Personnel Committee Meeting

Tuesday, September 22, 2026 9:00 AM
Superintendent's Conference Room, 999 Kedzie Ave, Flossmoor, IL 60422

1. **Call to Order (Mr. Legardy, Dr. O'Quin, Ms. Jackson)**
2. **Comments**
3. **Old Business**
4. **New Business**

4.1. Request for the following staff increase:

4.1.1. One (1) 0.2 FTE for Biology

4.1.2. One (1) 1.0 FTE for Computer Applications/Business

4.1.3. Two (2) 0.2 FTE for English

4.1.4. Two (2) 0.2 FTE for Integrated Math I

4.1.5. One (1) 0.2 FTE for Welding Fabrication

4.1.6. One (1) 0.2 FTE for Woods and Metals

4.1.7. One (1) 0.2 FTE for Spanish

4.1.8. One (1) 0.2 FTE for World History

4.2. Review of the Following Revisions to IASB PRESS Board Policies - Issue 122 1st Read

4.2.1. 2:30 School District Elections

4.2.2. 2:70-E Exhibit Checklist for Filling Board Vacancies by Appointment

4.2.3. 2:120-E3 Exhibit - Resolution to Appoint a Delegate to the Illinois Association of School Boards Delegate Assembly

4.2.4. 2:220 - E1 Exhibit - Board Treatment of Closed Meeting Verbatim Recordings and Minutes

4.2.5. 2:220- E3 Exhibit - Closed Meeting Minutes

4.2.6. 2:220- E5 Exhibit - Semi-Annual Review of Closed Meeting Minutes

4.2.7. 2:220-E8 Exhibit- Board of Education Records Maintenance Requirements and FAQs

4.2.8. 2:230 Public Participation at Board of Education Meetings and Petitions to the Board

4.2.9. 3:40 Superintendent

4.2.10. 3:50 Administrative Personnel Other Than the Superintendent

4.2.11. 3:60 Administrative Responsibility of the Building Principal

4.2.12. 3:70 Succession of Authority

4.2.13. 4:175 Convicted Child Sex Offender; Screening; Notifications

4.2.14. 5:40 Communicable and Chronic Infectious Disease

4.2.15. 5:70 Religious Holidays

4.2.16. 5:110 Recognition for Service

4.2.17. 5:140 Solicitations By or From Staff

4.2.18. 5:185 Family and Medical Leave

4.2.19. 5:240 Suspension

4.2.20. 6:70 Teaching About Religions

4.2.21. 6:80 Teaching About Controversial Issues

4.2.22. 6:190 Extracurricular and Co-Curricular Activities

4.2.23. 7:30 Student Assignment

4.2.24. 7:80 Release Time for Religious Instruction/Observance

4.2.25. 7:130 Student Rights and Responsibilities

4.2.26. 7:330 Student Use of Buildings - Equal Access

4.2.27. 7:345 Use of Educational Technologies; Student Data Privacy and Security

4.2.28. 8:70 Accommodating Individuals with Disabilities

4.2.29. 8:100 Relations with Other Organizations and Agencies

4.3. IASB PRESS Policy Revision -1st Read

4.3.1. 5:50 Drug- And Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition

4.4. Leadership Professional Development Coaching Proposal

5. **Executive Session**

Move into Executive Session pursuant to 5 ILCS 120/2(c) of the Open Meetings Act to consider the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the School District.

6. **Return to Open Session**

7. **Adjournment**

MEMO

To: Dr. Jennifer Norrell, Superintendent for Homewood-Flossmoor 233
From: Dr. Clinton Alexander, Principal
Date: September 22, 2026
Subject: Request for Staff Increase

Requested Increase:

Department	Course	Teacher	FTE
Science	Biology	Walter Collins Jr.	0.2
CTE	Computer Applications/Business	TBD	1.0
English	English	Kona Burks	0.2
English	English	Kanoa Mullings	0.2
Math	Integrated Math I	Rick Veldboom	0.2
Math	Integrated Math I	Charlie Ward	0.2
CTE	Welding Fabrication	David Pelke Jr.	0.2
CTE	Woods and Metals	Al Lagrone	0.2
Spanish	Spanish	Angelica Hernandez	0.2
Social Science	World History	TBD	0.2

Total Cost: Sixth assignments for first semester are $6,618.20; Sixth assignments for the full year (both semesters) are paid at $14,497.00; 1.0 FTEs are paid a full salary determined by the CBA, commensurate with experience. Amounts are prorated based on the start and end dates of the assignments.

Recommendation:

It is recommended that the Board of Education of Homewood-Flossmoor Community High School District approve the following additional assignments:

- One (1) 0.2 FTE for Biology
- One (1) 1.0 FTE for Computer Applications/Business
- Two (2) 0.2 FTE for English
- Two (2) 0.2 FTE for Integrated Math I
- One (1) 0.2 FTE for Welding Fabrication
- One (1) 0.2 FTE for Woods and Metals
- One (1) 0.2 FTE for Spanish
- One (1) 0.2 FTE for World History

Timeline: September 29, 2026

Please let me know if you would like to discuss this recommendation further or need additional details.

MEMO

To: Dr. Jennifer Norrell, Superintendent for Homewood-Flossmoor 233
From: Dr. Jalitza Colón Quiles, Assistant Superintendent for Staff Services
Date: September 22, 2026
Subject: IASB PRESS Policy Revisions - Issue 122 - 1st Read

Background:
The District utilizes IASB PRESS policy services to ensure policy updates to ensure ongoing compliance with state and federal law.

The following policies from Issue 122 are due for review/revision and changes are summarized:

i. **2:30 School District Elections,** Being presented in response to a 5-year review.
ii. **2:70-E Exhibit Checklist for Filling Board Vacancies by Appointment,** The exhibit is updated to correct obsolete links to IASB's website and for continuous improvement.
iii. **2:120-E3 Exhibit - Resolution to Appoint a Delegate to the Illinois Association of School Boards Delegate Assembly,** A new exhibit was created to assist boards with annually appointing a delegate to the IASB Delegate Assembly (DA) and defining the delegate's authority to act on the board's behalf at the DA.
iv. **2:220 - E1 Exhibit - Board Treatment of Closed Meeting Verbatim Recordings and Minutes,** The exhibit is updated in response to a five-year review.
v. **2:220- E3 Exhibit - Closed Meeting Minutes,** The exhibit is updated in response to a five-year review.
vi. **2:220- E5 Exhibit - Semi-Annual Review of Closed Meeting Minutes,** The exhibit is updated in response to a five-year review.
vii. **2:220-E8 Exhibit- Board of Education Records Maintenance Requirements and FAQs,** The exhibit is updated in response to a five-year review.

viii. **2:230 Public Participation at Board of Education Meetings and Petitions to the Board, The policy,** Legal References, Cross References, and footnotes are updated in response to a five-year review.
ix. **3:40 Superintendent,** Being presented in response to a 5-year review.
x. **3:50 Administrative Personnel Other Than the Superintendent,** Being presented in response to a 5-year review.
xi. **3:60 Administrative Responsibility of the Building Principal,** Being presented in response to a 5-year review.
xii. **3:70 Succession of Authority,** The policy is unchanged. The footnotes are updated in response to a five-year review.
xiii. **4:175 Convicted Child Sex Offender; Screening; Notifications,** The policy is unchanged. The footnotes are updated in response to a five-year review.
xiv. **5:40 Communicable and Chronic Infectious Disease,** The policy, Legal References, and footnotes are updated in response to a five-year review.
xv. **5:70 Religious Holidays,** The Legal References and footnotes are updated in response to a five-year review.
xvi. **5:110 Recognition for Service,** The policy is unchanged. The footnote is updated in response to a five-year review.
xvii. **5:140 Solicitations By or From Staff,** The policy is unchanged. The footnote is updated in response to a five-year review.
xviii. **5:185 Family and Medical Leave,** Being presented in response to a 5-year review.
xix. **5:240 Suspension,** The policy and footnotes are updated in response to a five-year review. The policy is updated with minor style changes.
xx. **6:70 Teaching About Religions,** The Legal References and footnotes are updated in response to Mahmoud v. Taylor, addressing opt-out from curriculum based on parent religious objections. The Legal References, the footnotes are also updated.
xxi. **6:80 Teaching About Controversial Issues,** The Legal References and footnotes are updated in response to Mahmoud v. Taylor. The Legal References, the footnotes are also updated.
xxii. **6:190 Extracurricular and Co-Curricular Activities,** The policy and footnotes are updated to align with the changes made to 7:330, Student Use of Buildings – Equal Access, and for continuous improvement. Non school sponsored was changed to Non curriculum related; “or clubs that are not school sponsored” was added as being governed by the Board. In addition, language added about students

satisfying all academic standards and complying with the activity's rules and the student Code of Conduct added.

xxiii. **7:30 Student Assignment,** The policy and footnotes are updated in response to a five-year review. Minor style updates are made to the policy.

xxiv. **7:80 Release Time for Religious Instruction/Observance,** The policy is unchanged. The footnotes are updated in response to a five-year review.

xxv. **7:130 Student Rights and Responsibilities,** The Legal References are updated to include the Equal Access Act, Every Student Succeeds Act, Kennedy v. Bremerton Sch. Dist., and for continuous improvement. The footnotes are also updated.

xxvi. **7:330 Student Use of Buildings - Equal Access,** Policy is rewritten to address the need for more guidance regarding what types of student-led groups are permitted free use of school premises. It is also updated due to recent case law updates.

xxvii. **7:345 Use of Educational Technologies; Student Data Privacy and Security,** Being presented in response to a 5-year review.

xxviii. **8:70 Accommodating Individuals with Disabilities,** The policy, Legal References, and footnotes are updated in response to a five-year review. Minor language deletion regarding Districts Title II self evaluation

xxix. **8:100 Relations with Other Organizations and Agencies,** Being presented in response to a 5-year review.

Recommendation: It is recommended that the Board of Education of Homewood-Flossmoor Community High School District approve the Revisions to the IASB Issue 122 Press Policy Revisions on October 20, 2026.

Please let me know if you would like to discuss this recommendation further or need additional details.

Timeline: October 20, 2026

Document Status: Review and Monitoring

SECTION 2- BOARD OF EDUCATION

2:30 School District Elections

School District elections are non-partisan, governed by the general election laws of the State, and include the election of Board of Education members, various public policy propositions, and advisory questions. Board members are elected at the consolidated election held on the first Tuesday in April in odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. The canvass of votes is conducted by the election authority within 21 days after the election.[C1]

The Board, by proper resolution, may cause to be placed on the ballot: (a) public policy referendum according to Article 28 of the Election Code, or (b) advisory questions of public policy according to Section 9-1.5 of the School Code.

The Board Secretary serves as the local election official. He or she receives petitions for the submission of a public question to referenda and forwards them to the proper election officer and otherwise provides information to the community concerning District elections.

LEGAL REF.:

10 ILCS 5/1-3, 5/2A, 5/9, 5/10-9, 5/22-17, 5/22-18, and 5/28.

105 ILCS 5/9.

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

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

C1. 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), 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 122, June 2026

Document Status: Draft Update - Rewritten

Vacancies on the Board of Education - Filling Vacancies

2:70-E Exhibit - Checklist for Filling Board Vacancies by Appointment

The Board of Education fills a vacancy by either appointment or election.[C1] The Board uses this checklist for guidance when it must fill a vacancy by appointment. Some items contain guidelines along with explanations. For more information, see *Answers to FAQs: Vacancies on the Board of Education*, published by a committee of the Ill. Council of School Attorneys (ICSA), and available at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/vacancies-on-the-board.

☐ **Confirm that the Board must fill the vacancy by appointment.**

Guidelines	Explanation
Review Board policy 2:70, *Vacancies on the Board of Education - Filling Vacancies*, to determine if a vacancy on the Board occurred and, if so, whether the successor will be selected by election or Board appointment. Consult the Board Attorney as needed.	Filling a vacancy by Board appointment or election depends upon when the vacancy occurred. If a vacancy occurs with less than: (1) 868 days remaining in the term of office, or (2) 88 days before the next regularly scheduled election for the vacant office, the Board selects an appointee to fill the vacancy, no election to fill the vacancy is held, and the appointee serves the remainder of the term. At all other times, an appointee serves until the next regular school election, at which election a successor is elected to serve the remainder of the unexpired term. See 105 ILCS 5/10-10.
In the event a seat on the board goes unfilled at an election, consult the Board Attorney to determine (1) how long the seat can be *held over* by the incumbent	The School Code partially addresses the concept of a *holdover seat* (a board member remaining in office past their term); it states: "no elective office…becomes vacant until the successor of the incumbent of such office has been appointed or elected, as the case may be, and qualified." 105 ILCS 5/10-11.

member, and (2) the process by which the Board will fill the seat.	

☐ **Notify the Regional Superintendent of the vacancy within five days of its occurrence (105 ILCS 5/10-10).**

☐ **Develop a list of qualifications for appointment of a person to fill the vacancy.**

Guidelines	Explanation
At a minimum, a candidate must meet the following qualifications: • Be a United States citizen • Be at least 18 years of age • Be a resident of Illinois and the District for at least one year immediately preceding the appointment • Be a registered voter • Not be a child sex offender • Not hold an incompatible public office • Not have a prohibited interest in any contract with the District • Not be a school	While the School Code does not expressly set forth eligibility requirements for appointment to a Board vacancy, the Board may want to use the qualifications for elected Board members listed in 105 ILCS 5/10-3 (board of directors) or 5/10-10 (board of education). For guidance discussing other qualifications that the Board may want to consider, see IASB's *A School Board's Guide to Identifying, Recruiting, and Mentoring Future School Board Members*, available at: www.iasb.com/about-us/publications/pamphlets-and-tools/recruiting-school-board-members. For guidance regarding conflict of interest and incompatible offices, see *Answers to FAQs Regarding Conflict of Interest and Incompatible Offices* (ICSA), available at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/answers-to-faqs-regarding-conflict-of-interest-and.

trustee • Not hold certain types of prohibited State or federal employment	
When additional qualifications apply, the following items may be included in the Board's list of qualifications: • Meet all qualifications based upon the distribution of population among congressional townships in the district • Meet all qualifications based upon the distribution of population among incorporated and unincorporated areas	Board members of some community unit school districts may be subject to historical residential qualifications based on the distribution of population among congressional townships in the district or between the district's incorporated and unincorporated areas. 105 ILCS 5/10-11. **Note:** If a vacancy for an area of residence remains unfilled, a board must submit a proposition at the next general election for the election of a board member at large. 105 ILCS 5/10-10.5(c).

☐ **Decide who will receive completed vacancy applications.**

Guidelines	Explanation
The Board President will	Who accepts vacancy applications is at the Board's sole discretion. According to Board policy 2:110, *Qualifications, Term, and Duties of Board Officers*, the Board President is a logical

accept applications. The Board will discuss, at an open meeting, its process to review the applications and who will contact applicants for an interview.	officer to accept the applications, but this task may be delegated to the Secretary or Superintendent's secretary if the Board determines that it is more convenient. Who accepts the applications must be decided prior to posting the vacancy announcement.

☐ **Create the Board member vacancy announcement.**

Announcement	Explanation
[*Insert District name*] Board Member Vacancy The School District is accepting applications to fill the vacancy resulting from [*reason for vacancy*] of [*former Board member's name*].	The contents of a vacancy announcement, how it is announced, and where it is posted are at the Board's sole discretion. The Board may want to announce the vacancy and its intent to fill it by appointment during an open meeting. The announcement may be posted on the District's website and in the local newspaper(s).
The individual selected will serve on the Board of Education from the date of appointment to [*date*].	The length of the appointment depends upon when during the term of office the vacancy occurred. See 105 ILCS 5/10-10 and Board policy 2:70, *Vacancies on the Board of Education - Filling Vacancies*, to determine the length of the appointment. Consult the Board Attorney as needed.
The School District [*School District's philosophy or mission statement*].	See Board policy 1:30, *School District Philosophy*, for the District's mission statement that is specific to the community's goals.
Applicants for the Board vacancy must be: [*Board's list of qualifications*].	See checklist item titled *Develop a list of qualifications for appointment of a person to fill the vacancy*, above.
Applicants should show familiarity with the Board's	Listing this along with the Board's list of qualifications assists candidates in understanding a Board

policies regarding general duties and responsibilities of a Board and a Board member, including fiduciary responsibilities, conflict of interest, ethics, and gift ban. The Board's policies are available at [*locations*].	member's duties and responsibilities and may facilitate a better conversation during the interview process. See Board policies: 2:20, *Powers and Duties of the Board of Education; Indemnification*; 2:80, *Board Member Oath and Conduct*; 2:100, *Board Member Conflict of Interest*; 2:105 *Ethics and Gift Ban*; and 2:120, *Board Member Development*.
Applications may be obtained at [*location and address and/ or website*] beginning on [*date and time*]. Completed applications may be turned in by [*date and time*] to [*name and title of person receiving applications*].	See action item titled *Decide who will receive completed vacancy applications,* above.

☐ **Publicize the vacancy announcement by placing it on the District's website, announcing it at a meeting, and/or advertising it in the local newspaper(s).**

☐ **Accept and review applications from prospective candidates (see *Decide who will receive completed vacancy applications*, above).**

☐ **Contact appropriate applicants for interviews (see *Decide who will receive completed vacancy applications*, above).**

☐ **Develop interview questions.**

Interview Questions	Explanation
Why do you want to be a Board member? What specific skills would you bring to the Board? Please give specific examples	Interview questions are at the Board's sole discretion. This list is not exhaustive, but it may help the Board tailor its questions toward finding a candidate who will approach Board membership with a clear understanding of its demands and expectations along with a constructive attitude toward the challenge. The Board may also want to consider allowing an equal amount of time for each interview.

of your ability in interpersonal relationships and teamwork. What do you see as the role of a Board member? What have you done to prepare yourself for the challenges of being a Board member? Please describe your previous community or nonprofit experiences. What areas in the District would you like to see the Board strengthen? What is your availability to meet the time, training commitments, and other responsibilities required for Board membership? Describe what legacy you would like to leave behind.	See IASB's *A School Board's Guide to Identifying, Recruiting, and Mentoring Future School Board Members,* available at: www.iasb.com/about-us/publications/pamphlets-and-tools/recruiting-school-board-members. A prospective candidate to fill a vacancy may raise other specific issues that the Board will want to cover during an interview.

☐ **Conduct interviews with candidates (interviews may occur in closed session pursuant to 5 ILCS 120/2(c)(3)).**

Interview Plan	Explanation
In each interview, the Board President will: Introduce Board members to the candidate at the beginning of the interview. Describe the Board's interview process, selection process, anticipated timeline, and ask the candidate if he or she has questions about the Board's process for filling a vacancy by appointment. Describe the District's philosophy or mission statement. Describe the vacancy for the candidate by reviewing the: (1) qualifications, and (2) general duties and responsibilities of the Board and the Board members, including fiduciary responsibilities, conflict of interest, ethics and gift ban, and general Board member development. Begin asking the interview questions that the Board developed. Ask the candidate whether he or she has any questions for the Board. Thank the candidate and inform the candidate when the Board expects to make a decision and how the candidate will be contacted regarding the Board's decision.	The Board President will lead the Board as it interviews prospective candidates. See Board policy 2:110, *Qualifications, Term, and Duties of Board Officers*. The President presides at all meetings. 105 ILCS 5/10-13. The Board may also want to consider allowing an equal amount of time for each interview.

☐ **Fill vacancy by a vote during an open meeting of the Board before the 60th day (105 ILCS 5/10-10).**

☐ **Assist the appointed Board member in filing his or her statement of economic interest (5 ILCS 420/4A-105(c)).**

☐ **Announce the appointment to District staff and community.**

Announcement	Explanation
The Board appointed [*appointee's name*] to fill the vacancy on the Board. The appointment will be from [*date*] to [*date*]. The Board previously established qualifications for the appointee in a careful and thoughtful manner. [*Appointee's name*] meets these qualifications and has demonstrated the willingness to accept the duties and responsibilities of a Board member. [*Appointee's name*] brings a clear understanding of the demands and expectations of being a Board member along with a constructive attitude toward the challenge.	The contents of the appointment announcement and length of time it is displayed are at the Board's sole discretion. The Board may want to consider announcing the appointment during its meeting and also by posting it in the same places that it posted the vacancy announcement. See Board policy 8:10, *Connection with the Community*.

☐ **Administer the Oath of Office and begin orientation.**

Guidelines	Explanation
See Board policy 2:80, *Board Member Oath and Conduct*.	Each individual, before taking his or her seat on the Board, must take an oath in substantially the form given in 105 ILCS 5/10-16.5.
See Board policy 2:120, *Board Member Development*, and exhibit 2:120-E1, *Guidelines for Serving as a Mentor to a New Board of Education Member*.	Orientation assists new Board members to learn, understand, and practice effective governance principles. See the IASB *Foundational Principles of Effective Governance*, available at: www.iasb.com/training-and-events/training/training-resources/foundational-principles-of-effective-governance.

☐ **Inform IASB of the newly appointed Board member's name and directory information.** For instructions, see iasb.com/memberships-and-divisions/membership/member-database-instructions/how-to-update-your-district-roster.

PRESSPlus Comments

C1. Rewritten for PRESS Plus. Updates include corrections to obsolete links to IASB's website and other continuous improvement changes. A redlined version showing the changes made is available at PRESS Online by logging in at www.iasb.com. **Issue 122, June 2026**

Document Status: Draft Update - New

2:120-E3 Exhibit - Resolution to Appoint a Delegate to the Illinois Association of School Boards Delegate Assembly

New/Unpublished Section

WHEREAS, the Board of Education of [*insert name of School District*] (Board) is an active member of the Illinois Association of School Boards (IASB);[C1]

WHEREAS, as an IASB member, the Board can appoint a delegate to attend and participate in IASB's Delegate Assembly (Delegate Assembly), which is held each year in conjunction with the Joint Annual Conference in Chicago, Illinois;

WHEREAS, at the Delegate Assembly, one delegate from each participating board may vote on resolutions submitted by member boards and any proposed amendments to the IASB Constitution;

WHEREAS, resolutions adopted by the Delegate Assembly become Position Statements which guide IASB's advocacy efforts and legislative agenda on behalf of its members;

WHEREAS, the Board believes it is important that its collective voice be heard at the Delegate Assembly;

THEREFORE, BE IT RESOLVED, that the Board hereby:

1. Appoints [*insert Board member name*] to serve as the Board's delegate at the 20___ Delegate Assembly.
2. Appoints [*insert Board member name*] to serve as the Board's alternate delegate at the 20___ Delegate Assembly, should the delegate be unable to carry out their responsibilities.
3. Directs the appointed delegate to vote on the IASB resolutions and any proposed constitutional amendments at the 20___ Delegate Assembly (*choose one of the following*) [solely in accordance with the consensus reached by the Board at its meeting on [*insert date*]] *OR* [with their independent discretion based on the consensus of the Board at its meeting on [*insert date*] and any discussion had on each resolution].
4. The Board's consensus on the IASB resolutions and any proposed constitutional amendments at the 20___ Delegate Assembly shall be reflected in the Board's meeting minutes.

Adopted this _____ day of ________________, 20___.

Attested by: ___________________________________, Board President

Attested by: ___________________________________, Board Secretary

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. A new sample resolution is created to assist boards with annually appointing a delegate to the IASB Delegate Assembly (DA) and defining the delegate's authority to act on the board's behalf at the DA. This resolution is optional, and if customized and adopted by the board, is not required to be included in the board's policy manual. It is provided through your PRESS Plus dashboard for your convenience, and it can also be found at PRESS Online. **Issue 122, June 2026**

Document Status: Draft Update - Rewritten

Board of Education Meeting Procedure

2:220-E1 Exhibit - Board Treatment of Closed Meeting Verbatim Recordings and Minutes

The following procedures govern the verbatim audio recordings and minutes of Board of Education meetings that are closed to the public.[C1]

Actor	Action
Before any Board meeting: Superintendent or designee	Arranges to have an audio recording device with adequate storage capacity and a back-up audio recording device in the Board meeting room during every Board meeting regardless of whether a closed meeting is scheduled. The Board may close a portion of a public meeting without prior notice; it cannot, however, have a closed meeting unless it can record the session.
Before a closed meeting: Board President or presiding officer (#3 and #4 may be delegated to the Board Secretary or Recording Secretary)	On the closed meeting date: (1) convenes an open meeting, (2) requests a motion to adjourn into closed meeting making sure the reason for the meeting is identified in the motion, (3) takes a roll call vote, (4) ensures that the minutes record the vote of each member present 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 (5 ILCS 120/2a), and (5) adjourns the open meeting.
Before a closed meeting:	Immediately before a closed meeting, tests and activates the audio recording device.

Superintendent or Board Secretary	
During a closed meeting: Board President or presiding officer	Convenes the closed meeting stating: Seeing a quorum of the Board of Education gathered today, [*state the date*], at [*state the time*], at ____ location, for the purpose of holding a closed meeting in order to confidentially discuss ___, I call the meeting to order. To record who is present, I request that each individual state his or her name and position with the District, and whether you are in person or participating remotely by audio or video conference. (**Note:** This script is an example.) Limits discussion to the topics that were included in the motion to go into a closed meeting. The failure to immediately call a person out-of-order who strays from the purposes included in the motion may result in an appearance of acquiescence. This responsibility to call a person out-of-order falls on each Board member in the event of the President's failure. Once the closed meeting is finished, announces a return to an open meeting or adjournment, and states the time.
After a closed meeting: Superintendent, Recording Secretary, or Board Secretary	**For Verbatim Recordings**: Takes possession of the recording of the closed meeting and labels it with identification information, specifically the date and items discussed. Adds the identification information contained on the recording's label to a cumulative list of closed meeting recordings. As soon as possible, puts the recording of the closed meeting in the previously identified secure location for storing recordings of closed meetings. Upon request of a Board member: 1. Provides access to the verbatim recording at a reasonable time

	and place without disrupting District operations; 2. Supervises the access to the verbatim recording or delegates it to one of the following individuals in the District: a. The Recording Secretary, b. The Superintendent or designated administrator, or c. Any elected Board member; and 3. Logs the access to the recordings in exhibit 2:220-E7, *Access to Closed Meeting Minutes and Verbatim Recordings*. **For Closed Meeting Minutes**: Prepares written closed meeting minutes that include: • The date, time, and place of the closed meeting • The Board members present and absent • A summary of discussion on all matters proposed or discussed • The time the closed meeting was adjourned Upon request of a Board member: 1. Provides access to the closed session minutes at a reasonable time and place without disrupting District operations; 2. Supervises the access to the closed session minutes or delegates it to one of the following individuals in the District: a. The Recording Secretary, b. The Superintendent or designated administrator, or c. Any elected Board member; and 3. Logs the access in exhibit 2:220-E7, *Access to Closed Meeting Minutes and Verbatim Recordings*.
After a closed meeting: Board of Education	Approves the previous closed meeting minutes at the next open meeting.
In preparation for the semi-annual review:	Every six months, prepares a recommendation concerning the continued need for confidential treatment of all of the Board's closed meeting minutes; includes this recommendation in the packet for the

Superintendent or designee	meeting in which the Board will conduct its semi-annual review. This step is in preparation for the Board's meeting to decide whether the need for confidential treatment of specific closed meeting minutes continues to exist. If the Board wants to discuss closed meeting minutes in closed session, places "review of unreleased closed meeting minutes" on a closed meeting agenda. Places "result of Board's review of unreleased closed meeting minutes" as an item on a subsequent open meeting agenda.
In preparation for the semi-annual review: Individual Board members	Before the meeting in which the Board will conduct its semi-annual review, examines the material supplied by the Superintendent. Individual Board members should consider: (1) the Superintendent's recommendation, (2) the recommendation of the Board Attorney, (3) other Board members' opinions, (4) the minutes themselves, and/or (5) whether the minutes would be exempted from public disclosure under the Illinois Freedom of Information Act.
During the semi-annual review: Board of Education	The Board decides in open session whether: (1) the need for confidentiality still exists as to all or part of closed meeting minutes, or (2) the minutes or portions thereof no longer require confidential treatment and are available for public inspection. The Board may have an earlier meeting in closed session to discuss the continued need for confidential treatment.
After the semi-annual review: Superintendent or designee	Relabels and refiles closed meeting minutes as appropriate.
Monthly: Board President	Adds "destruction of closed meeting verbatim recording" as an agenda item to an upcoming open meeting.

Monthly: Board of Education	Approves the destruction of particular closed meeting recording(s) that are at least 18 months old and for which approved minutes of the closed meeting already exist.

LEGAL REF.:

5 ILCS 120/, Open Meetings Act.

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. Rewritten for PRESS Plus. A redlined version showing the changes made in response to a five-year review is available at PRESS Online by logging in at www.iasb.com. **Issue 122, June 2026**

Document Status: Draft Update - Rewritten

Board of Education Meeting Procedure

2:220-E3 Exhibit - Closed Meeting Minutes

Closed Meeting Minutes[C1]

Items in bold are required by 5 ILCS 120/2.06(a)(1)-(3). Non-bolded items align with best practices.

Date:______________________________ **Start Time:**____________________

Location:____

Name of person(s) taking and recording the minutes:____________________

Name of person presiding:____________________________________

Members in attendance (indicate whether in person or by video or audio conference):

1.
2.
3.
4.
5.
6.
7.

Members absent:

1.
2.
3.

This meeting was recorded verbatim in the form of ☐ audio or ☐ video recording

Summary of the discussion on all matters (as specified in the vote to close the meeting):

Basis for the finding that litigation is probable or imminent, if applicable (5 ILCS 120/2(c)(11)):

____

____

Time of adjournment or return to open meeting:________________________

____

____

____

The Board of Education, during its semi-annual review of closed session minutes, has decided these minutes no longer need confidential treatment. Semi-annual means every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the board. 5 ILCS 120/ 2.06(d).

☐ **These minutes are available for public inspection as of:____________**

____

(Date)

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. Rewritten for PRESS Plus. A redlined version showing the changes made in response to a five-year review is available at PRESS Online by logging in at www.iasb.com. **Issue 122, June 2026**

Document Status: Draft Update - Rewritten

Board of Education Meeting Procedure

2:220-E5 Exhibit - Semi-Annual Review of Closed Meeting Minutes

Logging and Review Process[C1]

Step 1. The Board Secretary or Recording Secretary maintains a log of the closed meeting minutes that are unavailable for public inspection. The meeting minutes are logged according to the reason the Board held the closed meeting. See exhibit 2:220-E6, *Log of Closed Meeting Minutes*.

Step 2. The Board meets in closed session to review the log of unreleased closed meeting minutes. The Board or Recording Secretary brings a copy of all unreleased closed meeting minutes and, if requested, allows Board members to review the actual minutes. The Board identifies which closed meeting minutes or portions thereof no longer need confidential treatment. Use *Report Following the Board's Semi-Annual Review of Closed Meeting Minutes*, below.

Step 3. At least *semi-annually* (every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the Board), in an open meeting, the Board takes action to release for public inspection those minutes, or portions thereof, no longer needing confidential treatment. Use *Action to Accept*, below. Closed meeting minutes will not be released for public inspection if confidential treatment is needed to protect the public interest or the privacy of an individual, including: (1) student disciplinary cases or other matters relating to an individual student, and (2) personnel files and employees' and Board members' personal information. 5 ILCS 120/2.06(d).

Step 4. The Board Secretary or Recording Secretary: (1) updates the log of unreleased closed meeting minutes to remove any minutes that the Board made available for public inspection; (2) makes a notation on any applicable closed meeting minutes of the Board's action to release it or a portion of it for public inspection; (3) continues to log new closed meeting minutes that the Board has not released for public inspection (see exhibit 2:220-E6, *Log of Closed Meeting Minutes*); and (4) maintains logs for access to closed session minutes pursuant to 5 ILCS 120/2.06(e).

Report Following the Board's Semi-Annual Review of Closed Meeting Minutes

The Board of Education met on ___________________ in closed session to conduct its semi-annual review of closed meeting minutes that have not been released for public inspection.

The closed meeting minutes, or portions thereof, from the following dates no longer require confidential treatment: (*insert closed meeting dates*)

The need for confidentiality still exists as to all remaining closed meeting minutes to protect an individual's privacy or the District's interests.

Action to Accept the Board's Semi-Annual Review of Closed Meeting Minutes

Open meeting date:
Motion to approve the Board's semi-annual review of unreleased closed meeting minutes and to release for public inspection those minutes, or portions thereof, that the Board identified as no longer needing confidential treatment made by: ______________ _____________________________________
Motion seconded by:
Action: ☐ Passed ☐ Failed

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. Rewritten for PRESS Plus. A redlined version showing the changes made in response to a five-year review is available at PRESS Online by logging in at www.iasb.com. **Issue 122, June 2026**

Document Status: Draft Update - Rewritten

Board of Education Meeting Procedure

2:220-E8 Exhibit - Board of Education Records Maintenance Requirements and FAQs

Open Meetings Act[C1]

The Open Meetings Act (OMA) requires public bodies to "keep written minutes of all their meetings, whether open or closed, and a verbatim record of all their closed meetings in the form of an audio or video recording." 5 ILCS 120/2.06(a). Minutes must include, but are not limited to: (1) the date, time, and place of the meeting; (2) the members of the public body recorded as either present or absent and whether the members were physically present or present by means of video or audio conference; and (3) a summary of discussion on all matters proposed, deliberated, or decided, and record of any votes taken. Id.

The remainder of 5 ILCS 120/2.06 addresses the approval of open meeting minutes, the treatment of verbatim recordings of closed meetings, the semi-annual review of closed meeting minutes, the confidential nature of closed meeting minutes, and the right of persons to address public officials under rules established and recorded by the public body. The requirements of 5 ILCS 120/2.06, as well as OMA requirements pertaining to Board agendas, are included in Board policy 2:220, *Board of Education Meeting Procedure*.

Exhibit 2:220-E3, *Closed Meeting Minutes*, provides a sample template for keeping closed meeting minutes that incorporates the requirements of 5 ILCS 120/2.06 of OMA. It also includes an area to designate if the Board has determined, pursuant to 5 ILCS 120/2.06(d), that the closed meeting minutes no longer need confidential treatment.

Exhibit 2:220-E4, *Open Meeting Minutes*, contains a protocol for open meeting minutes that incorporates the requirements of Section 2.06 of OMA. It also provides a sample template for keeping open meeting minutes.

Exhibit 2:220-E5, *Semi-Annual Review of Closed Meeting Minutes*, contains a process for implementing the semi-annual review of closed meeting minutes, and exhibit 2:220-E6, *Log of Closed Meeting Minutes*, is designed to facilitate this semi-annual review (every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the Board). 5 ILCS 120/2.06(d).

Exhibit 2:220-E9, *Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration*, contains a process for compliance with 5 ILCS 120/7(e) when a board is meeting without a physical quorum present at the meeting location during a disaster declaration related to public health concerns.

<u>Local Records Act</u>

The Local Records Act (LRA) provides that public records, including "any book, paper, map, photograph, digitized electronic material, or other official documentary material, regardless of physical form or characteristics, made, produced, executed or received by any agency or officer pursuant to law or in connections with the transaction of public business and preserved or appropriate for preservation by such agency or officer" must be preserved unless the State Local Records Commission has given permission to destroy those records. 50 ILCS 205/3 and 7. Board records, including agendas, meeting packets and meeting minutes, fall into this definition.

Public bodies located in Cook County must work with the Local Records Commission of Cook County to determine how long they must retain public records. Public bodies located outside of Cook County must work with the Downstate Local Records Commission to determine how long they must retain public records.

Board policy 2:250, *Access to District Public Records*, contains a subhead entitled **Preserving Public Records** which provides as follows:

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the Board of Education or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

See the sample policy, 2:220, *Board of Education Meeting Procedure*, for all relevant footnotes. Also see administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*, for recommendations regarding school district records retention protocols and links to web-based record management resources.

<u>Open Meeting Minutes</u>

Are we	Must they	May we release them to the public?	May we destroy

required to approve them?	be semi-annually reviewed?		them?
Yes, within 30 days or at the next subsequent meeting, whichever is later. *A public body shall approve the minutes of its open meeting within 30 days after that meeting or at the public body's second subsequent regular meeting, whichever is later*. 5 ILCS 120/2.06(b).	No. Unlike the closed meeting requirement, OMA does not contain semi-annual review requirements for open meeting minutes.	Yes, must release within 10 days after minutes are approved. *The minutes of meetings open to the public shall be available for public inspection within 10 days after the approval of such minutes by the public body. [A] public body that has a website that the full-time staff of the public body maintains shall post the minutes of a regular meeting of its governing body open to the public on the public body's website within 10 days after the approval of the minutes by the public body. [A]ny minutes of meetings open to the public posted on the public body's website shall remain posted on the website for at least 60 days after their initial posting.* 5 ILCS 120/2.06(b).	No. There is no OMA provision permitting the destruction of open meeting minutes, and **they must be preserved unless the State Local Records Commission has given permission to destroy them.** If a public body would like to destroy open meeting minutes, then it must comply with the LRA and work with its Local Records Commission. It is highly unlikely, however, that the Local Records Commission would approve of their destruction.

<u>Open Meeting Verbatim Recordings</u>

Are we required	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?

to approve them?			
No. OMA does not require public bodies to approve verbatim recordings of open meetings.	No. Unlike the closed meeting requirement, OMA does not require public bodies to keep verbatim recordings of open meetings, unless the public body is meeting without the physical presence of a quorum during a disaster declaration related to public health concerns. 5 ILCS 120/ 7(e). OMA does not contain semi-annual review requirements for open meeting verbatim recordings.	Yes. Unlike the closed meeting requirement, OMA does not require public bodies to keep verbatim recordings of open meetings, unless the public body is meeting without the physical presence of a quorum during a disaster declaration related to public health concerns. 5 ILCS 120/ 7(e). If a public body makes verbatim recordings of open meetings, then such recordings are subject to public disclosure pursuant to the Freedom of Information Act. 5 ILCS 140/.	Open meeting verbatim recordings made of meetings held without the physical presence of a quorum of a public body during a disaster declaration related to public health concerns may be destroyed after 18 months if the prerequisites are met. (See **Closed Meeting Verbatim Recordings** subhead, below). *[P]ublic bodies holding open meetings under this subsection (e) must also keep a verbatim record of all their meetings in the form of an audio or video recording. Verbatim records made under this paragraph (9) shall be made available to the public under, and are otherwise subject to, the provisions of Section 2.06*. 5 ILCS 120/7(e)(9).

			In all other cases, if a public body would like to destroy open meeting verbatim recordings, then it must comply with the LRA and work with its Local Records Commission.

<u>Closed Meeting Minutes</u>

Are we required to approve them?	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?
Yes. OMA does not directly state public bodies are required to approve closed meeting minutes, nor does it set a time frame for such approval. However, OMA Section 2.06(d) requires public bodies to meet at least semi-annually to "review minutes of all closed meetings." 5 ILCS 120/ 2.06(d). Moreover, OMA Section 2.06(c) specifically allows the destruction of closed meeting verbatim recordings only if certain conditions are met, one of which is that "the public body	Yes. *Each public body shall periodically meet to review all existing minutes of all prior closed meetings (this includes records from all time that the board has been in existence). Meetings to review minutes shall occur every 6 months, or as soon thereafter as is practicable, taking into account the nature and meeting schedule of the public body. At such meetings a determination shall be made, and reported in an open session that (1) the need for confidentiality still exists as to all or part of those minutes or (2) that the minutes or portions thereof no longer require confidential treatment and are available for public inspection*. 5 ILCS 120/2.06(d).	Yes, if prerequisites are met. *Minutes of meetings closed to the public shall be available only after the public body determines that it is no longer necessary to protect the public interest or the privacy of an individual by keeping them confidential.* 5 ILCS 120/	No. There is no OMA provision permitting the destruction of closed meeting minutes, and **they must be preserved unless the State Local Records Commission has given permission to destroy them.** In addition:

approves minutes of the closed meeting that meet the written minutes requirements of subsection (a) of this Section.” 5 ILCS 120/ 2.06(c)(2). Both of these tasks would be difficult to achieve if closed meeting minutes were not first approved. One practice is to approve closed meeting minutes within the same time frame that open meeting minutes are approved – within 30 days of the meeting or at the next subsequent meeting, whichever is later.		2.06(f).	*No minutes of meetings closed to the public shall be removed from the public body’s main office or official storage location, except by vote of the public body or by court order.* 5 ILCS 120/2.06(f). If a public body would like to destroy closed meeting minutes, then it must comply with the LRA and work with its Local Records Commission. It is highly unlikely, however, that the Local Records Commission would approve of their

			destruction.

Closed Meeting Verbatim Recordings

Are we required to approve them?	Must they be semi-annually reviewed?	May we release them to the public?	May we destroy them?
No. OMA does not require approval of closed meeting verbatim recordings.	No. OMA does not require semi-annual review of closed meeting verbatim recordings.	Possibly but unlikely. *Unless the public body has made a determination that the verbatim recording no longer requires confidential treatment or otherwise consents to disclosure, the verbatim record of a meeting closed to the public shall not be open for public inspection or subject to discovery in any administrative or judicial proceeding other than one brought to enforce this Act.* 5 ILCS 120/2.06(e). But see Kodish v. Oakbrook Terrace Fire Protection Dist. (235 F.R.D. 447 (N.D.Ill. 2006), where a federal district court ordered that closed meeting verbatim recordings be disclosed to the Plaintiff in discovery because his primary claim was brought under federal law.	Yes, after 18 months if prerequisites are met. *The verbatim record may be destroyed without notification to or the approval of a records commission or the State Archivist under the Local Records Act or the State Records Act no less than 18 months after the completion of the meeting recorded but only after: 1.) the public body approves the destruction of a particular recording; and 2.) the public body approves minutes of the closed meeting that meet the written minutes requirements of subsection (a) of this Section.* 5 ILCS 120/2.06(c). In addition: *No verbatim recordings shall be recorded or removed from the public body's main office or official storage location, except by vote of the public body or by court order.* 5 ILCS 120/ 2.06(e).

PRESSPlus Comments

C1. Rewritten for PRESS Plus. A redlined version showing the changes made in response to a five-year review is available at PRESS Online by logging in at www.iasb.com. **Issue 122, June 2026**

Document Status: Draft Update

SECTION 2- BOARD OF EDUCATION

2:230 Public Participation at Board of Education Meetings and Petitions to the Board

For a maximum of 21 minutes during each regular and special open meeting of the Board of Education or Board Committee, any person may comment to or ask questions of the Board (*public participation*), subject to the reasonable constraints established and recorded in this policy~~'s guidelines below~~.[C1] The time limit for public participation at a meeting may be extended upon the majority vote of the Board members at the regular or special meeting. The Board listens to comments or questions during public participation; responses to comments to or questions of the Board are most often managed through policy 3:30, *Chain of Command*.

To preserve sufficient time for the Board to conduct its business, any person appearing before the Board is expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President. This includes following the directives of the Board President to maintain order and decorum for all.
2. Sign up to speak on the sign-in sheet by the time that public comments begin.
3. Identify oneself and be brief. Ordinarily, the time for any one person to address the Board during public participation shall be limited to three minutes. In ~~unusual~~ extenuating circumstances, e.g., to accommodate a person's disability or language interpreter, and when an individual has made a request to speak for a longer period of time, the Board President may allow a person to speak for more than three minutes. If multiple individuals wish to address the Board on the same subject, the group is encouraged to appoint a spokesperson.
4. Observe, when necessary and appropriate, the Board President's authority to:
    a. Shorten the time for each person to address the Board during public participation to conserve time and give the maximum number of people an opportunity to speak; and/or
    b. Determine procedural matters regarding public participation not otherwise

covered in Board policy.

5. Conduct oneself with respect and civility toward others and otherwise abide by Board policy 8:30, *Visitors to and Conduct on School Property*.

Petitions or written correspondence to the Board shall be presented to the Board in the next regular Board packet.

LEGAL REF.:

105 ILCS 5/10-6 and 5/10-16.

5 ILCS 120/2.06, Open Meetings Act.

I.A. Rana Enterprises, Inc. v. City of Aurora, 630 F.Supp.2d 912 (N.D.Ill. 2009).

CROSS REF.: 2:220 (Board of Education Meeting Procedure), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: September 16, 2025

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. Updated in response to a five-year review. **Issue 122, June 2026**

Document Status: Review and Monitoring

SECTION 3 - GENERAL SCHOOL ADMINISTRATION

3:40 Superintendent

Duties and Authority[C1]

The Superintendent is the District's executive officer and is responsible for the administration and management of the District school in accordance with Board of Education policies and directives, and State and federal law. District management duties include, without limitation, preparing, submitting, publishing, and posting reports and notifications as required by State and federal law, including the special reporting responsibilities in policy 5:90, *Abused and Neglected Child Reporting*. The Superintendent is authorized to develop administrative procedures and take other action as needed to implement Board policy and otherwise fulfill his or her responsibilities. The Superintendent may delegate to other District staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by Board policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated.

Qualifications

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent must have and maintain a Professional Educator License with a superintendent endorsement issued by the Illinois State Educator Preparation and Licensure Board.

Evaluation

The Board will evaluate, at least annually, the Superintendent's performance and effectiveness, using standards and objectives developed by the Superintendent and Board that are consistent with State law, the Board's policies, and the Superintendent's contract. A specific time should be designated for a formal evaluation session with all Board members present. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement.

The Superintendent shall annually present evidence of professional growth through attendance at educational conferences, in-service training, or similar continuing education pursuits.

Compensation and Benefits

The Board and the Superintendent shall enter into an employment agreement that conforms to Board policy and State law. This contract shall govern the employment relationship between the Board and the Superintendent. The terms of the Superintendent's employment agreement, when in conflict with this policy, will control.

LEGAL REF.:

105 ILCS 5/10-16.7, 5/10-20.47, 5/10-21.4, 5/10-21.9, 5/10-23.8, 5/21B-20, 5/21B-25, 5/24-11, and 5/24A-3.

5 ILCS 120/7.3, Open Meetings Act.

23 Ill.Admin.Code §§1.310, 1.705, and 25.355.

CROSS REF: 2:20 (Powers and Duties of the Board of Education; Indemnification), 2:130 (Board-Superintendent Relationship), 2:240 (Board Policy Development), 3:10 (Goals and Objectives), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:210 (Resignations), 5:290 (Employment Termination and Suspensions)

ADOPTED: September 16, 2025

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. 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), 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 122, June 2026

Document Status: Review and Monitoring

SECTION 3 - GENERAL SCHOOL ADMINISTRATION

3:50 Administrative Personnel Other Than the Superintendent

Duties and Authority[C1]

The Board of Education establishes District administrative and supervisory positions in accordance with the District's needs and State law. This policy applies to all administrators other than the Superintendent, including without limitation, the Building Principal. The general duties and authority of each administrative or supervisory position are approved by the Board, upon the Superintendent's recommendation, and contained in the respective position's job description. In the event of a conflict, State law and/or the administrator's employment agreement shall control.

Qualifications

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

Evaluation

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

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

Administrative Work Year

The work year for administrators shall be the same as the District's fiscal year, July 1 through June 30, unless otherwise stated in the employment agreement. In addition to legal holidays, administrators shall have vacation periods as approved by the Superintendent. All administrators shall be available for work when their services are necessary.

Compensation and Benefits

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

The Board will consider the Superintendent's recommendations when setting compensation for individual administrators. These recommendations should be presented to the Board no later than the March Board meeting or at such earlier time that will allow the Board to consider contract renewal and nonrenewal issues. Administrators shall receive administrative benefits and a retirement benefit at the maximum rate allowable by law, as provided by the Board.

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

LEGAL REF:

105 ILCS 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, 5/21B, and 5/24A.

23 Ill.Admin.Code §§1.310, 1.705, and 50.300; and Parts 25 and 29.

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

ADOPTED: March 19, 2024

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. 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), 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 122, June 2026

Document Status: Review and Monitoring

SECTION 3 - GENERAL SCHOOL ADMINISTRATION

3:60 Administrative Responsibility of the Building Principal

Duties and Authority[C1]

The Board of Education, upon the recommendation of the Superintendent, employs a Building Principal as the chief administrator and instructional leader of the school, and may employ Associate Principal(s) and Assistant Principal. The primary responsibility of a Building Principal is the improvement of instruction. The Building Principal shall perform all duties as described in State law as well as such other duties as specified in his or her employment agreement or as the Superintendent may assign, that are consistent with the Building Principal's education and training. The Building Principal, Associate Principal(s), and Assistant Principal shall complete State law requirements to be a prequalified evaluator before conducting an evaluation of a teacher or assistant principal.

Evaluation Plan

The Superintendent or designee shall implement an evaluation plan for the Principal, Associate Principal(s), and Assistant Principal that complies with Section 24A-15 of the School Code and relevant Illinois State Board of Education rules. Using that plan, the Superintendent or designee or, in the absence of the Superintendent or his or her designee, an individual appointed by the Board of Education who holds a valid professional educator license endorsed for superintendent, shall evaluate the Building Principal, Associate Principal(s), and Assistant Principal. The Superintendent or designee may conduct additional evaluations.

Qualifications and Other Terms and Conditions of Employment

Qualifications and other terms and conditions of employment are found in Board policy 3:50, *Administrative Personnel Other Than the Superintendent*.

LEGAL REF.:

105 ILCS 5/2-3.53a, 5/10-20.14, 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, and 5/24A-15.

10 ILCS 5/4-6.2, Election Code.

105 ILCS 127/, School Reporting of Drug Violations Act.

23 Ill.Admin.Code Parts 35 and 50, Subpart D.

CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:210 (Resignations), 5:250 (Leaves of Absence), 5:290 (Employment Termination and Suspensions)

~~ADOPTED: August 16, 2022~~

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. 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), 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 122, June 2026

Document Status: Review and Monitoring

SECTION 3 - GENERAL SCHOOL ADMINISTRATION

3:70 Succession of Authority

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall follow a succession plan, developed by the Superintendent and submitted to the Board of Education.[C1]

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 3:30 (Chain of Command)

~~ADOPTED: August 16, 2022~~

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. 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), 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 122, June 2026

Document Status: Review and Monitoring

SECTION 4 - OPERATIONAL SERVICES

4:175 Convicted Child Sex Offender; Screening; Notifications

Persons Prohibited on School Property without Prior Permission[C1]

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 of Education, 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 shall supervise a child sex offender whenever the offender is in a child's vicinity. If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school.

Screening

The Superintendent or designee shall perform fingerprint-based criminal history records information checks and/or screenings required by State law or Board policy for employees; student teachers; students doing field or clinical experience other than student teaching; contractors' employees who have direct, daily contact with one or more children; and resource persons and volunteers. The Board President shall ensure that these checks are completed for the Superintendent. He or she shall take appropriate action based on the result of any criminal background check and/or screen.

Notification to Parents/Guardians

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

LEGAL REF.:

20 U.S.C. §7926, Elementary and Secondary Education Act.

20 ILCS 2635/, Uniform Conviction Information Act.

720 ILCS 5/11-9.3, Criminal Code of 2012.

730 ILCS 152/, Sex Offender Community Notification Law.

730 ILCS 154/75-105, Murderer and Violent Offender Against Youth Community Notification Law.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:30 (Hiring Process and Criteria), 5:260 (Student Teachers), 6:250 (Community Resource Persons and Volunteers), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

C1. 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:

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Issue 122, June 2026

Document Status: Review and Monitoring

General Personnel

5:40 Communicable and Chronic Infectious Disease

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and Board of Education policies.[C1]

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions. An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

LEGAL REF.:

42 U.S.C. §12101 et seq., Americans with Disabilities Act, amended by the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325; 29 C.F.R. §1630.1 *et seq*.

29 U.S.C. §791, Rehabilitation Act of 1973; 34 C.F.R. §104.1 *et seq*.

105 ILCS 5/24-5.

20 ILCS 2305/6, Department of Public Health Act.

820 ILCS 40/, Personnel Record Review Act.

77 Ill.Admin.Code Part 690, Control of Communicable Diseases.

CROSS REF.: 2:150 (Committees), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

ADOPTED: September 17, 2024

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. 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:

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Issue 122, June 2026

Document Status: Draft Update

General Personnel

5:70 Religious Holidays

The Superintendent shall grant an employee's request for time off to observe a religious holiday if the employee gives at least five days' prior notice and the absence does not cause an undue hardship.

Employees may use earned vacation time or personal leave to make up the absence, provided such time is consistent with the District's operational needs. A per diem deduction may also be requested by the employee.

LEGAL REF.:

775 ILCS 5/2-101 and 5/2-102, Ill. Human Rights Act.

775 ILCS 35/~~155~~,[C1] Religious Freedom Restoration Act.

~~ADOPTED: August 16, 2022~~

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. Updated in response to a five-year review. School employers may require employees to provide notice of their intention to be absent, but may not require more than five days’ notice before being absent for a religious holiday. 775 ILCS 5/2-102(E). A board that wishes to require fewer days' notice may modify the number of days. **Issue 122, June 2026**

Document Status: Review and Monitoring

General Personnel

5:110 Recognition for Service

The Board of Education will periodically recognize those District employees who contribute significantly to the educational programs and welfare of the students.[C1]

~~ADOPTED: August 16, 2022~~

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

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Issue 122, June 2026

Document Status: Review and Monitoring

General Personnel

5:140 Solicitations By or From Staff

District employees shall not solicit donations or sales, nor shall they be solicited for donations or sales, on school grounds without prior approval from the Superintendent.[C1]

CROSS REF.: 8:90 (Parent Organizations and Booster Clubs)

~~ADOPTED: August 16, 2022~~

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

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Issue 122, June 2026

Document Status: Review and Monitoring

General Personnel

5:185 Family and Medical Leave

Leave Description[C1]

An eligible employee may use unpaid family and medical leave (FMLA leave), guaranteed by the federal Family and Medical Leave Act. The U.S. Department of Labor's rules (federal rules) implementing FMLA, as they may be amended from time to time, control FMLA leave.

An eligible employee may take FMLA leave for up to a combined total of 12 weeks each 12-month period, beginning July 1 and ending June 30 of the next year.

During a single 12-month period, an eligible employee's FMLA leave entitlement may be extended to a total of 26 weeks of unpaid leave to care for a covered servicemember (defined in the federal rules) with a serious injury or illness. The "single 12-month period" is measured forward from the date the employee's first FMLA leave to care for the covered servicemember begins.

While FMLA leave is normally unpaid, the District will substitute an employee's accruedcompensatory time-off and/or paid leave for unpaid FMLA leave, provided such leave is available for use in accordance with Board policies and rules. In addition, all policies and rules regarding the use of paid leave apply when paid leave is substituted for unpaid FMLA leave. Any substitution of paid leave for unpaid FMLA leave will count against the employee's FMLA leave entitlement. Use of FMLA leave shall not preclude the use of other applicable unpaid leave that will extend the employee's leave beyond 12 weeks, provided that the use of FMLA leave shall not serve to extend such other unpaid leave. Any full workweek period during which the employee would not have been required to work, including summer break, winter break and spring break, is not counted against the employee's FMLA leave entitlement.

FMLA leave is available in one or more of the following instances:

1. The birth and first-year care of a son or daughter.
2. The adoption or foster placement of a son or daughter, including absences from work that are necessary for the adoption or foster care to proceed and expiring at the end

of the 12-month period beginning on the placement date.

3. The serious health condition of an employee's spouse, child, or parent.
4. The employee's own serious health condition that makes the employee unable to perform the functions of his or her job.
5. The existence of a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a military member on covered active duty or has been notified of an impending call or order to active duty, as provided by federal rules.
6. To care for the employee's spouse, child, parent, or next of kin who is a covered servicemember with a serious injury or illness, as provided by federal rules.

If spouses are employed by the District, they may together take only 12-weeks for FMLA leaves when the reason for the leave is 1 or 2, above, or to care for a parent with a serious health condition, or a combined total of 26 weeks for item 6 above.

An employee may be permitted to work on an intermittent or reduced-leave schedule in accordance with federal rules.

Eligibility

To be eligible for FMLA leave, both of the following provisions must describe the employee:

1. The employee is employed at a worksite where at least 50 employees are employed within 75 miles; and
2. The employee has been employed by the District for at least 12 months and has been employed for at least 1,000 hours of service during the 12-month period immediately before the beginning of the leave. The 12 months an employee must have been employed by the District need not be consecutive. However, the District will not consider any period of previous employment that occurred more than seven years before the date of the most recent hiring, except when the service break is due to fulfillment of a covered service obligation under the employee's Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 U.S.C. 4301, *et seq*., or when a written agreement exists concerning the District's intention to rehire the employee.

Requesting Leave

If the need for the FMLA leave is foreseeable, an employee must provide the Superintendent or designee with at least 30 days' advance notice before the leave is to begin. If 30 days' advance notice is not practicable, the notice must be given as soon as practicable. The employee shall make a reasonable effort to schedule a planned medical treatment so as not to disrupt the District's operations, subject to the approval of the health care provider administering the treatment. The employee shall provide at least verbal notice sufficient to make the Superintendent or designee aware that he or she needs FMLA leave, and the anticipated timing and duration of the leave. Failure to give the required notice for a foreseeable leave may result in a delay in granting the requested leave until at least 30 days after the date the employee provides notice.

Certification

Within 15 calendar days after the Superintendent or designee makes a request for certification for a FMLA leave, an employee must provide one of the following:

1. When the leave is to care for the employee's covered family member with a serious health condition, the employee must provide a complete and sufficient certificate signed by the family member's health care provider.
2. When the leave is due to the employee's own serious health condition, the employee must provide a complete and sufficient certificate signed by the employee's health care provider.
3. When the leave is to care for a covered servicemember with a serious illness or injury, the employee must provide a complete and sufficient certificate signed by an authorized health care provider for the covered servicemember.
4. When the leave is because of a qualified exigency, the employee must provide: (a) a copy of the covered military member's active duty orders or other documentation issued by the military indicating that the military member is on active duty or call to active duty status, and the dates of the covered military member's active duty service, and (b) a statement or description, signed by the employee, of appropriate facts regarding the qualifying exigency for which FMLA leave is requested.

The District may require an employee to obtain a second and third opinion at its expense when it has reason to doubt the validity of a medical certification.

The District may require recertification at reasonable intervals, but not more often than once every 30 days. Regardless of the length of time since the last request, the District may request recertification when the, (1) employee requests a leave extension, (2) circumstances described by the original certification change significantly, or (3) District receives information that casts doubt upon the continuing validity of the original certification. Recertification is at the employee's expense and must be provided to the District within 15 calendar days after the request. The District may request recertification every six months in connection with any absence by an employee needing an intermittent or reduced schedule leave for conditions with a duration in excess of six months.

Failure to furnish a complete and sufficient certification on forms provided by the District may result in a denial of the leave request.

Continuation of Health Benefits

During FMLA leave, employees are entitled to continuation of health benefits that would have been provided if they were working. Any share of health plan premiums being paid by the employee before taking the leave, must continue to be paid by the employee during the FMLA leave. A District's obligation to maintain health insurance coverage ceases if an employee's premium payment is more than 30 days late and the District notifies the employee at least 15 days before coverage will cease.

Changed Circumstances and Intent to Return

An employee must provide the Superintendent or designee reasonable notice of changed circumstances (i.e., within two business days if the changed circumstances are foreseeable) that will alter the duration of the FMLA leave. The Superintendent or designee, taking into consideration all of the relevant facts and circumstances related to an individual's leave situation, may ask an employee who has been on FMLA leave for eight consecutive weeks whether he or she intends to return to work.

Return to Work

If returning from FMLA leave occasioned by the employee's own serious health condition, the employee is required to obtain and present certification from the employee's health care provider that he or she is able to resume work.

An employee returning from FMLA leave will be given an equivalent position to his or her position before the leave, subject to: (1) permissible limitations the District may impose as provided in the FMLA or implementing regulations, and (2) the District's reassignment policies and practices.

Classroom teachers may be required to wait to return to work until the next semester in certain situations as provided by the FMLA regulations.

Implementation

The Superintendent or designee shall ensure that: (1) all required notices and responses to leave requests are provided to employees in accordance with the FMLA; and (2) this policy is implemented in accordance with the FMLA. In the event of a conflict between the policy and the FMLA or its regulations, the latter shall control. The terms used in this policy shall be defined as in the FMLA regulations.

LEGAL REF.:

29 U.S.C. §2601 *et seq*., Family and Medical Leave Act; 29 C.F.R. Part 825.

105 ILCS 5/24-6.4.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:250 (Leaves of Absence), 5:310 (Compensatory Time-Off), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

~~ADOPTED: August 16, 2022~~

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. 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:

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Issue 122, June 2026

Document Status: Draft Update

Professional Personnel

5:240 Suspension

A teacher may be suspended with or without pay by the Board of Education for a period of up to 10 school days for each violation of any policy, procedure or directive of the Board of Education or any of the provisions of the faculty handbook or a directive of an administrator of the Board of Education, or any incident of incompetency, cruelty, negligence, immorality, or other sufficient cause or whenever in the opinion of the Board of Education the interests of the school require such suspension.

Emergency Situations

The Superintendent may suspend a professional employee for up to ten (10) working days, with or without pay, as a disciplinary measure, or pending a recommendation for termination, without Board of Education authorization. Emergencies are defined as situations where the continuing presence of the teacher endangers the physical safety of employees or other persons in that school or at school sponsored activities, endangers school property or interferes with the educational process. The total number of days a teacher can be suspended, including emergency suspension by the Superintendent, is 10 school days for each incident.

Suspension in Exceptional Circumstances

Circumstances involving a teacher may arise on occasions which are largely undefinable, unforeseeable, and unpredictable, but which substantially interfere with or reflect adversely on the educational process or place the teacher in a position that such teacher is not an acceptable presence or influence within the educational system on a temporary basis. Such circumstances may include, but are not limited to, arrest or indictment for a felony, an infamous crime, a crime involving moral turpitude or other alleged misconduct so truly gross as to be infamous in nature.

In such an event, the Board may suspend such a teacher with or without pay as the best interest of the district may require for a period as may be required in the judgment of the Board.

Nothing contained in the policy limits the right of the Board of Education to dismiss or otherwise discipline, rather than first suspend a teacher, for any act of misconduct or to suspend a teacher pending dismissal.

Due Process

The Superintendent shall establish a procedure for board approval, delineating the due process rights to be afforded the teacher under this policy.

ADOPTED: December 16, 2025

Homewood-Flossmoor CHSD 233

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:70 Teaching About Religions

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religion, religious belief, or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion.

LEGAL REF.:

Mahmoud v. Taylor, 606 U.S. 522 (2025).C1

Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573 (1989).

School Dist. of Abington Twp v. Schempp, 374 U.S. 203 (1963).

~~Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573 (1989).~~

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:255 (Assemblies and Ceremonies)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

C1. In Mahmoud v. Taylor, 606 U.S. 522 (2025), the U.S. Supreme Court held that a public school “burdens the religious exercise of parents when it requires them to submit their children to instruction that poses ‘a very real threat of undermining’ the religious beliefs and practices that the parents wish to instill.” Consult the board attorney on questions related to religious opt-outs from curriculum, and see policy 6:260, *Complaints About Curriculum, Instructional Materials, and Programs.* **Issue 122, June 2026**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:80 Teaching About Controversial Issues

The Superintendent shall ensure that all school-sponsored presentations and discussions of controversial or sensitive topics in the instructional program, including those made by guest speakers, are:

- Age-appropriate. Proper decorum, considering the students' ages, should be followed.
- Consistent with the curriculum and serve an educational purpose.
- Informative and present a balanced view.
- Respectful of the rights and opinions of everyone. Emotional criticisms and hurtful sarcasm should be avoided.
- Not tolerant of profanity or slander.

The District specifically reserves its right to stop any school-sponsored activity that it determines violates this policy, is harmful to the District or the students, or violates State or federal law.

LEGAL REF.:

Mahmoud v. Taylor, 606 U.S. 522 (2025).[C1]

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

Mayer v. Monroe Cnty. Cmty. Sch. Corp., 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 6:40 (Curriculum Development), 6:255 (Assemblies and Ceremonies), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs)

ADOPTED: January 17, 2023

PRESSPlus Comments

C1. In Mahmoud v. Taylor, 606 U.S. 522 (2025), the U.S. Supreme Court ruled that a district likely violated parents' free exercise rights when it refused to give notice and allow them to opt their elementary-age children out of literacy instruction that involved the use of LGBTQ+-inclusive storybooks. See sample policy 6:260, *Complaints About Curriculum, Instructional Materials, and Programs* at footnote 3, available at PRESS Online by logging in at www.iasb.com. Consult the board attorney regarding curriculum objections. **Issue 122, June 2026**

Document Status: Draft Update

SECTION 6 - INSTRUCTION

6:190 Extracurricular and Co-Curricular Activities

Extracurricular or co-curricular activities are school-sponsored programs for which some or all of the activities are outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a scheduled class. *Co-curricular activity* refers to an activity associated with the curriculum in a regular classroom and is generally required for class credit. *Extracurricular activity* refers to an activity that is not part of the curriculum, is not graded, does not offer credit, and does not take place during classroom time; it includes competitive interscholastic activities and clubs.

The Superintendent must approve an activity in order for it to be considered a District-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed for students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

Non~~-school sponsored~~curriculum related[C1] student groups or clubs that are not school sponsored are governed by Board ~~of Education~~ policy~~,~~ 7:330, *Student Use of Buildings - Equal Access*.

Academic Criteria for Participation

Students must satisfy all academic standards and must comply with the activity's rules and the Student Conduct Code.

Selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must satisfy the Illinois High School Association's scholastic standing requirements [doing passing work in at least 25 credit hours of high school work per week]. Any student-participant failing to meet these academic criteria shall be suspended from the activity until the specified academic criteria are met.

LEGAL REF.:

105 ILCS 5/10-20.30 and 5/24-24.

CROSS REF.: 4:170 (Safety), 7:10 (Equal Educational Opportunities), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics), 7:330 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School Facilities)

ADOPTED: February 20, 2024

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. Updated to align with the changes made to policy 7:330, *Student Use of Buildings - Equal Access.* **Issue 122, June 2026**

Document Status: Review and Monitoring

SECTION 7 - STUDENTS

7:30 Student Assignment

The Superintendent or designee shall assign students to classes. Homeless children shall be assigned according to Board policy 6:140, *Education of Homeless Children.*[C1]

LEGAL REF.:

105 ILCS 5/10-21.3, 5/10-21.3a, and 5/10-22.5.

CROSS REF.: 4:170 (Safety), 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children)

~~ADOPTED: August 16, 2022~~

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. 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:

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Issue 122, June 2026

Document Status: Review and Monitoring

SECTION 7 - STUDENTS

7:80 Release Time for Religious Instruction/Observance

A student shall be released from school, as an excused absence, because of religious reasons, including to observe a religious holiday, for religious instruction, or because the student's religion forbids secular activity on a particular day(s) or time of day. The student's parent/guardian must give written notice to the Building Principal at least five calendar days before the student's anticipated absence(s).[C1]

The Superintendent or designee shall develop and distribute to teachers appropriate procedures regarding student absences for religious reasons, including how teachers are notified of a student's impending absence, and the State law requirement that teachers provide the student with an equivalent opportunity to make up any examination, study, or work requirement.

LEGAL REF.:

105 ILCS 5/26-1 and 5/26-2b.

775 ILCS 35/, Religious Freedom Restoration Act.

CROSS REF.: 7:70 (Attendance and Truancy)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

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Issue 122, June 2026

Document Status: Draft Update

SECTION 7 - STUDENTS

7:130 Student Rights and Responsibilities

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. *Noninstructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

LEGAL REF.:

20 U.S.C. §4071 et seq., Equal Access Act.[C1]

20 U.S.C. §7904, Every Student Succeeds Act.

Kennedy v. Bremerton Sch. Dist., 597 U.S. 507 (2022).[C2]

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

105 ILCS 20/5, Silent Reflection and Student Prayer Act.

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Law Enforcement Requests), 7:160 (Student Appearance), 7:190 (Student Behavior), 7:330 (Student Use of Buildings - Equal Access)

ADOPTED: September 16, 2025

PRESSPlus Comments

C1. The Equal Access Act (EAA) requires a secondary school that receives federal funding and allows a *limited open forum* to grant fair opportunity or equal access to students who wish to conduct a meeting within that limited open forum without regard to the religious, political, philosophical, or other content of the speech at such a meeting. A secondary school has a *limited open forum* whenever it "grants an offering to or opportunity for one or more noncurriculum-related student groups to meet on school premises during noninstructional time." 20 U.S.C. §4071(a). **Issue 122, June 2026**

C2. Kennedy v. Bremerton Sch. Dist., 597 U.S. 507, 527 (2022) (quoting Tinker at 506, "the First Amendment's protections extend to both 'teachers and students,'" found that students were not restricted from voluntarily joining in prayer with a high school football coach on the field after a game). **Issue 122, June 2026**

Document Status: Draft Update - Rewritten

SECTION 7 - STUDENTS

7:330 Student Use of Buildings - Equal Access

For purposes of this Board policy, the District has established a *limited open forum* for high school students enrolled in the District.[C1] Each District high school shall offer an opportunity for student-led *noncurriculum related student groups* to meet on school premises during *noninstructional time*. Noncurriculum related student groups are those student groups, clubs, or organizations that do not directly relate to the curriculum. For purposes of this Board policy, a *non-school sponsored* noncurriculum related student group is a noncurriculum related student group that is student led.

A student group or club is *school sponsored* if the District approves the student group or club to have a paid adult sponsor to promote, participate, and/or lead its activities. However, assigning a teacher, administrator, or other school employee to supervise a meeting for custodial purposes, allowing groups to promote meetings, and providing access to resources as determined by the District do not constitute sponsorship of the student group or club, nor does it constitute the District's endorsement or agreement with the activity or the speech of the students who participate in the activity.

Extracurricular and co-curricular student groups or clubs that are school sponsored are governed by Board policy 6:190, *Extracurricular and Co-Curricular Activities*.

Student groups or clubs directed and controlled by non-school persons are governed by Board policy 8:20, *Community Use of School Facilities*.

Student-led noncurriculum related student groups or clubs that are not school sponsored are granted free use of school premises and/or access to school resources for a meeting or series of meetings under the following conditions:

1. The meeting is held during those noninstructional times identified by the Superintendent or designee for noncurriculum related student groups, clubs, or organizations to meet. *Noninstructional time* means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.
2. All noncurriculum related student groups that are not school sponsored receive

substantially the same treatment.[C2]

3. The student group or club and the meeting are student-initiated, meaning that the request is made by a student, and the group or club is led by a student.[C3]
4. Student attendance at the meeting is voluntary.
5. The school and school employees will not promote, lead, participate in, or otherwise sponsor the meeting.
6. School employees are present at religious meetings only in a nonparticipatory capacity.
7. The meeting and/or any activities engaged in by the student group or club do not materially or substantially interfere with the orderly conduct of educational activities.
8. Non-school persons do not direct, conduct, control, or regularly attend the meetings.[C4]
9. The school retains its authority to maintain order and discipline.
10. A school staff member is present in a supervisory capacity.
11. The Superintendent or designee approves the use of school premises and/or access to school resources for a meeting or series of meetings.
12. The school requires neutral content generally limited to club/group name, meeting time(s), and location(s) as well as the approval of the Building Principal or designee for all advertisements, wall postings, or flyers.[C5]

The Superintendent or designee shall develop administrative procedures to implement this policy.

LEGAL REF.:

20 U.S.C. §4071 et seq., Equal Access Act.

Bd. of Ed. of Westside Community Sch. Dist. v. Mergens, 496 U.S. 226 (1990).

E.D. by Duell v. Noblesville Sch. Dist., 151 F.4th 907 (7th Cir. 2025).

Gernetzke v. Kenosha Unified Sch. Dist. No. 1, 274 F.3d 464 (7th Cir. 2001), *cert. denied*, 535 U.S. 1017.

CROSS REF.: 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 8:20 (Community Use of School Facilities), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

PRESSPlus Comments

C1. This policy is rewritten based on feedback from the Ill. Council of School Attorneys to address the need for more guidance regarding what types of student-led groups are permitted free use of school premises under the Equal Access Act. Under the EAA, if a district with secondary school(s) has established a limited open forum, it is unlawful to deny equal access or a fair opportunity to, or discriminate against, any students who wish to conduct a *meeting* within that limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such meetings. The term *meeting* under the EAA includes those activities of student groups which are permitted under a school's limited open forum and are not directly related to the school curriculum. This prohibition and definition under the EAA are the basis for the term of art *noncurriculum related student group*. See 20 U.S.C. §§4071(a) and 4072(3).

The policy is also updated due to recent case law updates, including E.D. by Duell v. Noblesville Sch. Dist., 151 F.4th 907 (7th Cir. 2025).

For more information, see the PRESS sample policy's footnotes, available at PRESS Online by logging in at www.iasb.com **Issue 122, June 2026**

C2. See also U.S. Dept. of Education *Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools* (2026), available at: www.ed.gov/media/document/2026-guidance-constitutionally-protected-prayer-and-religious-expression-public-elementary-and-secondary-schools-113182.pdf. **Issue 122, June 2026**

C3. In E.D., the Court found no violation of the EAA where a school official decided to suspend a student anti-abortion club based on evidence that the club was partially run by the student's parent, and the student failed to follow the school's content-neutral flyer rules by including political messages. **Issue 122, June 2026**

C4. Bd. of Ed. of Westside Community Sch. Dist. v. Mergens, 496 U.S. 226, 236 (1990). **Issue 122, June 2026**

C5. The content-neutral restrictions contained in this item were upheld in E.D. The Court found, "[t]he District could reasonably conclude that covering its walls with warring political messages would undermine that order and divert attention from the business of learning."

This condition's application should be consistent with a board's adopted language in policy 8:25, *Advertising and Distributing Materials in Schools Provided by Non-School Related Entities.* **Issue 122, June 2026**

Document Status: Review and Monitoring

SECTION 7 - STUDENTS

7:345 Use of Educational Technologies; Student Data Privacy and Security

Educational technologies used in the District shall further the objectives of the District's educational program, as set forth in Board policy 6:10, *Educational Philosophy and Objectives*, align with the curriculum criteria in policy 6:40, *Curriculum Development*, and/or support efficient District operations. The Superintendent shall ensure that the use of educational technologies in the District meets the above criteria.[C1]

The District and/or vendors under its control may need to collect and maintain data that personally identifies students in order to use certain educational technologies for the benefit of student learning or District operations.

Federal and State law govern the protection of student data, including school student records and/or *covered information*. The sale, rental, lease, or trading of any school student records or covered information by the District is prohibited. Protecting such information is important for legal compliance, District operations, and maintaining the trust of District stakeholders, including parents, students and staff.

Definitions

Covered information means personally identifiable information (PII) or information linked to PII in any media or format that is not publicly available and is any of the following: (1) created by or provided to an operator by a student or the student's parent/guardian in the course of the student's or parent/guardian's use of the operator's site, service or application; (2) created by or provided to an operator by an employee or agent of the District; or (3) gathered by an operator through the operation of its site, service, or application.

Operators are entities (such as educational technology vendors) that operate Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes.

Breach means the unauthorized acquisition of computerized data that compromises the security, confidentiality or integrity of covered information maintained by an operator or the District.

<u>Operator Contracts</u>

The Superintendent or designee designates which District employees are authorized to enter into written agreements with operators for those contracts that do not require separate Board approval. Contracts between the Board and operators shall be entered into in accordance with State law and Board policy 4:60, *Purchases and Contracts,* and shall include any specific provisions required by State law.

<u>Security Standards</u>

The Superintendent or designee shall ensure the District implements and maintains reasonable security procedures and practices that otherwise meet or exceed industry standards designed to protect covered information from unauthorized access, destruction, use, modification, or disclosure. In the event the District receives notice from an operator of a breach or has determined a breach has occurred, the Superintendent or designee shall also ensure that the District provides any breach notifications required by State law.

LEGAL REF.:

20 U.S.C. §1232g, Family and Educational Rights and Privacy Act; 34 C.F.R. Part 99.

105 ILCS 10/, Ill. School Student Records Act.

105 ILCS 85/, Student Online Personal Protection Act.

23 Ill. Admin. Code Part 380.

CROSS REF.: 4:15 (Identity Protection), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks), 7:340 (Student Records)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

C1. 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), 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 122, June 2026

Document Status: Draft Update

SECTION 8 - COMMUNITY RELATIONS

8:70 Accommodating Individuals with Disabilities

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination. When appropriate, the District may provide to persons with disabilities aids, benefits, or services that are separate or different from, but as effective as, those provided to others.

The District will provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.

Each service, program, website, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.

The Superintendent or designee is designated the Title II Coordinator and shall:

1. Oversee the District's compliance efforts and~~,~~ recommend necessary modifications to the Board of Education~~, and maintain the District's final Title II self-evaluation document, update it to the extent necessary, and keep it available for public inspection for at least three years after its completion date~~.C1
2. Institute plans to make information regarding Title II's protection available to any interested party.

Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent or designated Title II Coordinator, or by filing a grievance under Board policy 2:260,~~the~~ *Uniform Grievance Procedure*.

LEGAL REF.:

~~Americans with Disabilities Act,~~ 42 U.S.C. §§12101 et seq. and 12131 et seq., Americans with Disabilities Act; 28 C.F.R. Part 35.

~~Rehabilitation Act of 1973 §104,~~ 29 U.S.C. §794, Rehabilitation Act of 1973 ~~(2006)~~.

105 ILCS 5/10-20.51.

410 ILCS 25/, Environmental Barriers Act.

71 Ill.Admin.Code Part 400, Illinois Accessibility Code.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:150 (Facility Management and Building Programs)

ADOPTED: February 20, 2024

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. Updated in response to a five-year review. **Issue 122, June 2026**

Document Status: Review and Monitoring

SECTION 8 - COMMUNITY RELATIONS

8:100 Relations with Other Organizations and Agencies

The District shall cooperate with other organizations and agencies, including but not limited to:[C1]

- County Health Department
- Law enforcement agencies
- Fire authorities
- Planning authorities
- Zoning authorities
- Illinois Emergency Management Agency (IEMA), local organizations for civil defense, and other appropriate disaster relief organizations concerned with civil defense
- Other school districts

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 4:170 (Safety), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:90 (Abused and Neglected Child Reporting), 7:150 (Agency and Law Enforcement Requests)

Homewood-Flossmoor CHSD 233

PRESSPlus Comments

C1. 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), 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 122, June 2026

MEMO

To: Dr. Jennifer Norrell, Superintendent for Homewood-Flossmoor 233
From: Dr. Jalitza Colón Quiles, Assistant Superintendent for Staff Services
Date: September 22, 2026
Subject: IASB PRESS Policy Revisions

Background:
The District utilizes IASB PRESS policy services to ensure policy updates to ensure ongoing compliance with state and federal law.

The following policy is presented for revision and changes are summarized:

i. **5:50 Drug- And Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition,** removal of on call language - an option presented by PRESS

Recommendation: It is recommended that the Board of Education of Homewood-Flossmoor Community High School District approve the Revisions to the IASB Press Policy.

Please let me know if you would like to discuss this recommendation further or need additional details.

Timeline: October 20, 2026

Document Status: District Use Only

General Personnel

5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition

All District workplaces are drug- and alcohol-free workplaces.

~~An employee is *on call* when the District schedules the employee with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either at the District or another location previously designated by the District.~~ All employees are prohibited from engaging in any of the following activities while on District premises or while performing work ~~or being on call~~ for the District:

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance.
2. Distribution, consumption, use, possession, or being impaired by or under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectible, regardless of when and/or where the use occurred.
3. Distribution, consumption, possession, use, or being impaired by or under the influence of cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to *Ashley's Law*, 105 ILCS 5/22-33. The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests specific articulable symptoms while working that decrease or lessen the employee's performance of the duties or tasks of the employee's job position.

Upon the Superintendent or designee's reasonable suspicion of an employee's violation of any of the prohibited activities stated above, the Superintendent or designee may direct the employee to undergo a drug and/or alcohol test to corroborate or refute the alleged violation. State law protects the District from liability when it takes actions pursuant to a reasonable workplace drug policy, including but not limited to subjecting an employee or applicant to reasonable drug and alcohol testing, reasonable and nondiscriminatory random drug testing, discipline, termination of employment, or withdrawal of a job offer due to a failure of a drug test.

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

For purposes of this policy, *District premises* means workplace as defined in the Cannabis Regulation and Tax Act (CRTA) in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a Board of Education meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. *School grounds* means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

As a condition of employment, each employee shall:

1. Abide by the terms of this Board policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than five calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.

4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:

    a. The dangers of drug abuse in the workplace,
    b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
    c. The penalties that the District may impose upon employees for violations of this policy.

6. Remind employees that Board policy 6:60, *Curriculum Content*, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence.

E-Cigarette, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

Tobacco has the meaning provided in 105 ILCS 5/10-20.5b.

Cannabis has the meaning provided in the CRTA, 410 ILCS 705/1-10.

E-Cigarette is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition or alternatively, the Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of $5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

<u>Disclaimer</u>

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in Board policy 2:240, *Board Policy Development*.

LEGAL REF.:

20 U.S.C. §7101 *et seq*., Safe and Drug-Free School and Communities Act of 1994.

21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15, Controlled Substances Act.

41 U.S.C. §8101 *et seq*., Drug-Free Workplace Act of 1988.

42 U.S.C. §12114, Americans With Disabilities Act.

21 C.F.R. Parts 1100, 1140, and 1143.

30 ILCS 580/, Drug-Free Workplace Act.

105 ILCS 5/10-20.5b.

410 ILCS 82/, Smoke Free Illinois Act.

410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.

410 ILCS 705/1-1 *et seq*., Cannabis Regulation and Tax Act.

720 ILCS 675, Prevention of Tobacco Use by Persons under 21 Years of Age and Sale and Distribution of Tobacco Products Act.

820 ILCS 55/, Right to Privacy in the Workplace Act.

23 Ill.Admin.Code §22.20.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 8:30 (Visitors to and Conduct on School Property)

MEMO

To: Dr. Jennifer Norrell, Superintendent for Homewood-Flossmoor 233
From: Dr. Jalitza Colón Quiles, Assistant Superintendent for Staff Services
Date: September 22, 2026
Subject: Leadership Professional Development Coaching Proposal

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Background: New Leaders provides services for school districts in the area of school leadership. This includes, but is not limited to, school leadership at both the building and district office level. Last year they provided school leadership coaching and mentoring for administrators at both the district office and school-based level.

New Leaders offers evidence-based leadership counsel, grounding their support in best practices for leveraging leadership to increase student achievement, to focus school leaders on data-driven results and sustained student outcomes.

Total Cost for services: $59,400.00, paid for through local funds.

Services	Cost
Improving Outcomes through Observation & Coaching • Year 1 Cohort: 4 Virtual ½ day CoPs (up to 4 program participants)	$24,600
Leadership Coaching • 9 hours 1:1 coaching for 10 participants	$34,800
Total	**$59,400**

Recommendation: It is recommended that the Board of Education of Homewood-Flossmoor Community High School District approve the contract for Leadership Professional Development Coaching with New Leaders in the amount of $59,400.00.

Please let me know if you would like to discuss this recommendation further or need additional details.

Timeline: September 29, 2026

SERVICES AGREEMENT

THIS SERVICES AGREEMENT (this "Agreement") is entered into as of October 1, 2026 (the "Effective Date") between New Leaders, Inc., located at 121 West 36th Street, #308, New York, NY 10018 ("New Leaders"), and Homewood-Flossmoor High School District 233, located at 999 Kedzie Avenue, Flossmoor, IL 60422 ("Client") (together the "Parties" and each a "Party").

WHEREAS New Leaders is a national 501(c)(3) not-for-profit organization incorporated in Massachusetts;

WHEREAS Client is a school district formed and existing in Illinois;

WHEREAS Client is engaging New Leaders to provide services related to professional development of Client school leaders through New Leaders' proprietary programs;

NOW THEREFORE, in consideration of the foregoing premises and the respective agreements hereinafter set forth and the mutual benefits to be derived therefrom, New Leaders and Client hereby agree as follows:

1. Services. New Leaders hereby agrees to provide services for Client as described in Exhibit A, attached hereto and made a part hereof, as may be amended by the parties upon mutual agreement in writing (the "Services"). New Leaders will perform the Services and other duties provided in this Agreement to the best of New Leaders' ability, in a trustworthy, efficient, professional and workmanlike manner, and will comply with Client's policies and procedures pertaining to third-party consultants in all material respects to the extent it is informed of such policies and procedures by Client. New Leaders may use consultants and other subcontractors to provide the Services without prior approval by Client. While New Leaders will attempt to comply with Client's requests for specific individuals to perform the Services, New Leaders shall be responsible for assigning and reassigning New Leaders' employees and consultants, as appropriate, to perform the Services.

2. Term. The Term of this Agreement will begin on the Effective Date and terminate on June 30, 2027 unless earlier terminated as provided herein. At least six (6) months prior to the expiration of this Agreement, New Leaders and Client will discuss the potential for renewal of this Agreement for one (1) or more additional school years, with the goal that any renewal of the Agreement be accomplished before the termination of this Agreement

3. Parties' Relationship. New Leaders is and will remain an independent contractor and will not constitute an employee, agent or representative of Client for any legal, tax or other purposes. New Leaders will not directly or indirectly incur, create, or assume any liability, obligation or commitment, contractual or otherwise, for, on behalf of, or in the name of Client, except as expressly agreed to in writing by Client.

4. Compensation. In consideration for the Services, Client shall pay New Leaders a fee of **Fifty-Nine Thousand Four Hundred Dollars ($59,400.00)** ("Fee"). The Fee, which shall remain fixed for the duration of the Term and shall not be subject to reduction for any reason, including participation levels or performance progress, is due and payable as follows:

- **Nineteen Thousand Eight Hundred Dollars ($19.800.00)** due upon contract execution
- **Nineteen Thousand Eight Hundred Dollars ($19,800.00)** due on or before December 1, 2026
- **Nineteen Thousand Eight Hundred Dollars ($19,800.00)** due on or before March 1, 2027

Client shall pay invoices within thirty (30) days of receipt. Upon reasonable prior notice, Client, at its own expense, shall have the right to audit New Leaders' records to substantiate invoicing and payment for the Services.

5. Confidentiality.

a) "Confidential Information" shall mean information of a confidential and proprietary nature revealed by or through a party (whether in writing, orally or by another means) to the other party in connection with this Agreement, including, without limitation, (i) all forms and types of educational methods and training materials, financial, business, scientific, technical, economic, or engineering information including patterns, plans, compilations, program devices, formulas, designs, prototypes, methods, techniques, processes, procedures, programs or codes, whether tangible or intangible, and whether or how stored, compiled, or memorialized physically, electronically, graphically, photographically, or in writing; (ii) information traditionally recognized as proprietary trade secrets; (iii) all copies of any of the foregoing or any analyses, studies or reports that contain, are based on, or reflect any of the foregoing; and (iv) any information marked as confidential by a Party.

b) Each Party acknowledges that, through the performance of the Services, it may have access to Confidential Information. Confidential Information provided by New Leaders includes but is not limited to any materials marked as confidential by New Leaders. Each Party agrees not to publish or otherwise disclose to any person, without specific permission by the other Party, any Confidential Information, nor to use said Confidential Information for any purposes not related to the Services, unless any Confidential Information (i) is or becomes generally known to and available for use by the public other than as a result of a Party's acts or omissions in breach of this Agreement, or (ii) is required to be disclosed pursuant to applicable law or court order. In the event that a Party is requested or required by law or court order to disclose any Confidential Information, that Party will provide the other Party with prompt notice of such request or requirement in order to enable the other Party to seek an appropriate protective order or other remedy (and if a Party seeks such an order or remedy, the other Party will cooperate with it, at the expense of the Party seeking the order or remedy, in connection therewith). Upon expiration or termination of the Agreement, or at any other time a Party ("Disclosing Party") may request in writing, the other Party ("Receiving Party") will deliver to Disclosing Party or, at Disclosing Party's option, destroy, all Confidential Information and other documents relating thereto, that Receiving Party may then possess or have under his or her control, provided that Receiving Party will not be required to deliver to Disclosing Party or destroy any materials in Receiving Party's possession that were obtained or prepared by Receiving Party prior to the engagement hereunder or outside the scope of the Services. Notwithstanding the foregoing, the Receiving Party may retain copies of the Confidential Information to the extent required by law or for auditing purposes, or to the extent such copies are electronically stored in accordance with the party's record retention or backup policies, so long as the Confidential Information is kept confidential in accordance with this Agreement. The parties hereto agree that Disclosing Party would suffer irreparable harm from a breach by Receiving Party of any of the covenants or agreements contained in this Section 5. In the event of an alleged or threatened breach by Receiving Party of any of the provisions of this Section 5, Disclosing Party or its successors or assigns may, in addition to all other rights and remedies existing in its favor, apply to any court of competent jurisdiction for specific performance and/or injunctive or other relief in order to enforce or prevent any violations of the provisions hereof without the requirement of posting any bond.

6. Data. Subject to Section 7 below, any data or other material furnished by Client or a participant in the Services for use by New Leaders under this Agreement ("Data") shall remain the sole property of Client, provided that Client hereby grants New Leaders a royalty-free, fully-transferable, perpetual, sublicensable, non-exclusive, worldwide license to copy, distribute, modify, create derivative works based on, publicly perform, publicly display, and otherwise use any Data created in, through, or as a result of

using or uploaded to any platform used in connection with the Services. In addition, Client shall be solely responsible for determining the existence of, and complying with, any laws applicable to the protection of Data as such laws and regulations may apply to the Services. For the avoidance of doubt, each Party acknowledges and agrees that it will abide by the requirements of the Family Educational Rights and Privacy Act, as applicable.

7. Intellectual Property.

a) The Parties acknowledge and agree that, as between the parties, New Leaders retains and exclusively owns all right, title and interest in and to its intellectual property rights, including but not limited to: (i) inventions, patents and patent applications; (ii) trademarks, service marks, designs, logos, trade names, Internet domain names; (iii) copyrights or other works of authorship (whether or not copyrightable); (iv) trade secrets, know-how, processes, methodologies, techniques, ideas, and concepts; and (v) technology and software (collectively, the "New Leaders IP"). For the avoidance of doubt, the New Leaders IP includes any works authored or developed by New Leaders in connection with this Agreement. No license is granted in, to or under the New Leaders IP other than as expressly set forth herein.

b) Client employees participating in the Services ("Participants") may receive copies of New Leaders' proprietary tools, job aids, handouts, or similar materials with ongoing practical application (collectively, "Tools") as part of their participation. Participants will receive a limited license, as set forth on the Tools, to use the Tools for purposes of their work in Client and for their personal and professional development. "Tools" does not include curriculum or instructional material prepared by New Leaders to deliver the Services.

8. Representations and Warranties.

a) New Leaders represents and warrants to Client that New Leaders has the right and authority to enter into and perform its obligations under this Agreement and that it will comply with any applicable law in carrying out its obligations under this Agreement. Except as expressly stated in this Agreement, New Leaders makes no other warranties, express or implied, including, without limitation, any implied warranties of merchantability, fitness for a particular purpose, non-infringement, or otherwise.

b) Client represents and warrants to New Leaders that it has the power and authority to enter into and perform its obligations under this Agreement and that it will comply with any applicable law in carrying out its obligations under this Agreement. In addition, New Leaders shall be entitled to rely on all Client decisions and approvals.

9. Indemnification. Client hereby agrees to indemnify, hold harmless, and defend New Leaders and/or its subsidiaries, affiliates, employees, officers, directors, agents, or other partners from and against any claim, demand, loss, damage, or other liability, including reasonable attorneys' fees and expenses, (collectively, "Claims") arising out of or related to any breach of this Agreement by Client, except for Claims arising out of the recklessness or willful misconduct of New Leaders. New Leaders will give Client prompt notice of any claim asserted against it on the basis of which New Leaders intends to seek indemnification from Client as herein provided (but the obligations of Client under this Section will not be conditioned upon the receipt of such notice). The indemnification provisions of this Section will not require payment as a condition precedent to recovery.

10. Limitation of Liability. In no event shall New Leaders or its officers, directors, trustees, employees, or other representatives be liable to Client or any other person for any indirect, incidental, special, exemplary, consequential, or punitive damages, including loss of profit or goodwill, for any matter arising out of or relating to the Services or this Agreement, whether such liability is asserted on the basis

of contract, tort, or otherwise, even if New Leaders has been advised of the possibility of such damages. New Leaders' total liability for all damages arising from or relating to the Services or this Agreement shall be limited to the amount of the Fee paid by Client.

11. Termination. This Agreement will terminate: (a) immediately upon the insolvency or bankruptcy of New Leaders or Client; (b) by either Party, upon material breach of any of the other Party's duties under this Agreement, provided that the breaching Party has failed to cure such breach within thirty (30) days following a written notice of such breach by the terminating Party; (c) by either Party, at its option, at any time, for any reason, or no reason whatsoever, upon thirty (30) days' notice to the other Party; or (d) by New Leaders, at its option, at any time, in the event that New Leaders does not receive sufficient funding, as determined in New Leaders' sole discretion, to support the Services, effective upon the date set forth in the notice of termination. In the event of termination hereunder for any reason, New Leaders will, upon receipt of notice from Client, take all necessary steps, as specifically directed by Client or otherwise, to bring New Leaders' work to a close in an orderly manner. Client shall continue to be obligated to pay New Leaders for any services rendered by New Leaders prior to the effective date of the notice of termination. The following provisions survive the termination of this Agreement for any reason whatsoever: Sections 5 (Confidentiality), 7 (Intellectual Property), 8 (Representations and Warranties), 9 (Indemnification), 10 (Limitation of Liability) 11 (Termination), and 15 (Miscellaneous).

12. Participation of Other Schools. The Parties acknowledge and agree that New Leaders may enter into separate memoranda of understanding or other agreements with any school, charter management organization, or Client in New Leaders' sole discretion.

13. Program Operations.

a) New Leaders shall:

i. Provide a staff person to serve as the programmatic point of contact for participants;

ii. Define the Program timeline according to Program circumstances;

iii. Differentiate the delivery of the Program to meet local needs, participant learning styles and experience, and school context, as determined in New Leaders' sole discretion;

iv. Review feedback provided throughout the Program and use it to inform Program improvement;

v. Support participants in their leadership growth and development as set forth herein;

vi. Develop the content of the Program using content from New Leaders' proprietary content and materials and modify and update it at any time at New Leaders' sole discretion;

vii. Provide high-level session outlines to Client; and

viii. Deliver the Program as set forth herein.

b) To support these Services, Client shall:

i. Lead the Program selection process by soliciting nominations, sharing full names and Client-issued email addresses of nominees to New Leaders at least three (3) weeks prior to the Program launch date, and holding nominees accountable for following through on the completion of enrollment activities for Program participants];

ii. Identify a staff person to serve as the primary point of contact responsible for coordinating communications and processes related to the day-to-day activities of the Services set forth in this Agreement;

iii. Coordinate with New Leaders to identify a mutually acceptable implementation calendar prior to Program launch;

iv. Provide New Leaders at least thirty (30) days' notice of any proposed cancellations or changes in the implementation calendar and work with New Leaders to identify mutually acceptable alternative implementation dates;

v. Engage in monthly, or as needed, check-ins and/or planning meetings with New Leaders to review high-level session outlines and ensure delivery of Services aligns with Client's expectations;

vi. Coordinate logistics for all sessions, including ensuring meeting space, technology needs, catering, and other set-up are available;

vii. Provide information regarding Client's strategies, frameworks, and expectations to inform design and delivery of the Program;

viii. Respond to New Leaders' inquiries and updates in a reasonably timely manner;

ix. Make available to New Leaders certain data regarding participants for programmatic purposes, or research and evaluation purposes;

x. Encourage Program participation and engagement by ensuring that participants complete surveys, attend sessions, and complete reflective learning exercises; and

xi. Fulfill other responsibilities as set forth herein.

14. Program Evaluation. For research purposes, New Leaders may request from Client, and Client shall, at no cost to New Leaders, to the extent allowed by law and as soon as possible upon request:

a) Make available to New Leaders annual school-level data for all Client schools, including but not limited to results of school climate or school culture surveys, teacher quality of effectiveness, principal quality of effectiveness, teacher and principal retention data, principal certification/qualification and length of tenure data, graduation rates by school, proficiency rates by content area and grades, report card grades, average attendance, school-level proficiency data disaggregated by demographic subgroup, and a data set of the publicly available school-level information on all Client schools.

b) Make available to New Leaders other data reasonably requested by New Leaders concerning any Program Participants.

c) Cooperate with New Leaders' efforts to conduct surveys, observations, and/or interviews of staff at all Client schools.

The Parties will cooperate to execute any further written agreement that may be required by law for the Client to provide the information to New Leaders contemplated by this section.

15. Miscellaneous.

a) Complete Agreement. This Agreement embodies the complete agreement and understanding among the parties and supersedes and preempts any prior understandings, agreements or representations by or among the parties, written or oral, which may have related to the subject matter hereof in any way.

b) Severability. If any provision of the Agreement is found by a court of competent jurisdiction to be invalid, the parties nevertheless agree that the court should endeavor to give effect to the parties' intentions as reflected in the provision, and the other provisions of the Agreement will remain in full force and effect.

c) Waiver. The failure of either Client or New Leaders to insist upon strict performance of any of the provisions of this Agreement will not, in any way, constitute a waiver of its rights under this Agreement, at law or in equity, or a waiver of any other provisions or subsequent default by the other Party in the performance of or compliance with any of the terms of this Agreement.

d) Counterparts. This Agreement may be executed in separate counterparts (including by means of facsimile, PDF, or electronically), each of which is deemed to be an original and all of which taken together constitute one and the same agreement.

e) Assignment. Neither Party may assign its rights or delegate its duties or obligations hereunder without the prior written consent of the other Party. This Agreement shall be binding upon and shall inure to the benefit of the Parties' successors and permitted assigns.

f) Choice of Law and Jurisdiction. This Agreement will be governed by and construed in accordance with the laws of the State of New York, without giving effect to any choice of law or conflict of law provision or rule. The parties agree to submit to the personal and exclusive jurisdiction of the courts located within the Borough of Manhattan, New York County, State of New York. EACH PARTY TO THIS AGREEMENT HEREBY WAIVES ALL RIGHTS TO TRIAL BY JURY IN ANY ACTION, SUIT, OR PROCEEDING BROUGHT TO RESOLVE ANY DISPUTE BETWEEN THE PARTIES HERETO.

g) Amendments. This Agreement may not be amended or modified except by a written instrument signed by all the Parties hereto. However, minor modifications ("Minor Modifications") may be made by New Leaders and Client representatives as described herein. Minor Modifications are changes to the Agreement that: (a) do not change the intent of this Agreement or the inherent qualities of the Services; (b) do not increase the total cost of the Services; and (c) afford New Leaders at least one (1) month prior notice before Minor Modification takes effect, including but not limited to any modification to the delivery schedule for Services. All such Minor Modifications to this Agreement must be recorded in writing and placed on file with this Agreement.

h) Descriptive Headings; Interpretation. The descriptive headings of this Agreement are inserted for convenience only and do not constitute a substantive part of this Agreement. The use of the word "including" in this Agreement shall be by way of example rather than by limitation.

i) No Third-Party Beneficiaries. The Parties agree that there are no third-party beneficiaries of this Agreement.

j) Binding Effect. This Agreement shall be binding upon, and shall inure to the benefit of, New Leaders and Client and their respective legal representatives, predecessors, beneficiaries, successors, controlling persons, affiliates, subsidiaries, parents, assigns, officers, directors, employees, and agents.

k) Authorization To Sign. Each person signing this Agreement represents and warrants that they are authorized to the fullest extent of the law to sign and bind in the capacity provided for herein.

l) Notices. Any notice required to be given under this Agreement will be in writing and will be deemed to have been duly given if delivered by (a) personal delivery; (b) deposit in the United States mail as first class certified mail, return receipt requested, postage paid; (c) overnight nationwide commercial courier service; or (d) electronic mail; provided that the subject heading of such electronic mail expressly identifies that such correspondence constitutes an official notice pursuant to this Section 11); provided further that, in the case of delivery pursuant to clause (d), a confirmation copy is delivered by duplicate notice in accordance with any of clauses (a) through (c) immediately above, in each case, to the party intended to receive the same at the following address:

If to Client:	**If to New Leaders:**
Dr. Jennifer Norrell. Superintendent	Chief Administrative Officer & General Counsel
Homewood-Flossmoor Community HSD 233	New Leaders, Inc.
999 Kedzie Avenue	121 West 36th Street, #308
Flossmoor, IL 60422	New York, NY 10018
Jennifer.norrell@hf233.org	legalteam@newleaders.org

For billing:

____
Name

____
E-Mail Address

Any party may at any time, by notice to the other parties, change the designation or address of the person specified to receive notice on its behalf.

Notice will be effective when received as indicated on registered mail or other delivery receipt.

[SIGNATURES ON THE FOLLOWING PAGE]

IN WITNESS WHEREOF, New Leaders and Client have caused this Services Agreement to be duly executed and delivered on the date first above written.

NEW LEADERS, INC.	Homewood-Flossmoor High School District 233
______________________	______________________
Name: Nakita Gadson	Name: Dr. Jennifer Norrell
Title: Interim Chief Administrative Officer & General Counsel	Title: Superintendent
Date: ______________________	Date: ______________________

Exhibit A

PROPOSAL

for

Homewood-Flossmoor High School District 233

New Leaders Proposal for Homewood-Flossmoor Community High School District

Championing Educational Excellence

May 15, 2026

New Leaders

Proposed Services

Building upon the success of our inaugural year of programming, New Leaders is pleased to continue our partnership with Homewood-Flossmoor High School District to provide our Transformational Leadership Pathway—Improving Outcomes through Observation and Coaching —to a second cohort of 4 senior leaders for a six-month engagement.

Our leadership development enhances proven leadership skills that drive school improvement. We combine cohort-based learning with one-on-one coaching to ensure your leaders receive expert guidance and actionable feedback. By pathway completion, your leaders will develop leadership skills to deepen their impact and demonstrate measurable results.

Transformational Leadership Pathway

Ensure every leader in your system can be a change agent. Our Transformational Leadership Pathways enable school leaders to develop and enhance proven leadership skills that drive school improvement.

DEVELOP leaders who know how to drive meaningful change
PRIORITIZE areas of highest-need and impact in schools
BUILD collective action to bring best practices to scale
DELIVER measurable results to accelerate student learning

Improving Outcomes through Observation and Coaching

Working in tandem, observation and coaching are two powerful tools that strengthen teacher practice and deepen student learning. Observation offers a window into day-to-day instruction, and coaching illuminates how teachers can overcome challenges, shift mindsets, and improve their practice to the benefit of all students. This transformational leadership pathway prepares leaders to be highly effective coaches. Participants learn how to:

- Forge collaborative coaching relationships, rooted in trust, that push past compliance to drive meaningful change
- Unpack what to look for in classrooms, how to prioritize coaching opportunities, why effective feedback matters, and how to coach with an equity lens
- Lead coaching conversations and gain strategies to navigate resistance and track growth over time

Examine and leverage the impact of personal leadership to advance instructional excellence. Actionable and timely observation and coaching provide teachers with the support they need to bring best practices to scale in their classrooms—and accelerate student learning.

The Power of School Leaders

At New Leaders, we believe school leadership matters. In fact, we were founded on that very principle. We were the first organization in the country to concentrate exclusively on the professional development of school leaders. Here's why.

Research from the Wallace Foundation shows that a strong, equity-focused school leader accounts for 25 percent of a school's impact on student learning. A high-quality teacher influences 20-30 students; a strong principal, upwards of 500 students on average. The most effective principals attract and develop great teachers too. They create the culture and working conditions that keep great teachers in the field.

Similar research also finds that assistant principals are uniquely positioned to drive learning gains. Why? Their interactions with students, teachers, and families put them on the ground, every day, working to improve learning and teaching outcomes. In fact, research shows that when assistant principals received PD on instructional leadership practices, student achievement in their schools rose.

Effective teacher leadership combined with strong instructional leadership from the principal is also linked to improved student achievement outcomes in ELA and math. Those gains are even more significant when teacher leaders are involved in schoolwide decision-making processes—which have been shown to lead to higher teacher motivation, retention, and overall job satisfaction.

We know school leadership can be a lonely place. Many leaders report leaving the field due to a lack of support or access to ongoing professional development. Investing in leadership development for a cohort of your leaders is an easy and impactful way to reverse that trend.

Transformational Leadership Pathway Scope

Our job-embedded approach combines cohort-based learning with one-on-one coaching to grow your leaders. Over the course of six months, leaders receive expert guidance and actionable feedback from our New Leaders coaches, all former school and district leaders. Each pathway includes:

- Interactive professional learning communities to build shared language and co-create solutions
- Authentic practice via job-embedded exercises to demonstrate proficiency with new skills
- Personalized coaching to develop a leader's capacity to reflect, analyze, and problem solve independently

All of our pathways and leadership development programming are grounded in our Transformational Leadership FrameworkTM (TLFTM) which identifies five evidence-based domains and leadership actions that are central to driving and sustaining district improvement.

Our Pathway Program Components

Program Orientation: To kick off our engagement and ensure the best participant experience, our asynchronous program orientation will introduce participants to New Leaders, outline the program components and expectations, and define roles and responsibilities. The orientation also explores our online platform where participants can access important resources throughout the engagement.

Communities of Practice: Four monthly community of practice sessions engage participants in cohort-based professional development to build and enhance effective data-driven leadership practices. Working collaboratively, each four-hour virtual session provides participants with:

- Actionable and practical learning, including opportunities to address school-based challenges
- Tools, resources, and strategies to improve student achievement
- Planning strategies to distribute and leverage leadership across teams
- Continuous professional learning and mentoring from peers

These sessions will strengthen the collective capacity of participants to use data to diagnose and solve school-based challenges that accelerate or impede learning in ELA and math. For a full list of the four community of practice sessions, see the Scope and Sequence in the Appendix.

Reflective Learning Exercise: To calibrate their lens to effective data practices, participants complete four reflective learning exercises. These job-embedded tasks allow participants to drive impact by translating theory into practice at their schools and demonstrate proficiency with their newly acquired skills. For this pathway, the reflective learning exercises focus on facilitating effective data meetings and executing against the SMARTER coaching goal (detailed above).

Participant Surveys: Each participant completes surveys to capture insights and reflections on their participant experience as well as leadership growth, progress to goals, and impact of coaching. Data from these surveys is aggregated and included in progress reports and our comprehensive Learning and Impact Report at the end of the engagement.

Sample Implementation Calendar

Component	Location	Total Sessions	Session Length	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Program Orientation	Asynchronous	1	30 minutes	●					
Communities of Practice	Virtual	4	4 hours		●	●	●	●	●
One-on-One Coaching	Virtual	5	6	●	●		●		●
Reflective Learning Exercises	Virtual	4	Up to 2 hours	●	●			●	●

Topical Scope and Sequence	
Orientation (Asynchronous)	**Session Topics** • Introduction to New Leaders • Program expectations and components • Clarity in roles and responsibilities, New Leaders policies • Technology platform: The Learning Hub
Introductory Meeting	**Session Topics** • Foster strong and trusting relationships between Program Director and participants receiving coaching Learn about the participant's district context • Explore the participant's personal practice - strengths and growth areas using the self-assessment tool • Describe the coaching process and establish norms for working together
BoP: 360/Coaching Goal	
Workshop 1: The Power of Personal Leadership to Advance Educational Excellence **Overview:** Tap into the power of personal leadership skills and build a school culture in which all students and adults excel.	
Community of Practice	**Session Topics** • Personal Leadership • Facilitating necessary conversations • Leadership actions that educational excellence
Coaching Conversation	
Workshop 2: How to Build Trust and Lay the Foundations for Effective Coaching **Overview:** Discover how to build powerful and trusting coaching relationship to drive meaningful change and advance more equitable outcomes	
Community of Practice	**Session Topics** • Building trust • Knowing self as a coach • Understanding the professional capacity of coachees • Leveraging relationships for coaching
Coaching Conversation	
Workshop 3: How to Coach Teachers and Improve Learning Outcomes **Overview:** Establish equitable systems and structures to effectively coach teachers and deepen their capacity to advance student achievement.	

Community of Practice	**Session Topics** • Shifting mindsets • Coaching Cycles • Observation and coaching for educational excellence • Targeted and actionable feedback
Coaching Conversation	
Workshop 4: Instructional Coaching: The Art of a Coaching Conversation **Overview**: Uncover the art of the coaching conversation and how to drive shifts in teacher practice that yield more equitable student learning outcomes.	
Community of Practice	**Session Topics** • Coaching cycles • Providing meaningful feedback • Coaching plans
EoP: 360/Coaching Goal	
Closing Conversation	**Session Topics** • Progress to goals • Sustaining the work

Leadership Coaching

Ten participants will engage in nine (9) hours of individualized coaching, delivered virtually. Leadership coaching offers a personalized approach to job-embedded leadership development, providing leaders with the support they need, when they need it most. Each participant works towards a specific coaching goal to enhance leadership practices. New Leaders will work with each participant to create a customized coaching experience that is personalized to the participant's unique context, areas of strength, and areas for growth. Our research-informed approach to coaching is both reflective and action-driven. Common coaching actions include:

- Leveraging credibility and building trusting relationships
- Listening intently and exploring mindsets and immediate needs
- Determining a focus for each session aligned to the priority coaching area
- Encouraging self-reflection and supporting participants in identifying existing strengths, resources, and opportunities for capacity building
- Exploring multiple approaches and solutions to address the obstacle or gap
- Supporting participants in identifying leadership actions and articulating strategies to move forward differently and drive toward goals independently
- Championing new behaviors and leadership actions

What Makes PD Effective–and Lasting

Results-driven leadership development is essential to retaining your best leaders and giving them the working conditions in which they thrive—and their teachers and students too. Your investment sends a message that your leaders are valued, offering them professional learning pathways that show them how to achieve their goals. This kind of real-time support can transform student achievement gains.

At New Leaders, we equip leaders to be powerful and positive forces for change. Here are four proven practices we use that drive high-impact—and sustainable—professional growth.

Continuous, job-embedded PD. When school leaders are able to apply what they've learned through incremental and targeted practice, it becomes an embedded part of their daily work. Individualized coaching allows leaders to reflect, consider more perspectives, and move toward solutions faster.

Community of learners. Cohort-based learning promotes collaborative problem solving. Communities of practice offer trusted spaces to explore bold ideas and strategies with fellow leaders who understand the obstacles. These collaborative professional networks fuel continuous improvement.

High-quality feedback. Adult learning is dynamic, and the feedback your leaders receive needs to be rooted in evidence that illuminates the gap between their practice and transformational leadership skill being learned. With this kind of objective guidance, leaders can quickly take action to improve.

Opportunities for self-reflection. Self-awareness, sometimes called a hidden superpower, is essential for leaders to cultivate. It allows leaders to do the inner work and let go of limiting actions or beliefs. In return, their newly acquired leadership practices can remove barriers and drive better outcomes.

> "New Leaders defines coherence. The scope of our professional learning is so intentional, so strategic that it gives us a vision for where we are going."

Dr. Bernadette Lucas
Chief Academic Officer
Inglewood Unified School District

Our Research and Program Design

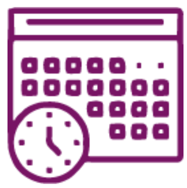
Our Evidence Base

We lead the field with evidence of impact.

Our leaders drive quantifiable outcomes in learning, teaching, and educational excellence and get results where it matters most: in schools, for students. According to the RAND Corporation, **New Leaders has the strongest evidence base of any education leadership program in the country.**

Multiple independent evaluations have proven that in schools led by a New Leaders principal:

Students perform better in reading and math



Students gain additional months of learning

Students have better attendance rates

And principals themselves stay in their roles longer

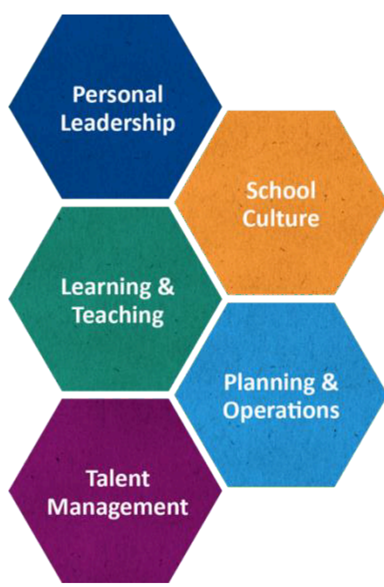
We drive sustainable results.

Because the leaders we develop stay in their roles longer, they attract and retain high-quality teachers. This helps ensure that school improvement gains endure, long after our partnership.

Research shows that a strong school leader accounts for about 25% of a school's impact on student learning. Research also shows that there are better school and student outcomes, especially for teachers and children of color, when a principal of color is at the helm.

We know effective leadership.

Our work is rooted in five evidence-based leadership domains proven to drive school improvement and accelerate student success. These domains, as outlined in our Transformational Leadership Framework™, identify highly effective leadership actions and guide our approach to professional learning.



New Leaders Transformational Leadership Framework™

Evaluating our Impact

As New Leaders works alongside Homewood-Flossmoor High School District to provide our Transformational Leadership Pathway services to your leadership team, we expect to see changes in leadership practices that can improve teaching and learning outcomes.

We know from experience that transformational change takes time; therefore, when looking to understand impact—either growth of a leader's practice or improvement of student performance on standardized assessment measure—it is essential to consider the right cadence, methods and expectations that account for local context.

To that end we develop learning and impact data reports that describe metrics our partners have found most beneficial, including:

- The degree to which participants were engaged and satisfied with the learning experience;
- Self-reported and demonstrated changes in practice against select leadership skills; and
- Self-reported outcomes at the system, school, and student level.

At the end of the engagement, New Leaders will prepare a comprehensive Homewood-Flossmoor Learning and Impact report, that outlines the key performance indicators and metrics for our engagement. Reporting will be discussed during a closing partner impact meeting.

Evaluation Measures

Participant Engagement and Satisfaction

- % of participants planning leadership actions and implementing commitments
- % of participants recommending the learning experience to colleagues

Participant Learning

- Knowledge and skills that have been acquired or enhanced
- Confidence in core leadership actions has improved

Participant Change in Practice

- Capacity to plan and implement knowledge, leadership skills, and actions to see results
- Demonstrated evidence of impact related to pathway leadership skills and coaching goal

Participant Outcomes

- Participant reported improvement in student outcomes as a result of the engagement

New Leaders

Partner Commitments

To facilitate our work together, New Leaders requests that Homewood-Flossmoor commit to supporting program participants and the overall program delivery in the following ways.

Participant Selection
Encourage full participation, including participant accountability toward goal setting, attendance at community of practice and coaching sessions, and execution of action items identified in coaching

Scheduling
Coordinate with New Leaders to identify a mutually acceptable implementation calendar prior to the launch of services, including participant availability to participate in one-on-one coaching sessions.

Logistics
Coordinate logistics for all in-person sessions, including the meeting space, technology, catering, and/or other set-up needs.

Access to Data
Make certain participant and district data are available to New Leaders for programmatic purposes as well as to support the impact and evaluation of the Transformational Leadership Pathway services.

Check-Ins
Plan for district leadership to make themselves available to engage in monthly check-ins and a formal Partner Impact meeting over the course of the six-month engagement to ensure overall impact, alignment and satisfaction.

Investment

The table below provides the cost summary:

Services	Cost
Improving Outcomes through Observation & Coaching • Year 1 Cohort: 4 Virtual ½ day CoPs (up to 4 program participants)	$24,600
Leadership Coaching • 9 hours 1:1 coaching for 10 participants	$34,800
Total	$59,400

At New Leaders, we believe education leaders, in partnership with the communities they serve, have an unparalleled impact on the academic success and well-being of their students.

Thank you for the opportunity to serve your school leaders and their communities.

LEADERSHIP CHANGES EVERYTHING