2023 Illinois Association of School Boards “Starting Right” workshop, included [Next Steps](#) to “Review our monitoring processes to ensure that we are using the most meaningful data to drive decisions and examine the impact.”

The Board agreed to wait until all three schools presented their School Improvement Plan to discuss data for the monitoring process.

For discussion at this meeting, please be prepared to provide input on:

- What additional data does the Board need beyond what is currently provided in the School Improvement Plans and the [Illinois Report Card](#)?
- Is the data "readily available"?
- Does the Board "need to know" the data or is it "nice to know"?
- How will monitoring the data benefit Board decision making?
- How often and in what format do we need the data?

**FOR DISCUSSION**

**Lisle Community Unit School District 202  
Board of Education Meeting  
November 27, 2023**

**SUBJECT:** Freedom of Information Act Request

**BACKGROUND DATA:** The District received Freedom of Information Act request(s) from the following individual(s):

1. Gerardo Mendez, Indiana, Illinois, and Iowa Foundation for Fair Contracting

The District will respond to all the request(s) within the required timeline.

**From:** Gerardo Mendez <GMendez@iiiiffc.org>

**Sent:** Friday, November 17, 2023 8:41 AM

**To:** district202foia@lisle202.org

**Subject:** FOIA request for records- Capital Improvements Lisle Junior High School 2024

To Whom it May Concern:

Pursuant to the Illinois Freedom of Information Act (5 ILCS 140/1 et. Seq.), the Indiana, Illinois, Iowa Foundation for Fair Contracting (III FFC) respectfully requests the following Capital Improvements Lisle Junior High School 2024:

1. Please provide copies of the bid tabulations.

As a not-for-profit organization serving the public interest, we respectfully request the waiver of any fees for copying the requested records. If there are any fees, please bill our office and provide us with your public agency's statutory compliant schedule of allowed fees. Once received, we will remit payment for the requested material. Please send the requested documents via email to [gmendez@iiiiffc.org](mailto:gmendez@iiiiffc.org). If any portion of this request is denied, please cite the specific exemption(s) that allows the denial. If the public agency has an appeal procedure, please provide the name, title and address of the person to whom the appeal should be sent. We appreciate your handling this request as soon as possible and we look forward to hearing from you within the limits allotted by the law. This information is not for use for commercial or solicitation purposes.

Thank you,

*Gerardo Mendez*

Construction Analyst

**Indiana, Illinois, and Iowa Foundation  
for Fair Contracting**

6170 Joliet Road, Suite 200

Countryside, IL 60525

Phone : 815-529-0250

Email: [gmendez@iiiiffc.org](mailto:gmendez@iiiiffc.org)

SUPERINTENDENT'S REPORT



# LISLE 2022

COMMUNITY UNIT SCHOOL DISTRICT

**November 2023**

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## **Lisle Elementary School**

### **Parent-Teacher Conferences**

Lisle Elementary School welcomed parents and guardians to participate in conferences on November 21st and 22nd. Families were offered the option of in-person or virtual meetings. We are pleased to share that approximately 84% of our families scheduled a conference this year.

### **Newcomer Thanksgiving Introduction**

Our K-5 students from Mexico, Oman, Guatemala, Ukraine, Brazil, and Columbia who are new to the United States had the opportunity to enjoy a simulation of the American Thanksgiving tradition. Students learned about the different foods using photos, talked briefly about the origins of the holiday, and then created their own feast by using paper plates to draw or add cut-outs of the food they would choose to eat at Thanksgiving.

### **Student Council Food Drive**

We are thankful for the generous donations from our LES family that supported this year's Thanksgiving Food Drive. Our Student Council was busy packing all the donations that filled 58 boxes of food in total benefitting the Lisle Township Food Pantry.

### **Bilingual Parent Night**

We were pleased to welcome approximately 20 of our bilingual parents to the first Bilingual Parent Night of this school year. Parents learned about ParentSquare and how to leverage the mobile app for live-translated two-way communications.

## **Lisle Junior High School**

### **Veterans Day Concert**

Lisle Junior High School held the Annual Veterans Day Concert on Thursday, November 9th in the auditorium to honor those who have served our country. This event is always one of the highlights of the year. Along with the concert, Ms. Miller and the LJHS PRIDE Team set up a Wall of Honor display showing the veterans who have connections to our learning community.

## [LJHS Food Drive](#)

Our families were once again extremely generous in supporting this year's food drive. We collected over 650 food items and over \$200 in cash and gift cards that will benefit DuPage PADS.

## [Lisle High School](#)

### [Illinois Science Assessment](#)

We are pleased to share the results of the Illinois Science Assessment (ISA) taken by the class of 2024 last spring showed that of the 23 public high schools in DuPage County, Lisle finished 2nd in the percentage of students who earned exemplary or proficient scores, finishing behind Hinsdale Central High School. According to the results, 80.4% of Lisle's class of 2024, earned exemplary or proficient scores. This is a remarkable achievement and the class of 2024 deserves congratulations. Also deserving of congratulations is the Lisle High School Science & Engineering Department led by Department Head Becky Schwartz, Herb Anderson, Darius Bamboat, Jeannette Clarke, Anjanette Gucciardo, Robin Honzel, and Mark LaScala.

### [LHS Fall Play](#)

The Lisle High School Theater presented "Clue!" the weekend of November 3rd. Congratulations to the entire cast, crew, and directors on another terrific show!

### [Photography I Student Work Selected for Exhibit](#)

This past October, Photography 1 students submitted photographs to a Morton Arboretum Photo Contest. The Arboretum was looking for five (5) student photographs to exhibit in the Arboretum's Children's Garden for two years starting in the spring of 2024. The exhibit title is "What does sustainability mean to you?" Congratulations to Lisle freshman, Nisa G., whose photograph was selected to be featured in the exhibit. Regarding Nisa's photo, the Arboretum said, "We are pleased to select (Nisa's ...photograph) to be featured in our exhibit. We were really impressed with a composition that seemed to capture the fragility and hope of life-sustaining elements like water and trees in an urbanized world."

### [Chad Wilkinson Event](#)

On Thursday, November 9th, the Youth and Government Club sponsored a special memorial workout to honor the life and sacrifice of Navy Seal Chad Wilkinson as a Veterans Day tribute. This event took place in the commons after school and raised funds for the Step Up Foundation in support of mental health resources for Veterans. Our goal was to raise \$500 as a school, but we are pleased to share that we raised close to \$1,000.

## [District](#)

### [Illinois School Designations Released](#)

Each year Illinois schools receive a "Summative Designation" based on the school's overall data, student group data, growth data, as well as other accountability indicators identified by the State. We are excited to share that Lisle Elementary and Lisle High School's "Exemplary" status places among the top 10% of Illinois schools, and Lisle Junior High's "Commendable" status is among the two top tiers in the state.

**LISLE EDUCATION FOUNDATION OF LISLE SCHOOL DISTRICT 202  
BOARD OF DIRECTORS MEETING  
NOVEMBER 8, 2023, MINUTES**

The meeting of the Board of Directors of the Lisle Education Foundation for the Lisle School District 202 met on Wednesday, November 8, 2023. The meeting was called to order at 12:06 p.m. by Jane McGrath. Also, in attendance at the meeting were: Keith Filipiak, Marilyn Buchholz, Amish Patel, Pamela Ahlmann, Deb Pawlowicz, Dr. Eric Williams, Keith Krestan and Eunice McConville, by telephone. Absent: Dr. Linda Kotalik, Matt Minnerick and Michael Shuta.

***Approval of Minutes***

No Minutes to approve this meeting.

***Treasurer's Report***

Eunice McConville presented the Treasurer's Report. Eunice reported that she filed all the federal tax forms. Dr. Eric Williams asked about the rates on the CD we currently have. Eunice will report back next month with options that are available. Available funds as of 3 of \$176,622.64. Dr. Eric Williams made a motion to approve the October 31, 2023, Treasurer's Report's. Keith Krestan seconded the motion. All present voted aye.

***Grant Applications***

Grant application submitted by Jennifer Zimmerman, Principal at Lisle Sr. High School, Lindsey Norwood, Lisle Jr. High School and Elizabeth Parker, Lisle Elementary School, Assistant Principals for Student Services for Guest Speaker, Tasha Schuh. She will come to our schools and speak to all grade levels. The following students will be participating in the program. Grade 9-12; Grades 6-8 and Grades 3-5. A total of 1,075 students. This grant request is in the amount of **\$6,995**. Keith Krestan made a motion to approve the grant request. Pamela Ahlmann seconded the motion. All present voted aye.

***Golf Outing - 2024 Golf Outing***

June 13, 2024

Save the Dates-January

Send an Email out before the Save the Date to Past Golfers

***New Business***

The Board discussed options regarding the Lisle Education Foundation's organization. The following topics were discussed:

- Give each school a dollar amount each year to spend down
- Pause for 5 years and see how the money is used
- Use the funds for "experiences"; i.e. field trips
- Include bus expenses for field trips
- Expand the guidelines
- Create a form for staff to fill out and turn into Principal
- The Lisle Education Foundation secretary and treasurer will coordinate the money
- The Lisle Education Foundation Board will meet quarterly to review and discuss this program

- No Golf Outing
- Divide funds based on student population at buildings
- Decrease in field trips since 2019
- Is there value in having the Community involved
- Board member will see what other districts are doing
- A lot of hard work goes into collecting money and donations
- Connections to community
- Experiences

It was suggested by Keith Krestan to designate Dr. Keith Filipiak to create a guideline and bring back to the board for discussion at the January 2024 meeting. This program will start the SY2024-2025 school year.

### ***Adjourn***

Jane McGrath made a motion to adjourn the meeting; Pamela Ahlmann seconded the motion. All present voted aye. The meeting was adjourned at 1:04 p.m.

The next meeting will be held on Wednesday, January 10, 2024. (Unless a grant application is submitted before the scheduled December meeting.)

Happy Thanksgiving to All!

Respectfully submitted,  
Marilyn Buchholz