



## LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

### **BOARD OF EDUCATION AGENDA**

**FEBRUARY 2, 2016**

The Special Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, February 2, 2016 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

A. Call to Order and Roll Call

Time: 2 Hours 20 Minutes

B. Pledge of Allegiance

C. Community Participation

D. Action Item

Time: 20 Minutes

1. Approval of 2016-2017 School Calendar

2

E. Discussion Items

Time: 1 Hour 30 Minutes

1. School Calendar 2017-2018

7

2. Half Day and Daniel Wright Roof Repair Update

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3. 1:1 Teaching and Learning: Sprague School

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4. Policy Review - 1st Reading

14

5. Transportation Guidelines

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F. Community Participation

G. Executive Session

Time: 30 Minutes

H. Adjournment



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Scott Warren  
Date: January 28, 2016  
Re: 2016-2017 School Calendar – Recommendation

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The Calendar Committee is proposing the 2016-2017 School Calendar for the Board's review and approval. At the Board's request to consider additional student attendance days so students would end school earlier, the committee discussed religious holidays, Thanksgiving, winter and spring breaks, and teacher institute days when students would not be in school. The committee recommends the District move the Teacher Institute Days to the ends of the calendar, (three days at the beginning of school and one at the end of the year), and include two attendance days for students in their place. The first Teacher Institute Day would be August 31, 2016 with the first day of student attendance on September 6, 2016. The last day of school would be a half-day for students on Monday, June 12, 2017.

The November conferences are recommended to follow the same schedule as the 2015-2016 year with a minor adjustment to the hours so all conferences end at 8:00 p.m. The staff understands the desire for additional evening times for conferences for parents, and would like to maintain more evening times. However, feedback from staff indicated a 9:00 p.m. ending time was very late in order for teachers to teach the next day, thus the recommendation to end conferences by 8:00 p.m. The fall conference schedule would be:

Thursday, Nov. 19, 2016 - Full day of school for students, conferences during the evening hours  
Monday, Nov. 23, 2016 – Half-day student attendance, conferences during the afternoon and evening hours  
Tuesday, Nov. 24, 2016 - No School

November 24, 2016 is listed as a Parent/Teacher Conference day in the calendar to indicate that conferences will be held in that month. It is a compensation day for the two evening conference times, but the actual day will be a day of non-attendance.

This schedule is a workable balance of adequate time for the completion of construction, the removal of four state holidays, shifting Teacher Institute days outside the student attendance calendar, ending school by June 12, 2017 and providing intermittent days off while maintaining the traditional winter and spring breaks. **I recommend the Board approve the 2016-2017 calendar as presented.**

## Non-attendance Days

**(Does not include Teacher Institute)**

<b>Day</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Labor Day	Sep 1	Sep 7	Sep 5	Sep 4
Rosh Hashana	Sep 25	Sep 14	Oct 3	Sep 21
Yom Kippur	Oct 3 (Friday evening)	Sep 23	Oct 12	Sep 30 (Sat)
Columbus Day	Oct 13	Oct 12	Oct 10 (SHS does not attend, D103 attends)	Oct 9
Day before Veterans Day	Nov 10	NA	NA	NA
Veterans Day	Nov 11	Nov 11	Nov 11 (SHS and D103 attend)	Nov 11 (Sat)
Thanksgiving Break	Nov 24-28	Nov 24-27	Nov 22-25	Nov 21-24
Winter Break	Dec 22-Jan 2	Dec 21-Jan 1	Dec 19-Jan 2	Dec 18-Jan 1
MLK Day	Jan 19	Jan 18	Jan 16 (SHS does not attend, D103 attends)	Jan 15
President's Day	Feb 16	Feb 15	Feb 20	Feb 19
Casimir Pulaski Day	Mar 2	Mar 7	Mar 6 (SHS and D103 attend)	Mar 5 (SHS does not, D103 attends)
Good Friday	Apr 3	Mar 25	Apr 14	March 30
Spring Break	Mar 30-Apr 3	Mar 28-Apr 1	Mar 27-31	Mar 26-30
Memorial Day	May 25	May 30	May 29	May 28

# Public School Calendar

Proposed Public School Calendar 2016-2017 View  
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**The Proposed Public School Calendar 2016-2017 document status is: Draft**

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### Calendar Legend - Totals for the Year

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For 34-049-1030-02-0000 Lincolnshire-Prairieview SD 103

Calendar Code	Code Description	No. of Days	Totals
X	Pupil Attendance Day	170	
XHI	Half-Day In-service	1	
XHS	Half-Day School Improvement Program	3	
XED	Emergency Day-Proposed	5	
			Total Attendance Days: 179
FPT	Full-Day Parent/Teacher Conference	2	
TI	Teacher Institute/Workshop	4	
			Total Calendar Days: 185
HOL	Holiday	7	
NIA	Not in Attendance	22	

**Calendar for 34-049-1030-02-0000 Lincolnshire-Prairieview SD 103**

**Total Days of Attendance: 179**

July 2016							August 2016							September 2016						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u> TI	<u>2</u> TI	<u>3</u>	<u>4</u>
<u>4</u> HOL	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>5</u> HOL	<u>6</u> X	<u>7</u> X	<u>8</u> X	<u>9</u> X	<u>10</u>	<u>11</u>
<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>12</u> X	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u>	<u>18</u>
<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>19</u> X	<u>20</u> X	<u>21</u> X	<u>22</u> X	<u>23</u> X	<u>24</u>	<u>25</u>
<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>26</u> X	<u>27</u> X	<u>28</u> X	<u>29</u> X	<u>30</u> X	<u>1</u>	<u>2</u>
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>29</u>	<u>30</u>	<u>31</u> TI	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>

July Atnd: 0      Accum: 0      Aug Atnd: 0      Accum: 0      Sept Atnd: 19      Accum: 19

October 2016							November 2016							December 2016						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>1</u>	<u>2</u>	<u>31</u>	<u>1</u> X	<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u>	<u>6</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>1</u> X	<u>2</u> X	<u>3</u>	<u>4</u>
<u>3</u> NIA	<u>4</u> X	<u>5</u> X	<u>6</u> X	<u>7</u> X	<u>8</u>	<u>9</u>	<u>7</u> X	<u>8</u> X	<u>9</u> X	<u>10</u> X	<u>11</u> X	<u>12</u>	<u>13</u>	<u>5</u> X	<u>6</u> X	<u>7</u> X	<u>8</u> X	<u>9</u> X	<u>10</u>	<u>11</u>
<u>10</u> X	<u>11</u> X	<u>12</u> NIA	<u>13</u> X	<u>14</u> X	<u>15</u>	<u>16</u>	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u>	<u>20</u>	<u>12</u> X	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u>	<u>18</u>
<u>17</u> X	<u>18</u> X	<u>19</u> X	<u>20</u> X	<u>21</u> X	<u>22</u>	<u>23</u>	<u>21</u> XHS	<u>22</u> FPT	<u>23</u> NIA	<u>24</u> HOL	<u>25</u> NIA	<u>26</u>	<u>27</u>	<u>19</u> NIA	<u>20</u> NIA	<u>21</u> NIA	<u>22</u> NIA	<u>23</u> NIA	<u>24</u>	<u>25</u> HOL
<u>24</u> X	<u>25</u> X	<u>26</u> X	<u>27</u> X	<u>28</u> X	<u>29</u>	<u>30</u>	<u>28</u> X	<u>29</u> X	<u>30</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>26</u> NIA	<u>27</u> NIA	<u>28</u> NIA	<u>29</u> NIA	<u>30</u> NIA	<u>31</u>	<u>1</u>
<u>31</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>

Oct Atnd: 19      Accum: 38      Nov Atnd: 18      Accum: 56      Dec Atnd: 12      Accum: 68

January 2017							February 2017							March 2017						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u> HOL	<u>30</u>	<u>31</u>	<u>1</u> X	<u>2</u> X	<u>3</u> X	<u>4</u>	<u>5</u>	<u>27</u>	<u>28</u>	<u>1</u> X	<u>2</u> X	<u>3</u> X	<u>4</u>	<u>5</u>
<u>2</u> NIA	<u>3</u> X	<u>4</u> X	<u>5</u> X	<u>6</u> X	<u>7</u>	<u>8</u>	<u>6</u> X	<u>7</u> X	<u>8</u> X	<u>9</u> X	<u>10</u> X	<u>11</u>	<u>12</u> HOL	<u>6</u> X	<u>7</u> X	<u>8</u> X	<u>9</u> XHS	<u>10</u> FPT	<u>11</u>	<u>12</u>
<u>9</u> X	<u>10</u> X	<u>11</u> X	<u>12</u> X	<u>13</u> X	<u>14</u>	<u>15</u>	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u> X	<u>18</u>	<u>19</u>	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u> X	<u>18</u>	<u>19</u>
<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u> X	<u>20</u> X	<u>21</u>	<u>22</u>	<u>20</u> NIA	<u>21</u> X	<u>22</u> X	<u>23</u> X	<u>24</u> X	<u>25</u>	<u>26</u>	<u>20</u> X	<u>21</u> X	<u>22</u> X	<u>23</u> X	<u>24</u> X	<u>25</u>	<u>26</u>
<u>23</u> X	<u>24</u> X	<u>25</u> X	<u>26</u> X	<u>27</u> X	<u>28</u>	<u>29</u>	<u>27</u> X	<u>28</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>27</u> NIA	<u>28</u> NIA	<u>29</u> NIA	<u>30</u> NIA	<u>31</u> NIA	<u>1</u>	<u>2</u>
<u>30</u> X	<u>31</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>

Jan Atnd: 21      Accum: 89      Feb Atnd: 19      Accum: 108      Mar Atnd: 17      Accum: 125

April 2017							May 2017							June 2017						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u>	<u>2</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u> X	<u>2</u> X	<u>3</u>	<u>4</u>
<u>3</u> X	<u>4</u> X	<u>5</u> X	<u>6</u> X	<u>7</u> X	<u>8</u>	<u>9</u>	<u>1</u> X	<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u> X	<u>6</u>	<u>7</u>	<u>5</u> X	<u>6</u> X	<u>7</u> X	<u>8</u> X	<u>9</u> X	<u>10</u>	<u>11</u>
<u>10</u> X	<u>11</u> X	<u>12</u> X	<u>13</u> X	<u>14</u> NIA	<u>15</u>	<u>16</u>	<u>8</u> X	<u>9</u> X	<u>10</u> X	<u>11</u> X	<u>12</u> X	<u>13</u>	<u>14</u>	<u>12</u> XHI	<u>13</u> TI	<u>14</u> XED	<u>15</u> XED	<u>16</u> XED	<u>17</u>	<u>18</u>
<u>17</u> X	<u>18</u> X	<u>19</u> X	<u>20</u> X	<u>21</u> X	<u>22</u>	<u>23</u>	<u>15</u> X	<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u> X	<u>20</u>	<u>21</u>	<u>19</u> XED	<u>20</u> XED	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>
<u>24</u> X	<u>25</u> X	<u>26</u> X	<u>27</u> X	<u>28</u> X	<u>29</u>	<u>30</u>	<u>22</u> X	<u>23</u> X	<u>24</u> XHS	<u>25</u> X	<u>26</u> X	<u>27</u>	<u>28</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>1</u>	<u>2</u>
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>29</u> HOL	<u>30</u> X	<u>31</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>

Apr Atnd: 19      Accum: 144      May Atnd: 22      Accum: 166      June Atnd: 13      Accum: 179

**PT /In-Service/School Improv./Act of God/Interrupted Days/Delayed Start-Explanations****For 34-049-1030-02-0000 Lincolnshire-Prairieview SD 103**

School Begin Date:  School End Date:   
 Regular Day:  Instruct. Day Lgth:

Cal. Date	Cal. Code	Code Descr.	Student Attend.	Activity Time	Brief Explanation for Activity or School Closing
11/21/2016	XHS	Half-Day School Improvement Program	7:50AM 10:50AM	11:30AM 2:55PM	Parent Teacher conferences in the afternoon.
11/22/2016	FPT	Full-Day Parent/Teacher Conference		5:00PM 8:00PM	Parent Teacher conferences. Conferences the day before in the evening were from 5-8 p.m.
03/09/2017	XHS	Half-Day School Improvement Program	7:50AM 10:50AM	11:30AM 2:55PM	Parent Teacher conferences in the afternoon.
03/10/2017	FPT	Full-Day Parent/Teacher Conference		9:00AM 12:00PM	Parent Teacher conferences. Conferences the day before in the evening were from 2-9 for SP and HD, 1-8 for DW.
05/24/2017	XHS	Half-Day School Improvement Program	7:50AM 10:55AM	11:30AM 2:55PM	Professional Development for staff members.
06/12/2017	XHI	Half-Day In-service	7:50AM 10:55AM	11:30AM 2:55PM	Student attendance in the am, teacher inservice in the pm



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Scott Warren  
Date: January 28, 2016  
Re: 2017-2018 School Calendar – draft 1

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The Calendar Committee has created a draft of the 2017-2018 for the Board's review. The calendar has shifted the year into August to more closely align to the 2015-2016 school calendar. The first day of student attendance is proposed for August 25, 2017 and the last day to be June 5, 2018. Two of the holidays that were removed from the 2016-2017 calendar, Columbus Day and Martin Luther King Day, were added as non-attendance days while having school on Casimir Pulaski Day. Columbus Day falls on a weekend and no additional time off is recommended in observance of that day. Two Teacher Institute days were placed during the school year, November 7, 2017 and March 2, 2018, as is similar to the 2015-2016 school year.

A discussion of the 2017-2018 draft calendar will occur at the Board meeting.

# Public School Calendar

Proposed Public School Calendar 2017-2018 View

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**The Proposed Public School Calendar 2017-2018 document status is: Draft**

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## Calendar Legend - Totals for the Year

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For 34-049-1030-02-0000 Lincolnshire-Prairieview SD 103

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HOL	Holiday	9	
NIA	Not in Attendance	18	

**Calendar for 34-049-1030-02-0000 Lincolnshire-Prairieview SD 103**

**Total Days of Attendance: 179**

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Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>1</u>	<u>2</u>	<u>31</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u> X	<u>2</u>	<u>3</u>
<u>3</u>	<u>4</u> HOL	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>4</u> HOL	<u>5</u> X	<u>6</u> X	<u>7</u> X	<u>8</u> X	<u>9</u>	<u>10</u>
<u>10</u>	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>11</u> X	<u>12</u> X	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u>	<u>17</u>
<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>21</u>	<u>22</u>	<u>23</u> TI	<u>24</u> TI	<u>25</u> X	<u>26</u>	<u>27</u>	<u>18</u> X	<u>19</u> X	<u>20</u> X	<u>21</u> NIA	<u>22</u> X	<u>23</u>	<u>24</u>
<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>28</u> X	<u>29</u> X	<u>30</u> X	<u>31</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>25</u> X	<u>26</u> X	<u>27</u> X	<u>28</u> X	<u>29</u> X	<u>30</u>	<u>1</u>
<u>31</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>

July Atnd: 0      Accum: 0      Aug Atnd: 5      Accum: 5      Sept Atnd: 19      Accum: 24

October 2017							November 2017							December 2017						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>1</u>	<u>30</u>	<u>31</u>	<u>1</u> X	<u>2</u> X	<u>3</u> X	<u>4</u>	<u>5</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>1</u> X	<u>2</u>	<u>3</u>
<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u> X	<u>6</u> X	<u>7</u>	<u>8</u>	<u>6</u> X	<u>7</u> TI	<u>8</u> X	<u>9</u> X	<u>10</u> X	<u>11</u> HOL	<u>12</u>	<u>4</u> X	<u>5</u> X	<u>6</u> X	<u>7</u> X	<u>8</u> X	<u>9</u>	<u>10</u>
<u>9</u> HOL	<u>10</u> X	<u>11</u> X	<u>12</u> X	<u>13</u> X	<u>14</u>	<u>15</u>	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u> X	<u>18</u>	<u>19</u>	<u>11</u> X	<u>12</u> X	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u>	<u>17</u>
<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u> X	<u>20</u> X	<u>21</u>	<u>22</u>	<u>20</u> XHS	<u>21</u> FPT	<u>22</u> NIA	<u>23</u> HOL	<u>24</u> NIA	<u>25</u>	<u>26</u>	<u>18</u> NIA	<u>19</u> NIA	<u>20</u> NIA	<u>21</u> NIA	<u>22</u> NIA	<u>23</u>	<u>24</u>
<u>23</u> X	<u>24</u> X	<u>25</u> X	<u>26</u> X	<u>27</u> X	<u>28</u>	<u>29</u>	<u>27</u> X	<u>28</u> X	<u>29</u> X	<u>30</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>25</u> HOL	<u>26</u> NIA	<u>27</u> NIA	<u>28</u> NIA	<u>29</u> NIA	<u>30</u>	<u>31</u>
<u>30</u> X	<u>31</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

Oct Atnd: 21      Accum: 45      Nov Atnd: 17      Accum: 62      Dec Atnd: 11      Accum: 73

January 2018							February 2018							March 2018						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u> X	<u>2</u> X	<u>3</u>	<u>4</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>1</u> X	<u>2</u> TI	<u>3</u>	<u>4</u>
<u>1</u> HOL	<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u> X	<u>6</u>	<u>7</u>	<u>5</u> X	<u>6</u> X	<u>7</u> X	<u>8</u> X	<u>9</u> X	<u>10</u>	<u>11</u>	<u>5</u> X	<u>6</u> X	<u>7</u> X	<u>8</u> XHS	<u>9</u> FPT	<u>10</u>	<u>11</u>
<u>8</u> X	<u>9</u> X	<u>10</u> X	<u>11</u> X	<u>12</u> X	<u>13</u>	<u>14</u>	<u>12</u> X	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u>	<u>18</u>	<u>12</u> X	<u>13</u> X	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u>	<u>18</u>
<u>15</u> HOL	<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u> X	<u>20</u>	<u>21</u>	<u>19</u> NIA	<u>20</u> X	<u>21</u> X	<u>22</u> X	<u>23</u> X	<u>24</u>	<u>25</u>	<u>19</u> X	<u>20</u> X	<u>21</u> X	<u>22</u> X	<u>23</u> X	<u>24</u>	<u>25</u>
<u>22</u> X	<u>23</u> X	<u>24</u> X	<u>25</u> X	<u>26</u> X	<u>27</u>	<u>28</u>	<u>26</u> X	<u>27</u> X	<u>28</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>26</u> NIA	<u>27</u> NIA	<u>28</u> NIA	<u>29</u> NIA	<u>30</u> NIA	<u>31</u>	<u>1</u>
<u>29</u> X	<u>30</u> X	<u>31</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>

Jan Atnd: 21      Accum: 94      Feb Atnd: 19      Accum: 113      Mar Atnd: 15      Accum: 128

April 2018							May 2018							June 2018						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u>	<u>30</u>	<u>1</u> X	<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u>	<u>6</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>31</u>	<u>1</u> XHS	<u>2</u>	<u>3</u>
<u>2</u> X	<u>3</u> X	<u>4</u> X	<u>5</u> X	<u>6</u> X	<u>7</u>	<u>8</u>	<u>7</u> X	<u>8</u> X	<u>9</u> X	<u>10</u> X	<u>11</u> X	<u>12</u>	<u>13</u>	<u>4</u> X	<u>5</u> XHI	<u>6</u> XED	<u>7</u> XED	<u>8</u> XED	<u>9</u>	<u>10</u>
<u>9</u> X	<u>10</u> X	<u>11</u> X	<u>12</u> X	<u>13</u> X	<u>14</u>	<u>15</u>	<u>14</u> X	<u>15</u> X	<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u>	<u>20</u>	<u>11</u> XED	<u>12</u> XED	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>	<u>17</u>
<u>16</u> X	<u>17</u> X	<u>18</u> X	<u>19</u> X	<u>20</u> X	<u>21</u>	<u>22</u>	<u>21</u> X	<u>22</u> X	<u>23</u> X	<u>24</u> X	<u>25</u> X	<u>26</u>	<u>27</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>
<u>23</u> X	<u>24</u> X	<u>25</u> X	<u>26</u> X	<u>27</u> X	<u>28</u>	<u>29</u>	<u>28</u> HOL	<u>29</u> X	<u>30</u> X	<u>31</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>	<u>1</u>
<u>30</u> X	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>

Apr Atnd: 21

Accum: 149

May Atnd: 22

Accum: 171

June Atnd: 8

Accum: 179

**PT /In-Service/School Improv./Act of God/Interrupted Days/Delayed Start-Explanations****For 34-049-1030-02-0000 Lincolnshire-Prairieview SD 103**

School Begin Date:

08/23/2017

School End Date:

06/12/2018

Regular Day:

7:50AM - 2:55PM

Instruct. Day Lgth:

5 Hrs. 57 Mins.

Cal. Date	Cal. Code	Code Descr.	Student Attend.	Activity Time	Brief Explanation for Activity or School Closing
11/20/2017	XHS	Half-Day School Improvement Program	7:50AM 10:55AM	11:30AM 2:55PM	Parent Teacher conferences in the afternoon.
11/21/2017	FPT	Full-Day Parent/Teacher Conference		5:00PM 8:00PM	Parent Teacher conferences. Conferences the day before were in the evening from 5-8 p.m.
03/08/2018	XHS	Half-Day School Improvement Program	7:50AM 10:55AM	11:30AM 2:55PM	Parent Teacher conferences in the afternoon.
03/09/2018	FPT	Full-Day Parent/Teacher Conference		2:00PM 9:00PM	Parent Teacher conferences. Conferences the day before in the evening were from 2-9 for SP and HD, 1-8 for DW.
06/01/2018	XHS	Half-Day School Improvement Program	7:50AM 10:55AM	11:30AM 2:55PM	Student attendance in the am, teacher inservice in the pm
06/05/2018	XHI	Half-Day In-service	7:50AM 10:55AM	11:30AM 2:55PM	Student attendance in the am, teacher inservice in the pm



Lincolnshire – Prairie View School District 103  
1370 RIVERWOODS ROAD  
LINCOLNSHIRE, IL 60069  
847.295.4030  
(Fax) 847.295.9196

**Memo**

**To:** Board of Education  
**From:** Dr. Scott Warren  
**Date:** January 28, 2016  
**Re:** Half Day and Daniel Wright Roof Repair Update

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At the last meeting, it was reported the roof repairs for Half Day and Daniel Wright were pulled from the larger renovation project, and the District would bid this job, allowing a cost savings to the District. A verbal update of the process will be provided at this meeting.



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: RJ Bialk  
Cc: Scott Warren  
Date: January 28, 2016  
Re: 1:1 Teaching and Learning: Sprague School

---

### **1:1 Teaching and Learning: Sprague School**

We will continue to discuss the *1:1 Teaching and Learning* recommendation at Sprague School for the 2016-2017 school year and the overall financial impact to District 103.

Assumptions: All new devices will be an iPad Air 2, 16 GB - \$489 (inc. principal + interest) All new devices will be an iPad Pro, 32 GB - \$789 (inc. principal + interest)

	iPad Air 2	iPad Pro
All new cases will be Otterbox Defender Series Case - \$42.40	\$42	\$43
All new devices require \$20 worth of apps (over the life of 5 years)	\$20	\$0
Casper MDM at \$7 per device	\$7	\$7
Purchase of charging station per classroom (16 classrooms)	\$100	
There is a "technology fee" of \$150	\$150	\$175
Repairs per device/per year	\$10	\$10
Bandwidth Cost per year (district students sharing equal cost minus security needs)	\$48	

A 5% "buffer" added into the number of devices  
 A 4-year "refresh" rate of all devices iPad Air or newer  
 As of SY '16-'17, all existing iPads will be focused to 1st grade.  
 As of SY '16-'17, all Kindergarten rooms will have 5 iPads.  
 Technology specifications for educational applications will not drastically change.

	SY '16-'17				SY '17-'18				SY '18-'19				SY '19-'20				SY '20-'21			
Class of 2023	2nd Gr - 196	196	\$49,070	\$29,400																
Class of 2024	1st Gr - 156	156	\$25,428	\$23,400	2nd Gr - 168	168	\$25,180	\$25,200												
Class of 2025	K Gr - 141		0	\$0	1st Gr - 166	166	0	\$24,900	2nd Gr - 17	179	\$35,180	\$26,850								
Class of 2026					K Gr - 142	40	\$8,309		1st Gr - 167	167	\$53,723	\$29,225	2nd Gr - 180	180	0	\$31,500				
Class of 2027									K Gr - 138		\$8,309	\$0	1st Gr - 163	163	\$48,654	\$28,525	2nd Gr - 175	175	\$48,158	\$30,625
Class of 2028												\$0	K Gr - 140		\$8,309	\$0	1st Gr - 165	165	\$46,884	\$28,875
Class of 2029																	K Gr - 140		\$0	\$0
Device Specific Cost to District - Yearly	\$21,638				-\$6,611				\$40,537				-\$5,062				\$35,312			
Bandwidth Costs	\$16,896				\$16,032				\$16,608				\$16,464				\$16,320			
Faculty Refresh	\$0				\$11,179				\$11,179				\$11,179				\$0			
Assumptions	1. Year #1 of 2nd grade purchase. 2. Year #3 of, and final payment for 1st grade purchase. 3. Kindergarten, 1st grade & faculty device needs have not changed. 4. 1GB internet bandwidth.				1. Year #2 of 2nd grade purchase. 2. Year #1 of Kindergarten purchase. 3. Year #1 of Faculty purchase. 4. 1GB internet bandwidth.				1. Year #3 of 2nd grade purchase, balance paid in full. 2. Year #2 of Kindergarten purchase. 3. Year #2 of Faculty purchase. 4. Year #1 of 1st grade purchase. 5. 1GB internet bandwidth.				1. Year #3 of Kindergarten purchase. 2. Year #3 of Faculty purchase. 3. Year #2 of 1st grade purchase. 4. 1GB internet bandwidth.				1. Year #3 of Kindergarten purchase. 2. Year #3 of 1st grade purchase. 3. Year #1 of 2nd grade purchase. 4. 1GB internet bandwidth.			
Annual Net Cost	\$38,534				\$20,600				\$68,324				\$22,581				\$51,632			
Cumulative Annual Net Cost	\$38,534				\$59,134				\$127,458				\$150,039				\$201,671			



Lincolnshire – Prairie View School District 103  
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LINCOLNSHIRE, IL 60069  
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Memo

To: Board of Education  
From: Scott Warren  
Date: January 28, 2016  
Re: 1<sup>st</sup> Reading for Board Policies Issues 88 & 89

---

The following policies have been updated and presented for your review.

**Policy Issue 88**

2:250 Access to District Public Records  
3:40 Superintendent  
3:50 Administrative Personnel other than the Superintendent - New to District  
3:60 Administrative Responsibility of the Building Principal  
4:45 Insufficient Fund Checks and Debt Recovery  
5:40 Communicable and Chronic Infectious Disease  
5:120 Ethics and Conduct  
5:180 Temporary Illness or Temporary Incapacity  
5:270 Employment At-Will, Compensation, and Assignment  
5:290 Employment Termination and Suspensions  
5:330 Sick Days, Vacation, Holidays, and Leaves  
6:15 School Accountability  
6:40 Curriculum Development

**Policy Issue 89**

2:160 Board Attorney  
2:160-E Checklist for Selecting a Board Attorney - NEW  
2:260 Uniform Grievance Procedure  
4:50 Payment Procedures  
5:50 Drug and Alcohol-Free Workplace; Tobacco Prohibition  
5:170 Copyright  
5:270 Employment At-Will, Compensation, and Assignment  
5:290 Employment Termination and Suspensions  
6:140 Education of Homeless Children  
7:10 Equal Educational Opportunities  
7:40 Nonpublic School Students, Including Parochial and Home-Schooled Students  
7:260 Exemption from Physical Activity

7:310 Restrictions of Publications  
7:325 Student Fundraising Activities - Reenamed and Rewritten  
8:10 Connection with the Community  
8:80 Gifts to the District - Rewritten

**Policies on Hold:**

2:140-E Exhibit - Guidance for Board Member Communications, Including Email  
5:330 Education Support Personnel - Sick Days, Vacation, Holidays, and Leaves

**Policy to Add:**

4:80 Accounting and Audits

**REWRITTEN**

2:250

**Board of Education**

**Access to District Public Records**

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response.

yes  
DHW

yes  
**Comment [AP1]:** This sentence allows a board to monitor the district's compliance with FOIA, which FOIA calls a *fundamental obligation* of the board.  
**Issue 88, May 2015**

**Freedom of Information Officer**

The Superintendent shall serve as the District's Freedom of Information Officer and assumes all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of the responsibility for the action that was delegated.

no  
**Comment [AP2]:** OPTION 1: A board may alter this paragraph in one of three ways:  
A. Insert another job title in place of Superintendent. If so, please indicate on your Response Form or include district edits.  
B. Replace paragraph with: "The Board will appoint an employee to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and this policy."  
C. Replace paragraph with: "The Superintendent shall appoint an employee, who may be himself or herself, to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and this policy."  
**Issue 88, May 2015**

**Definition**

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

**Requesting Records**

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

no  
**Comment [AP3]:** OPTION 2: Districts may, but are not required to, accept oral requests. The response to an oral request should be documented.  
Add this option after the first sentence if the district wants to accept oral requests: "Oral requests may be accepted provided personnel are available to handle them."  
**Issue 88, May 2015**

**Responding to Requests**

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome.

yes  
**Comment [AP4]:** This sentence is changed to help prevent inadvertent FOIA violations caused by staff members who informally respond to record requests.  
**Issue 88, May 2015**

Within 5 business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to 5 business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a *recurrent requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

yes

Comment [AP5]: Time periods are now extended for *voluminous requests*.

Issue 88, May 2015

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

yes

Comment [AP6]: This section is amended to increase efficiency and avoid paraphrasing a complex law. The first paragraph authorizes the FOIA Officer to establish a fee schedule without needing the board's prior approval. Section 6(a) states: "If a request is not a request for a commercial purpose or a voluminous request, a public body may not charge the requester for the costs of any search for and review of the records or other personnel costs associated with reproducing the records." This implies that a search and review fee may be charged when responding to a request for a *commercial purpose* or a *voluminous request*. However, Sec. 6(b) states that the search and review fee described in Sec. 6(f) may be charged *only to* someone making a *commercial request*. Sec. 6(f) contains the maximum amounts that may be charged for search and review but does not explain when they may be charged.

The FOIA Officer will need to consult the board attorney concerning fees.

Issue 88, May 2015

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. **No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.**

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

yes

Comment [AP7]: This sentence is added to increase efficiency. To see the FOIA fee schedule, refer to 2:250-AP1, *Access to and Copying of District Public Records*.

Issue 88, May 2015

yes

Comment [AP8]: 5 ILCS 140/6(c) makes it mandatory to furnish records "without charge or at a reduced charge" if the request is in the *public interest* as defined by FOIA.

**OPTION 3:** If a board wants to indicate when a reduction is available by paraphrasing the statute, it may substitute the following alternative for the default paragraph:  
"A fee reduction is available if the person requesting the record states a specific purpose for the request and indicates that a fee reduction is in the public interest by having as its principal purpose the preservation of the general public's health, safety, welfare, or legal rights and is not for the principal purpose of personal or commercial benefit. The Freedom of Information Officer shall set the amount of the reduction, taking into consideration the amount of material requested and the cost of copying it."

No

Issue 88, May 2015

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

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.

LEGAL REF.: 5 ILCS 140/, Illinois Freedom of Information Act.  
105 ILCS 5/10-16 and 5/24A-7.1.  
820 ILCS 40/11.  
820 ILCS 130/5.

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records),  
7:340 (Student Records)

ADOPTED:

Compare to current policy 2:250, or consider adding to your manual if not currently included.

*yes*

**Comment [AP9]:** OPTION 4: Public bodies may adopt rules for the times and places where records will be made available (5 ILCS 140/3(h)). A board may amend this sentence to reflect other times and/or places where records will be made available. If so, please indicate on your Response Form or include district edits.  
*No alternate wording*  
Issue 88, May 2015

*yes*

**Comment [AP10]:** OPTION 5: A district may reduce FOIA requests by posting records on its website. Many records are required to be web-posted, see 2:250-E3, *Immediately Available District Public Records and Web-Posted Reports and Records*. If the district does not have a website, change this sentence as follows: "Some public records are available for immediate access including a description of the process for requesting a public record, and a list of all types or categories of records under its control."  
*No*

*yes*

**Comment [AP11]:** The last two sentences in this paragraph are added in response to 5 ILCS 140/8.5, added by P.A. 98-1129.  
Issue 88, May 2015

# DRAFT UPDATE

## General School Administration

### Superintendent

#### Duties and Authority

yes  
AMW

The Superintendent is the District's executive officer and is responsible for the administration and management of the District's schools 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. The Superintendent is authorized to develop administrative procedures to implement Board of Education policy.

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 of Education 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 ~~shall~~ **must** have **and maintain** a ~~valid administrative certificate~~ **Professional Educator License** with ~~the~~ **superintendent endorsement** issued by the Illinois State Educator Preparation and Licensure Board.

#### Evaluation

The Board of Education will evaluate the Superintendent's performance and effectiveness according to the terms contained in the Superintendent's employment agreement. A specific time should be designated for a formal evaluation session with all Board of Education 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, additional schooling, and in-service training.

#### Compensation and Benefits

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

**Comment [AP1]:** Policy language was edited in response to amendments that the Ill. State Board of Education (ISBE) made to 23 Ill. Admin. Code Part 25. Part 25 continues to incorporate P.A. 97-607, which changed teacher certification to educator licensure as of July 1, 2013.  
**Issue 88, May 2015**

- LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-20.47, 5/10-21.4, 5/10-23.8, ~~21-7.1~~, 5/21B-20, 5/21B-25, 5/24-11, and 5/24A-3.  
23 Ill.Admin.Code §§1.310, 1.705, and 29.130.
- 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)
- ADOPTED: ~~September 18, 2012~~

## General School Administration

### Administrative Personnel Other Than the Superintendent <sup>1</sup>

#### Duties and Authority

The School Board 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, Building Principals. 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. <sup>2</sup> In the event of a conflict, State law and/or the administrator's employment agreement shall control.

yes  
AHW

#### 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. <sup>3</sup>

#### Evaluation

The Superintendent or designee shall evaluate all administrative personnel and make employment and salary recommendations to the Board. <sup>4</sup>

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

<sup>1</sup> State or federal law controls this policy's content. 105 ILCS 5/10-23.8a requires each principal, assistant principal, and other school administrator to be employed under either: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights but does not lose any previously acquired tenure credit with the district. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators.

<sup>2</sup> Job descriptions are advisable, but optional. See policy 5:30, *Hiring Process and Criteria*, for a discussion of job descriptions. An ISBE rule (23 Ill.Admin.Code §1.310) allows *divided service*, meaning that a superintendent or principal may be employed by two school districts or serve in 2 professional capacities provided that full-time equivalency results in a maximum of one full-time position. In districts with an enrollment of 100 or fewer, an individual may serve as superintendent/principal and teach up to ½ day.

<sup>3</sup> 105 ILCS 5/21B-20 and 5/21B-25 govern Professional Educator Licenses and administrative, principal, and chief school business official endorsements. The requirements for supervisory or administrative staff are in 23 Ill.Admin.Code §1.705; the requirements for endorsements are in 23 Ill.Admin.Code Part 25, Subpart E. Standards for Administrative Endorsements are in 23 Ill.Admin.Code Part 29.

The following option may be added at the end of this paragraph:

Administrative personnel must reside in the District within a specified period as provided in their initial employment agreement.

State law (105 ILCS 5/24-4.1) prohibiting residency requirements for teachers does not apply to non-instructional personnel, e.g., assistant principals. Owen v. Kankakee School Dist., 632 N.E.2d 1073 (Ill.App.3, 1994). A board may impose residency requirements on a principal or assistant principal only if the individual's initial contract with the district made residency an express condition of employment or continued employment as a principal (105 ILCS 5/10-21.4a). Residency within a district may not be considered in determining a principal's compensation, assignment, or transfer (Id.).

<sup>4</sup> All licensed school district employees must be evaluated (105 ILCS 5/24A-1, 23 Ill.Admin.Code §1.320). Each district must implement a performance evaluation plan for its principals and assistant principals (105 ILCS 5/24A-15, 23 Ill.Admin.Code §50.300). The statutory deadline for evaluating principals and assistant principals depends on whether the individual's employment contract is for one year or multiple years: (1) the evaluation of individuals on a single year contract must take place annually by March 1, and (2) the evaluation of individuals on a multi-year contract must take place by March 1 of the contract's final year (105 ILCS 5/24A-15). Individual contracts may require an earlier deadline. 105 ILCS 5/24A-3 requires that an individual who conducts an evaluation of a teacher, principal, or assistant principal, (1) be requalified before undertaking any evaluation, and (2) participate in a regularly scheduled retraining program.

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. 5

#### 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. 6

#### Compensation and Benefits

The Board and each administrator shall enter into an employment agreement that complies with Board policy and State law. 7 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. 8

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

5 The professional growth reporting requirements in this paragraph are optional. However, professional development activities are required for license renewal. 105 ILCS 5/21B-45 contains the license renewal process.

A school board must require the administrators who evaluate employees to complete training on the evaluation of licensed personnel that is provided or approved by ISBE (105 ILCS 5/24A-3 and 5/24A-20(a)(4)). Any prequalification process or retraining program developed and used by a school district must, at a minimum, meet the requirements of 23 Ill.Admin.Code Part 50, Subpart E. Administrative personnel must participate in this training (1) before they evaluate, and (2) at least once during each certificate renewal cycle (Id.).

6 Legal holidays are provided by 105 ILCS 5/24-2.

7 According to 105 ILCS 5/10-23.8a, a principal, assistant principal, and any other school administrator must be employed under either: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights but does not lose any previously acquired tenure credit with the district. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators.

The employment contract should be *in writing* even though the School Code does not require it to be written. Contact the board attorney for assistance. An administrator who is not working under a written contract is presumed to have a contract of one year's duration. Schaumburg Community Consolidated School Dist. v. TRS, 985 N.E.2d 305 (Ill.App.4, 2013)(interpreting 105 ILCS 5/10-23.8a). The Ill. Statute of Frauds may make it impossible to execute an *oral* multi-year administrator contract or to *orally* extend a multi-year written contract (740 ILCS 80/1).

The Open Meetings Act requires all Ill. Municipal Retirement Fund (IMRF) employers, which includes school boards, to: (1) within 6 business days after approving a budget, web-post each employee's total compensation package if it exceeds \$75,000 per year; and (2) at least 6 days before approval, web-post an employee's total compensation package if it is \$150,000 or more (5 ILCS 120/7.3). Conflicting opinions concern whether school districts must comply with these posting requirements for their employees who do not participate in IMRF. Contact the board attorney for advice.

Annually by Oct. 1, each school board must report to ISBE the base salary and benefits of the superintendent, administrators, and teachers it employs (105 ILCS 5/10-20.47). Before this annual reporting to ISBE, the information must be presented at a regular school board meeting and then posted on the district's website, if any.

8 State law does not address when the board should consider salary issues. The March deadline was chosen because the statutory notice deadline for reclassification is April 1 of the year in which a principal or assistant principal's contract expires unless the contract provides for an earlier deadline (105 ILCS 5/10-23.8b). Alternatively, the policy could require that recommendations be presented "in a timely manner."

Unless stated otherwise in individual employment contracts, all benefits and leaves of absence available to teaching personnel are available to administrative personnel. <sup>9</sup>

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), 5:30 (Hiring Process and Criteria), 5:250 (Leaves of Absence)

ADOPTED:

Consider adding this policy to the district's manual.  
The footnotes are for information only and will not appear in the adopted version.

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

<sup>9</sup> State law does not require that administrative and teaching personnel receive identical benefits and leaves of absence, but it does set the minimum in days and type for all certificated personnel.

3:50

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# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

3:60

## General School Administration

### Administrative Responsibility of the Building Principal

#### Duties and Authority

The Board of Education, upon the recommendation of the Superintendent, employs Building Principals as the chief administrators and instructional leaders of their assigned schools, and may employ Assistant Principals. The primary responsibility of a Building Principal is the improvement of instruction. Each Building Principal shall perform all duties as described in State law as well as such other duties as specified in the Building Principal's contract or as the Superintendent may assign, that are consistent with the Building Principal's education and training.

~~The Board and each Building Principal and Assistant Principal shall enter into an employment agreement that conforms to Board policy and State law. The terms of an individual employment contract, when in conflict with this policy, will control.~~

Each Building Principal 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 Principals and Assistant Principals 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 shall evaluate each Building Principal 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.: 10 ILCS 5/4-6.2.  
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.  
105 ILCS 127/.  
23 Ill.Admin.Code Parts 35 and 50, Subpart D.
- CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 5:250 (Leave of Absence)
- ADOPTED: ~~December 17, 2013~~

**Comment [AP1]:** Subheads were added to enhance readability and to refer to policy 3:50, *Administrative Personnel Other Than the Superintendent*.

Issue 88, May 2015

**Comment [AP2]:** This paragraph was relocated to policy 3:50, *Administrative Personnel Other Than the Superintendent*.

Issue 88, May 2015

yes  
ANW

# DRAFT UPDATE

## Operational Services

### Insufficient Fund Checks and Debt Recovery

The Assistant Superintendent for Business or designee is responsible for collecting the maximum fee authorized by State law for returned checks written to the District which are not honored upon presentation to the respective bank or other depository institution for any reason. The Assistant Superintendent of Business or designee is authorized to contact the ~~District's Board~~ Attorney whenever necessary to collect the returned check amount, fee, collection costs and expenses, and interest.

Comment [AP1]: Edited for clarity.

Issue 88, May 2015

### Delinquent Debt Recovery

The Superintendent is authorized to seek collection of delinquent debt owed the District to the fullest extent of the law.

To participate in the ~~A Local Debt Recovery Program may be available through the Illinois Office of the Comptroller (IOC) in the future. To participate in it,~~ an intergovernmental agreement (IGA) between the District and the IOC must be in existence. The IGA establishes the terms under which the District may refer a delinquent debt ~~owed it over~~ to the IOC for an offset (deduction). Then IOC may execute an offset of, in the amount of the delinquent debt owed to the District, from a future payment that the State makes to an individual or entity responsible for paying the delinquent debt.

Comment [AP2]: This paragraph is edited to further clarify that an intergovernmental agreement with the Illinois Office of the Comptroller (IOC) is currently unavailable.

Issue 88, May 2015

The Superintendent or designee shall execute the requirements of the IGA. While executing the requirements of the IGA, the Superintendent or designee is responsible, without limitation, for each of the following:

1. Providing a District-wide, uniform, method of notice and due process to the individual or entity against whom a claim for delinquent debt payment (*claim*) is made. Written notice and an opportunity to be heard must be given to the individual or entity responsible for paying a delinquent debt before the claim is certified to the IOC for offset. The notice must state the claim's amount, the reason for the amount due, the claim's date or time period, and a description of the process to challenge the claim. An individual or entity challenging a claim shall be provided an informal proceeding to refute the claim's existence, amount, or current collectability; the decision following this proceeding shall be reviewable. If a waiver of student fees is requested as a challenge to paying the claim, and the waiver of student fees is denied, an appeal of the denial of a fee waiver request shall be handled according to 4:140, *Waiver of Student Fees*. If no waiver of student fees is requested, reviews regarding payment of the claim shall be handled according to this policy before certification to the IOC for offset.
2. Certifying to the IOC that the debt is past due and legally enforceable, and notifying the IOC of any change in the status of an offset claim for delinquent debt.
3. Responding to requests for information from the IOC to facilitate the prompt resolution of any administrative review requests received by the IOC.

LEGAL REF.: 15 ILCS 405/10.05 and 10.05d.  
810 ILCS 5/3-806.

ADOPTED: April 21, 2015

YLA  
AHW

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:40

## General Personnel

### Communicable and Chronic Infectious Disease

yes  
AHW

The Superintendent or designee shall develop and implement procedures for dealing with known or suspected cases of a communicable and chronic infectious disease involving a District employee consistent with State and federal law, rules of the Illinois Department of Public Health, and Board of Education policies.

Employees with a communicable or chronic infectious disease will be permitted to retain their positions 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.

**Comment [AP1]:** The policy and Legal References are updated.  
Issue 88, May 2015

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.; 29 C.F.R. §1630.1 et seq., amended by the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325.  
Rehabilitation Act of 1973, 29 U.S.C. §791; 34 C.F.R. §104.1 et seq.  
Department of Public Health Act, 20 ILCS 2305/6.  
105 ILCS 5/24-5.  
Personnel Record Review Act, 820 ILCS 40/  
Control of Communicable Diseases, 77 Ill.Admin.Code Part 690.

CROSS REF.: 2:150 (Committees), 5:30 (Hiring Process and Criteria), 5:180 (Temporary Illness or Temporary Incapacity)

ADOPTED: June 13, 2011

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:120

## General Personnel

### Ethics and Conduct

yes  
AHW

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. In addition, the *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education, is incorporated by reference into this policy. Any employee who sexually harasses a student or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal.

The following employees must file a "Statement of Economic Interests" as required by the Illinois Governmental Ethics Act:

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

Comment [AP1]: Edited to enhance clarity  
Issue 88, May 2015

### Ethics and Gift Ban

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

### Prohibited Interests, Limitation of Authority, and Outside Employment and Conflict of Interest

~~No District employee~~ In accordance with Section 22-5 of the School Code, "no school officer or teacher shall be ~~directly or indirectly~~ interested in any contract, work, or business of the District, or in the sale, proceeds, or profits of any article ~~bybook, apparatus, or furniture used or to the District, be used in any school with which such officer or teacher may be connected.~~" except when the employee is the author or developer of instructional materials listed with the Illinois State Board of Education and adopted for use by the School Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District.

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

Comment [AP2]: This section is changed to quote the statute because the statute does not define important terms, making it difficult to paraphrase. No appellate decision defines *school officer or apparatus*, or what is meant by *connected*. The statute was enacted in 1961, but earlier versions were in the School Code much longer. A violation of this prohibition is a Class A misdemeanor.

Issue 88, May 2015

# ***DRAFT UPDATE***

Incorporated  
by reference: 5:120-E (Exhibit - Code of Ethics for Illinois Educators)

LEGAL REF.: U.S. Constitution, First Amendment.  
5 ILCS 420/4A-101 and 430/  
50 ILCS 135/  
105 ILCS 5/10-22.39; and 5/22-5; and 5/24-22.  
775 ILCS 5/5A-102.  
23 Ill.Admin.Code Part 22, Code of Ethics for Illinois Educators.  
Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).  
Garcetti v. Ceballos, 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban); 5:100 (Staff Development Program)

ADOPTED: ~~December 17, 2013~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:180

## General Personnel

### Temporary Illness or Temporary Incapacity

A temporary illness or temporary incapacity is an illness or other capacity of ill-being that renders an employee physically or mentally unable to perform assigned duties. During such a period, the employee can use accumulated sick leave benefits. However, income received from other sources (worker's compensation, District-paid insurance programs, etc.) will be deducted from the District's compensation liability to the employee. The Board of Education's intent is that in no case will the employee, who is temporarily disabled, receive more than 100 percent of their gross salary.

Those insurance plans privately purchased by the employee and to which the District does not contribute, are not applicable to this policy.

If illness, incapacity, or any other condition causes a teacher or other licensed employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive work days, such absence may be considered a permanent disability and the Board may begin dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act. The Superintendent may recommend this paragraph's use when circumstances strongly suggest that the teacher or other licensed employee returned to work intermittently in order to avoid this paragraph's application. This paragraph shall not be considered a limitation on the Board's authority to take any action concerning an employee that is authorized by State and federal law.

Any employee may be required to have an examination, at the District's expense, by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervisor to perform health examinations if the examination is job-related and consistent with business necessity.

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. §12102.  
105 ILCS 5/10-22.4, 5/24-12, and 5/24-13.  
Elder v. School Dist. No. 127 1/2, 208 N.E.2d 423 (Ill.App.1, 1965).  
School District No. 151 v. ISBE, 507 N.E.2d 134 (Ill.App.1, 1987).

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

ADOPTED: ~~October 21, 2014~~

No change needed  
DHW

**Comment [AP1]:** Despite the statute's limitation to licensed employees, many boards apply this language to educational support personnel. Consult the board attorney about whether to apply this language to educational support personnel. This change may trigger a bargaining requirement with a bargaining unit for educational support personnel.

**OPTION:** To apply this language to both licensed and educational support personnel, strike ~~teacher or other licensed~~, replacing the first two sentences with: "If illness, incapacity, or any other condition causes an employee to be absent in one school year, after exhaustion of all available leave, for more than 90 consecutive work days, such absence may be considered a permanent disability and the Board may begin dismissal proceedings subject to State and federal law, including the Americans with Disabilities Act. The Superintendent may recommend this paragraph's use when circumstances strongly suggest that the employee returned to work intermittently in order to avoid this paragraph's application."

Issue 88, May 2015

**Comment [AP2]:** See option, above.

Issue 88, May 2015

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:270

## Educational Support Personnel

### Employment At-Will, Compensation, and Assignment

#### Employment At-Will

Unless otherwise specifically provided, District employment is at-will, meaning that employment may be terminated by the District or employee at any time for any reason, other than a reason prohibited by law, or no reason at all. Nothing in Board of Education policy is intended or should be construed as altering the employment at-will relationship.

Exceptions to employment at-will may include employees who are employed annually, have an employment contract, or are otherwise granted a legitimate interest in continued employment. The Superintendent is authorized to make exceptions to employing ~~non-certificated~~~~nonlicensed~~ employees at-will but shall maintain a record of positions or employees who are not at-will, ~~and the reason for the exception.~~

#### Compensation and Assignment

Please refer to the current "Lincolnshire-Prairie View School District 103 Classified Staff Employee Handbook."

#### For employees not covered by this handbook:

The Board of Education will determine salary and wages for educational support personnel. Increments are dependent on evidence of continuing satisfactory performance. An employee covered by the overtime provisions in State or federal law shall not work overtime without the prior authorization from the employee's immediate supervisor. Educational support personnel are paid twice a month. The Superintendent is authorized to make assignments and transfers of educational support personnel.

LEGAL REF.: 105 ILCS 5/10-22.34 and 5/10-23.5.  
Griggsville-Perry Community Unit School Dist. No. 4 v. Illinois Educ. Labor Relations Bd., 963 N.E.2d 332 (Ill.App.4, 2013).  
Cook v. Eldorado Community Unit School District, No. 03-MR-32 (Ill.App.5, 2004).  
Duldulao v. St. Mary of Nazareth Hospital, 483 N.E. 2d 956 (Ill.App.1, 1985), *aff'd in part and remanded*, 505 N.E.2d 314 (Ill. 1987).  
Kaiser v. Dixon, 468 N.E. 2d 822 (Ill.App.2, 1984).

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment) 5:35 (Compliance with the Fair Labor Standards Act), 5:290 (Educational Support Personnel - Employment Termination and Suspensions), 5:310 (Educational Support Personnel - Compensatory Time-Off)

ADOPTED: July 10, 2006

**Comment [AP1]:** The policy and Legal References are edited to delete certificated and for efficiency reasons.  
Issue 88, May 2015

yes  
AHW

# DRAFT UPDATE

## Educational Support Personnel

### Employment Termination and Suspensions

#### Resignation and Retirement

An employee is requested to provide 2 weeks' notice of a resignation. A resignation notice cannot be revoked once given. An employee planning to retire should notify his or her supervisor at least 2 months before the retirement date.

#### Non-RIF Dismissal

The District may terminate an at-will employee at any time for any reason, subject to State and federal law.

Employees who are employed annually or have a contract, or who otherwise have a legitimate expectation of continued employment, may be dismissed: (1) at the end of the school year or at the end of their respective contract after being provided appropriate notice and after compliance with any applicable contractual provisions, or (2) mid-year or mid-contract provided appropriate due process procedures are provided.

The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

#### Reduction in Force and Recall

~~This section is applicable whenever~~ The Board decides may, as necessary or prudent, decide to decrease the number of educational support personnel or to discontinue some particular type of educational support service and, as a result of that action, an educational support employee is removed, dismissed, or his or her hours are reduced dismiss or reduce the hours of one or more educational support employees. When making decisions concerning reduction in force and recall, the Board will follow Sections 10-22.34c (outsourcing non-instructional services) and 10-23.5 (procedures) of the School Code, to the extent they are applicable and not superseded by legislation or an applicable collective bargaining agreement.

~~The Board shall use a seniority list to determine the order of dismissal or removal. The seniority list, categorized by positions, shows the length of continuing service of each full-time educational support employee. The employee with the shorter length of continuing service within the respective category of position shall be dismissed first.~~

~~Except as provided below, written notice will be given the employee by certified mail, return receipt requested, at least 30 days before the employee is removed or dismissed, or his or her hours are reduced, together with a statement of honorable dismissal and the reason therefore if applicable. The prior written notice will be extended to at least 90 days if the lay-off is due to the District entering into a contract with a third party for non-instructional services. The prior written notice will be shortened to at least 5 days before an employee's hours are reduced as a result of an unforeseen reduction in the student population.~~

~~Any vacancies for the following school term or within one calendar year from the beginning of the following school term, shall be offered to the employees so removed or dismissed from that category or any other category of position provided they are qualified to hold such positions.~~

#### Final Paycheck

A terminating employee's final paycheck will be adjusted for any unused, earned vacation credit. Employees are paid for all earned vacation. Terminating employees will receive their final pay on the next regular payday following the date of termination, except that an employee dismissed due to a

JD  
DHW

**Comment [AKL1]:** This section is updated, and the paragraphs paraphrasing the RIF statute (for nonlicensed employees) are omitted because it is unnecessary in a governance policy and is frequently superseded by collectively bargained provisions  
Issue 88, May 2015

# ***DRAFT UPDATE***

reduction in force shall receive his or her final paycheck on or before the next regular pay date following the last day of employment.

## Suspension

Except as provided below, the Superintendent is authorized to suspend an employee without pay as a disciplinary measure, during an investigation into allegations of misconduct or pending a dismissal hearing whenever, in the Superintendent's judgment, the employee's presence is detrimental to the District. A disciplinary suspension shall be with pay: (1) when the employee is exempt from the overtime provisions, or (2) until an employee with an employment contract for a definite term is provided a notice and hearing according to the suspension policy for professional employees.

Any criminal conviction resulting from the investigation or allegations shall require the employee to repay to the District all compensation and the value of all benefits received by the employee during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.: 5 ILCS 430 et seq.  
105 ILCS 5/10-22.34c and 5/10-23.5.  
820 ILCS 105/4a.  
Griggsville-Perry Community Unit School Dist. No. 4 v. Illinois Educ. Labor Relations Bd., 963 N.E.2d 332 (Ill.App.4, 2013).

CROSS REF.: 5:240 (Professional Personnel - Suspension), 5:270 (Educational Support Personnel - Employment At-Will, Compensation, and Assignment)

ADOPTED: November 8, 2010

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:330

## Educational Support Personnel

### Sick Days, Vacation, Holidays, and Leaves

Sick Leaves, Vacation, Holidays, Personal Leave/Emergencies, Bereavement Leave, Maternity Leave and Adoption Leave

Please refer to the current "Lincolnshire-Prairie View School District 103 Classified Staff Employee Handbook."

### Leaves for Service in the Military and General Assembly

Educational support personnel receive military and General Assembly leaves on the same terms and conditions granted professional staff.

### School Visitation Leave

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

### Leaves for Victims of Domestic or Sexual Violence

Educational support personnel receive a leave for victims of domestic or sexual violence on the same terms and conditions granted professional staff.

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

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

### Leave to Serve as an Election Judge

Educational support personnel receive leave to serve as an election judge on the same terms and conditions granted professional staff.

**Comment [AP1]:**  
OPTION: The Illinois Municipal Retirement Fund requires that public bodies have a written plan allowing eligible employees to convert their eligible accumulated sick leave to service credit upon retirement (40 ILCS 5/7-139(a)(8)). If the CBA referred to in this section contains this written plan, the subhead can be amended to add: IMRF Service Credit Plan

No

If this option is selected, 40 ILCS 5/7-139 will be added to the Legal References.

Issue 86, August 2014

yes  
DLW

**Comment [AP2]:** A new type of leave is added pursuant to 105 ILCS 5/13-2.5, amended by P.A. 98-691.

Issue 88, May 2015

LEGAL REF.: 20 ILCS 1805/30.1 et seq.  
105 ILCS 5/10-20.7b, 5/24-2, and 5/24-6.  
820 ILCS 147 and 180/4 et seq.  
School Dist 151 v. ISBE, 507 N.E.2d 134 (Ill.App.1, 1987); Elder v. School Dist. No.127 1/2, 208 N.E.2d 423 (Ill.App.1, 1965).

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

ADOPTED: ~~December 14, 2009~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

6:15

## Instruction

### School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Illinois State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards.

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

### Quality Assurance

The Board of Education continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State Board of Education rules, by:

1. Preparing each school's annual recognition application and quality assurance appraisal, whether internal or external, to monitor each school's process for continuous school improvement.
2. If needed, submit School Improvement Plans for Board approval that comply with State law and contain:
  - District student learning objectives;
  - Assessment systems for measuring students' progress in the fundamental learning areas; and
  - Reporting systems for informing the community and the State of assessment results.
3. Continuously monitoring whether the District and its schools are making adequate yearly progress as defined by State law. If the District and/or any of its schools fail to make adequate yearly progress, the Superintendent shall take the actions provided in State law as well as other responses designed to increase the likelihood that the District and/or schools will make adequate yearly progress the following year. The Superintendent shall seek the Board of Education's approval where necessary or advisable.
4. Publishing a school report card in accordance with State law.
5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers.

The Superintendent or designee shall make regular assessment reports to the Board, including projections whether the District and each school is or will be making adequate yearly progress as defined in State law. The Superintendent shall seek Board approval for each District and/or school improvement plan and otherwise when necessary or advisable.

**Comment [AP1]:** A new directive to the superintendent is required by 105 ILCS 5/2-3.153. The State Superintendent must publicly report on selected indicators of learning conditions resulting from the administration of the instrument at the individual school, district, and State levels.

Issue 88, May 2015

Yes  
AHW

6:15

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# ***DRAFT UPDATE***

LEGAL REF.: No Child Left Behind Act, §1116, 20 U.S.C. §6316.  
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.  
105 ILCS 5/2-3.25d, 5/2-3.63, ~~5/2-3.64~~, 5/2-3.64a-5, 5/10-21.3a, and 5/27-1.  
23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

ADOPTED: ~~July 10, 2006~~

# DRAFT UPDATE

## Instruction

### Curriculum Development

#### Adoption

The Superintendent or designee shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals.
2. Student needs as identified by research, demographics, and student achievement and other data.
3. The knowledge, skills, and abilities required for students to become life-long learners.
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements.
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available.
6. The Illinois State Learning Standards and any District learning standards.
7. Any required State or federal student testing.

The Board of Education will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria.

#### Development

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The curriculum review program shall:

1. Ensure regular evaluations of the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, and administrators, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

#### Innovative Educational Programs and Pilot Projects

The Superintendent may recommend innovative educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

#### Curriculum Guides and Course Outlines

The Superintendent or designee shall develop and provide subject area curriculum guides to appropriate staff members.

**Comment [AP1]:** This policy is unchanged. A cross-reference is added.

Issue 88, May 2015

yes  
AHW

# ***DRAFT UPDATE***

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues), 6:100 (Using Animals in the Educational Program), 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

ADOPTED: ~~July 10, 2006~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

2:160

## Board of Education

### Board Attorney

*yes*  
The Board of Education may enter into ~~an agreement~~ agreements for legal services with ~~a specific attorney or law firm~~ one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the School Board in its capacity as the governing body for the School District. The Board Attorney shall not represent another client if the representation involves a concurrent conflict of interest, unless permitted by the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The attorney will:

1. Serve as counselor to the Board ~~at all regular meetings and at special and attend Board~~ meetings when requested by the Superintendent or Board President;
2. Represent the District in any matter as requested by the Board of Education;
3. Provide written opinions on legal questions as requested by the Superintendent or Board President;
4. Approve, prepare, or supervise the preparation of legal documents and instruments and perform such other legal duties as the Board of Education may request; and
5. Be available for telephone consultation.

The District will only pay for legal services that are provided in accordance with the agreement for legal services or are otherwise authorized by this policy or a majority of the Board.

The Superintendent, his or her designee, or Board President, are authorized to confer with and/or seek the legal advice of the Board Attorney. The Board may authorize a specific member to confer with legal counsel on its behalf.

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to consider the matter.

The Board of Education retains the right to consult with or employ other attorneys and to terminate the service of any attorney.

LEGAL REF.: Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client) of the Ill. Rules of Professional Conduct adopted by the Ill. Supreme Court.

CROSSS REF.: 4:60 (Purchases and Contracts)

ADOPTED: July 10, 2006

**Comment [AKL1]:** The changes clarify that: (1) the school board may select one or more attorneys or law firms as *Board Attorneys*; (2) the *Board Attorney* represents the school board as the governing body for the district; and (3) the *Board Attorney* must not represent another client if the representation would create a conflict of interest.

The new text is a restatement of the Ill. Supreme Court's rules governing the professional conduct of attorneys.

**Issue 89, August 2015**

# NEW

August 2015

2:160-E

## Board of Education

### Exhibit - Checklist for Selecting a Board Attorney

The Board of Education selects and retains the Board Attorney(s). The Board may use this checklist for guidance when it selects and retains attorney(s) and/or law firms for legal services. This checklist is designed for the Board to use a request for proposal (RFP) process to seek outside attorneys/law firms, but it can be adapted for an application process, if the Board seeks an in-house attorney. For more information, call the IASB Office of General Counsel; see its current phone numbers at [www.iasb.com/whatis/staff.cfm](http://www.iasb.com/whatis/staff.cfm).

**Comment [A1]:** The exhibit is a checklist designed to assist school boards in selecting and retaining legal counsel.  
**Issue 89, August 2015**

yes  
AHW

**Determine what type of legal services the District needs.**

1. Review Board policy 2:160, *Board Attorney*. **Note:** Critically analyze whether the District's legal needs are best served by in-house attorney(s) or outside attorney(s)/law firms. Many districts use a combination of these services. Many districts also use multiple attorney(s)/law firms for their specialties, e.g., different law firms for bond counsel, special education, or labor law. This checklist is designed for the Board to use a request for proposal (RFP) process to seek outside attorney(s)/law firms, but it can be adapted for an application process, which would better fit if the Board seeks an in-house attorney.
2. Consider the following factors to analyze the type(s) of legal services needed for the District including, but are not limited to:
  - District's size;
  - Any past and current experiences with legal matters;
  - Complexity of the District's legal needs;
  - Availability of expertise; and
  - Cost of outside fees compared to internal staff expenses for an in-house arrangement.

**Develop a list of qualifications necessary for providing quality legal services to the District.**

1. Review policy 4:60, Purchases and Contracts. **Note:** While State law exempts hiring an attorney from bidding requirements (105 ILCS 10-20.21(a)), the Board may want to review its procurement processes and align contracts for legal services to its non-bidding-related standards for purchases, e.g., avoiding favoritism, staying within the District's budget, etc.
2. Develop the list of qualifications. The major qualifications include, but are not limited to:
  - Licensed to practice law in Illinois and in good standing with the Illinois Attorney Registration and Disciplinary Commission (ARDC) (see checklist item *Conduct a reference check and other background investigations*, below)
  - Member of the District's assigned United States district court and the Seventh Circuit Court of Appeals
  - Substantive knowledge and experience in the legal areas matching District's needs, e.g., bidding, civil rights, collective bargaining, education reform, employment law, Freedom of Information Act, Open Meetings Act, other records laws, special education, student rights, etc. **Note:** This list of knowledge and experience must be created by the District's identified needs and may change from time to time.
  - Experience in all aspects of contract, employment, and school law

2:160-E

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# NEW

- Experience that meets the District's needs, including litigation experience in State and federal courts
- Membership in professional associations, such as, the Illinois Council of School Attorneys (ICSA) and education law sections of bar associations, etc.
- Demonstrated knowledge of and ability to apply professional responsibility rules
- Accessibility for the District's identified needs, e.g., evening Board meetings, phone calls, etc.
- Ability to declare that representation of the District will be to the exclusion of all other clients having potential conflicts with the District's interests
- When additional qualifications apply, those list those qualifications for providing legal services. This may include specialties such as bond counsel, etc.

## Develop the RFP.

1. Insert the list of qualifications that the Board developed.
2. Include the following information:
  - The deadline for responses to be submitted
  - The location (address or email) where responses should be sent
  - A statement that the Board is soliciting proposals from qualified lawyers and law firms to provide legal services to the School District
  - Significant information about the District. See Board policy 1:30, *School District Philosophy*, for the District's mission statement that is specific to the community's goals.
  - The scope of work, e.g., "The Board Attorney will provide legal advice concerning [typical duties, specific duties, excluded duties]."
  - Qualifications
  - Details about interviews and presentations
3. Specify what responders must include in their responses, such as the following:
  - Cover letter, complete name, address, and legal structure (if the responder is a law firm)
  - The individuals who prepared the response, including their titles
  - If different from above, the identity of and directory information for the individuals who have authority to answer questions regarding the submitted proposal
  - A proposed fee schedule, e.g., "Respondents may combine set fees and hourly fees. If hourly fees are proposed, please provide the minimum time increment for billing purposes. If a retainer agreement is proposed, please specifically describe options."
  - A summary of the responder's relevant experience representing public schools
  - A writing sample
  - An assurance that the responder meets the RFP's qualifications
  - References including current or past clients

## Announce the RFP.

1. Title the announcement. **Note:** How and where the RFP is announced are at the Board's sole discretion. The Board may want to announce the RFP during an open meeting, post it on the District's website, mail it to local law firms, and/or place it in the local newspaper(s) or other legal publications. A directory of those lawyers belonging to the Council of School Attorneys

# NEW

(ICSA) is on the IASB website, [www.iasb.com](http://www.iasb.com). A printed copy is available upon request. Inclusion in the directory does not represent an IASB endorsement. Some attorneys who practice school law do not belong to ICSA. Other online sources, such as the Illinois State Bar Association, also maintain directories of information about attorneys. The Board may want to title the announcement "The [Insert District's name] Board of Education Requests Proposals to Provide Legal Services."

2. Announce that the Board seeks an attorney or law firm to serve as its Board Attorney.
3. Inform the reader that the attorney or law firm selected will serve from the date of appointment to [date]. The length of the appointment is at the Board's discretion.
4. State the School District's philosophy or mission statement.
5. Insert the RFP location and contact information with the beginning date and time.
6. Tell prospective responders that completed RFPs must be returned [by certain time and date] to [name and title of person receiving applications].

**Receive and manage responses to the RFP.**

1. Review policy 2:110, *Qualifications, Term, and Duties of Board Officers*. The Board President is a logical 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 applications is at the Board's sole discretion and should be decided by the Board prior to posting the RFP announcement.
2. The Board will discuss, at an open meeting, its process to review the applications and who will contact RFP responders for an interview.
3. The designated person will contact RFP responders for interviews.

**Develop interview questions.**

1. Interview questions are at the Board's discretion.
2. A prospective attorney or law firm to fill the Board Attorney position may raise other specific issues that the Board will want to cover during an interview.
3. The following non-exhaustive list of interview questions may help the Board tailor its questions toward finding an attorney or law firm with an approach to the role of the Board Attorney that the Board desires:
  - What do you see as your role as Board Attorney?
  - How many other school districts do you currently represent?
  - What kind of legal services do you provide to your school clients? Please explain how your other experience is relevant to this position.
  - How many years of experience does your firm (or, the attorney) have? How long have you been practicing law? How long have you been representing school districts?
  - What methods will you use to ensure all members of the Board, which is your client, remain informed? See the discussion about the *Ill. Professional Rules of Conduct* in ¶/n 2 of policy 2:160, *Board Attorney*.
  - How would you manage a situation in which the Board feels strongly about its position but you believe that position is not legally supportable? The *Ill. Rules of Professional Conduct*, at [www.illinoiscourts.gov/supremecourt/rules/art\\_viii/default\\_new.asp](http://www.illinoiscourts.gov/supremecourt/rules/art_viii/default_new.asp), require

# NEW

attorneys to represent the Board in its capacity as the governing body for the District. The responders should be discussing these rules, specifically Rule 1.7 (Conflict of Interest: Current Clients) and Rule 1.13 (Organization as Client), among others, in their answers to this question. See also, **PRESS** policy 2:160, *Board Attorney*.

- How would you manage a situation in which the Board's interest may be or become adverse to one or more of its members? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- How would you manage a situation in which the Board and Superintendent are in conflict? How about a divided Board? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- If the Board did something that you had advised against, could you still defend the Board's action? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- Will you try to shape Board decisions or do you have a *whatever the Board decides philosophy*? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- Do you give clients specific recommendations or do you advise them of the available options and let the client decide? See the discussion about the *Ill. Professional Rules of Conduct* in f/n 2 of policy 2:160, *Board Attorney*.
- Do you provide your Board of Education clients with any updating services gratis?
- How do you keep your Board clients apprised of litigation and other legal matters you are handling for them?
- Will you be handling this business personally (i.e., will you delegate to your associates or partners)?
- Can anyone else in your firm handle our inquiries when you are unavailable?
- How do you keep current on school law?
- When do you tell your school clients to contact you regarding a matter with possible legal repercussions?
- Have you represented a school district in a matter involving the rights of disabled students? ...involving disabled employees? ... involving a student expulsion? ... involving a teacher dismissal? ... involving an employee's contract or dismissal? ... involving a building contract or bidding matter? ... Can you tell us about that case?
- How do you bill? How are you to be paid? Please explain your rates and/or fees. The subject of billing should cover whether the attorney or law firm prepares a budget for representation and its method for billing in detail, including the date and time, what work was performed, and who worked on the project, along with expenses.
- Did you bring a written agreement for legal services or a retainer agreement? If yes, please review it for us now. If not, please explain the options for a written agreement for legal services.

**Develop an interview protocol.** Interviews may occur in closed session pursuant to 5 ILCS 120/2(c)(1).

1. The Board President will lead the Board as it interviews responders to its RFP (see 105 ILCS 5/10-13 stating that the Board President presides at all meetings and Board policy 2:110, Qualifications, Term, and Duties of Board Officers.

# NEW

2. The Board may also want to consider allowing an equal amount of time for each interview.
  3. Discuss the following items with each responder during the interview:
    - Introduce Board members to the responder.
    - Describe the Board's interview process, selection process, and ask the responder if he or she has questions about the Board's process for selecting its attorney.
    - Describe the District's philosophy or mission statement.
    - Describe the Board Attorney position by reviewing the RFP.
    - Begin asking the interview questions. (See *Develop interview questions*, above).
    - Ask the responder whether he or she has any questions for the Board.
    - Thank the responder and inform him or her when the Board expects to make its decision and how the responder will be contacted regarding the Board's decision.
- Conduct a reference check and other background investigation(s).**
1. The Board President may perform this check or direct the Superintendent to:
    - Check the ARDC's master roll of attorneys as "Authorized to Practice Law." To do this, enter the attorney's name into the ARDC's registration and public disciplinary records database at: [www.iardc.org/lawyersearch.asp](http://www.iardc.org/lawyersearch.asp).
    - Click on the attorney's name to review whether any disciplinary actions are pending or resolved; current and prior actions will appear at the bottom of the screen.
    - If disciplinary actions are listed, ask the attorney or law firm for more information.
  2. There are other online attorney review services available. These services may be overly subjective and/or the attorney may have control over the content in these services. Always check with the ARDC.
  3. Call references provided by the responder.
- Enter into a written contract with the selected attorney or law firm.**
1. All *agreements for legal services* should be in writing. At minimum, the agreement should provide the fee arrangement and the scope of services. *Agreements for legal services* and individual billing statements from the Board Attorney are subject to disclosure pursuant to a Freedom of Information Act request (PAC-14-002).
  2. Discuss the fee arrangements with the responder and decide:
    - Whether to enter into a fee arrangement or a retainer agreement. Note: Attorneys typically bill by a pre-determined percentage of the hour, e.g., in one-tenth of an hour increments. Many districts enter into a retainer agreement for legal services that requires them to pay the attorney a pre-determined fee every month. In return, the attorney provides a pre-determined amount of legal services whenever the district needs him or her. Districts find this useful because (1) they can budget for legal expenses, (2) legal advice is available up to the pre-determined amount for lower fees, and (3) this arrangement often provides for an enhanced, long-term relationship with the attorney.
    - The appropriate scope of services.
  3. Review the written contract (*Agreement for Legal Services*) for these provisions:
    - Fee arrangement.
    - Scope of services.

# NEW

- Who will be providing legal services?
  - A statement that the Board controls all legal decisions.
  - A statement that the attorney and his or her law firm have no conflicts of interest or, if a conflict exists, that the Board understands the conflict and waives it.
  - Board's right to terminate the services of the attorney and law firm at any time for any reason.
4. Approve the *Agreement for Legal Services* during an open Board meeting.
- Announce the appointment to District staff and community.**
1. The contents of the announcement and length of time it is displayed are at the Board's sole discretion.
  2. The Board may want to consider announcing during an open meeting. See Board policy 8:10, *Connection with the Community*.
  3. The Board may want to include the following information in its announcement:
    - The Board appointed [attorney's name or law firm name] as the Board Attorney.
    - The appointment will begin on [date] for [length of time].
    - The Board previously established qualifications for the Board Attorney in a careful and thoughtful manner. [Attorney or law firm's name] meets these qualifications and has demonstrated the willingness to accept its duties and responsibilities. [Attorney or law firm's name] brings a clear understanding of the demands and expectations of the Board Attorney position along with a constructive attitude toward the challenge.

DATED: \_\_\_\_\_

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

2:260

## Board of Education

### Uniform Grievance Procedure

Students, parents/guardians, employees, or community members should notify any District Complaint Manager if they believe that the Board of Education, its employees, or agents have violated their rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.;
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.;
6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
7. Bullying, 105 ILCS 5/27-23.7
8. The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
9. Curriculum, instructional materials, programs;
10. Victims' Economic Security and Safety Act, 820 ILCS 180;
11. Illinois Equal Pay Act of 2003, 820 ILCS 112;
12. Provision of services to homeless students; or
13. Illinois Whistleblower Act, 740 ILCS 174/.
14. Employee Credit Privacy Act, 820 ILCS 70/.

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed, to under this procedure, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this procedure may forego any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

#### Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

#### Deadlines

All deadlines under this procedure may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, "*school business days*" means days on which the District's main office is open.

#### Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be

**Comment [AKL1]:** Text throughout the policy is updated to clarify the rights of a complainant, an accused, and the school district when investigations pursuant to this policy occur. These clarifications were made in response to the uptick of investigations by the Dept. of Education's Office for Civil Rights (OCR) in Illinois involving Title VI (discrimination on the basis of race, color, and national origin) and Title IX (discrimination on the basis of sex). While the changes reflect what OCR has requested in past investigations, OCR investigations are a moving target - meaning these changes do not guarantee that OCR would not request your district to make different changes during an OCR investigation.

Issue 89, August 2015

2:260

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# DRAFT UPDATE

required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same sex. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with the parent(s)/guardian(s) of a student. The Complaint Manager shall assist the Complainant as needed.

For bullying and cyber-bullying, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

## Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student, under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law or this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years or age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this procedure about the status of the investigation. Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board of Education, which will make a decision in accordance with Section 3 of this policy. The Superintendent will keep the Board informed of all complaints.

## Decision and Appeal

Within 5 school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by U.S. mail, first class, U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the preponderance of evidence standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board of Education by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board of Education. Within 30 school business days, the Board of Education shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information for the Board. Within 5 school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

This grievance procedure shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

## Appointing Complaint Managers

The Superintendent shall appoint at least two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator, if any, may be appointed a Complaint Manager. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of current Complaint Managers.

### **Comment [AKL2]:**

*Preponderance of evidence* is a standard of proof in civil cases. It means "evidence which is of greater weight or more convincing than the evidence which is offered in opposition to it; that is, evidence which as a whole shows that the fact sought to be proved is more probable than not."  
Issue 89, August 2015

**Comment [AKL3]:** Title IX regulations require districts to identify the name, address, and telephone number of the person who is responsible for coordinating the district's compliance efforts. OCR prefers that school districts make Title IX information and coordinators visible to the community, and it has provided materials designed to remind schools of their obligation to designate a Title IX coordinator.

Issue 89, August 2015

# DRAFT UPDATE

## Complaint Managers

Name	<u>Dan Stanley</u>	<u>Julie Postma</u>
Address	<u>1370 Riverwoods Rd.</u> <u>Lincolnshire, IL 60069</u>	<u>1370 Riverwoods Rd.</u> <u>Lincolnshire, IL 60069</u>
Email	<u>dstanley@d103.org</u>	<u>jpostma@d103.org</u>
Telephone	<u>847/295-4030</u>	<u>847/295-4030</u>

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.  
Americans With Disabilities Act, 42 U.S.C. §12101 et seq.  
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.  
Equal Pay Act, 29 U.S.C. §206(d).  
Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.  
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.  
McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.  
Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.  
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.  
105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.  
Illinois Genetic Information Privacy Act, 410 ILCS 513/.  
Illinois Whistleblower Act, 740 ILCS 174/.  
Illinois Human Rights Act, 775 ILCS 5/.  
Victims' Economic Security and Safety Act, 820 ILCS 180, 56 Ill.Admin.Code Part 280.  
Equal Pay Act of 2003, 820 ILCS 112.  
Employee Credit Privacy Act, 820 ILCS 70/.  
23 Ill.Admin.Code §§1.240 and 200-40.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 6:140 (Education of Homeless Children), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities), 8:110 (Public Suggestions and Concerns)

ADOPTED: February 14, 2011

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

4:50

## Operational Services

### Payment Procedures

The Treasurer shall prepare a list of all due and payable bills, indicating vendor name and amount, and shall present it to the Board of Education in advance of the Board's first regular monthly meeting or, if necessary, a special meeting. These bills shall be reviewed by the Board of Education, after which they may be approved for payment by Board of Education order. Approval of all bills shall be given by a roll call vote and the votes shall be recorded in the minutes. The Treasurer shall pay the bills after receiving a Board of Education order or pertinent portions of the Board minutes, even if the minutes are unapproved, provided the order or minutes are signed by the Board President and Secretary, or a majority of the Board.

The Treasurer is authorized, without further Board approval, to pay Social Security taxes, wages, pension contributions, utility bills, and other recurring bills. These disbursements shall be included in the listing of bills presented to the Board of Education.

Revolving funds for school cafeterias, athletics, petty cash, or similar purposes may be used, provided such funds are in the custody of an employee who is properly bonded according to State law and who is responsible to the Superintendent and the Board. Payments from these funds shall be included in the listing of bills presented to the Board of Education. The Superintendent shall submit a monthly report and an annual summary of all receipts to and expenditures of the funds to the Board and Treasurer and shall otherwise manage the funds in accordance with State law.

LEGAL REF.: 105 ILCS 5/8-16, 5/10-7, and 5/10-20.19.

CROSS REF.: 4:60 (Purchases and Contracts)

ADOPTED: ~~November 8, 2010~~

**Comment [APowell1]:**

Following its 5-year review, the policy is updated in response to subscriber feedback

Issue 89, August 2015

yes  
AHW

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:50

## General Personnel

### Drug- and Alcohol-Free Workplace; Tobacco Prohibition

All District workplaces are drug- and alcohol-free workplaces. All employees are prohibited from engaging in any of the following activities while on District premises or while performing work for the District:

yes  
ANW

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance.
2. Distribution, consumption, use, possession, or being under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectable, regardless of when and/or where the use occurred.
3. Possession or use of medical cannabis.

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.

As a condition of employment, each employee shall:

1. Abide by the terms of the 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 5 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.

**Comment [AKL1]:** These actions are prohibited by both federal and State statute. These laws do not address *under the influence*. The board may add the following optional language at the end of this sentence.

ye **OPTION -**, or being under the influence of any illegal substance or any detectible use of any illegal substance regardless of when or where the use occurred.

Contact the board attorney for advice concerning this optional provision and whenever the district wants to discipline or dismiss an employee using it. (See the following comment box and the Update Memo for more information.)

**Issue 89, August 2015**

ye **Comment [AKL2]:** Optional; alcohol is not addressed in either the federal or State Drug-Free Workplace Acts. Contact the board attorney for advice concerning this provision and whenever the district wants to discipline or dismiss an employee using it. If a hearing is required before the district may discipline or discharge an employee under this provision, the district must put forth evidence that the employee violated it. A district would also have this burden if a grievance is filed under a *just cause* provision in a collective bargaining agreement.

**Issue 89, August 2015**

5:50

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# ***DRAFT UPDATE***

## Tobacco 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 tobacco 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* shall have the meaning provided in section 10-20.5b of the School Code.

## District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. Alternatively, the School 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.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12114.  
Compassionate Use of Medical Cannabis Pilot Program, 410 ILCS 130/  
Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15.  
Drug-Free Workplace Act of 1988, 41 U.S.C. §701 et seq.  
Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101 et seq.  
Drug-Free Workplace Act, 30 ILCS 580/  
105 ILCS 5/10-20.5b.

CROSS REF.: 8:30 (Visitors to and Conduct on School Property)

ADOPTED: ~~December 17, 2013~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:170

## General Personnel

### Copyright

#### Works Made for Hire

The Superintendent shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and School Board policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assumed the District shall be the owner of the copyright.

#### Copyright Compliance

While staff members may use appropriate supplementary materials, it is each staff member's responsibility to abide by the District's copyright compliance procedures and to obey the copyright laws. The District is not responsible for any violations of the copyright laws by its staff or students. A staff member should contact the Superintendent or designee whenever the staff member is uncertain about whether using or copying material complies with the District's procedures or is permissible under the law, or wants assistance on when and how to obtain proper authorization. No staff member shall, without first obtaining the permission of the Superintendent or designee, install or download any program on a District-owned computer. At no time shall it be necessary for a District staff member to violate copyright laws in order to properly perform his or her duties.

#### Copyright Infringement; Designation of District Digital Millennium Copyright Act (DMCA) Agent

The employee listed below receives complaints about copyright infringement within the use of the District's online services. The Superintendent or designee will register this information with the federal Copyright Office as required by federal law.

#### District DMCA Agent:

Dan Stanley

Name

1370 N. Riverwood S Rd. Lincolnshire, IL 60069

Address

DStanley@d103.org

Email

847-295-4030

Telephone

LEGAL REF.: Federal Copyright Law of 1976, 17 U.S.C. §101 et seq.  
105 ILCS 5/10-23.10.

CROSS REF.: 6:235 (Access to Electronic Networks)

ADOPTED: December 10, 2007

#### **Comment [APowell1]:**

Option: An optional subhead is added for districts that are *online service providers* (OSP) under the DMCA. The DMCA is an amendment to 17 U.S.C. §101 et seq. that provides limitations on OSP liability for storage of copyrighted material residing on a system or network controlled or operated by or for the OSP. This liability limitation is called the *Safe Harbor Provision* (SHP).

If a district is an OSP, the SHP provision will not apply if the district does not designate, publicize, and register a DMCA Agent with the federal Copyright Office (at publication time, registration was \$105).

Districts that may benefit from the SHP are those that operate or contract to operate the following types of websites: file and information sharing sites; blogs that allow guests to post content; social media sites; and other sites that accept, publish or host content created and submitted by other parties. For further steps to designate a DMCA agent, see 5:170-AP4, *Designation of District Digital Millennium Copyright Act (DMCA) Agent; Registration Process*.

Before adopting this section, consult the board attorney to first identify whether the District is an *online service provider* (OSP) under the DMCA.

MS  
AHW

yes  
MS

~~The District~~  
~~is not~~  
~~an~~

MS

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:270

## Educational Support Personnel

### Employment At-Will, Compensation, and Assignment

#### Employment At-Will

yes  
SLW

Unless otherwise specifically provided, District employment is at-will, meaning that employment may be terminated by the District or employee at any time for any reason, other than a reason prohibited by law, or no reason at all. Nothing in Board of Education policy is intended or should be construed as altering the employment at-will relationship.

Exceptions to employment at-will may include employees who are employed annually, have an employment contract, or are otherwise granted a legitimate interest in continued employment. The Superintendent is authorized to make exceptions to employing ~~non-certificated~~ ~~nonlicensed~~ employees at-will but shall maintain a record of positions or employees who are not at-will, ~~and the reason for the exception.~~

#### Compensation and Assignment

Please refer to the current "Lincolnshire-Prairie View School District 103 Classified Staff Employee Handbook."

#### **For employees not covered by this handbook:**

The Board of Education will determine salary and wages for educational support personnel. Increments are dependent on evidence of continuing satisfactory performance. An employee covered by the overtime provisions in State or federal law shall not work overtime without the prior authorization from the employee's immediate supervisor. Educational support personnel are paid twice a month. The Superintendent is authorized to make assignments and transfers of educational support personnel.

LEGAL REF.: 105 ILCS 5/10-22.34 and 5/10-23.5.  
~~Griggsville-Perry Community Unit School Dist. No. 4 v. Illinois Educ. Labor Relations Bd., 963 N.E.2d 332 (Ill.App.4, 2013).~~  
~~Cook v. Eldorado Community Unit School District, No. 03-MR-32 (Ill.App.5, 2004).~~  
~~Duldulao v. St. Mary of Nazareth Hospital, 483 N.E. 2d 956 (Ill.App.1, 1985),~~  
~~aff'd in part and remanded, 505 N.E.2d 314 (Ill. 1987).~~  
~~Kaiser v. Dixon, 468 N.E. 2d 822 (Ill.App.2, 1984).~~

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment) 5:35 (Compliance with the Fair Labor Standards Act), 5:290 (Educational Support Personnel - Employment Termination and Suspensions), 5:310 (Educational Support Personnel - Compensatory Time-Off)

ADOPTED: July-10, 2006

**Comment [AP1]:** The policy and Legal References are edited to delete ~~certificated~~ and for efficiency reasons.  
Issue 88, May 2015

**Comment [APowell2]:** The Legal References are updated to delete case law that has been overturned or refers to lower court decisions. The reference to Griggsville-Perry Community Unit School Dist. No. 4 v. Illinois Educ. Labor Relations Bd. was added with PRESS Issue 88. At this time, your district has not yet responded to Issue 88; this change to the Legal References reverses the change offered in that issue.  
Issue 89, August 2015

# DRAFT UPDATE

## Educational Support Personnel

### Employment Termination and Suspensions

#### Resignation and Retirement

An employee is requested to provide 2 weeks' notice of a resignation. A resignation notice cannot be revoked once given. An employee planning to retire should notify his or her supervisor at least 2 months before the retirement date.

#### Non-RIF Dismissal

The District may terminate an at-will employee at any time for any reason, subject to State and federal law.

Employees who are employed annually or have a contract, or who otherwise have a legitimate expectation of continued employment, may be dismissed: (1) at the end of the school year or at the end of their respective contract after being provided appropriate notice and after compliance with any applicable contractual provisions, or (2) mid-year or mid-contract provided appropriate due process procedures are provided.

The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

#### Reduction in Force and Recall

~~This section is applicable whenever~~ The Board decides may, as necessary or prudent, decide to decrease the number of educational support personnel or to discontinue some particular type of educational support service and, as a result of that action, an educational support employee is removed, dismissed, or his or her hours are reduced dismiss or reduce the hours of one or more educational support employees. When making decisions concerning reduction in force and recall, the Board will follow Sections 10-22.34c (outsourcing non-instructional services) and 10-23.5 (procedures) of the School Code, to the extent they are applicable and not superseded by legislation or an applicable collective bargaining agreement.

~~The Board shall use a seniority list to determine the order of dismissal or removal. The seniority list, categorized by positions, shows the length of continuing service of each full-time educational support employee. The employee with the shorter length of continuing service within the respective category of position shall be dismissed first.~~

~~Except as provided below, written notice will be given the employee by certified mail, return receipt requested, at least 30 days before the employee is removed or dismissed, or his or her hours are reduced, together with a statement of honorable dismissal and the reason therefore if applicable. The prior written notice will be extended to at least 90 days if the lay-off is due to the District entering into a contract with a third party for non-instructional services. The prior written notice will be shortened to at least 5 days before an employee's hours are reduced as a result of an unforeseen reduction in the student population.~~

~~Any vacancies for the following school term or within one calendar year from the beginning of the following school term, shall be offered to the employees so removed or dismissed from that category or any other category of position provided they are qualified to hold such positions.~~

#### Final Paycheck

A terminating employee's final paycheck will be adjusted for any unused, earned vacation credit. Employees are paid for all earned vacation. Terminating employees will receive their final pay on the next regular payday following the date of termination, except that an employee dismissed due to a

yes  
ΔHW

**Comment [AKL1]:** This section is updated, and the paragraphs paraphrasing the RIF statute (for nonlicensed employees) are omitted because it is unnecessary in a governance policy and is frequently superseded by collectively bargained provisions.  
Issue 88, May 2015

# DRAFT UPDATE

reduction in force shall receive his or her final paycheck on or before the next regular pay date following the last day of employment.

## Suspension

Except as provided below, the Superintendent is authorized to suspend an employee without pay as a disciplinary measure, during an investigation into allegations of misconduct or pending a dismissal hearing whenever, in the Superintendent's judgment, the employee's presence is detrimental to the District. A disciplinary suspension shall be with pay: (1) when the employee is exempt from the overtime provisions, or (2) until an employee with an employment contract for a definite term is provided a notice and hearing according to the suspension policy for professional employees.

Any criminal conviction resulting from the investigation or allegations shall require the employee to repay to the District all compensation and the value of all benefits received by the employee during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.: 5 ILCS 430 et seq.  
105 ILCS 5/10-22.34c and 5/10-23.5.  
820 ILCS 105/4a.  
~~Griggsville-Perry Community Unit School Dist. No. 5 v. Illinois Educ. Labor Relations Bd., 963 N.E.2d 332 (Ill.App.4, 2013).~~

CROSS REF.: 5:240 (Professional Personnel - Suspension), 5:270 (Educational Support Personnel - Employment At-Will, Compensation, and Assignment)

ADOPTED: November 8, 2010

**Comment [APowell2]:** The Legal References are updated to delete case law that has been overturned. The reference to Griggsville-Perry Community Unit School Dist. No. 4 v. Illinois Educ. Labor Relations Bd. was added with PRESS Issue 88. At this time, your district has not yet responded to Issue 88; this change to the Legal References reverses the change offered in that issue.

**Issue 89, August 2015**

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

6:140

## Instruction

### Education of Homeless Children

yes  
AHW

A "*homeless child*" is defined as provided in ~~State and federal law~~ the McKinney Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school.

Transportation shall be provided in accordance with State law. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
Ill. Education for Homeless Children Act, 105 ILCS 45/1-1 et seq.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
105 ILCS 45/1-1 et seq.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye and Dental Examinations, Immunizations, and Exclusion of Students)

ADOPTED: ~~July 10, 2006~~

# DRAFT UPDATE

## Students

### Equal Educational Opportunities

yes  
DHW

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

**Comment [AKL1]:** The list of protected classifications now includes immigration status. The change is for clarification purposes. *Nationality* was and continues to be listed as a protected classification; it was intended to protect children from discrimination based on their immigration status. ISBE states that "no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, and no school system may inquire about the immigration status of a student (*Plyler v. Doe*, 457 U.S. 202 (1982))" Issue 89, August 2015

### Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the Board of Education's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of the School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of the School Code).

### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney Homeless Assistance Act.  
20 U.S.C. §1681 et seq., ~~34 C.F.R. Part 106~~-Title IX of the Educational Education Amendments implemented by 34 C.F.R. Part 106.  
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.  
775 ILCS 35/5, Religious Freedom Restoration Act.  
Ill. Constitution, Art. I, §18.  
Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001).  
105 ILCS 5/3.25b, 3.25d(b), 10-20.12, 10-22.5, and 27-1.  
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.  
23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:20 (Community Use of School Facilities)

ADOPTED: ~~March 8, 2010~~

# DRAFT UPDATE

## Students

### Nonpublic School Students, Including Parochial and Home-Schooled Students

#### Part-Time Attendance

The District accepts, within legal requirements, nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the principal of the school in the school attendance area where the student resides. All requests for attendance in the following school year must be submitted before May 1.

Students accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. A private school student may attend any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for part-time attendance is responsible for all fees, pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided to non-public school students on regular bus routes to or from a point on the route nearest or most easily accessible to the non-public school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes shall be the responsibility of the parent(s)/guardian(s).

#### Students with a Disability

The District ~~may accept~~ accepts, for special education services, to the extent required by law, for part-time attendance ~~those students with disabilities who live within the District and children for whom it has been determined that special education services are needed, are enrolled in non-public schools, and otherwise qualify for enrollment in the District.~~ Requests must be submitted by the student's parent(s)/guardian(s). Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's individualized educational program on the basis of the child's disabling condition or as the special education program location may require.

**Comment [AKL1]:** This paragraph restates State law (105 ILCS 5/14-6.01). Federal law requires districts to develop and implement a system to locate, identify, and evaluate children with disabilities who attend private schools (including religiously affiliated schools and home-schools) located within the district. Moreover, the district must conduct child find activities for private school children with disabilities that are similar to those for children with disabilities in public schools.

Issue 89, August 2015

#### Co-curricular Activities

A nonpublic school student is eligible to participate: (1) in interscholastic competition, provided his or her participation adheres to the regulations established by any association in which the School District maintains a membership, and (2) non-athletic co-curricular activities, provided the student attends a District school. A nonpublic student who participates in an co-curricular activities are subject to all policies, regulations, and rules that are applicable to other participants in the activity.

#### Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

yes  
DLW

# ***DRAFT UPDATE***

Recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to Board policy 7:30, *Student Assignment*, as well as administrative procedures implementing this policy.

LEGAL REF.: 105 ILCS 5/10-20.24 and 5/14-6.01.

CROSS REF.: 4:110 (Transportation), 6:190 (Co-Curricular Activities), 7:30 (Student Assignment), 7:300 (Co-Curricular Athletics)

ADOPTED: ~~July 10, 2006~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:260

## Students

### Exemption from Physical Activity

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. State law prohibits a board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

Special activities in physical education will be provided for students whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents their participation in the physical education courses.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-12, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

**Comment [APowell1]:** This policy is updated for elementary districts to include information that currently appears only in sample policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*. Sample policy 6:310 is not included in elementary district policy manuals.

Issue 89, August 2015

LEGAL REF.: 105 ILCS 5/27-6.  
225 ILCS 60/, Medical Practice Act.  
23 Ill.Admin.Code §1.420(p).

CROSS REF.: 6:60 (Curriculum Content)

ADOPTED: ~~June 13, 2011~~

yes  
AHW

# DRAFT UPDATE

## Students

### Restrictions on Publications

#### School-Sponsored Publications and Web Sites

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

#### Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, and (2) audio-visual material, on any medium including electromagnetic media (e.g., images, MP3 files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, CD-ROM, etc.) or ~~on-line~~ online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., data or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing "on-campus" includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be

**Comment [APowell]:** The sample definition of publication is edited to keep the policy current with rapid technology changes. The definition uses broad and generally understood terms, and it may be amended by the district.

**Issue 89, August 2015**

yes  
ANW

# DRAFT UPDATE

disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

## Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes: a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

## Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is bullying and/or cyberbullying according to Board policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment, in addition to any response required by this policy.

**Comment [APowell2]:** A section regarding Bullying and Cyberbullying was added in response to 105 ILCS 5/27-23.7

**Issue 89, August 2015**

LEGAL REF.: 105 ILCS 5/27-23.7

Hazelwood v. Kuhlmeier, 108 S.Ct. 562 (1988).

Hedges v. Wauconda Community Unit School Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 89 S.Ct. 733 (1969).

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:25 (Advertising and Distributing Materials in School Provided by Non-School Related Entities)

ADOPTED: February 14, 2011

# REWRITTEN

7:325

## Students

### Student Fundraising Activities

yes  
AHW

No individual or organization is allowed to ask students to participate in fundraising activities while the students are on school grounds during school hours or during any school activity. Exceptions are:

1. School-sponsored student organizations; and
2. Parent organizations and booster clubs that are recognized pursuant to policy 8:90, *Parent Organizations and Booster Clubs*.

The Superintendent or designee shall manage student fundraising activities in alignment with the following directives:

1. Fundraising efforts shall not conflict with instructional activities or programs.
2. For any school that participates in the School Breakfast Program or the National School Lunch Program, fundraising activities involving the sale of food and beverage items to students during the school day while on the school campus must comply with the Ill. State Board of Education rules concerning the sale of competitive food and beverage items.
3. Participation in fundraising efforts must be voluntary.
4. Student safety must be paramount.
5. For school-sponsored student organizations, a school staff member must supervise the fundraising activities and the student activity funds treasurer must safeguard the financial accounts.
6. The fundraising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.
7. The funds shall be used to the maximum extent possible for the designated purpose.
8. Any fundraising efforts that solicit donor messages for incorporation into school property (e.g., tiles or bricks) or placement upon school property (e.g., posters or placards) must:
  - a. Develop viewpoint neutral guidelines for the creation of messages;
  - b. Inform potential donors that all messages are subject to review and approval, and that messages that do not meet the established guidelines must be resubmitted or the donation will be returned; and
  - c. Place a disclaimer on all fundraising information and near the completed donor messages that all messages are "solely the expression of the individual donors and not an endorsement by the District of any message's content."

**Comment [AKL1]:** The policy is RENAMED to align with the State and national lunch programs' use of fundraising without a hyphen.

105 ILCS 5/10-20.19(3) requires districts to have rules governing: (1) "conditions under which school classes, clubs, and associations may collect or acquire funds," and (2) "the safekeeping of such funds for the educational, recreational, or cultural purposes they are designed to serve." Except for #2, all directives are optional and may be deleted or amended.

**Issue 89, August 2015**

**Comment [AKL2]:** Selling popular food items to raise funds is restricted by federal and State rules if the items meet ISBE's definition of *competitive foods*.

**Issue 89, August 2015**

**Comment [AKL3]:** In response to subscriber feedback, we amended this directive. Alternatively, the board may select one version of the following option:

**Option**  
A - , and door-to-door solicitations are prohibited.  
**OR**  
B - , and door-to-door solicitations are discouraged.

**Issue 89, August 2015**

LEGAL REF.: 105 ILCS 5/10-20.19(3).  
23 Ill.Admin.Code Part 305, School Food Service.

CROSS REF.: 4:90 (Activity Funds), 4:120 (Food Services), 8:80 (Gifts to the District), 8:90 (Parent Organizations and Booster Clubs)

ADOPTED:

Compare to current policy 7:325, or consider adding to your manual if not currently included.

# DRAFT UPDATE

## Community Relations

### Connection with the Community

#### Public Relations

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson and the Superintendent or designee shall plan and implement a District public relations program that will:

1. Develop community understanding of school operation.
  2. Gather community attitudes and desires for the District.
  3. Secure adequate financial support for a sound educational program.
  4. Help the community feel a more direct responsibility for the quality of education provided by their schools.
  5. Earn the community's good will, respect, and confidence.
  6. Promote a genuine spirit of cooperation between the school and the community.
1. Keep the news media ~~provided with accurate information~~ accurately informed.
  2. Coordinate with the District Safety Coordinator to provide accurate and timely information to the appropriate individuals during an emergency.

yes  
SHW

yes

**Comment [A1]:** These objectives are examples and should be customized for each district

**OPTION 2 -** The board may choose to replace the Public Relations section with the following:  
The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson. The Superintendent or designee shall plan and implement a District public relations program to keep the community informed and build support through open and authentic communications. The public relations program shall include, without limitation, media relations; internal communications; communications to the community; communications to students and parents/guardians; emergency communications in coordination with the District Safety Coordinator; the District website and social media channels; and other efforts to reach all audiences using suitable mediums  
Issue 89, August 2015

The public relations program may include:

1. Regular news releases concerning District programs, policies, and activities, ~~that will be sent activities, and special event management for distribution by, for example, posting on the District website or sending to the news media.~~
2. News conferences and interviews, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. Individuals may speak for the District only with prior approval from the Superintendent.
3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date, and
4. Other efforts that highlight the District's programs and activities.

No

#### Community Engagement

Community engagement is a process that the Board uses to actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for the District's schools.

The Board, in consultation with the Superintendent, determines the purpose(s) and objective(s) of any community engagement initiative. For each community engagement initiative, the Board will commit to the determined purpose(s) and objective(s), and provide information about the expected nature of the public's involvement; the Superintendent or designee will identify the effective tools and tactics that will advance the Board's purpose(s) and objective(s).

The Superintendent will: (1) at least annually, prepare a report of each community engagement initiative, and/or (2) prepare a final report of each community engagement initiative.

The Board will periodically: (1) review whether its community engagement initiatives are achieving the identified purpose(s) and objective(s), (2) consider what, if any, modifications would improve effectiveness, and (3) determine whether to continue individual initiatives.

**Comment [A2]:** The Community Engagement ~~subhead~~ is a new option for boards that complete the work necessary to develop and implement a community engagement initiative. IASB has extensively researched and prepared a new report titled *Connecting with the Community: the Purpose and Process of Community Engagement as part of Effective School Board Governance*. It is now available to help school boards and superintendents understand what community engagement is, why it is critical, what they can expect to accomplish, and how to evaluate the results. Contact an IASB Field Services Director if your board is interested in Community Engagement work.

**OPTION 2 -** Choose this option to delete the section  
Issue 89, August 2015

yes

# ***DRAFT UPDATE***

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

ADOPTED: ~~December 10, 2007~~

# REWRITTEN

8:80

## Community Relations

### Gifts to the District

yes  
AHW

The Board of Education appreciates gifts from any education foundation, other entities, or individuals. All gifts must adhere to each of the following:

1. Be accepted by the Board or, if less than \$500.00 in value, the Superintendent or ~~designee~~. Individuals should obtain a pre-acceptance commitment before identifying the District, any school, or school program or activity as a beneficiary in any fundraising attempt, including without limitation, any Internet fundraising attempt.
2. Be given without a stated purpose or with a purpose deemed by the party with authority to accept the gift to be compatible with the Board's educational objectives and policies.
3. Be consistent with the District's mandate to provide equal educational and extracurricular opportunities to all students in the District as provided in Board policy 7:10, *Equal Educational Opportunities*. State and federal laws require the District to provide equal treatment for members of both sexes to educational programing, extracurricular activities, and athletics. This includes the distribution of athletic benefits and opportunities.
4. Permit the District to maintain resource equity among it learning centers.
5. Be viewpoint neutral. The Superintendent or designee shall manage a process for the review and approval of donations involving the incorporation of messages into or placing messages upon school property.
6. Comply with all laws applicable to the District including, without limitation, the Americans with Disabilities Act, the Prevailing Wage Act, the Health/Life Safety Code for Public Schools, and all applicable procurement and bidding requirements.

The District will provide equal treatment to all individuals and entities seeking to donate money or a gift. Upon acceptance, all gifts become the District's property. The acceptance of a gift is not an endorsement by the Board, District, or school of any product, service, activity, or program. The method of recognition is determined by the party accepting the gift.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments implemented by 34 C.F.R. Part 106.  
105 ILCS 5/16-1.  
23 Ill.Admin.Code §200.40.

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs), 6:10 (Educational Philosophy and Objectives), 6:210 (Instructional Materials), 7:10 (Equal Educational Opportunities)

ADOPTED:

Compare to current policy 8:80, or consider adding to your manual if not currently included.

**Comment [AKL1]:** The policy is rewritten to specify the criteria for gifts.

105 ILCS 5/16-1 grants authority to school boards to accept and manage gifts. Specifying the criteria for gifts in the board policy provides important information to potential donors and promotes a common understanding, uniform treatment, and adherence to legal requirements.

**Issue 89, August 2015**

**Comment [AKL2]:** The board may remove or amend in any way the value of a gift that the superintendent or designee is permitted to accept. Please provide any edits the board wishes to make.

**Issue 89, August 2015**

**Comment [AKL3]:** The U.S. Constitution's Free Speech, Establishment, and Equal Protection Clauses may be triggered when a donation comes with a message. Contact the board attorney for assistance.

**Issue 89, August 2015**



**Lincolnshire-Prairie View School District 103**

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Policy Updates

Policies on Hold for D103:

2:140-E Exhibit - Guidance for Board Member Communications, Including Email

5:330 Educational Support Personnel - Sick Days, Vacation, Holidays, and Leaves

Policy to Add:

4:80 Accounting and Audits (see attachment)

Board of Education

Exhibit - Guidance for Board Member Communications, Including Email Use

The Board of Education is authorized to discuss District business only at a properly noticed Board meeting (Open Meetings Act, 5 ILCS 120/). Other than during a Board meeting, a majority or more of a Board quorum may not engage in contemporaneous interactive communication, whether in person or electronically, to discuss District business. This Guidance assumes a Board has seven members and covers issues arising from Board policy 2:140, Communications To and From the Board.

Communications Outside of a Properly Noticed Board Meeting

- 1. The Superintendent or designee is permitted to email information to Board members. For example, the Superintendent may email Board meeting agendas and supporting information to Board members. When responding to a single Board member's request, the Superintendent should copy all other Board members and include a do not reply/forward alert to the group, such as: "BOARD MEMBER ALERT: This email is in response to a request. Do not reply or forward to the group but only to the sender."
2. Board members are permitted to discuss any matter except District business with each other, whether in person or by telephone or email, regardless of the number of members participating in the discussion. For example, they may discuss league sports, work, or current events.
3. Board members are permitted to provide information to each other, whether in person or by telephone or email, that is non-deliberative and non-substantive. Examples of this type of communication include scheduling meetings and confirming receipt of information.
4. A Board member is not permitted to discuss District business with more than one other Board member at a time, whether in person or by telephone or email. Stated another way, a Board member may discuss District business in person or by telephone or email with only one other Board member at a time. However, a Board member should not facilitate interactive communication by discussing District business in a series of visits with, or telephone calls or emails to, Board members individually.
5. A Board member should include a do not reply/forward alert when emailing a message concerning District business to more than one other Board member. The following is an example of such an alert: "BOARD MEMBER ALERT: This email is not for interactive discussion purposes. The recipient should not reply to it or forward it to any other individual."
6. Board members should not forward email received from another Board member.

ye
AHW

among other Board members.

When Must Email Be Retained?

According to the Freedom of Information Act, a public record is any recorded information, regardless of physical form, "having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body," (5 ILCS 140/2). Email sent or received by Board members may be, depending on the content, subject to disclosure as a public record. Accordingly, Board members must be able to distinguish between official record and non-record messages. Important: According to the binding Ill. Public Access Opinion No. 11-6, electronic communications concerning the transaction of public business are public records subject to disclosure under FOIA even if they were sent from or received by an electronic device owned by a member of a public body, rather than the public body itself.

Anna K. Lovern 10/1/2012 4:14 PM

Comment [1]: This board exhibit is rewritten in response to a binding opinion from the Ill. Public Access Counselor, No. 11-6. The question presented was whether electronic communications to or from members of a public body using personal email addresses or Twitter accounts and/or personal equipment are public records subject to FOIA. The answer is yes, if the electronic communications pertained to public business.

If the board does not currently include this board exhibit in their manual, they might consider adding it as it addresses a number of questions that arise often in districts.

Issue 80, October 2012

### Non-Record Messages

Email messages are *non-record messages* when individual Board members are acting in their individual or personal capacities. Examples of non-record messages include:

1. Personal correspondence, such as, "Do you want to ride with me to the IASB workshop?"
2. Publications or promotional material from vendors or IASB.
3. Political messages or ones containing campaign strategy.
4. Messages mentioning public business in passing or in a nonsubstantive way.
5. Personal correspondence concerning community activities or children.

Non-record messages are not *public records* under the Freedom of Information Act and do not need to be stored.

### Official Record Messages

Email that qualifies under FOIA as a *public record* will need to be stored only if it is evidence of the District's organization, function, policies, procedures, or activities or contains informational data appropriate for preservation (Local Records Act, 50 ILCS 205/). An example is any email from a Board officer concerning a decision made in his or her capacity as an officer. If a Board member uses his or her personal email, he or she must copy this type of email, herein called *official record messages*, to the appropriate District office where it will be stored on the Board member's behalf. If made available, Board members should use their email accounts provided by the District and the District will automatically store the official record messages. The District will delete these official record messages as provided in an applicable, approved retention schedule.

**Important:** Do not destroy any email concerning a topic that is being litigated without obtaining the Board attorney's direction. In federal lawsuits there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding not to destroy any electronic records that might be relevant. For more discussion of a litigation hold, see 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*.

DATED:

Please Compare to Current Board Exhibit 2:140-E

or

Consider adding the exhibit to your manual if it is not now included

# DRAFT UPDATE

## Educational Support Personnel

### Sick Days, Vacation, Holidays, and Leaves

Sick Leaves, Vacation, Holidays, Personal Leave/Emergencies, Bereavement Leave, Maternity Leave and Adoption Leave

Please refer to the current "Lincolnshire-Prairie View School District 103 Classified Staff Employee Handbook."

### Leaves for Service in the Military and General Assembly

Educational support personnel receive military and General Assembly leaves on the same terms and conditions granted professional staff.

### School Visitation Leave

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

### Leaves for Victims of Domestic or Sexual Violence

Educational support personnel receive a leave for victims of domestic or sexual violence on the same terms and conditions granted professional staff.

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

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

LEGAL REF.: 20 ILCS 1805/30.1 et seq.  
105 ILCS 5/10-20,7b, 5/24-2, and 5/24-6,  
820 ILCS 147 and 180/1 et seq.

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

ADOPTED:

Angie Powell 8/11/2014 1:17 PM

#### **Comment [1]:**

~~OPTION:~~ The Illinois Municipal Retirement Fund requires that public bodies have a written plan allowing eligible employees to convert their eligible accumulated sick leave to service credit upon retirement (40 ILCS 5/7-139(a)(8). If the CBA referred to in this section contains this written plan, the subhead can be amended to add: IMRF Service Credit Plan

If this option is selected, 40 ILCS 5/7-139 will be added to the Legal References.

Issue 86, August 2014

Julie Niewinski 8/11/2014 10:31 AM

Deleted: December 14, 2009

yes  
AHW

no

## Operational Services

### Accounting and Audits

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing*, as adopted by the Illinois State Board of Education, State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board.

At the close of each fiscal year, the Assistant Superintendent for Business or designee shall arrange to have the District books and accounts audited by an independent certified public accountant designated by the Board of Education in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board of Education member and to the Superintendent.

The Assistant Superintendent for Business or designee shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

### Inventories

The Superintendent or designee is responsible for developing and maintaining an inventory of District buildings and capital equipment. The inventory record of equipment shall include such items as a description of each item, the quantity, the location, the date of purchase, and the cost or the estimated replacement cost.

### Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of any: (1) District personal property no longer needed for school purposes, and (2) school sites, buildings, or other real estate that is unnecessary, unsuitable, or inconvenient, so that the Board may consider its disposition. *Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal*

LEGAL REF.: 105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-22.8 and  
5/17-1 et seq.  
23 Ill.Admin.Code, ch.110 and 125.

CROSS REF.: 4:90 (Activity Funds)

ADOPTED: February 13, 2012

*property  
of a  
diminutive  
value.*



**Lincolnshire-Prairie View School District 103**

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MEMO

**To:** Board of Education  
**From:** Dan Stanley, Anthony Mendoza  
**CC:** Dr. Scott Warren  
**Date:** January 28, 2016  
**Re:** Transportation Routing & Planning Guidelines

---

We are pleased to present to you the recommended guidelines for the routing and planning of our transportation system. Nothing has changed since the December 2015 meeting.

The reason for this process has several points of origin:

1. We did not have any consistent guidelines for routing and planning our bus routes.
2. The first goal of the Vision 2020 Strategic Plan, under the Transportation & Student Schedules focus, tasked administration with increasing the efficiency of our bus routes through (1) developing practices and guidelines of service levels, and (2) implementing the guidelines based on best practices for routing.
3. The second goal of the Vision 2020 Strategic Plan, under the Transportation & Student Schedules focus, tasked administration to conduct an analysis of a district transportation system versus a contractual transportation system through (1) developing goals and guidelines for the transportation system, and (2) developing and evaluating options to meet the established goals and guidelines, comparing in-house transportation vs. a contractual service.

Due to the above reasons, the routing and planning parameters needed to be established. This included establishing bus stops/routes along with walking distances, ride times, and other relevant parameters according to best practices. To accomplish this, a committee of parents, board members, and administration was established in September and met four (4) times during the fall of 2015. The tasks of the committee were to:

1. Review the background information
2. Create proposed guidelines
3. Post proposed guidelines for community feedback
4. Finalize the guidelines for submittal to the Board

The following values focused the work of the committee:

1. We want effective guidelines
2. We want consistency, fairness, and transparency
3. We want increased efficiencies
4. Overall, we want shorter bus rides

The final version of the guidelines are attached for your review. There are a few general points the committee would like make to provide context to the guidelines:.

- The safest way of getting students to school is by school bus. Efforts were made to not discourage people from riding the bus.
- The district is not required to transport its students.
- Compared with peer districts, these guidelines are generous.
- The numbers seen are generally maximum times or distances. The average would be far less. The maximums account for a few outliers in the system (e.g. a house at the end of a longer cul-de-sac).
- Kindergarten will still generally be house stops, with the additional consideration that a combined stop could be considered if a few houses with Kindergarten stops could be reasonably combined (e.g. if three Kindergarten houses are in a row and in close proximity to one another, perhaps the pickup could be at the middle house for the 3 houses). This is what is meant by “determined by enrollment and geography”.

A few other items are attached for your review:

- **Survey results from the draft report** – both the individual comments and a summary of the comments. Personal identifiable information that was included in the comments has been removed. For some reason, the “L’s” in the document are showing up bold...apologies.
- **Comps from other districts** – that were gathered at the beginning of this process. For Lincolnshire-Prairie View’s information for the comps, the best estimate of what we were doing was included.

Finally, the committee also reviewed several “parking lot” items for additional consideration in future planning.

- GPS: GPS could be an option to consider in the future as there can be many benefits such as ease of bus location (for both staff and potentially parents), and increased efficiencies (are the routes actually driven as prescribed?).
- WIFI on buses: something to consider in the future that may increase student productivity.
- Fee-based component. Based on the comps from other districts, a fee could be an option to consider in the future. The committee is not making any recommendations on whether or not to charge a fee, nor to what that fee should be.
- Start/End times: This will be important as it impacts transportation. These guidelines were established to be able to consider start/end time changes and be able to work transportation around start/end times to the extent possible.
- Charter buses: Investigate if there is an option to charter buses during the summer to increase productivity. There are other considerations, such as mileage restrictions that would need to be reviewed.

Our hope is for the Board to approve guidelines no later than the end of February (the February 16<sup>th</sup> meeting) in order for the new routing process to begin March 1<sup>st</sup>.

Additionally, the committee recommended a one-page summary of our transportation system for parents and community members to digest quickly. A few thoughts of what to include were (1) our legal obligation, (2) what we are doing, and (3) how do we compare to other districts. There were additional comp suggestions from the committee including information about fees charged and method of delivery (in-house or outsourced).

**We would like to personally thank the members of committee for their hard work throughout this process. This was a wonderful, positive process to experience and we are thankful for their efforts.**

## SCHOOL TRANSPORTATION ROUTING & PLANNING

### WHY IS DISTRICT 103 REVIEWING TRANSPORTATION PROCEDURES & SERVICES?

As part of the [Vision 2020 Strategic Plan](#), the District is reviewing the transportation procedures and service levels to increase the efficiency of our bus routes. To do so, we formed a committee of parent volunteers to represent various grade levels and areas of the district to help develop new practices and guidelines for bus routes. The committee included the Superintendent, Assistant Superintendent for Business, Director of Transportation and two members of the Board of Education. The committee met on three evenings beginning in September 2015, and is making a recommendation to the Board of Education in December. Any changes to the busing routes would occur in the 2016-2017 school year.

### ESTABLISHING SCHOOL BUS STOPS/ROUTES

In the case of regular education, neighborhood bus stops are provided in accordance with the Lincolnshire-Prairie View School District 103 policy: 4:110 Transportation. In the case of special education programs, bus service is arranged in accordance with the students' Individualized Education Plans (IEP).

1. School bus stops will be established considering safety, efficiency, economy, and equity and will follow the distances, below. Stops may be made closer for reasons of safety. Every effort will be made to maintain the distances as listed below. However, few exceptions may occur. **Please note that these are maximum walking distances; the average walk distances will be considerably less.**
  - a. Daniel Wright – Community stops not to exceed 0.30 miles
  - b. Half Day School – Corner stops not to exceed 0.20 miles
  - c. Laura Sprague Elementary School
    - First and second grade only - Corner stops not to exceed 0.15 miles
    - Kindergarten bus stops will be determined by enrollment and geography prior to the beginning of the school year
2. Buses will not be routed into dead-ends, culs-de-sac or other streets that require a three-point turn or backing maneuver to exit unless the alternative bus stop would present an unusual safety hazard. For students located in these areas, community or corner stops will be provided.
3. Buses will not be routed on private roadways or on roads not maintained by the local, county or State governments.

### OTHER ROUTING CONSIDERATIONS

The order of pick up and drop off of students is designed to be most efficient and within the shortest possible time. Students who are first on in the morning will not necessarily be the first off in the afternoon if it is a less efficient way to run the route. In general, the farther students live from school, the longer their bus ride will

## **SCHOOL TRANSPORTATION ROUTING & PLANNING**

be. The length of the bus ride is not determined by the distance from school, but by the number of stops made. Every effort will be made to keep route times at an average of 30 minutes not to exceed 45 minutes per route.

Bus arrival times may differ due to circumstances beyond the driver's control. Heavy traffic, vehicle accidents and weather can affect the driver's arrival time. Students should be out at their bus stops at least five (5) minutes prior to the scheduled arrival time.

### **WHY ARE BUS STOPS ESTABLISHED AT CORNERS OR INTERSECTIONS?**

Bus stops are located at corners for several reasons:

Safety:

1. Students are taught to cross at corners rather than in the middle of the street.
2. Traffic controls, such as stoplights or signs are located at corners. This slows down motorists at corners and they tend to be more cautious as they approach intersections. The motoring public generally expects school buses to be stopping at corners rather than individual houses. Impatient motorists are also less likely to pass buses at corners than along a street. Cars passing school buses create the greatest risk to students who are getting on or off the bus.
3. In the winter, salting and sanding is usually done at corners, providing safe stopping for buses and cars.
4. Buses use their eight-way lamp system and stop arm when picking up and dropping off students. Corner stops allow ample time for the driver to activate the yellow warning lamps before getting to the stop.
5. The visibility for bus drivers is better at corners. Searching for house numbers can be distracting for drivers.

### **WHAT IS NOT CONSIDERED FOR ADDING OR CHANGING A STOP?**

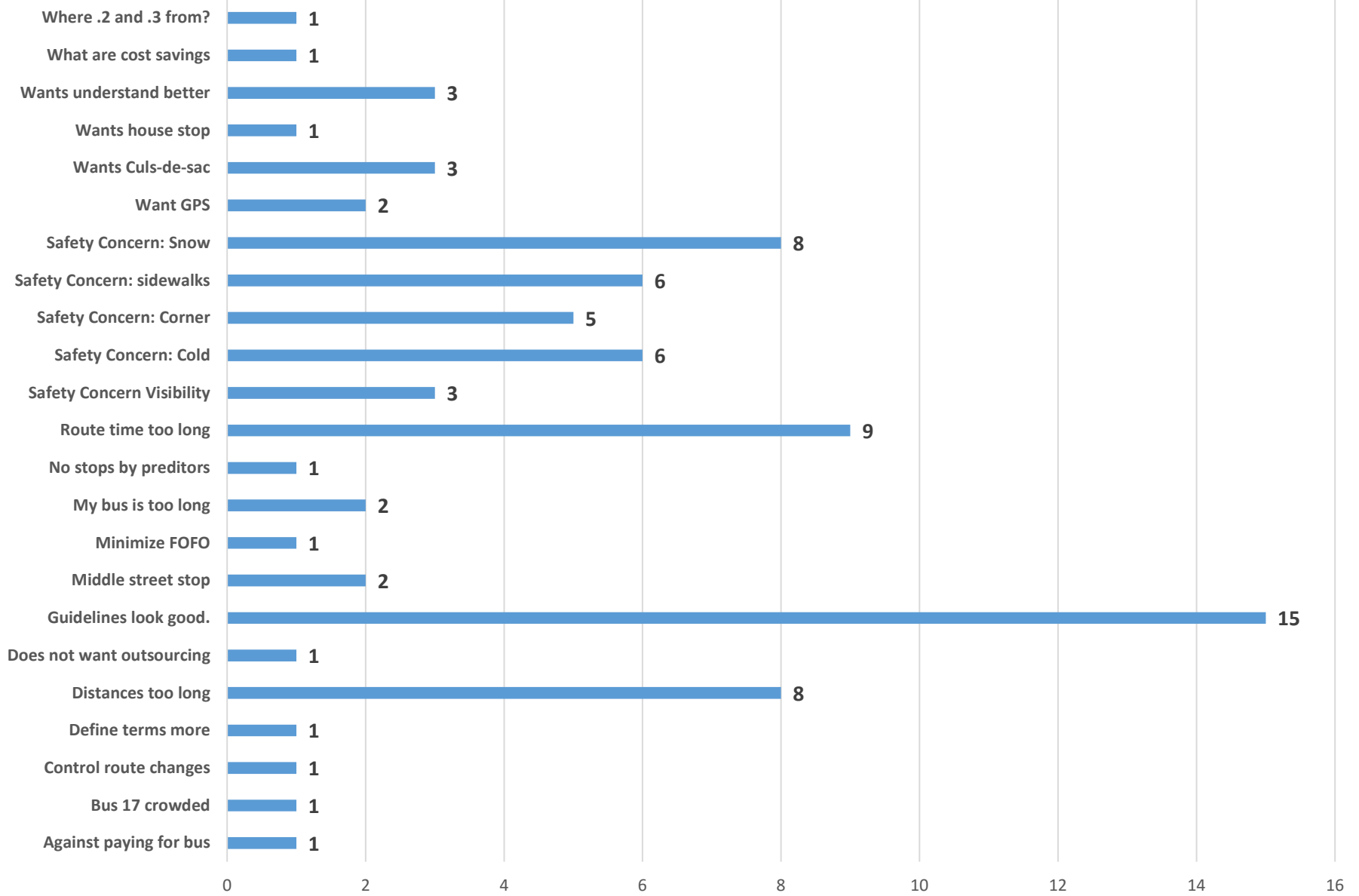
1. It is not possible to provide bus stops that are within sight of all student homes or daycares. Most families that live one house from the corner cannot see the corner bus stop without coming out of their homes. Parents are encouraged to be out at bus stops to promote proper pedestrian and bus stop behavior.
2. Routes travel past many students' houses; stopping at all houses would be inefficient. Other students may be assigned to the stop, but ride infrequently. Stops at corners accommodate other students who may move into the neighborhood.

## **SCHOOL TRANSPORTATION ROUTING & PLANNING**

### **REQUESTING A CHANGE**

Change requests will not be processed for the first 4 weeks of school. This will allow ridership levels to normalize and will also keep the department from constantly changing routes on a daily basis causing confusion and frustration for both students and parents during the first few weeks of school. Please note: requests that increase route time will be denied. Requests are submitted online at: [www.d103.org/transportation](http://www.d103.org/transportation)

## Transportation Guidelines Community Responses Summary



**Q1 Please provide any feedback by November 9, 2015. Please note that this version is draft language to be submitted by the Transportation Committee to the Board of Education for consideration**

Answered: 54 Skipped: 0

#	Responses	Date
1	<b>Distances too long</b> I think the average walking distance of 0,30 miles for Daniel Wright is too long as well as those for Half Day and Sprague.	11/9/2015 10:43 PM
2	<b>Guidelines look good.</b> This seems fine to me.	11/9/2015 10:29 PM
3	<b>Route time too long</b> 45 minutes is too long of a bus ride. adding 45 minutes on to a child's day is long. If school start times are changed next year due to the American academy of pediatrics recommendations, then bus routes should be shorter so kids can sleep longer. the district needs more buses!!!	11/9/2015 10:07 PM
4	<b>Safety Concern: Cold</b> <b>Safety Concern: Snow</b> <b>Wants understand better</b> <b>What are cost savings</b> Centralized stops might not be a good solution for harsh Chicagoland winter season, especially for younger kids and senior caregivers. Please share the actual cost saving dollar amount by reducing the stops to make this proposal sound more reasonable.	11/9/2015 9:27 PM
5	<b>Distances too long</b> <b>Guidelines look good.</b> I like the idea of consolidating stops, but the lengths are too long. .2 miles would be the longest I'd say is acceptable except for dead end streets etc.	11/9/2015 8:06 PM
6	<b>Route time too long</b> <b>Safety Concern: Corner</b> <b>Safety Concern: sidewalks</b> <b>Safety Concern: Snow</b> No child should have to be riding a bus for more than 30 minutes. I do not feel that any child should have to wait at a corner that is a major road/street, like Half Day Road, it is not safe. We have no sidewalks!!! This is a HUGE issue, especially in the winter when kids have to walk in the middle of the street because of large snow piles out into the street. There is a lot of traffic in the morning and people cut down streets driving fast because they are in a hurry. Since there are no sidewalks, our kids have to walk in the street.	11/8/2015 6:13 PM
7	<b>Distances too long</b> I seriously think no child should walk more than .15 miles to a stop. Really, .3 of a mile to get to a bus stop? .15 is almost a block already. How realistic is it that our kids will walk two blocks away to get to a bus stop? Unless it's a cul-de-sac issue, or a dead end street, it doesn't make any sense.	11/7/2015 5:55 PM
8	<b>Wants house stop</b> If the school bus can stop in front of our house, that will be very helpful to my kid, especially in the winter.	11/7/2015 4:52 PM
9	<b>Route time too long</b> <b>Where .2 and .3 from?</b> I do not agree with consolidating stops and then still having 45 minute routes. I think that first on should be close to first off but most definitely not last off. And how would we know how far .3 or .2 miles really is? Where did you get those numbers from as ideal?	11/7/2015 1:35 PM
10	<b>Guidelines look good.</b> I like this version of the transportation proposal.	11/6/2015 10:10 AM
11	<b>Wants Culs-de-sac</b> Hi, This year's new plan didn't allow stops on cul-de-sac. I respect your plan. However, it's not efficient for our cul-de-sac because we have 3 students of Half Day School live in that area and we need to drive all of them to the current bus stop for the just less than 0.1mil distance in winter. This drive will also cause congestion on the corner of the current bus stop and this will be definitely what your shuttle wants to avoid from. What I pay attention to is the change has to be done at least for winter season which is one of most severe weather condition in US. The other aspect is that the distance between the current stop and my proposed stop is just less than 0.1mil where all of your driver are experienced. Therefore, I would like to ask you reconsider to extend the bus route to our cul-de-sac whose address is as follows. [REDACTED] IL 60089 FYI, last year the stop was included in your regular bus route. Thank you so much for your considerations in advance. Regards, [REDACTED]	11/6/2015 7:46 AM
12	<b>Safety Concern: Cold</b> How would the district address severe cold weather? What is a reasonable length of time for waiting, especially in the morning if students have to walk .3 miles to the bus stop? Or do we foresee more school cancellations?	11/5/2015 10:38 PM

## D103 Transportation DRAFT Guidelines

13	<b>Safety Concern: Snow</b> Please make sure the bus drivers give extra time for students to get on and off the buses on snowy winter period when they have so much extra stuff to carry and need to be careful on slippery conditions. Drivers should be encouraged to be polite and friendly to students and vice versa. Rules established at the beginning of the year and reminders sent every quarter about how the students are expected to behave with each other when riding a school bus. Designate a separate spot at each school for drivers to turn-in the items left behind by the students in the bus everyday.	11/5/2015 10:53 AM
14	<b>Route time too long</b> Bust times are too long. Please try to cut down on bus times. For Rivershire, I am hearing it's 45 min ride just to get to school. Or 30 min just to get down the street a mile and half to Half Day. I really wish you could do something about it.	11/5/2015 9:23 AM
15	<b>Route time too long</b> <b>Safety Concern: Corner</b> <b>Safety Concern: Snow</b> I don't feel that stops need to be at the corners in all cases, specifically if a "house stop" on a street accommodates a large number of students. Attention should be given to the how far the children are walking to their stop when there is ice/snow on the sidewalks. Further, the committee needs to evaluate what time the busses are arriving at school--my kids have reported to me many times that their bus is late to school, even in good weather conditions. The committee also needs to examine the ride times of the busses, which seem to be longer than in previous years despite the many changes made this year. Even though we live a short distance from Half Day School, our daughter's ride time is extremely long. Perhaps the committee needs to consider adding busses to alleviate this problem.	11/5/2015 9:10 AM
16	<b>Control route changes</b> If a route change is being made based on one parents request, all parents with children who would be impacted by the change should be notified and allowed the chance to weigh in before the change is made.	11/5/2015 9:05 AM
17	<b>Guidelines look good.</b> Well done. Thank you for taking the time to evaluate this process. I do like the corner bus stop better than picking up at the house. I think this also allows new children and families to interact and get to know their neighbors. Thank you!!!	11/5/2015 8:57 AM
18	<b>Minimize FOFO</b> For years my children have had the pleasure of first on, first off. It afforded them a daily time savings of 40 minutes total. That's 3.5 hours a week or 14 hrs a month! Wow! Thanks! However, it's really unfair for the other kids. Every year I was shocked that the bus routes kept running this way. If there's a way to minimize this for the others, I would be willing to accept that since it would be the most judicious approach for all families.	11/5/2015 8:49 AM
19	<b>Guidelines look good.</b> <b>Safety Concern: Cold</b> The community and corner stop ideas are good. Every effort must be made to ensure that the Kinder-garden and preschool children are picked up from infant of their home or from a spot as close to their home as possible. Students attending Sprague must also be given consideration for a stop as close to their home as possible, because having them wait outside, at the corners, in peak winter, is brutal.	11/5/2015 8:46 AM
20	<b>Wants Culs-de-sac</b> DW - I understand buses will not be routed to cul-de-sacs and you are recommending community stops not to exceed .30 miles. Please consider that on cul-de-sacs the pickups are at the end of the cul-de-sac street and the children are not required to walk down the adjacent street to another corner to get the bus. Thank you.	11/5/2015 8:36 AM
21	<b>Distances too long</b> .03 miles is far for any student, Especially in winter, My 4th grade student is in a second year of 50 min ride home. The routes should switch year to year so certain students are not always subject to have the long route.	11/5/2015 8:36 AM
22	<b>Guidelines look good.</b> Looks good.	11/5/2015 8:35 AM
23	<b>Safety Concern: Corner</b> <b>Safety Concern: sidewalks</b> These stipulations work better in communities with side walks. Historically driveways were deliberately selected over corners bc corners put the kids in the street. In the winter site lines are worse at corners bc of how/where snow plows push the snow. Moving all the kids to corners will become more dangerous. Additionally, these distances will result in a lot more people driving their kids which will result in more problems in school lots. These distances will result in D103 no longer leasing our own buses within 2 yrs bc of parent dissatisfaction.	11/5/2015 8:33 AM
24	<b>Does not want outsourcing</b> Unfortunately, the information has not provided us with your proposed recommendation to the school board; hence, it is difficult for us parents to give you meaningful feedback at this time. That said, we would strongly prefer that D103 maintain and pay for its own bus fleet, even if that means a greater cost to us. We feel strongly that it is a BAD idea to outsource bus service for many many reasons, first and foremost being that student safety is compromised when bus service is outsourced. Feel free to contact us directly if you need more input on this matter. Thank you.	11/4/2015 1:48 PM
25	<b>No stops by predators</b> Please take in account any child Molesters registered in the area and make sure bus stops are not near them and out of the eyesight of parents	11/2/2015 7:32 PM
26	<b>Route time too long</b> A 45 minute ride is to long for young students. If we go to a fee, I would expect a shorter ride and would be very unhappy to pay if the ride was still 45 minutes. Even this year on the route home another Sprague bus passes our street (not our bus) about 20 minute plus before our bus gets to the stop.	11/2/2015 6:24 PM

## D103 Transportation DRAFT Guidelines

27	<b>Wants understand better</b> This does not tell one how it differs from what is occurring now. How can a person comment on such a document? What are the expected gains from whatever changes are being proposed? This is really poor communication.	11/1/2015 10:34 PM
28	<b>My bus is too long</b> The biggest complaint my 4th grader has is the length of time he is on the bus...my sixth grader does not have any complaints. Thank you for doing this	10/31/2015 1:55 PM
29	<b>Guidelines look good.</b> We think these new guidelines are good. Our concern is the enforcement of them for the safety and time spent on bus for all kids. We currently use a corner stop for all three schools, but one bus driver has been convinced by a parent to drop a kid off at their door along with other students. The bus driver also waits a long time quite often for the parents to open their door for their second grader; prolonging the time to getting home for the other children.	10/30/2015 11:10 AM
30	<b>Middle street stop</b> there should be a stop each end of the street if possible and one in the middle.	10/28/2015 9:34 PM
31	<b>Safety Concern: sidewalks</b> Please consider the safety of the street the children will be on if planning to group stops. We live on Elm and there's no place to walk except in the street as there are ditches on each side of the road. Additionally the road can be very busy and unsafe with Tamarack preschool traffic. Thanks!	10/28/2015 9:32 AM
32	<b>Guidelines look good.</b> Guidelines look reasonable. Thanks!	10/28/2015 7:16 AM
33	<b>Distances too long</b> <b>Safety Concern Visibility</b> <b>Safety Concern: Snow</b> .3 for DW and .2 for HD are absurd distances for our community. District will see considerable increase in driving thus increased congestion at the schools. Additionally, intersection bus stops do have a drawback - this leaves kids standing in the street in the winter when there is too much snow for the kids to stand on the grass. Previous Director of Transportation actually told me she preferred to have driveway stops verses intersections because of safety provide by getting the kids off the road,this is going to be a real problem when there is a lot of snow and no place to stand and reduced visibility.	10/27/2015 8:49 PM
34	<b>Guidelines look good.</b> Reasonable policy that clearly spells out expectations - I like it	10/27/2015 6:14 AM
35	<b>Guidelines look good.</b> Looks good.	10/26/2015 9:51 PM
36	<b>Route time too long</b> 45 minute bus rides are unacceptable..... no requests for first four weeks? Doesn't seem like anything was fixed here. We already have these route times.	10/26/2015 9:20 PM
37	<b>Safety Concern Visibility</b> <b>Safety Concern: sidewalks</b> I'm not sure that I understand this correctly, are you saying (with the exception of kindergartners and special needs kids), all kids will no longer have driveway bus stops (even if several families share a driveway stop currently) and will instead be moved down to a corner, even if this means that they will have to walk through snow taller than them in winter or on a slushy road as we have no sidewalks in our subdivision? regards Hazel Weaver	10/26/2015 8:05 PM
38	<b>Distances too long</b> <b>Safety Concern Visibility</b> I should have a line of site to the bus stop. I don't have to see the bus stop from my house, but I should be able to see it from within 3 or 4 houses. It is not acceptable to send my daughter .2 or .3 miles from my house around a curved street so that I cannot see her, even if I go around the corner or walk three or four houses.	10/26/2015 7:48 PM
39	<b>Bus 17 crowded</b> Hello, bus 17 is always crowded sometimes 3 children are seated in one seat. The bus comes at different times and hard to predict the times.	10/26/2015 5:54 PM
40	<b>Safety Concern: sidewalks</b> <b>Safety Concern: Snow</b> <b>Wants Culs-de-sac</b> With regard to the NO cul de sac and 3 point turns, I hope this would not include a street such as mine ( [REDACTED] ) which borders a busy thoroughfare. If the bus did not come down the street and turn, child and parent would be required to stand and wait on a busy, hi speed (more than 30 mph) road, and this to me is NOT a safe alternative, especially for younger children below Jr hi. Furthermore, there is no driveway to wait in, only the street itself, or grassy area nearby, which if raining/snowing might well be soaked and unavailable to stand in. Standing in a street where cars turn in and out of is not a safe area to be waiting. I realize some kids do live on busy roads and have to get off and on in such circumstances, but this should be avoided wherever possible, such as for Whitmore cul de sac street. Making the judgment that dropping at the corner to be a safe alternative would be a miscalculation of standard. Reducing safety criteria to meet bus time deadlines based on new scheduling desires would be a reverse priority system of arrangement, and one might expect that any consequent dangers and problems resulting would be the responsibility of the transportation company. Thank you hearing this submission.	10/26/2015 5:05 PM
41	<b>Against paying for bus</b> <b>Route time too long</b> I am vehemently opposed to paying for bus service in our district. I am a parent who lives on the perimeter of the district, and requiring people who live 1-2 miles away from school to pay is absurd. I am also concerned for those who live close to school and opt out of paying. Traffic in Lincolnshire could become worse in the mornings and after school. I noticed that none of the information provided even mentions the likelihood of parents paying for the bus service. This is a tremendous omission that impacts families as well. For such a fee, I expect considerably shorter bus rides. 45 minutes is still not a reasonable length of time. The constant addition of fees is making our wonderful D103 less desirable. Please find another way besides adding yet more fees to the families.	10/26/2015 3:49 PM

## D103 Transportation DRAFT Guidelines

42	<b>Distances too long</b> Even 0.20 mi is too far for elementary students.	10/26/2015 3:01 PM
43	<b>My bus is too long</b> <b>Wants understand better</b> If I were better informed I could understand the situation better. I disagree with not having a first on, first off policy currently because he's on the bus a long time and it seems unfair, but I would like to be able to see my son's bus route to understand where he is in the routes and how the timing works. It is hard to understand why he spends an hour and twenty minutes in transit each day when I do not have a timeline for how long it takes buses to load and leave at the end of the day, for example. Until I understand the process I will continue to be frustrated by the amount of time it take my son to get to and from a school that is a mile away!	10/26/2015 2:43 PM
44	<b>Safety Concern: Cold</b> <b>Safety Concern: Snow</b> <b>Want GPS</b> I am extremely disappointed in this draft. There is absolutely no consideration for children, especially younger ones in Sprague, who might be exposed to bitterly cold winter conditions while waiting at a corner. That is beyond absurd and dangerous for the children. Right now my daugther can wait in our house and come out to the end of our driveway so she is safe and warm while waiting for the bus. This plan eliminates that possibility and is irresponsible. Flat out irresponsible. If the bus company would provide GPS tracking for their buses for parents to use it might be a different story. That way we could track the bus and only come out to the corner stop at the appropriate time. This proposal was clearly drafted by people that don't have small children in the district.	10/26/2015 2:33 PM
45	<b>Define terms more</b> suggestions 1. define "corners" 2. exception for "corners" where safety is comprised - corners that are NOT regular four way stops - exception for irregular intersections or poor visibility - exception for corners that are T-intersections that allow full speed crossing at main road 3. Define wait time (and frequency) for students, I see the bus waiting too long for the same parents how perpetually make the entire bus wait for their kid 4. more feedback an earlier published routes - poor roll out will cause more congestion at schools and less safety	10/26/2015 2:25 PM
46	<b>Guidelines look good.</b> this plan is a great balance between efficiency and the desire to limit the amount of impact the limitation of stops on students of varying ages groups. As a parent of a child taking the bus I feel more comfortable knowing my child is more likely to be waiting with other children in the AM and getting off the bus with multiple kids in the PM because the presence of a group is easier for traffic to see and also less of a target for "stranger danger" harm. I also live on a corner that the stop would be at and unless we leave our house we still can't see the stop completely so I understand how unrealistic it would be for children to be picked up at their driveway which will as a parent this would be nice I also get that it is unrealistic for time and efficiency purposes. I think it is important to remind parents that what they pay for with busing in summer camp is not the same as busing at the tax payers expense.	10/26/2015 2:22 PM
47	<b>Guidelines look good.</b> my daughter is at DW now, we are on [REDACTED] we are fine in walking 5 houses down to our bus stop. She is so glad that she is only on the bus for about 10 minutes in the morning.	10/26/2015 2:17 PM
48	<b>Want GPS</b> Could school bus also be equipped a GPS to enable students/ parents using App whne necessary to have better visibility of location and timing , like Sr High Stevenson does. Thanks.	10/26/2015 2:10 PM
49	<b>Distances too long</b> <b>Safety Concern: Cold</b> <b>Safety Concern: Corner</b> My children are currently in Sprague and Half Day. One of the things that I loved when I moved here was that the bus came so close to our house. My children don't have to walk a ways to a bus stop in the street (as we have no sidewalks) past people's driveways in the rain and cold. If all of the kids live in the middle of the street, I do not understand why you would put the bus stop on the corner. We live in a circle street with no traffic and there is FAR more traffic at the corners, so you would actually be putting my children in far more danger in our situation. You are discussing making the little ones go to school far too early (I don't think any of the schools should start earlier than 8:00...8:30 would be better) and have to walk further to a bus stop. I understand having the older ones walk further to a bus stop, but not Sprague and Half Day. This is my opinion.	10/26/2015 2:04 PM
50	<b>Middle street stop</b> <b>Safety Concern: Cold</b> <b>Safety Concern: Snow</b> With the upcoming winter season, besides stopping at corners, please ALSO consider stopping at the middle of the street. Some students walk a long way to get to the bus stop and having a half-way point will keep the students from being exposed to cold, wind and snow. Thank you.	10/26/2015 1:51 PM
51	<b>Guidelines look good.</b> Looks good!	10/26/2015 1:47 PM
52	<b>Guidelines look good.</b> <b>Route time too long</b> The guidelines seem generally fine, but 45 minutes is excessive. The maximum ride should be less than this. And we are not currently achieving 45 minutes currently. My Half Day student regularly has to ride 45 minutes in the afternoon, and we are not the end of the route. More effort needs to be made to reduce the length of the bus ride.	10/26/2015 1:46 PM
53	<b>Safety Concern: Corner</b> <b>Safety Concern: sidewalks</b> Not all corners are salted and cleared, nor the sidewalks leading to the bus stop. When there is a 2 way stop traffic is still moving. Not all cars stop.	10/26/2015 1:46 PM
54	<b>Guidelines look good.</b> It has been very nice with the bus stop at the corner and I do believe this will help in the winter with slippery pavement. Thank you for addressing the issues.	10/26/2015 1:39 PM

# 2015-2016 District Comparison

## How many miles or feet do students walk to the bus stop?

District	Elementary	Middle School	High School
Aptakistic-Tripp District 102	1/2 mile	1/2 mile	N/A
Diamond Lake School District 76	2 blocks	2 blocks	N/A
Kildeer Countryside District 96	1/4 mile - 1/2 mile	1/4 mile - 1/2 mile	N/A
Lincolnshire-Prairie View	.10 mile	.20 mile	N/A
Stevenson HS District 125	N/A	N/A	1/3 mile

## What is the max time students ride the bus?

District	Elementary	Middle School	High School
Aptakistic-Tripp District 102	45 mins	45 mins	N/A
Diamond Lake School District 76	30 mins	30 mins	N/A
Kildeer Countryside District 96	45 mins	45 mins	N/A
Lincolnshire-Prairie View	Up to 48 mins	Up to 29 mins	N/A
Stevenson HS District 125	N/A	N/A	55mins

## Has district policy regarding walk distances

District	Yes	No
Aptakistic-Tripp District 102	x	
Diamond Lake School District 76	x	
Kildeer Countryside District 96	x	
Lincolnshire-Prairie View		x
Stevenson HS District 125	x	

## Has district policy regarding length of route

District	Yes	No
Aptakistic-Tripp District 102	x	
Diamond Lake School District 76	x	
Kildeer Countryside District 96	x	
Lincolnshire-Prairie View		x
Stevenson HS District 125	x	

