

**BOARD OF EDUCATION MEETING  
COMMUNITY HIGH SCHOOL DISTRICT 94  
June 4, 2013 – 7:00 P.M.**

**ADMINISTRATION CONFERENCE ROOM – Entrance “H”  
326 JOLIET STREET, WEST CHICAGO, IL 60185**

**A G E N D A**

**BOARD PICTURE WILL BE TAKEN**

**OPENING ACTIVITIES**

1. Call to Order
  2. Salute to the Flag
  3. Reading of Mission Statement  
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
  4. Roll Call
  5. Additions to the Agenda – (Voice Vote)
- 

**RECOMMENDED MOTION:** That the Board of Education approve the addition of the topics shown above to this agenda.

**PUBLIC PARTICIPATION (Agenda Items Only)**

**REPORTS AND INFORMATION**

- |    |  |              |
|----|--|--------------|
| 1. | Director of Business Services Report                                   | Gordon Cole  |
| 2. | Principal’s Report   | Moses Cheng  |
| 3. | Honors Criteria Update<br>(Att. §B - pp. <u>1 - 2</u> )                | Moses Cheng  |
| 4. | Assistant Superintendent’s Report                                      | Kim Chambers |
| 5. | Freedom of Information Act Requests<br>(Att. §B - pp. <u>3 - 8</u> )   | Lalo Ponce   |
| 6. | Technology Tour with Partner Schools<br>(Att. §B - pp. <u>9 - 13</u> ) | Lalo Ponce   |
| 7. | Future Dates   |              |
|    | a. Regular Finance Committee Meeting – To Be Announced                 |              |
|    | b. Regular Semi-Monthly Board of Education Meeting – June 18, 2013     |              |
|    | c. Regular Semi-Monthly Board of Education Meeting – July 2, 2013      |              |

8. Board President's Report Gary Saake
  - a. July 2, 2013 Board Meeting
  - b. End of the Year Events

9. Open Comments Board Members

### CONSENT AGENDA (Roll Call)

Action items considered routine and/or which have been previously discussed by the Board will be enacted under one roll call motion unless removed for separate action upon Board request. They are enumerated under the heading "Recommended Action".

1. Items Removed from Consent Agenda for Separate Action: \_\_\_\_\_
2. Consent Agenda Action for All Items Except those Listed in 1. Above.  
**RECOMMENDED MOTION:** That the Board approve all items on the Consent Agenda which have not been specifically removed for separate action as shown on line 1. immediately above.

### CONSENT AGENDA ITEMS - RECOMMENDED ACTION(S):

1. **Approval of Minutes — (Att. §C - pp. 1 - 7 )**  
Board of Education Meeting – May 21, 2013  
1<sup>st</sup> Closed Session Board of Education Meeting – At Table May 21, 2013  
2<sup>nd</sup> Closed Session Board of Education Meeting – At Table May 21, 2013
2. **Filing of Minutes - (Att. §C - pp. 8 – 10 )**  
Finance Committee Meeting - May 15, 2013  
**RECOMMENDED MOTION:** That the Board of Education approve for filing of the above minutes.

### CONSENT AGENDA APPROVAL

### NEW BUSINESS

1. **Personnel Reports – (Roll Call)**  
**RECOMMENDED MOTION:** That the Board of Education approve the Personnel and Supplemental Contract reports as presented in the packet and at table. (Att. §D - pp. 1 - 3 ).  
  
**RECOMMENDED MOTION:** That the Board of Education accept the resignation of Tyler Michie, .80 FTE Teacher in the Math & Science Division, effective at the end of the 2012-2013 school year.
2. **Board Policy Series ¶8000**  
Board Policy Series ¶8000 has been reviewed by members of the Board of Education, administration and the District's Attorney.

**RECOMMENDED MOTION:** That the Board of Education approve on 1<sup>st</sup> Reading Policy Series ¶8000, Students, as shown on (Att. §B - pp. 14 - 118).

3. **Telephone System Acquisition – (Roll Call)**

The District conducted a formal RFP process to select a vendor and equipment manufacturer for a replacement phone system. The new system will be a VOIP system. After much review, it is staff's recommendation to select the firm of Telcom Innovations Group (TIG) of Itasca, IL for the acquisition and installation of Mitel equipment. The price for installation, equipment and the first year's maintenance agreement is \$161,279.79. Staff is requesting an additional \$10,000 contingency for any potential equipment modifications that may arise during the installation phase. All contracted related documents have been reviewed by the District's attorney.

**RECOMMENDED MOTION:** That the Board of Education authorize the purchase and installation of a Mitel VOIP system with Telcom Innovations Group (TIG) of Itasca, IL for a contract price of \$161,279.79 with a contingency allowance of \$10,000 as shown on Att. §B - pp. 119 - 119 and as provided at Table.

4. **Minibus Purchase – (Roll Call)**

The District has leased a 12 passenger bus with a wheelchair lift for the past 3 years. The lease expires in July. The bus is used primarily for the special Ed department and to a lesser degree extracurricular activities and athletics. The bus is an important part of the Special Education transition program. The vehicle is in excellent condition and has just less than 10,000 miles on it. Staff is proposing purchasing this vehicle instead of leasing a new vehicle. The interest rate on a new lease would be in the 2.5% to 3% range. The purchase price is \$26,500 for this vehicle; a new vehicle would be approximately \$48,000. The lease rate for a new bus would be \$8,140 for a 5 year lease. Considering our usage and maintenance, the purchase is the most economical option.

**RECOMMENDED MOTION:** That the Board of Education approve the purchase of the 2009 Chevy/Collins mini-bus from Midwest Transit Equipment, Inc. for the purchase price of \$26,500 as shown on Att. §B - pp. 120 – 122.

**OLD BUSINESS**

**PUBLIC PARTICIPATION (Any item)**

**EXECUTIVE SESSION – Only if needed and with the understanding that possible action could be taken on matters discussed in closed session.**

**RECOMMENDED MOTION TO**

**MOVE TO CLOSED SESSION**

That the Board of Education hold a Closed Session at [Time] for the purpose(s) of [1-15 below].

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees.
2. Collective negotiating matters.
3. The selection of a person to fill a public office.
4. Evidence or testimony presented in open hearing, or in closed hearing, where specifically authorized by law, to a quasi-adjudicative body.
5. The purchase or lease of real property.
6. The setting of a price for sale or lease of property.
7. The sale or purchase of securities, investments, or investment contracts.
8. Emergency security procedures.
9. Student discipline.
10. The placement of individual students in special education programs.
11. Litigation has been filed and is pending before a court or administrative tribunal.
12. Establishment of reserves or settlement of claims as provided by local government and governmental employees Tort Immunity Act.
13. Self-evaluation.
14. Discussion of minutes of meetings lawfully closed under Open Meetings Act (P.A. 88-621, effective 1-1-95).
15. Considering meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America.

|                                    |
|------------------------------------|
| <b>BEGIN CLOSED SESSION TAPING</b> |
|------------------------------------|

**RECOMMENDED MOTION TO  
MOVE TO OPEN SESSION:**

That the Board of Education return to Open Session at [Time] to possibly vote on closed session items.

|                                  |
|----------------------------------|
| <b>END CLOSED SESSION TAPING</b> |
|----------------------------------|

**ADJOURNMENT**

**RECOMMENDED MOTION:**                      **That the Board of Education meeting be adjourned at [Time].**

**COMMUNITY HIGH SCHOOL  
DISTRICT 94**

**June 4, 2013  
7:00 p.m.  
Board of Education Meeting**

**SECTION B -  
Regular Meeting Attachments**

**Community High School District 94  
West Chicago, Illinois  
Office of the Principal**

## Memorandum

To: Lalo Ponce  
From: Moses Cheng  
Date: May 15, 2013  
Re: Criteria for Honors Courses

\*\*\*\*\*

The Curriculum Committee met on April 30, 2013 to determine what criteria will be used in the future consideration of Honors course proposals submitted to the Committee. After much discussion, the Curriculum Committee unanimously agreed upon using the following criteria.

1. Above current general course level work, expectations, and/or assessments
2. Greater depth and/or breadth than the current general course level work
3. Increased student expectations for independent work, learning, and/or time commitment

The following is a brief explanation of each of the criterion.

Above current general course level work, expectations, and/or assessments:

- Overall framework of the proposed course contains levels of materials, expectations, and outcomes that are higher than that which were established for the existing general course upon which it was based.
- Prerequisites for the course reflect this increased level of materials, expectations, and outcomes.

Greater depth and/or breadth than the current general course level work:

- The curriculum of the proposed course addresses a greater breadth of topics, concepts, ideas, and terms than that which is found in the general course upon which it is based.
- The curriculum of the proposed course challenges students to synthesize, apply, and analyze at a depth greater than that which is found in the general course upon which it is based.

Increased student expectations for independent work, learning, and/or time commitment:

- Students in the proposed course have demonstrated
  - the maturity to spend the necessary time and effort outside of the classroom to independently learn course materials as needed.
  - the ability to respond to greater time demands for assignments, projects, and/or research requirements of the course.
- Prerequisites for the course reflect this increase in student learner attributes.

Procedurally, these criteria will not be used in isolation as a simple, stand-alone checklist. Rather, the Committee will use these criteria as a baseline for an "Honors" designation and to guide the discussion

**Community High School District 94**  
**West Chicago, Illinois**  
**Office of the Principal**

and questions as Division Heads and teachers present their proposals. The Committee was mindful of the fact that the possible addition of any future Honors course could have a ripple effect on how students select their courses and, in turn, impact the departments especially those in the elective areas. Additionally, the Committee was cognizant of the importance of maintaining the integrity of the meaning of the weighted grade attached to any proposed Honors course. By using these criteria as both a baseline measurement tool as well as a framework for guiding discussions, the value of rigor, extension, independence, and challenge in a course receiving an Honors designation and a weighted grade can be ensured. It was further agreed that an “open door” philosophy towards approving future Honors course proposals is detrimental to the department and disregards the intent behind the weighted grades designation.

The Curriculum Committee is confident that the use of these criteria will foster an in-depth discussion that challenges the validation of future proposed Honors course against the spirit, purpose, and intent of all currently existing Honors courses and the weighted grades attached to them. In so doing, the adoption process of new courses will continue with integrity and the best interests of the entire school in mind.

If you have any further questions regarding this matter, please do not hesitate to ask.

**From:** Gordon Cole  
**Sent:** Friday, May 31, 2013 10:00 AM  
**To:** bids@centralpoly.com  
**Cc:** Kim Chambers; Cheryl Glunt  
**Subject:** FOI

Melissa Rodriguez  
Central Poly Corporation

This is in response to the FOI submitted with your Bid package.

The attached spreadsheet is the initial bid tabs with apparent low bidder for each item highlighted in yellow.

Prior to purchase, items are verified that they are to our specification. If not, then we go to the next lowest bidder.

Gordon Cole  
Director of Business services



| LINE | ITEM NAME/DESCRIPTION                                    | ITEM NUMBER | UNIT OF MEASURE | QUANTITY<br>REQUIRED | VALDES  | EXTENDED<br>PRICE | METRO    | EXTENDED<br>PRICE | STAND CO | EXTENDED<br>PRICE | HP<br>PRODUCT | EXTENDED<br>PRICE | EDWARD<br>DON | EXTENDED<br>PRICE | CENTRAL<br>POLY | EXTENDED<br>PRICE |
|------|--|-------------|-----------------|----------------------|---------|-------------------|----------|-------------------|----------|-------------------|---------------|-------------------|---------------|-------------------|-----------------|-------------------|
| 1    | Rubbermaid Brown bucket w/wringer combo                  | 7577-88     | EACH            | 2                    |         | \$0.00            | \$91.40  | \$182.80          | \$100.28 | \$200.56          | \$49.98       | \$99.96           | \$112.78      | \$225.56          |                 | \$0.00            |
| 2    | Push Broom Street Heavy Duty 24"                         |             | EACH            | 2                    |         | \$0.00            | \$14.20  | \$28.40           | \$9.68   | \$19.36           | \$2.87        | \$5.74            | \$15.30       | \$30.60           |                 | \$0.00            |
| 3    | Toilet Bowl Brush White-NYLON                            |             | EACH            | 10                   |         | \$0.00            | \$1.80   | \$18.00           | \$2.07   | \$20.70           | \$5.20        | \$52.00           | \$2.30        | \$23.00           |                 | \$0.00            |
| 4    | Angle Broom Flagged                                      |             | EACH            | 5                    |         | \$0.00            | \$6.30   | \$31.50           | \$7.37   | \$36.85           | \$2.93        | \$14.65           | \$8.18        | \$40.90           |                 | \$0.00            |
| 5    | Rain Dance #5 2-1.5 gallon                               |             | CASE            | 10                   |         | \$0.00            | \$100.33 | \$1,003.30        |          | \$0.00            |               | \$0.00            |               | \$0.00            |                 | \$0.00            |
| 6    | Hydrox # 58 G.P. Cleaner 2 - 1.5 gallon                  |             | CASE            | 6                    |         | \$0.00            | \$126.12 | \$756.72          |          | \$0.00            |               | \$0.00            |               | \$0.00            |                 | \$0.00            |
| 7    | Bath Mate RTU # 16 2 - 1.5 gallon                        |             | CASE            | 10                   |         | \$0.00            | \$93.96  | \$939.60          |          | \$0.00            |               | \$0.00            |               | \$0.00            |                 | \$0.00            |
| 8    | Speed Track # 24 2 - 1.5 gallon                          |             | CASE            | 10                   |         | \$0.00            | \$47.50  | \$475.00          |          | \$0.00            |               | \$0.00            |               | \$0.00            |                 | \$0.00            |
| 9    | Morning Mist # 33 2 - 1.5 gallon                         |             | CASE            | 50                   |         | \$0.00            | \$43.64  | \$2,182.00        |          | \$0.00            |               | \$0.00            |               | \$0.00            |                 | \$0.00            |
| 10   | Hot Springs Scrub/Re-coat PACKETS                        |             | CASE            | 8                    |         | \$0.00            | \$33.30  | \$266.40          |          | \$0.00            |               | \$0.00            |               | \$0.00            |                 | \$0.00            |
| 11   | 2 ply Toilet Tissue 4 3/8 x 3 3/4 500 Sheets/ 96 ROLL CS |             | CASE            | 320                  | \$27.99 | \$8,956.80        | \$33.30  | \$10,656.00       | \$34.64  | \$11,084.80       | \$29.69       | \$9,500.80        | \$32.03       | \$10,249.60       | \$33.66         | \$10,771.20       |
| 12   | 1 ply Single Fold Paper Towels 250 - 9.125" x 10.25"     | 16 PK/CS    | CASE            | 100                  | \$12.89 | \$1,289.00        | \$15.75  | \$1,575.00        | \$18.30  | \$1,830.00        | \$13.71       | \$1,371.00        | \$14.45       | \$1,445.00        | \$15.77         | \$1,577.00        |
| 13   | 1 ply Multi Fold Paper Towels 250 - 9.125" x 9.5"        | 16 PK/CS    | CASE            | 260                  | \$13.00 | \$3,380.00        | \$15.00  | \$3,900.00        | \$16.84  | \$4,378.40        | \$13.42       | \$3,489.20        | \$13.65       | \$3,549.00        | \$15.87         | \$4,126.20        |
| 14   | Seco High Dusters-Lambskin Specialty-360 flex            |             | EACH            | 10                   |         | \$0.00            | \$6.10   | \$61.00           | \$6.79   | \$67.90           | \$4.12        | \$41.20           |               | \$0.00            |                 | \$0.00            |
| 15   | Blue Electrostatic Dust Mop (Clinger) 5" x 48"           |             | EACH            | 1                    |         | \$0.00            | \$18.20  | \$18.20           |          | \$0.00            | \$14.58       | \$14.58           |               | \$0.00            |                 | \$0.00            |
| 16   | Blue Electrostatic Dust Mop (Clinger) 5" x 60"           |             | EACH            | 1                    |         | \$0.00            | \$23.50  | \$23.50           |          | \$0.00            | \$16.92       | \$16.92           |               | \$0.00            |                 | \$0.00            |
| 17   | Dust Mop Frame 5" x 18"                                  |             | EACH            | 3                    |         | \$0.00            | \$3.60   | \$10.80           | \$2.74   | \$8.22            | \$1.89        | \$5.67            |               | \$0.00            |                 | \$0.00            |
| 18   | Dust Mop Frame 5" x 48"                                  |             | EACH            | 1                    |         | \$0.00            | \$6.65   | \$6.65            | \$5.17   | \$5.17            | \$3.10        | \$3.10            |               | \$0.00            |                 | \$0.00            |
| 19   | Dust Mop Frame 5" x 60"                                  |             | EACH            | 1                    |         | \$0.00            | \$8.80   | \$8.80            | \$8.52   | \$8.52            | \$3.90        | \$3.90            |               | \$0.00            |                 | \$0.00            |
| 20   | Dust Mop Frame 5" x 72"                                  |             | EACH            | 1                    |         | \$0.00            | \$13.80  | \$13.80           | \$7.01   | \$7.01            | \$4.90        | \$4.90            |               | \$0.00            |                 | \$0.00            |
| 21   | Handle Snap On Swivel 1" x 60"                           |             | EACH            | 8                    |         | \$0.00            | \$9.35   | \$74.80           | \$6.65   | \$53.20           | \$4.76        | \$38.08           |               | \$0.00            |                 | \$0.00            |
| 22   | Wet mop Handle 1" x 60" RUBBERMAID SECO PRODU            | # H146      | EACH            | 12                   |         | \$0.00            | \$13.25  | \$159.00          | \$15.26  | \$183.12          | \$4.44        | \$53.28           | \$16.01       | \$192.12          |                 | \$0.00            |
| 23   | Doodlebug 3M Pole 15" x 16" Threaded End                 |             | CASE            | 1                    |         | \$0.00            | \$3.20   | \$3.20            |          | \$0.00            | \$1.41        | \$1.41            |               | \$0.00            |                 | \$0.00            |
| 24   | Doodlebug 3M Pad Holder                                  | #6472       | CASE            | 8                    |         | \$0.00            | \$14.70  | \$117.60          | \$133.02 | \$1,064.16        | \$13.34       | \$106.72          | \$37.06       | \$296.48          |                 | \$0.00            |
| 25   | 3M 13" Black Stripping Pads 5 PADS/CASE                  |             | CASE            | 3                    |         | \$0.00            | \$13.90  | \$41.70           | \$15.84  | \$47.52           | \$10.70       | \$32.10           |               | \$0.00            |                 | \$0.00            |
| 26   | 3M 13" Red cleaning / Buffing Pads 5 PADS/CASE           |             | CASE            | 10                   |         | \$0.00            | \$13.55  | \$135.50          | \$15.96  | \$159.60          | \$10.42       | \$104.20          |               | \$0.00            |                 | \$0.00            |
| 27   | 3M 17" Black Stripping Pads                              |             | CASE            | 5                    |         | \$0.00            | \$20.49  | \$102.45          | \$24.13  | \$120.65          | \$11.17       | \$55.85           | \$11.12       | \$55.60           |                 | \$0.00            |
| 28   | 3M 17" Red Cleaning / Buffing Pad 5 PADS/CASE            |             | CASE            | 5                    |         | \$0.00            | \$19.95  | \$99.75           | \$22.95  | \$114.75          | \$15.36       | \$76.80           | \$11.12       | \$55.60           |                 | \$0.00            |
| 29   | 3M 17" Blue Cleaning Pads                                |             | CASE            | 5                    |         | \$0.00            | \$19.95  | \$99.75           | \$22.95  | \$114.75          | \$10.86       | \$54.30           | \$11.12       | \$55.60           |                 | \$0.00            |
| 30   | 3M 20" Black Stripping Pads 5 PADS/CASE                  |             | CASE            | 10                   |         | \$0.00            | \$26.54  | \$265.40          | \$31.25  | \$312.50          | \$20.44       | \$204.40          | \$14.27       | \$142.70          |                 | \$0.00            |
| 31   | 3M 20" Red Cleaning / Buffing Pad                        |             | CASE            | 5                    |         | \$0.00            | \$25.83  | \$129.15          | \$30.41  | \$152.05          | \$14.04       | \$70.20           | \$15.03       | \$75.15           |                 | \$0.00            |
| 32   | 3M 20" Blue Cleaning 5 PADS/CASE                         |             | CASE            | 5                    |         | \$0.00            | \$25.83  | \$129.15          | \$30.41  | \$152.05          | \$19.88       | \$99.40           | \$14.27       | \$71.35           |                 | \$0.00            |
| 33   | 3M 20" White Buffing Pads 5 PADS/CASE                    |             | CASE            | 12                   |         | \$0.00            | \$25.83  | \$309.96          | \$31.25  | \$375.00          | \$19.88       | \$238.56          | \$14.27       | \$171.24          |                 | \$0.00            |
| 34   | 3M 20" Hog Hair Buffing Pads 5 PADS/CASE                 |             | CASE            | 5                    |         | \$0.00            | \$29.65  | \$148.25          | \$31.25  | \$156.25          | \$19.88       | \$99.40           |               | \$0.00            |                 | \$0.00            |
| 35   | Diversey Ironstone Sealer - 5 GALLON                     |             | EACH            | 5                    |         | \$0.00            | \$72.05  | \$360.25          |          | \$0.00            |               | \$0.00            |               | \$0.00            |                 | \$0.00            |
| 36   | Diversey Mainstay Floor Finish - 5 GALLON                |             | EACH            | 10                   |         | \$0.00            | \$50.65  | \$506.50          |          | \$0.00            |               | \$0.00            |               | \$0.00            |                 | \$0.00            |
| 37   | Full Impact Stripper - 6 QUARTS/case                     |             | EACH            | 20                   |         | \$0.00            | \$69.45  | \$1,389.00        |          | \$0.00            |               | \$0.00            |               | \$0.00            |                 | \$0.00            |
| 38   | Contempo Stat Carpet Sanitizer - 4 GALLONS/case          |             | CASE            | 16                   |         | \$0.00            | \$39.45  | \$631.20          |          | \$0.00            |               | \$0.00            |               | \$0.00            |                 | \$0.00            |

[illegible]

[illegible]

[illegible]

2013-2014 CUSTODIAL/ BID RESULTS

| LINE | ITEM NAME/DESCRIPTION | ITEM NUMBER | UNIT OF MEASURE | QUANTITY<br>REQUIRED | VALDES | EXTENDED<br>PRICE | METRO | EXTENDED<br>PRICE | STAND CO | EXTENDED<br>PRICE | HP<br>PRODUCT | EXTENDED<br>PRICE | EDWARD<br>DON | EXTENDED<br>PRICE | CENTRAL<br>POLY | EXTENDED<br>PRICE |
|------|-----------------------|-------------|-----------------|----------------------|--------|-------------------|-------|-------------------|----------|-------------------|---------------|-------------------|---------------|-------------------|-----------------|-------------------|
|      |                       |             |                 |                      |        |                   |       |                   |          |                   |               |                   |               |                   |                 |                   |

Original document must be submitted. No photocopies, faxes, electronic copies or other types of forms will be accepted. Bidder will be disqualified if this original form is not submitted

# **Community High School District 94**

## **Technology Overview**

### **May, 2013**

District 94 teachers, students and administrators employ an extensive amount of technology in the day-to-day teaching, learning and operations at the high school. A brief overview follows of District 94's supporting facilities and infrastructure, technology hardware, laptop and wireless network deployment, and software and instructional implementation.

#### 1. Technology Infrastructure and Facilities

- Fiber Optic Gigabit Ethernet Network throughout school with Server Center
- Server Center (14 servers) and 7 Intermediate Distribution Facility Hubs (routers, switches, fiber and copper wiring); VMware Virtualization, SCCM Management, Cisco Routers, HP and 3Com Switches, Lightspeed Web Filters, Barracuda Archiver and Spam Filter
- 1,500 node network (computers, printers, switches, servers)
- Internet in all 115 classrooms - AT&T and Illinois Century Network (ICN)
- Wireless Network (802.11 n) throughout high school with 65 WiFi APs
  
- 19 Computer Labs
  1. Lab 156 – Mathematics Lab
  2. Lab 109 – AutoCAD Lab
  3. Lab 318 – Media Production Lab
  4. Lab 307 – Video Production Lab
  - 5, 6, 7. Lab 201, 202 and 203 – Business Education Labs; Accounting, Desktop Publishing, Web Production, Accounting, Computer Applications
  8. Lab 188 – Social Studies, Foreign Language, Adult Ed, All Curriculum
  9. 10. Lab 227 and 228 – English / Writing Labs, All Curriculum
  11. 12. LRC Lab 1 and Lab 2 – Government Classes, All Curriculum
  13. 14. Lab 198 and Lab 213 Reading Labs – Read 180 Curriculum
  15. Mobile Laptop Lab/Cart – Science Dept Laboratories
  16. Mobile Laptop Lab/Cart – Information Technology Dept (Bus. Ed/FACS)
  17. MIDI Music Technology Lab – Theory, Composition, Music Tech
  18. Lab 103 – Tech Lab – Digital Photography and Digital Art; Family and Consumer Science Classes
  19. Academic Skills Center – 194A and 194B – NovaNet Credit Recovery, AVID and Student Tutoring Labs (Laptop Cart plus desktop computers)

#### 2. Technology Hardware

- Ceiling-Mounted Projectors and large screens in ALL 115 Classrooms and Labs
- Digital SmartBoards – All Mathematics Dept. Classrooms
- Smartboards – Science, Special Education, Social Studies, Foreign Language
- 1,050 Computers (250 new in 2012-13 school year; 4-year replacement cycle plan); exploring 1-to-1 options, which will eventually replace approx 12-14 labs once fully implemented over 4-year Fresh/Soph/Jr/Sr student cycle
- Elmo Document Cameras – All Science, Math, Social Studies Classrooms; plus World Languages, Art; and 2013 English Dept.
- 300 Printers/Scanners
- Networked Duplicating Center – Teachers submit jobs via network to Xerox/Fiery Print Servers – highly efficient, cost-saving printing from all classrooms and offices
- LRC – 100 Computers

- iPads/iPods/Tablets – Special Education, Math Dept. w/ Doceri software, Drivers Education classroom, Info Tech, Family Consumer Science, Business Ed Departments; LRC 2013 for eBooks; Nook eReader Lab in English Reading Enrichment classes; Tablet mobile lab summer for beta testing with curriculum (LearnPad/iPad); Google Chromebooks beta testing
- Overdrive eBooks subscription to digital books for student checkout
- Tech Peripherals – Large Plotter, 3D Manufacturing system, Computerized Digital Sewing Machines, Digital Cameras, Digital Camcorders
- Auditorium – new Digital computerized Lighting Console and new 32 channel Audio Sound Control Console; 16 wireless microphone systems (state-of-the-art learning opportunities for tech crew and drama students)
- Media Distribution System – Daily Announcements; Video Production, Upcoming Events, Guidance Dept Presentations – Broadcast to all classrooms
- Telephones in All classrooms and offices; every teacher has own phone number and voicemail box for parent communications - Fujitsu and AVT CallXpress – Digital PBX telephone and Voicemail systems – scheduled for new Voice-over IP (VOIP) phone, voicemail and unified messaging system building-wide upgrade in Summer, 2013
- Digital Security Camera System – Inside and outside camera system with 24-hour recording, Internet monitoring application for administration, Deans and Police Liaison Officers; upgrading to additional digital IP cameras system Summer, 2013

### 3. Technology Software and Instructional Implementation

- Microsoft Office 2010 Professional – Word, Excel, PowerPoint, Access, Publisher on all 950 school computers (used in Computer Applications 1, 2 & 3, Desktop Publishing, all English, Humanities and various other courses)
- Adobe CS Creativity Suite – Adobe Photoshop, Illustrator, In-Design, Acrobat Pro, Flash – used by Digital Photography and Digital Art classes,
- Macromedia DreamWeaver – Web Production classes (+ Flash, Fireworks) – student webmasters design, maintain and update entire school website
- Music Tech software – Sibelius composition, Aurelia Theory, Steinberg Artist Cubase sequencer, PreSonus StudioOne, new iMac Lab
- Video Production Classes – Final Cut Pro; Garage Band; iMovie
- Yearbook and School Newspaper – Produced entirely in-house – Jostens Online Publishing System, Adobe In-Design page layout software
- AutoCAD, 3D Studio Max, Inventor – Drafting and design classes, 3D rendering
- Google Apps and Docs – 2,200 student and 240 staff accounts (used in many Language Arts and Humanities classes)
- My Big Campus - Collaborative learning platform; provides safe social networking/facebook-like wallposts in controlled school setting, Learning Management System for class projects, assignments, handouts, survey, interactive and collaborative group work with real-time chat, messaging, wall posts and group discussions.
- Mathematics – ALEKS online math curriculum; Geometers Sketchpad, Fathom Statistics, Calculus in Motion online system, Math Tools, TI Digital Calculator SmartView emulation software, SmartBoard notebook class lessons and interactive software; Doceri iPad tools; YouTube posts of class presentations
- Algebra and Math class Podcasts – Teachers supplement lessons and lectures with podcasts and screen casts of presentations, assignments and class work. E.g. [www.d94.org/math/hayes/haat/haatpodcast2.htm](http://www.d94.org/math/hayes/haat/haatpodcast2.htm) .
- PowerSchool Student Information System – Online Grades, Attendance and assignments – Parent Portal, posted weekly; all parents and students have login accounts

- Follett Destiny – LRC information, checkout and cataloging distribution system; all students have bar-coded id cards for electronic circulation
- Web 2.0 Tools – Blogspot, Wikispaces, Glogster, Animoto, Voicethread, Google iSites, Wordle, online stock market, are examples; used in history, bilingual/ESL/ELL, humanities, world languages, consumer education, health, language arts and other courses and curriculum
- Science – Vernier probes, sensors, interfaces, data collection software – used with Mobile Wireless Laptop Cart in science labs; Emulation Software – Dissection Works, numerous online JAVA simulation systems CAT Lab, Animal Cell modeling; Plant Cell modeling;
- NovaNet – Online Credit Recovery curriculum software and laptops; Math, English, Science and Social Studies
- Read 180 – Computer-based Reading Curriculum (2 labs, multiple levels)
- PLATO – Special Education Dept – Individually-based curriculum (Math, Social Studies, English, Science)
- SASED – FileMaker Pro Digital Online IEP System for special needs students
- Special Education – Various Assistive Technology Devices, hardware and software systems specifically geared to IEP – individual educational program for each students needs
- Audacity – World Languages speaking, reading, recording, aural media software lab
- Blackboard – Online learning management system – used in all Government classes for asymmetric communications and debates on bills, mock-legislative sessions
- Carnegie Learning Cognitive Tutor - Online math (Algebra) curriculum
- One Call Now – Parent Notification and Emergency Telecommunications Communication System
- AESOP – Online Teacher Substitute and Absence Management System
- MealTime – Cafeteria Food Service Online Payment System – charges credit card to load student ID card
- General ASP – Online Employment Application System
- WeatherNet – Rooftop Weather sensors and camera system – feeds current data via Internet on school website
- RevTrak – Online web store and credit-card payment system – for registration, sports, activities, Education Foundation and Booster Club fundraisers
- Twitter and eNews94– Parent and Community Electronic Newsletter and tweet feed, current events and press releases listserv distribution system
- WebEvent – Online Calendar Facility scheduling and management system – for events, activities, meetings, and facility usage
- Athletics2000 – Online Web system for all sports teams – schedules, scores, team rosters, photos, athletic dept. information
- Skyward – Business Office/Financial Operations; Human Resources Dept. Operations
- Facility Tree – Online Work Order system for Maintenance and Building operations and repair requests
- Web HelpDesk – Online Work Order system for Technology Dept. tech support
- PTC Wizard – Online Parent/Teacher Conferences scheduling system
- ComLabs EMNet – Satellite Dish system on high school roof; emergency management system, weather alerts
- Rosetta Stone – Language Learning System
- Quizdom and Smart Wireless Clickers – Student classroom sets of real-time authentic assessment wireless systems
- Digital Sewing Machine - Design and Manufacturing software systems
- NetOp Vision – Computer lab classroom management system (all labs and LRC)
- PrepMe – ACT testing - online training and tutorials



- Renaissance Learning STAR – Standards based assessment system
- Mastery Manager – 10 scanners in Division offices; online standards-based test and assessment tracking and reporting system
- Discovery Streaming – Terrabyte internal SAN/Server with thousands of educational videos and full motion streaming; all indexed by curricular area and level
- LRC Online Database and Research Systems – ProQuest Research Library, SIRS Issues Researcher, Oxford Reference, Literature Resource Center, Gale Virtual Reference Library, First Search, EBSCO eBooks, World Book Advanced, Hispania Saber, American History, Biography in Context, ERIC Education Resource Information Center.

#### 4. Laptops and Wireless Network Implementation (Full high-school high-speed wireless network)

- Administrators – Wireless laptop computers deployed to all Administrators
- Division Heads – Wireless laptop computers deployed to all Division Heads
- Math Dept Teachers – All received new wireless laptops
- Science Dept Teachers – All received new wireless laptops
- Language Arts/English Dept Teachers – All received new wireless laptops
- Humanities Division/ Social Studies Dept, Art and Music Teachers – All received new wireless laptops
- Business Education, Family and Consumer Science, Info-Tech Dept – All received new wireless laptops
- Physical Education, Health and Drivers Ed Dept – All received new wireless laptops
- Special Education Dept – All received new wireless laptops
- Science Dept – Mobile cart with full lab of student wireless netbook computers – used daily in Science labs
- Business Education/FACS Dept – Mobile cart with full lab of student wireless laptop computers
- NovaNet Computer Lab – Student Laptop computers used daily by credit-recovery students
- Adult Education – Mobile cart with lab of wireless laptop computers
- Special Education Dept – Multiple student wireless laptops, iPads and other Assistive Technologies
- Learning Resource Center – Cart of student checkout wireless tablet computers, Summer 2013
- Expansion of Wireless Network Access Points and Capacity will continue to be increased and expanded building-wide; eventually every classroom will have it's own WiFi wireless network access as one-to-one is fully implemented
- WiFi now VLAN into 3 networks - School devices; Staff tablets and smart devices; public WiFi
- All teachers are permitted to bring in their own iPads, tablets, Smartphones and other devices and have them on the school's staff WiFi Internet network
- Internet Bandwidth - we continue to ramp up and expanded along with all necessary routing and networking hardware to support infrastructure with increased capacity. PARCC testing will require an increase, as will increased use of cloud-based learning activities and the growth of tablets and other smart devices on the network.

## **Phases of One-to-One / BYOD Implementation Plan:**

- \* Phase 1 (2010-11) – Wireless network controller and WiFi Access Points installed; All Administrators and Division Heads received new wireless laptop computers with port replicators
- \* Phase 2 – (2011-12; 2012-13) All Teachers received new wireless laptop computers; Wireless capacity increased; teachers iPads, tablets and smart devices added to WiFi Internet Network
- \* Phase 3 – (2013-14) Multiple mobile carts with student sets of wireless laptops, tablets, iPads, Nook HD eReaders, Chromebooks to be added; some are already deployed (e.g. Science Dept netbook lab; Adult Ed laptop lab; NovaNet Credit Recovery laptop lab; Business Ed/FACS laptop lab) with several others to be rolled out in 2013-14; all are being used on a daily basis at the high school; more are being added in various departments around the school on all 3 floors of the high school. The LRC will also have a set of student checkout devices to be deployed in Phase 3, and BYOD will be discussed and beta tested on a trial basis with select class(es)/students.
- \* Phase 3A – (2013-14; ongoing) Curriculum development; exploration of new teaching and delivery models that will take advantage of one-to-one devices for students in various formats and increase learning: laptops, tablets, iPads, Nooks, LearnPads, Chromebooks, etc. Beta testing of various systems and delivery models as part of process to hone in on major decisions for potential one-to-one and/or BYOD implementation and new teaching/learning delivery models. Textbooks are phased-out and replaced with eBooks, digital texts and other digital online resources.
- \* Phase 4,5,6,7 (2014-15 ... four year cycle) – Goal: Provide one-to-one mobile wireless computer devices (tablet, laptop, chromebook, smart handheld device, etc) to all 2,200 students over a 4-year phased-in program. This will be a multi-phase project, with 25% rollout to the student body per year, over a 4-year timeframe (incoming Freshman class for 4 consecutive years) Rollout will be preceded by curriculum development and implementation planning, analysis and implementation of necessary tech support staffing and facility resources, along with a beta testing phase with a select group of classes and class sets of wireless devices, for working with and fine-tuning curriculum integration, prior to full roll out to all 2,200 students.
- \* Budgetary issues with large-scale purchasing, maintenance, tech support, teacher and student training/staff development, curriculum development and integration, insurance, acceptable use policies, social and media rules/regulations/policies, all must be addressed.
- \* Facility, network, wireless capacity, increased internet bandwidth and network infrastructure will all need to be addressed for a successful, sustainable implementation to occur.

May, 2013 – Andy Glowaty, Director of Technology

**8000 STUDENTS****~~8001 Student Goals~~**

~~Through its policies that affect the lives of students, the Board of Education seeks to advance these goals:~~

- ~~• to enhance equal educational opportunities for all students;~~
- ~~• to promote faithful attendance;~~
- ~~• to ensure that the constitutional rights of all students as citizens in a democracy have practical meaning and application;~~
- ~~• to develop in students a deep sense of personal responsibility for their actions;~~
- ~~• to attend vigorously to matters of student safety, health, and welfare;~~
- ~~• to deal justly and constructively with all students in matters of discipline; and~~
- ~~• to help all students feel that they are valued as individual persons in the school environment.~~

**Comment [PM1]:** Strike from 8001 as a result of the advent of the strategic plan-8010 has been moved into spot

**Formatted:** No bullets or numbering

Adopted: September 17, 2002

Revised:

Replaces: JA Goals/Objectives - Students

Reference:

**8010 Foundations**

**Comment [PM2]:** moved

1. Student's Rights and Responsibilities – Students in the District are expected to take full advantage of their right to an education. They should come to school prepared to learn and to take part in school activities. An important part of their education is the right to make decisions and the responsibility to accept the results of their choices. As a general statement, rights and responsibilities are paralleled below:

| <u>Rights</u>  | <u>Responsibilities</u>  |
|--|--|
| To attend school and class regularly   | To make the most of the opportunities offered at school                              |
| To take part in all school activities on an equal basis, regardless of race, sex, or national origin or other protected status | To be aware of the school's rules and regulations and conduct themselves accordingly |
| To establish and participate in student government activities  | To make constructive contributions to school   |
| To address the Board of Education on the same terms as any citizen   | To report fairly the circumstances of school-related issues                          |
| To explore ideas and feel free to express various points of view   | To respect others' points of view  |
| To create school publications to express opinions and offer suggestions in   | To refrain from libel, obscenity, and to observe normal rules for responsible        |

| <u>Rights</u>   | <u>Responsibilities</u>   |
|---|---|
| accordance with school rules  | journalism, and observe school rules  |
| To receive counseling on educational, social and other health related services                              | To exercise freedom of choice, availing oneself of these personal concerns  |
| To present the student version of any incident that may lead to the imposition of disciplinary sanctions    | To present the facts accurately   |
| To exercise all due process procedures in <del>suspension</del> disciplinary actions as stated in State law | To contribute to the maintenance of a learning environment and to show due respect to other persons and property. |
| To receive timely feedback on his/her success with all learning work products and assignments               | To complete all assigned work and learning tasks in a timely manner   |
| To be respected by all others involved in the educational process   | To respect the rights of teachers, students, administrators and all others involved in the educational process.   |

2. Student Participation – Students are in a unique position to make positive contributions to the improvement of the educational program and to the operation of a more effective school system.

Therefore, it is the Board's belief that students, in keeping with their level of maturity, should be encouraged to participate in the development of policies, regulations, and procedures which affect them. Their participation in decision making will be considered part of the educational process.

As appropriate to the age of students, class or school organizations, and school government organizations, such as student councils or student representatives to the Board of Education, may be formed to offer practice in self-government and to serve as channels for the expression of student ideas and opinions.

The Board, through the staff, will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges, and other areas of student sensitivity.

Students will be welcomed at Board meetings and granted privileges of speaking in line with such privileges extended the general public.

Adopted: September 17, 2002  
 Revised:  
 Replaces:  
 Reference:

**8002 Title IX**

In accordance with applicable laws, equal educational and extracurricular opportunities shall be available for all students without regard to race, color, national origin, gender, religious beliefs, physical and mental disability, marital or parental status, or any other protected status. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of gender or any other protected status. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

No student shall, on the basis of gender or any other protected status, 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's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The Illinois School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The Illinois School Code).

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

Adopted: September 17, 2002

Revised:

Replaces: JAA - Equal Educational Opportunities; JCA - Student Sex Equity ...

Reference:

**8003 Uniform Grievance Procedure****2:260 ►►Uniform ◀◀Grievance ◀◀Procedure ◀◀◀◀1**

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act 2
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.

Formatted Table

§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) 3
7. Bullying, 105 ILCS 5/27-23.7 4
8. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children 5
9. Curriculum, instructional materials, and/or 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
13. Illinois Whistleblower Act, 740 ILCS 174/ 6
14. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq.) 7
15. Employee Credit Privacy Act, 820 ILCS 70/ 8

The Complaint Manager will attempt to resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. 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. 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. 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 required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. 9 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, 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 of age or older.

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, which will make a decision in accordance with the following section 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 by U.S. mail, first class, as well as to the Complaint Manager.

Within 10 school business days after receiving the Superintendent's decision, the Complainant may appeal the decision to the Board 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. Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within 5 school business days of the Board's decision, the Superintendent shall inform the Complainant of the Board's action.

#### 10

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 Nondiscrimination Coordinator and Complaint Managers 11

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint 2 Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint

Managers.

**Nondiscrimination Coordinator:**

|           |
|-----------|
| Name      |
| Address   |
|           |
| Telephone |

**Complaint Managers:**

|           |  |           |
|-----------|--|-----------|
| Name      |  | Name      |
| Address   |  | Address   |
|           |  |           |
| Telephone |  | Telephone |

**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)

[6:170](#) (Title I Programs)

[6:260](#) (Complaints About Curriculum, Instructional Materials, and Programs)

7:10 (Equal Educational Opportunities)

7:20 (Harassment of Students Prohibited)

7:180 (Preventing Bullying, Intimidation, and Harassment)

8:70 (Accommodating Individuals with Disabilities)

8:110 (Public Suggestions and Complaints)

The uniform grievance procedure shall be used to file complaints regarding alleged violations of the following laws:

- ~~Equal Educational Opportunities—Title IX (Policy 8002)~~
- ~~Student Sex Equity, Sex Discrimination, and Sexual Harassment/Intimidation (Policy 8004)~~
- ~~Americans with Disabilities Act, Section 504 (Policy 8006)~~

Formatted: No bullets or numbering

~~1. Definitions~~

Formatted: No bullets or numbering

~~A. *Complaint* means any written charge which alleges that the Board of Education or any of its agents or employees engaged in conduct which is prohibited by one or more of the above cited laws.~~

Formatted: No bullets or numbering

~~B. *Complainant* means any student enrolled in the school District, his/her parent(s) or legal guardian(s), or any employee of the Board of Education.~~

~~C. *Day* means calendar day.~~

~~D. *Responsible Employee* means the employee of the Board of Education who has been designated by the Board of Education to process the complaint.~~

~~E. *Respondent* means the employee of the Board of Education whose actions give rise to the complaint.~~

~~F. *Superintendent* means the Superintendent of the school District.~~

~~G. *Board* means the governing body of the school District.~~

~~2. Statement of Basic Principles:~~

Formatted: No bullets or numbering, Tab stops: Not at 1.25"

~~A. Every student, parent or guardian of a student, or employee of the Board of Education shall have the right to present complaints in accordance with the procedures established herein with or without representation. Nothing contained in this procedure or~~

Formatted: No bullets or numbering

~~in any other Board policy or collective bargaining agreement shall be construed to prevent any individual student, parent of a student, or employee from discussing a problem arising under one of the above cited laws with any person employed by the Board of Education and having such problem adjusted without resort to these procedures.~~

~~B. Participation in these grievance procedures shall not subject anyone to discipline or reprisal.~~

~~C. The failure of a Complainant to file, appeal or otherwise act on any complaint within the prescribed time limits will act as a bar to any further appeal.~~

~~D. Any employee of the Board whose duty it is under this procedure to make a decision and who fails to make such a decision within the prescribed time limits shall permit the Complainant to proceed to the next step. The time limits, however, may be extended by mutual agreement between the Complainant and the employee of the Board whose duty it is under this to make a decision.~~

~~E. The Responsible Employee may for good cause shown extend any of the time limits herein. Good cause shall include, but shall not be limited to, the illness or unavoidable absence of any necessary person. The extension of time limits shall not be applicable or precedential to any other complaint, but shall be within the sole discretion of the Responsible Employee.~~

~~F. A Complainant may be represented during the grievance procedure.~~

~~G. Conferences under this procedure shall be conducted at a time and place which will afford a fair and reasonable opportunity for all persons, including witnesses, to attend provided they will be held insofar as possible after regular school hours or during periods of the day which will not disrupt the work or studies of the persons involved. When such conferences are held during school hours, all persons whose presence is required will be excused for that purpose.~~

~~H. The election of a Complainant to utilize this grievance procedure shall, upon the filing of the complaint, constitute a waiver by the Complainant of his/her right to resolve such complaint through any other administrative procedures provided under any other Board policy or collective bargaining agreement to which the Board is a party.~~

~~I. The Responsible Employee shall be the administrator who administers the personnel function at Community High School District 94, 326 Joliet Street, West Chicago, IL 60185.~~

### ~~3. Procedures~~

~~A. *Initiation of Grievance* The grievance procedures shall be initiated by the Complainant filing a written complaint with the Responsible Employee within thirty five (35) days from the date of the occurrence of the event giving rise to the grievance. It shall state the nature of the complaint, including all pertinent facts and the identity of all persons involved, the specific portion or sections of one of the above cited laws allegedly violated, and the specific remedy requested. Such written complaint shall be filed on a form supplied by the Responsible Employee. At the request of the Complainant the Responsible Employee shall assist the Complainant in preparing and filing the complaint. Assistance may also be sought from a teacher, counselor or administrator to whom the Complainant may have originally complained about the incident.~~

Formatted: Indent: Left: 0"

Formatted: No bullets or numbering, Tab stops: Not at 1.25"

Formatted: No bullets or numbering

~~B.——Investigation and Response——The Responsible Employee or his/her designee shall promptly (1) notify the Superintendent in writing that a complaint has been received, and (2) investigate the complaint. If the Superintendent is the Respondent, the Responsible Employee shall advise the Board President that a complaint has been received. The Coordinator or his/her designee shall make all reasonable efforts, including, but not limited to, convening a conference with the grievant to discuss the complaint and the results of the investigation, to resolve the matter informally. Within seven (7) days after the filing of the complaint, a decision will be made as to which step of the grievance procedure is most appropriate to initiate processing of the complaint.~~

~~C.——Step 1: Meeting of Complainant and Respondent——The Complainant and the Respondent shall meet informally in an attempt to resolve the complaint.~~

~~——1)——Time——The Responsible Employee shall arrange the informal meeting required under this section within fourteen (14) days of the filing of the complaint.~~

~~——2)——Persons in Attendance——The Responsible Employee may attend this meeting and/or direct any other interested persons to attend the meeting. Complainant and Respondent shall not have a right to call witnesses on their behalf.~~

Formatted: Indent: Left: 0", First line: 0",  
Tab stops: Not at 1.5" + 1.63"

~~D.——Step 2: Conference with the Principal——~~

~~——1)——Appeal——If the matter cannot be resolved at Step 1, the Complainant may request a meeting with the Principal or, if applicable, the employee's immediate supervisor. Such a request must be made in writing to the Respondent within seven (7) days of the meeting between the Complainant and the Respondent. If the Respondent is the Principal, is the Respondent, or, if applicable, the Complainant's immediate supervisor the Responsible Employee may shall move the procedure to Step 3. If the Respondent is the Superintendent, the Responsible Employee shall move the procedure to Step 4.~~

~~——2)——Time——The Responsible Employee shall call such meeting within seven (7) days of the Complainant's filing of a request or within fourteen (14) days of the filing of the complaint if this step is the first step of the grievance procedure.~~

~~——3)——Conduct of Conference——Complainant and Respondent shall have the right to attend the meeting and present relevant evidence and call pertinent witnesses on their behalf, provided the Responsible Employee or designee who may attend such meeting may limit the number of witnesses called by either the Complainant or Respondent, and may call other witnesses or introduce evidence at such meeting.~~

~~——4)——Decision——Within seven (7) days of the end of the meeting, the Principal or immediate supervisor shall file a written decision on the complaint with the Responsible Employee. The Responsible Employee shall send a copy of the decision to the Complainant and the Respondent, and the Superintendent's within three (3) days after receipt of the decision.~~

Formatted: No bullets or numbering

Formatted: Indent: Left: 0", First line: 0",  
Tab stops: Not at 1.5" + 1.63"

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Strikethrough

~~E.——Step 3: Conference with Superintendent——~~

~~——1)——Appeal——The Complainant has a right to appeal the Principal's decision to Step 3 of the grievance procedure by filing a copy of the complaint with the~~

Formatted: No bullets or numbering

Formatted: Indent: Left: 0", First line: 0",  
Tab stops: Not at 1.5" + 1.63"

~~Superintendent within seven (7) days after receipt of the Principal's decision. If the Superintendent is the Respondent, the Responsible Employee may shall move the procedure to Step 4.~~

Formatted: Strikethrough

~~2) Time The Responsible Employee shall call such conference within seven (7) days of the filing of the complaint with the Superintendent, or within fourteen (14) days of the filing of the complaint if this is the first step of the grievance procedure. The Superintendent may direct the attendance of any other interested persons to attend the conference.~~

~~3) Conduct of Conference The Responsible Employee and Complainant may attend the conference. The Superintendent may direct any other interested person to attend the conference. The Complainant does not have a right to call witnesses.~~

~~4) Decision The Superintendent shall make a written decision on the grievance and file it with the Responsible Employee within fourteen (14) days of the end of the conference. The Responsible Employee shall serve a copy of the decision upon the Complainant, Principal and Respondent within three (3) days after receipt of the decision.~~

~~F. Step 4: Board of Education The Complainant has a right to appeal the Superintendent's decision to Step 4 by filing an appeal notice, upon a form furnished by the school District, with the Responsible Employee and the Secretary of the Board of Education within seven (7) days of the receipt of the Superintendent's decision. The Responsible Employee shall file all other papers concerning the grievance and other evidence presented at the steps of the grievance procedure, including the decisions of the Principal, or immediate supervisor of the appeal and the Superintendent. The Complainant and Respondent may file written exceptions to the Superintendent's decision and statement of position on the complaint with the Secretary of the Board of Education for the Board of Education's consideration within fourteen (14) days of filing his/her complaint with the Secretary of the Board of Education.~~

Formatted: No bullets or numbering

Formatted: Strikethrough

~~When the Complainant is a student under eighteen (18) years old and has not previously been represented in this proceeding, the Responsible Employee may assist the Complainant in preparing written exceptions and a statement of position.~~

~~Within thirty five (35) days from the date for filing Complainant's notices of appeal the Board shall meet to consider the complaint and all other documents submitted pursuant to his procedure. The Board may request the presence of the Complainant or other interested persons to discuss or give testimony concerning the complaint or to produce documentary evidence.~~

~~Within fourteen (14) days of the meeting, the Board shall render a final decision on the complaint in writing, either denying the complaint or granting such relief as it deems appropriate. The Board may direct any employee or employees of the Board of Education to implement such relief at any time or times the Board deems appropriate.~~

~~Adopted: September 17, 2002~~

~~Revised:~~

Formatted: Indent: Left: 0", First line: 0",  
Tab stops: Not at 1.5"

Formatted: Tab stops: Not at 0.88" + 1"

~~Replaces: JAA-R-Equal Educational Opportunities-Title IX Grievance Procedure~~  
~~Reference:~~

## 8004 Student Sex Equity, Sex Discrimination, and Sexual Harassment

**1. Statement of Policy – Community High School District 94 does not discriminate against students on the basis of sex in the provision of programs, activities, services, or benefits, ~~and guarantees~~ Both sexes shall have equal access to educational and extracurricular programs and activities to the fullest extent permitted by law.**

**Formatted:** Heading 2,Heading for Paragraphs, Indent: Left: 0", Hanging: 1", Tab stops: 0.5", Left + Not at 0.88" + 1"

**Formatted:** Strikethrough

**Formatted:** Strikethrough

### 2. Definitions –

A. *Comparable* means similar in quality and quantity, taking into consideration all relevant facts and circumstances.

B. *Contact Sports* means those sports whose purpose or major activity involves bodily contact, such as basketball, boxing, football, ice hockey, rugby, and wrestling.

C. *Counseling* means all guidance activities, personal counseling, guidance-related evaluation and testing, provision of vocational and career information and advice, scheduling assistance, and any other guidance services provided to students by any person acting under the authorization of an educational system.

D. *Course* means any District-sponsored class, regardless of the location of class meetings, nature of instruction, or type or age of student.

E. *Discrimination* means the violation of an individual's State or Federal guarantees to equal rights as provided by the U. S. Constitution, Federal law, Illinois Constitution, and Illinois law, including the *Illinois School Code*, whether intended or unintended.

F. *Equal Access* means the availability of opportunity without discrimination on the basis of sex, going beyond simple admission to a course or activity to include full and unrestricted participation in educational and experiential processes.

G. *Sex Bias* means the attribution of behaviors, abilities, interests, values, and/or roles to a person or group of persons on the basis of sex.

H. *Sexual Harassment* includes student-to-student conduct and staff-to-staff conduct as well as staff-to-student conduct and staff-to-staff conduct. It means ~~(1a)~~ unwelcome sexual advances; ~~(2b)~~ sexual advances to students by staff, whether welcome or unwelcome, ~~(3c)~~ requests for sexual favors; and/or ~~(4d)~~ other verbal or physical conduct of a sexual nature where:

**Formatted:** Strikethrough

**Formatted:** Strikethrough

**Formatted:** Strikethrough

- 1) Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development;
- 2) Submission to or rejection of such conduct is used as the basis for employment or education decisions affecting such individual; or
- 3) Such conduct has a purpose or an effect of unreasonably interfering with an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.

*Sexual harassment may include, but is not limited to:*

- 1) Uninvited sex-oriented verbal "kidding" or demeaning sexual innuendoes, leers, gestures, teasing, sexually explicit or obscene jokes, remarks or questions of a sexual nature;
- 2) Graphic or suggestive comments about an individual's dress or body;
- 3) Displaying sexually explicit objects, photographs or drawings;
- 4) Unwelcome touching, such as patting, pinching or constant brushing against another's body; or
- 5) Suggesting or demanding sexual involvement whether or not such suggestion or demand is accompanied by implied or explicit threats concerning one's grades, educational opportunities, employment status, or similar personal concerns.

I. *Sexual Intimidation* means "sexual violence" as defined by the U.S. Office of Civil Rights, and/or any behavior, verbal or nonverbal, which has the effect of subjecting members of either sex to humiliation, embarrassment or discomfort because of their gender.

3. Purpose – The purpose of these rules is to identify and eliminate sex bias, sex discrimination, sexual harassment, and sexual intimidation in the provision of School District 94 programs, activities, services, and benefits, and to attempt to assure equal access by both sexes to the educational and extracurricular programs and activities of the District.

4. Policy and Practice –

A. *General:* Except as otherwise provided herein, the District shall not designate or otherwise limit the use of any facility or portion thereof, nor the availability of any service, equipment or supplies on the basis of sex. This prohibition shall not apply to shower and toilet facilities, locker rooms, and dressing areas; however, such accommodations and all related support and maintenance services shall be comparable to both sexes.

Except as otherwise provided herein, the District shall not knowingly provide significant assistance to, including the payment of dues, fees or other remuneration in return for the provision of services or benefits, or enter into any agreement with, any organization, group, business or individual that discriminates against students on the basis of sex.

The District shall not institute any employment practices or organizational changes which would result in sex discrimination against students.

B. *Treatment of Students*: No student shall, on the basis of sex, be denied equal access, including full and unrestricted participation to programs, activities, services or benefits, or be restricted in the exercise of any right, privilege, advantage or opportunity accorded other students.

The District shall apply the same procedures, program admission standards and graduation requirements for students of both sexes.

The District shall not set quotas limiting or specifying the number of either male or female students who may be admitted to the District's schools, programs, courses or activities, except to the extent that such quotas further affirmative action goals established by the District to overcome the effects of conditions which resulted in limited participation in a program or activity by students of a particular sex.

No student shall be discriminated against because of his/her actual or potential marital or parental status. Pregnancy shall be treated as any other temporary medical condition and shall not be considered cause for dismissal or exclusion from any program or activity offered other students. Participation in special programs offered to pregnant students or students who are parents shall not be mandatory for such students but shall be at the student's option. The District shall eliminate any administrative and programmatic barriers to school attendance and completion by pregnant students or students who are parents.

No student shall be subjected to sexual discrimination, harassment, intimidation or bias by any District employee, by other students, or by the effect of any school policy or practice.

The District shall not discriminate on the basis of sex in the imposition of disciplinary policies and practices or codes of conduct.

The District shall not discriminate on the basis of sex in the provision of employment opportunities for students. The District shall not enter into work study or cooperative employment agreements with employers who discriminate against students on the basis of sex.



C. *Educational Programs and Activities*: All courses shall be open to students regardless of sex. Course prerequisites and requirements shall be the same for both sexes. Course content and objectives shall not discriminate on the basis of sex.

Students shall be advised to participate in courses, programs and activities consistent with their interests and abilities without regard to their sex. Neither course titles nor descriptions shall discourage participation by either sex.

Students may, however, be segregated by sex during class sessions or portions thereof which deal exclusively with human sexuality.

D. *Specific Program Areas*:

- 1) **Physical Education Classes** – Physical education classes shall be open equally to both sexes. Instructional portions of all physical education classes shall be coeducational. Students may be segregated by sex during participation in contact sports. Neither physical education classes nor areas where the classes are conducted shall be designated by sex.

Where assignments in physical education classes or portions thereof are based upon ability levels, objective standards of individual performance shall be employed without regard to sex, and students shall be regrouped at appropriate intervals such as where substantial changes occur in teaching objectives or student ability levels.

Where the use of a single standard for measuring skill or progress in a physical education class results in sex discrimination, appropriate standards which do not have such effect shall be used.

- 2) **Music**: Students shall be encouraged to pursue their interests in music and particular musical instruments without regard to their sex. Students shall not be segregated by sex when participating in voice instruction, although divisions within a class may be established based upon vocal range and quality. Musical instrument instruction and performance shall be based upon the student's individual interests and abilities, regardless of their sex.
- 3) **Special Education**: Special education referral, testing and placement practices shall not discriminate on the basis of sex. Classes and related services for students with disabilities shall not discriminate on the basis of sex whether provided by the

District, in cooperation with other school Districts, or through private placement.

- 4) **Gifted Education:** Gifted education referral, testing and placement practices shall not discriminate on the basis of sex. Classes, programs and related services for gifted students shall not discriminate on the basis of sex.
- 5) **Vocational and Career Education:** Students shall be encouraged to pursue the career of their choice without regard to their sex. Materials used and opportunities provided to students in vocational and career education shall not discriminate on the basis of sex.

E. *Classroom Practices:* Classroom practices and assignments shall not discriminate on the basis of sex. Teaching methods shall not inhibit student participation on the basis of sex. Instructional materials shall not be sexually discriminating, and teachers shall attempt to counteract any sexual bias that may be present in instructional materials. Where appropriate, the history, roles and contributions of both sexes shall be taught on a comparable basis.

F. *Counseling Services:* Counseling services, including the assignment of counselors, shall be provided to students without discrimination on the basis of sex. Students shall be encouraged to pursue courses of their choice without regard to their sex. The content, administration, interpretation and application of appraisal instruments and associated materials shall not discriminate against students on the basis of sex.

G. *Extracurricular Programs and Activities:* Students of both sexes shall have equal access to all extracurricular programs and activities, including clubs, committees, service and honor organizations, intramural sports, interscholastic athletics and other after-school activities, except as provided elsewhere herein.

Extracurricular programs and activities should avoid titles which imply that membership or participation is restricted on the basis of sex.

Musical choruses shall not be segregated on the basis of sex; however, divisions within each chorus may be made based upon vocal range and quality.

Student participation in speech, debate and drama events shall be open to both sexes; however, assignments may be made on the basis of sex, for example a dramatic role specific to one sex, so long as comparable opportunities are provided for both sexes.

H. *Athletic Programs and Related Activities:* Both sexes shall be accorded equal opportunities to participate in athletic programs. Single sex teams may be maintained for contact sports or when selection for the team is based upon competitive skill, provided the interests and abilities of both sexes are accommodated.

In a non-contact sport, if a team is provided only for members of one sex, members of the other sex shall be allowed to compete for a place on the team if their overall athletic opportunities have been limited in comparison with those of the other sex. If a coeducational team does not accommodate the interests and abilities of members of both sexes, separate teams shall be offered. If separate teams are offered, the programs shall be comparable.

Athletic programs offered by the District shall accommodate the abilities and interests of both sexes to a comparable degree. Program comparability may be assessed by considering factors such as the following:

- 1) Sports offered;
- 2) Levels of competition within each sport;
- 3) Length of sports season;
- 4) Scheduling throughout the year;
- 5) Scheduling for practices and games;
- 6) Use of facilities for practice and competition;
- 7) Ratio of coaches to athletes;
- 8) Quality of coaching and officiating;
- 9) Assignment and compensation of coaches and officials;
- 10) Supplies and equipment;
- 11) Allowances for travel and per diem;
- 12) Medical and training services;
- 13) Publicity for teams and individual participants; and
- 14) Overall distribution of athletic budget funds.

The District shall, at least once every four years, conduct a written survey of all students concerning their athletic interests. If the results of the survey indicate that the level of student interest in the range of alternatives provided is disparate between the sexes and such disparity may be the result of discrimination, efforts shall be initiated to reduce such disparity.

The District shall not knowingly provide significant assistance, including the payment of dues, fees or other remuneration for the provision of services or benefits, to any association or conference whose purpose is to organize or regulate interscholastic competition if that association or conference discriminates on the basis of sex in the provision of benefits or services to students.

That District may cooperate with single sex youth organizations that are tax exempt and whose membership has traditionally been limited to members of one sex and Principally to persons who are under 19 years of age, for example the Girl or Boy Scouts of America, provided that comparable activities shall be available for both sexes.

Activities such as cheerleading, pom pon squads, color guards, teacher/office aides, and library assistants shall be open to both sexes, and the District's utilization of such groups should not discriminate on the basis of sex.

A king or queen may be selected, provided that comparable opportunities are provided to students of both sexes.

If mother-son, father-son, father-daughter or mother-daughter activities are sponsored by the District, comparable activities shall be available for both sexes, and the needs of students from single-parent families shall be accommodated.

5. Grievance Procedure - See Uniform Grievance Procedure in Policy 8003

6. Disciplinary Action

Disciplinary action may be taken with respect to any District employee who is found to have committed or participated in an act or acts of sexual harassment or intimidation against a student. Disciplinary action, up to and including expulsion, may be taken with respect to any student of the District who is found to have committed or participated in an act or acts of sexual harassment or intimidation against another student.

7. Confidentiality

The rights to confidentiality, both of the Complainant and the accused, will be respected consistent with, and subject to, the District's legal obligations and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

8. Evaluation and Training

At least once every four years, the District shall evaluate its policies and practices to identify sexual discrimination, harassment, intimidation and bias, and shall develop a written plan to modify any such policy or practice identified. The written plan shall enumerate remedial steps to be taken to eliminate the effects of any identified discriminatory policy or practice.

The evaluation shall include an examination of course enrollment data to identify any instances of disproportionate enrollment on the basis of sex and, where discrimination may have contributed to such disproportionate enrollment, the plan shall seek to redress the same.

In-service training implementing the plan shall be provided to District administrators and to certificated and non-certificated personnel as needed, **including, but not limited to, training on knowing, identifying, reporting and addressing sexual harassment and sexual intimidation.**

9. Dissemination

The District shall take reasonable measures to assure that District employees, students and parents are informed of this policy and grievance procedure by inclusion of the same in employee and student planner-handbook-calendar, and shall make a copy of the same available for inspection at the Administrative Office.

10. Records

The District shall maintain records documenting compliance with the policy contained herein, including reports of sex equity evaluations and plans, remediation efforts and in-service activities, data collection and analyses, and grievances and their disposition. The records shall be made available to State Board enforcement authorities.

Adopted: September 17, 2002

Revised:

Replaces: JCA - Student Sex Equity, Sex Discrimination, and Sexual Harassment/Intimidation

Reference: Title IX of the Education Amendments of 1972, 20 USC §1681 et seq;  
Illinois School Code, 105 ILCS 5/27-1  
Illinois Sex Equity Rules, 23 Ill Admin Code §200.10 et seq;  
Illinois Human Rights Act, 775 ILCS 5/1-101 et seq.

**8005 Grievance Procedure for Complaints Filed with Respect to Identification, Evaluation, or Educational Placement of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973**

It is the policy of the Board of Education of Community High School District 94 to provide a free appropriate public education to all students who are identified as disabled within the meaning of *Section 504 of the Rehabilitation Act of 1973* ("Section 504"), regardless of the nature or severity of the student's disability. In providing educational services to students with identified disabilities, the District will reasonably accommodate the student's individual educational needs. Such accommodation may include, but is not limited to, the provision of regular and special education and related supplemental aids and services; **and/or reasonable modification of policies, practices, or procedures.**

1. General Procedures –

A. *Public Notice/Child Find* – The District annually notifies the public of available services for students with disabilities and how to access them through two local newspaper announcements. Other methods utilized by the District to identify and locate students with disabilities who reside within the District may include dissemination of information about District programs and distribution through publication of the periodic early childhood screening dates.

B. *Referrals* – Referrals for consideration for Section 504 eligibility may result from child find efforts, direct referrals by parents or guardians (hereinafter generically referred to as "parents") or school personnel, other persons having knowledge of the child, the child, or the State Board of Education. These direct

referrals may be made at any time. The District maintains an organized and written referral process which is communicated to all professional personnel within the system and to persons within the community.

A referral must be made in writing, dated at the time the request is made, and include the reason for the referral. The referral must be given to the ~~Personnel Office~~ [Director of Support Services](#).

C. *Evaluation, Determination of Eligibility, and Service Plan* – The primary purpose of conducting an individual assessment of a student initially referred for a Section 504 evaluation is to gather information sufficient to permit a group of persons knowledgeable about the child to determine whether the student has a disability within the meaning of Section 504. The evaluation procedures shall be carried out in accordance with the requirements of 34 CFR §104.35. A case study evaluation completed pursuant to 23 *Illinois Administrative Code*, § 226.120 is one means of meeting this evaluation requirement under §504. The evaluation shall be completed within sixty (60) ~~school~~ days of the date of referral. The "date of referral" is the date on which written parental consent to complete an evaluation is obtained or provided.

The District's ADA/Section 504 Coordinator, ~~Assistant Principal– Student Services~~ [Director of Support Services](#) or designee will convene a Section 504 meeting for a student whose evaluation has been completed. The meeting will be conducted within sixty (60) school days of the date of referral for consideration of Section 504 eligibility. The meeting will involve a group of persons knowledgeable about the child, including the child's parents. The team may include the child's teacher, members of the evaluation team, a District administrator, a cooperative administrator, and parents. Notice of the Section 504 conference shall be sent to all participants at least ten (10) calendar days prior to the conference. The team will be responsible for making the determination of eligibility under Section 504 and determining what services and/or accommodations, if any, are needed to meet the child's needs as they relate to the

educational setting. The team chair will complete a conference summary form documenting the evaluation findings, eligibility, and, as necessary, the educational services/accommodations to be provided. The conference summary will become a part of the student's temporary record and the parents will be given a copy. Recommendations made at the Section 504 conference shall be made by consensus of the participating public school staff, **with parental participation**.

If it is determined that the student is not disabled under Section 504 and will not be receiving any special services or accommodations, a written notice of the findings shall be provided to the parents, as well as notice of their right to request an impartial hearing to contest this determination. (See the following section on grievance procedures) If a student is determined to be eligible for services under Section 504, the conference summary will also serve as the Section 504 Service Plan by describing the necessary educational services and/or reasonable accommodations to be made. The services and reasonable accommodations described shall be based on a composite understanding of the student's characteristics and how the physical or mental condition substantially limits one or more major life activities. The services/accommodations may be provided within the regular education program and be of a consultative/monitoring nature. Direct services may include, but are not limited to, modification of the standard curriculum, alternative teaching techniques, adapted materials, adapted classroom environment, alternative/individualized assignments, **related services**, and/or a behavior management system.

*D. Annual Review* – On an annual basis, a group of persons knowledgeable about the child will review the Section 504 Service Plan to determine continued eligibility and whether the same type and intensity of services are to be continued.

*E. Re-Evaluation* – The ADA/Section 504 Coordinator or Director of Special Education Department Chair will ensure that a re-evaluation of each Section 504 eligible child is conducted every three (3) years or more frequently if conditions warrant. A notice and consent form will be sent to the student's parents or guardians prior to initiating any re-evaluation. No re-evaluation shall be conducted without the prior written consent of the student's ~~parents~~ **parent** or ~~guardians~~ **guardian**. The re-evaluation will include a review of the components of the most recent evaluation.

*F. Termination of Services* – A meeting with a group of persons knowledgeable about the student shall recommend the termination of special services provided to a student if it is determined, after a re-evaluation and a review of all pertinent information, that (a) the student no longer requires any specialized services to meet the identified needs; (b) the student no longer requires any specialized accommodations within the regular classroom, or (c) the student can be appropriately educated in a regular classroom environment without

special services or reasonable accommodations.

*G. Parent's Right to Notice, Records Review, and Representation –*

Written notice will be sent ten (10) calendar days prior to the suggested date for any conference convened in accordance with the foregoing provisions. The student's parents have a right to review their child's records and have the right to legal representation at such conference, *at their own expense*.

2. Grievance Procedures

A. *Complaint* – If a student's parents disagree with the identification, evaluation, or educational placement of the student, they have a right under Section 504 to file a complaint with the District's ADA/Section 504 Coordinator. The complaint must be a written statement of the specific facts and/or perceived wrongful act to be investigated. If a person who is unable to write wishes to file a complaint, assistance may be obtained by contacting the ADA/Section 504 Coordinator.

*The ADA/Section 504 Coordinator* shall promptly investigate the complaint. The Coordinator shall make all reasonable efforts, including but not limited to, convening a conference with the parents to discuss the complaint and the results of the investigation, to resolve the matter informally.

B. *Hearing* – In the event the complaint cannot be resolved informally, the ADA/Section 504 Coordinator will advise the parents of their right to an impartial hearing and to legal representation at that hearing. The following complaint procedures will be adhered to:

- 1) The request for an impartial hearing shall be submitted in writing to the ADA/504 Coordinator. If a parent is unable to write and no designated agent is available, the parent can receive assistance in filing his/her hearing request by contacting the ADA/Section 504 Coordinator.
- 2) Within five (5) calendar days of receipt of the written request for a hearing, the ADA/Section 504 Coordinator shall provide the parent with a list of impartial hearing officers. The parent shall indicate his/her first three choices of hearing officers in order of preference and return the list with preferences indicated to the ADA/Section 504 Coordinator.
- 3) Upon return of the list, the ADA/Section 504 Coordinator shall contract with the hearing officer for the purpose of hearing the case. The ADA/Section 504 Coordinator shall promptly notify the first-choice hearing officer of the pending case. In the event that the first-choice hearing officer cannot hear the case, the second-choice officer shall be contacted. In the event that the



second-choice officer cannot hear the case, the ADA/Section 504 Coordinator shall contact the parent's third-choice officer. If none of the officers contacted can hear the case, the parent will be asked to select/prioritize three additional hearing officers from another list which will be mailed within five (5) calendar days of the notice of decline from the third-choice hearing officer.

- 4) The hearing shall be scheduled by the hearing officer within fifteen (15) calendar days of the hearing officer's receipt of the written notice of selection from the ADA/Section 504 Coordinator.
- 5) The District and the parents shall have the right to present evidence relevant to the issue(s) raised by the parents. The parties shall have the right to be represented at the hearing by legal counsel. The hearing officer shall ensure that a verbatim record of the hearing is made, either by tape recording or by a court reporter, at no cost to the parent.
- 6) The hearing officer shall limit the decision to the issue(s) presented by the parents or the school District in the written request for a hearing. The hearing officer's decision must be written and shall include a summary of the evidence, the reasons for the decision, an order with respect to the remedial steps or actions, if any, to be taken by the District, and the procedures, if any, necessary to ensure timely compliance with the order within thirty (30) calendar days unless exceptional circumstances exist which, in the hearing officer's judgment, warrant delay in implementation.
- 7) The hearing officer's decision shall be made within ten (10) calendar days following the conclusion of the hearing. The hearing officer shall send a copy of the decision by certified mail to the parent(s) and the ADA/Section 504 Coordinator.

3. Review – If either party remains aggrieved following the hearing officer's decision, they may request a review (appeal) as follows:

A. The request for review of the decision must be in writing and filed by mail or personal service with the Superintendent of Schools no later than thirty (30) calendar days after the date of the hearing officer's decision.

B. Within five (5) calendar days of receipt by the Superintendent of the request for review, the Superintendent shall transmit to the requesting party a list of five (5) review officers. The requesting party shall select a review officer in accordance with the procedure described in Paragraph C.3. above.

C. The Superintendent shall transmit the entire file (i.e., the original complaint and hearing request, record of the hearing, records and documents, etc.)

to the review officer promptly upon his/her selection.

D. If oral argument is not requested, the review officer will review the entire record and render a written decision within ten (10) school days of receipt of the record. If oral argument is requested, and at the review officer's discretion, oral argument may be scheduled at which both parties may be represented by counsel. A decision shall be rendered in accordance with the procedures set forth in Paragraphs C (6) and (7) above.

E. The review officer's ruling shall be final; **provided, however, that the parent has the right to forgo or terminate a hearing or grievance and file a complaint with the U.S. Department of Education, Office of Civil Rights.**

Adopted: September 17, 2002

Revised:

Replaces: Policy unnumbered policy of the same name previously adopted on February 20, 1996

Reference: See also ¶8006 - Grievance Procedure for Complaints Filed Under *The Americans with Disabilities Act of 1990* and The Employment and Program Accessibility Provisions of *Section 504 of The Rehabilitation Act of 1973*; and ¶8007 - Rights of Individuals with Disabilities

#### **8006 Grievance Procedure for Complaints Filed Under the Americans with Disabilities Act of 1990 and the Employment and Program Accessibility Provisions of Section 504 of the Rehabilitation Act of 1973**

Any individual who believes that s/he has been subjected to discrimination by Community High School District 94 on the basis of disability in violation of the *Americans With Disabilities Act* ("ADA"), *Section 504 of the Rehabilitation Act of 1973* ("Section 504"), or their respective implementing regulations, may submit a complaint in accordance with the Uniform Grievance Procedure Policy 8003.

Adopted: September 17, 2002

Revised:

Replaces:

Reference:

#### **8007 Education of Children with Disabilities**

The District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District as required by the Individuals With Disabilities Education Act

(IDEA) and implementing provision of the *Illinois School Code*, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 for whom it is determined, through definitions and procedures described in the *Illinois Rules and Regulations to Govern the Organization and Administration of Special Education*, that special education services are needed.

~~It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant with IDEA.~~

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's Rules and Regulations to Govern the Administration of Special Education. ~~For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguard.~~ The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations to fulfill their obligations to disabled students.

If necessary, students may also be placed in non-public special education programs or educational facilities.

Adopted: September 17, 2002

Revised:

Replaces:

Reference: Americans with Disabilities Act, 42 USC §12101 et seq  
Individuals with Disabilities Education Act, 20 USX §1400 et seq  
Rehabilitation Act of 1973, Section 504, 29 USC §594  
105 ILCSA 5/14-1.01 et seq 5/14-7.02, and 5/14-7.02a 23 Ill Admin Code §226.

**8008 Rights of Individuals with Disabilities**

It is the policy of the Board of Education of Community High School District 94 that no otherwise qualified individual shall, by reason of the individual's disability, be excluded or otherwise denied opportunity for participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board. It is the further policy of this Board that students with disabilities who are residents of District 94 will be provided a free appropriate public education regardless of the nature ~~of~~ or severity of the student's disability.

As used in this policy and any implementing regulations, the term "disability" means an individual who has a physical or mental impairment that substantially limits one or more of the individual's major life activities. The term also includes individuals who have a record of such impairment or who are regarded as having such an impairment. Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Notice of the Board's policy of nondiscrimination on the basis of disability shall be included in the Board policy manual, posted throughout the District, and published in any District statement regarding the availability of employment opportunities, educational services, or District-sponsored programs.

1. Employment – Neither the Board nor its employees or agents shall discriminate against a qualified individual with a disability because of the disability of such individual in regard to job application procedures, hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, or privileges of employment.

Applicants for employment by the Board shall not be required to undergo a physical examination prior to an offer of employment by the Board. During the application process, neither the Board nor its employees or agents shall make inquiries of an applicant as to whether such person is an individual with a disability or as to the nature or severity of his/her disability, unless such inquiry is related to the applicant's ability to perform essential job-related functions.

The Board is committed to making reasonable efforts to accommodate individuals with disabilities. Such reasonable accommodations may include, but are not limited to, one or more of the following: job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modification of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

2. Program Accessibility – The instructional program of Community High School District 94 and the activities sponsored by the District in conjunction with the instructional program shall be operated in such manner that such programs and activities, when viewed in their entirety and to the maximum extent feasible, shall be readily accessible to and usable by individuals with disabilities, including individuals who use wheelchairs. Community High School District 94 will attempt to provide barrier-free access to school facilities with the objective that no individual with a disability is to be denied an opportunity to participate in a District program that is available to non-disabled persons. In some instances, this may require the individual with a disability to travel to or attend an accessible District facility other than the facility closest to the person's residence.

3. Educational Services – In providing educational services to students with identified disabilities, Community High School District 94 will reasonably accommodate the student's individual educational needs. Such accommodation may include, but is not limited to, the provision of regular or special education and related aids and services. Students will be placed in the regular education environment unless it is demonstrated that the education of the student in the regular education environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Community High School District 94 provides nonacademic and extracurricular services and activities that offer students with disabilities the opportunity to participate with non-disabled students in such activities to the maximum extent appropriate to the needs of the student with disabilities.

4. Enforcement – The Assistant Principal - Staff Services is designated at the District 94 Coordinator for the *Americans with Disabilities Act of 1990* and *Section 504 of the Rehabilitation Act of 1973* (Section 504).

The Board will establish grievance procedures to address complaints under (1) the *Americans with Disabilities Act* ("ADA") and the employment and program accessibility provisions of the Section 504 regulations of 34 CFR Subparts B and C, and (2) the Section 504 provisions set forth in 34 CFR Subpart D with respect to identification, evaluation, and educational placement of students with disabilities. The ADA/Section 504 Coordinator shall provide Complainant with a copy of the grievance procedures which are appropriate to the nature of the complaint.

Complaints with respect to the provisions of either of these statutes or this policy shall be directed to the Coordinator for prompt investigation and equitable resolution. Any person wishing to submit complaints should submit a written statement to the ADA/Section 504 Coordinator. The written statement should set forth the specific facts and/or ~~perceived wrongful act~~ discrimination (e.g., location, names, dates, times) to be investigated. If a person who is unable to write wishes to file a statement, assistance may be obtained by calling the ADA/Section 504 Coordinator at 630/876-6200. All such

written statements should be submitted within thirty (30) days after the incident or act which gives rise to the complaint.

~~The ADA/Section 504 Coordinator shall immediately refer any complaint which relates to the identification, evaluation, or educational placement of students who, because of disability receive, or may require, special instruction or related services, to the Personnel Office for processing. The Coordinator shall promptly investigate all other complaints under the ADA and/or Section 504.~~

The Coordinator shall make all reasonable efforts, including but not limited to convening a conference with the Complainant to discuss the complaint and the results of the investigation, to resolve the matter informally. In the event that the matter cannot be resolved informally within ten (10) business days after receipt of the written complaint, the Coordinator will advise the Complainant of his/her right to a hearing as set forth in the *Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act of 1973*.

All complaints regarding the District's compliance with the *Americans with Disabilities Act of 1990* and/or Section 504 of the *Rehabilitation Act of 1973* shall be received and investigated without reprisal by the Board of Education or the Board's employees or agents.

The filing of a complaint under the procedures described above shall not limit, extend, replace or delay the right of any person to file a similar complaint or charge with any appropriate local, state, or federal agency or court.

**5. Isolated Time Outs** – Isolated time outs shall not be used. "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.

Formatted: Highlight

**6. Physical Restraints** – Physical restraints shall not be used in administering discipline to individual students. "Physical restraint" means holding the student or otherwise restricting his/her movements. "Restraint" does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and that are designed (i) to prevent a student from completing an act that would result in potential physical harm to himself, herself or other damage to property or (ii) to remove a disruptive student who is unwilling to voluntarily leave the area.

**THESE HIGHLIGHTED PARAGRAPHS SHOULD BE MOVED TO 8009P, UNDER "EMERGENCY INTERVENTIONS". THE REFERENCES TO TIME OUTS ALREADY INCLUDED IN OTHER PORTIONS OF 8009P SHOULD BE REVIEWED TO MAKE SURE THAT THEY CONTINUE TO BE ACCURATE.**

Formatted: Font: Bold

7. Evaluation and Compliance – The Board of Education directs the Superintendent to evaluate the District's programs and practices with respect to nondiscrimination, in accordance with existing law and this policy. The Superintendent shall report the results of this evaluation to the Board.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same name adopted February 20, 1996

References: *See Also* ¶8005 - Grievance Procedure for Complaints Filed with Respect to Identification, Evaluation, or Educational Placement of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973; and 8006 - Grievance Procedure for Complaints Filed Under *The Americans with Disabilities Act of 1990* and the Employment and Program Accessibility Provisions of *Section 504 of The Rehabilitation Act of 1973*; *Americans with Disabilities Act of 1990*, 42 USC §12101 *et seq*; *Section 504 of the Rehabilitation Act of 1973*, 29 USC § 794; and 105 ILCS 5/10-20.31; 23 Ill Admin. Code §1.285.

## **8009 Behavioral Intervention Policy for Students with Disabilities**

1. Goals – Community High School District 94 is committed to providing a learning environment for all students which is conducive to their academic, social and emotional growth. The staff of Community High School District 94 has adopted a "Problem Centered Approach to Student Discipline." The goals of this approach to student conduct are:

- A. To educate students in a way that emphasizes the use of positive interventions that will strengthen desirable behaviors.
- B. To create a collaborative problem solving approach to discipline problems in which the student shares responsibility for solving the problem with staff.
- C. To stop or restrict extremely inappropriate behaviors.

2. Principles of Intervention – The staff of Community High School District 94 will intervene with students with disabilities whose behavior is not consistent with the goal of maintaining a learning environment that is "conducive to the academic, social and emotional growth of all students." Specifically, intervention will occur when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

Community High School staff will intervene in the least intrusive manner consistent with the student's behavior. More intrusive interventions will occur when the

**Formatted:** Indent: Left: 0", Hanging: 1",  
Tab stops: 0.88", Right

student's behavior represents a significant danger to the health, safety and well being of him/herself or others.

Parents of students receiving special education services will be informed of this policy annually ~~or~~ and upon initial enrollment of the student in Community High School's special education programs.

3. Parent Advisory Committee – Community High School District 94 shall establish a parent-teacher advisory committee to assist the administration in the monitoring and development (revision) of policies and procedures regarding behavioral interventions. Community High School District 94 will provide ongoing staff development opportunities for staff as they pertain to behavior management.

Community High School's Special Needs Council will review on a regular basis the policy and policy procedures regarding behavioral interventions.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same name approved December 19, 1995

Reference: *See Also* ¶ 8008P - Behavioral Intervention Policy for Students with Disabilities Rules and Regulations

## **8009P Behavior Intervention Policy for Students with Disabilities Procedures**

### **1. Definitions –**

A. *Behavior Consultant*: A staff member who has received training in the analysis of behavioral disorders and the implementation of behavior management plans.

B. *Behavioral Intervention*: An act or procedure by a staff member with a student which is designed to change or stop an undesirable behavior. The goal of all interventions is to develop and strengthen desirable behaviors.

C. *Behavioral Intervention Team*: A group of staff members who are responsible for the implementation of a restrictive intervention. The team shall be composed of the following staff members: Behavioral Consultant(s), Dean, Counselor, and Special Education Teacher. If available, the parent will also be a member of the team.

D. *Disciplinary Consequences*: A response by a Dean to a student's behavior that (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

E. *Non-Restrictive Intervention*: A behavioral intervention that does not require staff members to use forcible means when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process; (3) results in the destruction of property.



The following behavioral interventions are examples of non-restrictive approaches of behavioral management. **These interventions may be used without the development of a written behavioral management plan or inclusion in the Student's IEP.**

- allowing student to escape
- calling/notifying parent
- differential reinforcement
- direct instruction
- environmental/activity modification
- instructional assignment
- modeling
- peer involvement
- planned ignoring
- positive reinforcement
- temporary removal from classroom with instructional supports
- prompting
- proximity control
- redirecting student (verbal)
- self-management
- shaping
- teaching alternative behaviors
- teaching self-reinforcement
- token economy
- verbal feedback
- verbal reprimand

The following **non-restrictive** interventions are considered **restrictive** when they are used more than one time per week or four times in a 30-day period.

- contingent exercise
- positive practice over correction
- time-out (exclusionary/physical)
- time-out (non-exclusionary – back of classroom)
- detention (before/after school/ weekend)

F. *Restrictive Interventions:* A behavioral intervention that requires staff members to use forcible restraint, confinement, or exclusion from program when a student's behavior (1) endangers the health and safety of him/herself or others, (2) disrupts the educational process; (3) results in the destruction of property. Restrictive interventions are designed to control or stop undesirable behaviors.

The following behavioral interventions are examples of **restrictive** approaches to behavioral management. **These interventions require the development of a written behavioral management plan or are a component of a student's IEP.**

- exclusion from extracurricular activities
- food delay
- forced physical guidance
- inhibiting devices
- manual restraint
- negative practice
- time out (restricted exit)
- satiation
- suspension (in-school)
- suspension (out-of-school)

G. *Highly Restrictive Interventions:* A behavioral intervention that requires staff members to use chemical agents, mechanical restraints, or denial of devices related to a child's functioning when a student's behavior (1) endangers

the health and safety of him/herself or others, (2) disrupts the educational process, (3) results in the destruction of property.

The following behavioral interventions are examples of highly restrictive approaches to behavioral management. The staff of Community High School District 94 **are not** permitted to use highly restrictive interventions.

- aversion mists, aromatics, tastes
- denial or restriction of access to regularly used equipment/devices that facilitate the child's educational functioning except when such equipment is temporarily at risk for damage.
- mechanical restraints (excludes restraints prescribed by a physician or as a safety procedure for transportation)
- expulsion with continuing education program.

H. *Prohibited Interventions:* A behavioral intervention that school personnel in Illinois **are not** permitted to use are considered to be illegal. The following interventions are considered prohibited by law and/or school board policy:

- corporal punishment
- faradic skin shock
- expulsion with cessation of services
- physical manipulation or procedure that causes pain and/or tissue damage when used as an aversive procedure

I. *Emergency Intervention:* A restrictive intervention used by a staff member when a student's behavior (1) endangers the health and safety of him/herself or others, (2) significantly disrupts the educational process, (3) results in the destruction of property.

When an **emergency intervention** is used by a staff member, they must:

- 1) Document the use of the emergency intervention on the "Emergency Report Form."
- 2) Inform parent with 24 hours of the incident in which the time out or restraint was used that a functional analysis will be completed and/or an IEP review will be conducted.
5. Isolated Time Outs – Isolated time outs shall not be used. "Isolated time out" means the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.
6. Physical Restraints – Physical restraints shall not be used in administering discipline to individual students. "Physical restraint" means holding the student or otherwise restricting his/her movements. "Restraint" does not include momentary

Formatted: Not Highlight

periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and that are designed (i) to prevent a student from completing an act that would result in potential physical harm to himself, herself or other damage to property or (ii) to remove a disruptive student who is unwilling to voluntarily leave the area.

#### J. *Procedures for Implementation of Restrictive Intervention*

- 1) Following repeated behavioral episodes requiring the use of a restrictive intervention which is not a part of a student's IEP, the behavioral consultant will consult with the Behavioral Intervention Team and determine ...
  - a) if the behavior episode is related to the student's disability
  - b) the appropriateness of completing a functional analysis of student
  - c) the appropriateness of scheduling an IEP meeting to review functional analysis and develop behavior plan.
- 2) At the scheduled IEP meeting the behavior consultant will review the functional analysis and develop a behavior plan with the parent and IEP team (see attached form "Problem Solving Referral Form"). The plan will become an addendum to the student's IEP.
- 3) The Behavioral Consultant will reconvene the IEP meeting if the behavior strategies described in the behavior plan are ineffective.
- 4) Parents will be kept informed of the effectiveness of the behavior interventions described in the behavior plan.

Adopted: September 17, 2002

Revised:

Replaces: Policy with the same named adopted December 19, 1995

Reference: *See Also* ¶8008 - Behavior Intervention Policy for Students with Disabilities

### **8010 Foundations**

~~1. Student's Rights and Responsibilities – Students in the District are expected to take full advantage of their right to an education. They should come to school prepared to learn and to take part in school activities. An important part of their education is the right to make~~

**Comment [PM3]:** MOed to 8001

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

~~decisions and the responsibility to accept the results of their choices. As a general statement, rights and responsibilities are paralleled below:~~

| <u>Rights</u>   | <u>Responsibilities</u>   |
|---|---|
| <del>To attend school and class regularly</del>   | <del>To make the most of the opportunities offered at school</del>  |
| <del>To take part in all school activities on an equal basis, regardless of race, sex, or national origin or other protected status</del> | <del>To be aware of the school's rules and regulations and conduct themselves accordingly</del>                               |
| <del>To establish and participate in student government activities</del>  | <del>To make constructive contributions to school</del>   |
| <del>To address the Board of Education on the same terms as any citizen</del>   | <del>To report fairly the circumstances of school-related issues</del>  |
| <del>To explore ideas and feel free to express various points of view</del>   | <del>To respect others' points of view</del>  |
| <del>To create school publications to express opinions and offer suggestions in accordance with school rules</del>                        | <del>To refrain from libel, obscenity, and to observe normal rules for responsible journalism, and observe school rules</del> |
| <del>To receive counseling on educational, social and other health related services</del>   | <del>To exercise freedom of choice, availing oneself of these personal concerns</del>   |
| <del>To present the student version of any incident that may lead to the imposition of disciplinary sanctions</del>                       | <del>To present the facts accurately</del>  |
| <del>To exercise all due process procedures in suspension disciplinary actions as stated in State law</del>                               | <del>To contribute to the maintenance of a learning environment and to show due respect to other persons and property.</del>  |
| <del>To receive timely feedback on his/her success with all learning</del>  | <del>To complete all assigned work and</del>  |

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

**Formatted:** Strikethrough

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

**Formatted:** Strikethrough

**Formatted:** Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

| <u>Rights</u>  | <u>Responsibilities</u>  |
|--|--|
| <del>work products and assignments</del>                                     | <del>learning tasks in a timely manner</del>   |
| <del>To be respected by all others involved in the educational process</del> | <del>To respect the rights of teachers, students, administrators and all others involved in the educational process.</del> |

Formatted: Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

Formatted: Heading 2,Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

~~2. Student Participation – Students are in a unique position to make positive contributions to the improvement of the educational program and to the operation of a more effective school system.~~

~~Therefore, it is the Board's belief that students, in keeping with their level of maturity, should be encouraged to participate in the development of policies, regulations, and procedures which affect them. Their participation in decision making will be considered part of the educational process.~~

~~As appropriate to the age of students, class or school organizations, and school government organizations, such as student councils or student representatives to the Board of Education, may be formed to offer practice in self-government and to serve as channels for the expression of student ideas and opinions.~~

~~The Board, through the staff, will take into consideration student opinions in establishing policies that directly affect student programs, activities, privileges, and other areas of student sensitivity.~~

~~Students will be welcomed at Board meetings and granted privileges of speaking in line with such privileges extended the general public.~~

~~Adopted: September 17, 2002~~

~~Revised:~~

~~Replaces:~~

~~Reference:~~

### **8011 Education of Children Experiencing Homelessness**

The McKinney-Vento Homeless Assistance Act considers a child to be “homeless” if he or she, out of necessity, lacks a fixed, regular and adequate nighttime residence and must reside in a shelter, motel, vehicle, campground, on the street, or doubled-up with relatives or friends.

Students identified as homeless shall have the right to be enrolled immediately, without medical or academic records, consistent with provisions of the Act. Health and academic records from the previous school must be requested in a timely manner and where needed, a student may be referred to a free or low cost clinic for any required immunizations. However, the school may require the parents or guardian of a homeless child to submit an address or other information for contact purposes, as they would require from any nonhomeless child enrolling in the school.

The homeless child has three choices with respect to schools:

- *The School the child last attended.*
- *The School the child attended when he/she became homeless.*
- *The School closest to the shelter or other temporary housing.*

Homeless children are entitled to the same rights to transportation as other children in the District. ~~Where possible, parents or guardians should make a good faith effort to provide or arrange for transportation services to and from school. Otherwise, the District is responsible for transportation costs.~~

Formatted: Strikethrough

Formatted: Strikethrough

Educational services shall be provided to homeless children on the same basis as they are provided to other students in the District.

The District hereby designates the ~~Assistant Principal for Student Services~~ **Director of Support Services** as the liaison for homeless children to ensure District 94’s compliance with State and Federal law. In the event of a dispute, the parent shall be referred to the Homeless Liaison at the Regional Office of Education. While the dispute is being resolved, the child shall remain in school and receive such services as are required.

Adopted: November 18, 2008

Revised:

Replaces: N/A

Reference: 42 U.S.C.A. §11431 et seq. 105 ILCS 45/1-1, et seq.;  
05 ILCS 5/1020.12a, 20.12b, 22.5; 23111. Admin. Code  
§ 1.240(e)

**8100 ATTENDANCE****8101 Purpose**

The Board strongly encourages and expects students to attend school regularly for the following reasons:

1. to comply with State law
2. to benefit from instruction
3. to participate in class activities
4. to promote a climate that values school attendance

Adopted: September 17, 2002

Revised:

Replaces:

Reference:

**8102 Comprehensive Attendance**

It is the expectation of Administration and staff of Community High School that every student will be punctual and present each class period of each day. Regular daily attendance by staff and students is important for student success. While some students may be able to pass tests and achieve good grades despite absences, one visit to any classroom in our school will verify the number and range of activities in progress. The student who is absent misses these activities and no amount of effort can recreate them. Students with irregular attendance patterns, whether excused or unexcused, may find it difficult to be successful in specific classes and may be subject to a loss of graduation credits. As a result, it is extremely important that the parent(s)/guardian(s) assure(s) the student's academic growth and success by emphasizing the need for the student to be punctual and in attendance each day.

**1. Excused Absences**

According to Section 26-2a. of the *Illinois School Code*, the only legal reasons why a student may be absent from school are as follows:

- Illness
- Death in the immediate family
- Observation of a religious holiday
- Family emergency
- Circumstances that cause reasonable concern to the parent(s)/guardian(s) for the safety or health of the student
- Other situations beyond the control of the student as approved by the principal

Determination of whether or not an absence is excused is ultimately the right of the school.



## 2. Reporting Student Absences

In order for a full-day absence to be considered excused, the student's parent/guardian is required to make a telephone call to the Attendance Office before 10:00 a.m. on the day of the absence. **The number to call is 630-876-6336.** Voicemail is available to leave messages. The parent/guardian will be asked to provide the following information:

- Student Name
- Student ID Number
- Date of Absence
- Reason for Absence

**Failure to call by 10:00a.m. will result in an unexcused designation and will stay as such if not rectified by the end of that day.**

**Comment [PM4]:**

## 3. Late Arrival and Early Dismissal

The parent/guardian must call the attendance line at 630-876-6336 to report late arrivals, early dismissals, and appointments that will require the student to miss a portion of the day. If leaving a message you will be asked to provide the following information:

| <b>Late Arrival</b>      | <b>Early Dismissal</b>     | <b>Appointment</b>                 |
|--------------------------|----------------------------|------------------------------------|
| Name                     | Name                       | Name                               |
| ID Number                | ID Number                  | ID Number                          |
| Reason for Late Arrival  | Reason for Early Dismissal | Reason for leaving                 |
| Time student will Arrive | Time student will depart   | Time student will leave and return |

## 4. Schoolwork Missed Due to Absence

Regular school attendance is essential for academic success. The most common cause of academic failure is excessive absence. There is no substitute for attending class.

**Comment [PM5]:** The following pages are being processed through the discipline committee who will make proposals to develop an excused absence policy that will work with the Powerschool data

To the extent possible, all schoolwork missed by a student due to absence with valid cause must be made up by the student. It is the responsibility of the student to make arrangements with his/her teacher(s) to make up work missed. On the first day a student returns to class after an absence or In-School Suspension s/he must contact his/her teacher(s) with respect to arrangements for making up work, and all assignments must be turned in within five school (5) days of returning to school. The Principal may extend the five school day deadline at his/her discretion. A student shall be afforded the opportunity to earn full credit for make-up work successfully completed within this timeframe. Any work not completed and turned in by this time will be given a zero with no additional chance of makeup. Excessive absences (whether excused or unexcused) may result in additional interventions. Please see the section below for more details.

**School work missed due to unexcused absences or trancies cannot be made up. Students will receive a zero for all work missed for absences of this nature. Students**

**may not make up work missed due to Out-of-School Suspensions.** *This is considered a part of the consequence of the suspension and not a result of the absence.*

#### 5. Excessive Absences

An attendance cap has been created to deal with students who are excessively absent. Any student who has accumulated seven (7) or more period absences from a course during one quarter will be considered excessively absent. Those students missing (7) or more class periods will receive a "FA," or failure for attendance, on their report card.

| <b>Total Absence in a Quarter</b> | <b>Disciplinary Action</b>   | <b>Support</b>   |
|-----------------------------------|--|--|
| 1st                               | Excused = None   |  |
| 2nd                               | Excused = None   |  |
| 3 <sup>rd</sup>                   | Excused = None   | Attendance Policy Reminder   |
| 4th                               | Excused = None   | Parent Conference w/ Counselor (could include referral for student or family counseling and/or community services) |
| 5th                               | Excused = None   |  |
| 6th                               | Excused = None   | Medical verification   |
| 7th                               | Q Failure for Attendance Grade Issued                                      | FA Grade Letter Mailed   |
| 8th                               |  | Privilege Loss Warning Letter  |
| 9th                               |  | Attendance Policy Reminder   |
| 10th                              | Loss of Parking/Off Campus Privilege for remainder of Semester — No Refund | Privilege Loss Letter  |
| 11th                              |  |  |
| 12th                              |  | Student Review   |

\* After the third unexcused absence a parent conference will be held with the Dean and Counselor to discuss the absences and to identify appropriate support services and make them available to students.

For year long courses, an "FA" grade in any subject will be changed to the grade earned if a student's absence is less than seven (7) periods per subject for the following quarter. For semester courses there will be no change of status after the semester has ended.

If a student receives a grade of "FA" for the first quarter of a semester and then reaches seven (7) absences the next quarter the student will be dropped for the remainder of the semester and receive a grade of "FA" on their transcript and receive no credit for the class.

Absences which count against the attendance cap and may result in violating the Excessive Absence Policy are:

- Illness not verified by doctor's excuse

- ~~Truancies/Unexcused absences~~
- ~~Pre Arranged absences~~
- ~~Early Dismissals /Late Arrivals not excused by doctor's excuse or court verification~~

~~Absences which will not count against the attendance cap are:~~

- ~~Field Trips~~
- ~~Academic Competitions~~
- ~~Athletic Early Dismissals~~
- ~~All Suspensions~~
- ~~Religious Holidays~~
- ~~Absences due to chronic/ and or serious illness verified by doctor's note~~
- ~~Death in the family(with verification)~~
- ~~Student with Counselor/Nurse/Dean~~
- ~~Medical Appointments with verification~~
- ~~Court proceedings with verification~~

**~~Any absence of ten (10) consecutive days or more that is confirmed by medical certification is eligible for homebound services and will not count against the attendance cap.~~**

**~~In all other cases it is the student's responsibility to provide all necessary documentation within three days of an absence or the absence will count against the attendance cap regardless of excuse.~~**

#### ~~5. Appeal Process~~

~~Appeals of an "FA" grade can be made by the parent/guardian to the Attendance Review Committee within ten (10) school days of the official notification of excessive absences.~~

~~In review of appeals, the Committee will consider the following:~~

- ~~The student's previous attendance record.~~
- ~~The nature of and reason for the absences incurred in the present year.~~
- ~~The evaluation of the student's performance in the subject area(s) and the record of work made up by the student.~~
- ~~Health records, physician or hospital records, medical certification, etc.~~
- ~~Other pertinent data.~~

~~The Attendance Review Committee will consist of the Assistant Principal for Administrative Services, the Division Head of Student Support Services, and two (2) teachers. Parent(s)/Guardian(s) and/or students will have the right to address the Committee. The recommendation of Review Committee will be forwarded to the Superintendent's office.~~

~~Parent and student will be notified in writing of the final decision.~~

#### 5. Excessive Absences

An excused absence attendance cap has been created to deal with students who are excessively absent. Any student who has accumulated (7) or more period absences from a course during one quarter will be considered excessively absent. Those students missing (7) or more class periods will receive an unexcused absence and will not be permitted to make-up any schoolwork, tests, or quizzes for the days(s) missed.

Absences which count against the attendance cap and may result in violating the Excessive Absence Policy are:

- Illness not verified by doctor's excuse
- Truancies/Unexcused absences
- Pre-Arranged absences (Vacation)
- Early Dismissals /Late Arrivals not excused by doctor's excuse or court verification

Absences which will not count against the attendance cap are:

- Field Trips
- Academic Competitions
- Athletic Early Dismissals
- All Suspensions
- Religious Holidays
- Absences due to chronic/ and or serious illness verified by doctor's note
- Death in the family(with verification)
- Student with Counselor/Nurse/Dean
- Medical Appointments with verification
- Court proceedings with verification

**Any absence of ten (10) consecutive days or more that is confirmed by medical certification is eligible for homebound services and will not count against the attendance cap.**

**In all other cases it is the student's responsibility to provide all necessary documentation within three days of an absence or the absence will count against the attendance cap regardless of excuse.**

| COMMUNITY HIGH SCHOOL DISTRICT 94 |  |   | Series 8000 |
|-----------------------------------|--|---|-------------|
| Total Absence in a Quarter        | Disciplinary Action  | Support   |             |
| 1st                               | Excused = None   |   |             |
| 2nd                               | Excused = None   |   |             |
| 3 <sup>rd</sup>                   | Excused = None   |   |             |
| 4th                               | Excused = None   | Student Conference w/ Counselor (could include referral for student or family counseling and/or community services) |             |
| 5th                               | Excused = None   |   |             |
| 6 <sup>th</sup>                   | Excused = None   | Counselor notification (unexcused)  |             |
| 7 and beyond                      | All absences without Verification will be considered unexcused | Student notified by teacher they may not make-up school work, tests, quizzes, etc.                                  |             |

#### 6. Unexcused Absences

Unexcused absences are those absences which include, but are not limited to:

- Illnesses not called into the Attendance Office
- Oversleeping
- Missing the bus
- Vehicle failure
- Work
- Any absence over 6 without verification
- ~~Pre Arranged absences of greater than five (5) days (Only that portion greater than five (5) days)~~

Comment [PM6]:

- Students will not be allowed make-up work for unexcused absences. The Principal or his/her designee shall have final discretion to determine whether or not an absence is considered unexcused. After the ~~third~~ fourth unexcused absence a parent-student conference will be held to discuss the absences and to identify appropriate support services and make them available to students.

Formatted: Outline numbered + Level: 1 + Numbering Style: Bullet + Aligned at: 1" + Tab after: 1.25" + Indent at: 1.25"

**Students identified as truant or unexcused will not be allowed into class the day following the absence in question without a pass from the Deans' Office verifying they have seen the Dean.**

#### 7. Truancies

According to section 26-2a. of the *Illinois School Code* a truant is defined as "a child who is absent without valid cause for a school day or any portion thereof".

Students who are truant will receive no credit (a zero) on all work missed. They will also face the following consequences:

| Truancy | Disciplinary Action                   | Support                       |
|---------|---------------------------------------|-------------------------------|
| 1st     | <del>Saturday</del> Tue./Wed.-School  | Attendance Letter Home        |
| 2nd     | <del>Saturday</del> Tue./Wed.-School  | Police Contact with Home      |
| 3rd     | <del>2-Day</del> In-School Suspension | Parent conference to identify |

|  |   |   |
|--|---|---|
|  | Police Sanction ( <del>i.e., referral to "Just Chill" Program</del> )               | appropriate support services and make them available to students. |
| 4th  | <del>5 Day</del> In-School Suspension<br>Police Ticket (under<br>Truancy Ordinance) | Meeting with Dean/Parent  |
| 5th  | <del>Dropped From Class</del><br>Police Ticket                                      |   |
| <b><i>Any all-day truancy will result in an <del>two-day</del> In-School Suspension and the student will move to the next step in each individual class.</i></b> |   |   |

8. Chronic Truancies

Any student who is truant (absent without valid cause) for ~~54~~9% or more of the previous 180 days of regular attendance shall be deemed a chronic truant. Any student who is truant 20% or more of the previous 180 days may be dropped from school for the remainder of the semester if they are 17 years or older and resistant to the appropriate support services identified by the District. Students under the age of 17 may face expulsion or assignment to an alternative school if they are resistant to the appropriate support services identified by the District.

9. Tardiness

Promptness to class is expected. Students are to be in the classroom prior to the start of the period. Car problems, oversleeping, etc. are not acceptable reasons for being tardy or absent. A phone call or written note will not excuse a student in these circumstances. Tardies will be considered on a semester basis.

**Teachers are not to allow students into class without a pass from the tardy supervisor.**

| <b>Tardy</b>         | <b>Disciplinary Action</b> | <b>Support</b>     |
|----------------------|----------------------------|--------------------|
| <del>1 &amp; 2</del> | Warning                    |                    |
| <del>3</del>         | 3 Detentions               |                    |
| <del>4 &amp; 5</del> | 5 Detentions               | Warning Letter @ 4 |
| <del>6—8</del>       | Saturday School            |                    |
| <del>9+</del>        | ISS                        | Parent Meeting     |

Formatted Table

| <b>Tardy</b> | <b>Disciplinary</b>                 | <b>Support</b>                |
|--------------|-------------------------------------|-------------------------------|
| 1-4          | Warning                             | Conference with Specialist    |
| 5            | Tuesday/Wednesday School            | Letter Home                   |
| 6/7          | Warning                             | Conference with Specialist    |
| 8            | Tuesday/Wednesday School            | Letter Home                   |
| 9/10         | Warning                             | Conference with Specialist    |
| 10           | Tuesday/Wednesday School            | Letter Home                   |
| 11/12        | Warning                             | Conference with Specialist    |
| 13           | Suspension                          | Parent Conference             |
| 14           | Loss of Extra-Curricular Attendance | Student/Specialist Conference |

Adopted: June 5, 2007

Revised:

Replaces: ¶8102 – Excused Absence; ¶8103 – Schoolwork Missed Due to Absence;  
and ¶8104 – Truancy (all adopted September 17, 2002)

Reference:

**Formatted:** Font: Bold

## **8103 Homebound Instruction**

~~Students receiving homebound instruction for other than disciplinary reasons are considered present. Homebound tutors shall be provided for any student who shall be absent from school for an extended period, provided there is a written recommendation for such instruction to the school District. The written recommendation shall include the diagnosis and prognosis by the family physician. The prognosis shall be stated in terms of the maximum length of time the student is likely not to be able to attend school.~~

**Formatted:** Heading 2, Heading for Paragraphs, Tab stops: Not at 0.88" + 1"

### Home and Hospital Instruction

A student who is absent from school, or whose physician anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff will begin no later the 5 school days after receiving a physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

**Formatted:** Tab stops: Not at 0.88" + 1"

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to 3 months after the child's birth or a miscarriage.

**Formatted:** Tab stops: Not at 0.88" + 1"

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

Adopted: September 17, 2002  
Revised:  
Replaces:  
Reference:

#### **8104 Home School Student Participation in Extracurricular Activities**

IHSA By-law 3.011 states:

*"A student must attend a member school and may only represent in interscholastic competition the member school the student attends. For purposes of this by-law, the term 'attend' shall mean that the student is enrolled at the member school, and is taking at, or under arrangement approved by, the member school, a minimum of twenty (20) credit hours of work for which credit toward high school graduation will be granted by the member school upon the student's completing and passing the courses. The school which enrolls the student shall be exclusively responsible to verify the student's compliance with all of the eligibility requirements of all IHSA by-laws."*

Based on this By-law, home school students who are residents of Community High School District 94 are eligible to compete in interscholastic competition provided:

1. they enroll as a student.
2. satisfactory evidence is provided that the student is currently taking a minimum of twenty (20) hours of course work counting toward graduation.
3. they comply with all of the eligibility requirements of all IHSA By-laws.
4. written evidence is provided throughout the duration of the activity that the student's course work status has not changed.
5. all evidence is reported to the Registrar as requested at the time requested.

Adopted: September 17, 2002  
Revised:



Replaces: ¶8002 - Home Schooling Student Participation in Extracurricular Activities (adopted December 12, 2000)

Reference:

### **8105 Withdrawals**

Any child, except transferring students, over seventeen (17) years of age who has voluntarily withdrawn from school and ceased attendance may re-enroll no sooner than the beginning of the next semester following his/her withdrawal except as provided below:

1. Any such student who has been withdrawn from ten (10) or fewer school days may re-enroll during the semester s/he has withdrawn.

2. Any such student who has been withdrawn for more than the ten (10) school days may re-enroll during the semester s/he has withdrawn only if the Principal finds that such absence has not irreversibly affected the student's ability to successfully complete a course of study. In arriving at this decision, the Principal, or his/her designee, must hold a conference with the student's parent(s) or guardian(s), the student's former teachers, and the student's counselor.

Adopted: September 17, 2002

Revised: March 3, 2009

Replaces: Replaces JBCD - Student Withdrawal from School

Reference:

### **8106 Transfers from Accredited High Schools**

1. A student who transfers to Community High School District 94 from a public high school that is accredited (fully recognized) by its State Board of Education or a regional accrediting association such as the North Central Association of Schools and Colleges shall be granted equivalent credit in District 94 for courses successfully completed at such high school.

2. A student who transfers to Community High School District 94 from a private high school that is accredited by its State department or a regional accrediting association such as the North Central Association of Schools and Colleges or by the American Association of Christian Schools shall be granted equivalent credit in District 94 for courses successfully completed at such high school.

Adopted: September 17, 2002

Revised:

Replaces: JBCD(b) - Transfer Students - Credit

Reference: ¶8109 - Transfers from Non-Accredited High Schools; and ¶8110 - Carnegie Unit

**8107 Transfers from Non-accredited High Schools**

1. A student who transfers to Community High School District 94 from a high school that is not accredited by any of the agencies specified in ¶8106 above or from a home school, shall be granted credit in District 94 for courses/work successfully completed in such school as follows:

A. The student shall furnish the Community High School District 94 registrar with a transcript or other written statement from an official of the school stating the courses and/or subject areas for which credit is claimed, the amount of class time the student spent in each course or subject area, and the grade earned in each course and/or subject area.

B. The Registrar shall equate the time spent in each course or subject area the student successfully completed to District 94 credit by applying the standard for a Carnegie Unit (40 minutes daily, 5 days per week, for at least 36 weeks, or the equivalent amount of time during the school year ... North Central Association Standard 2.71b).

*Definition:* For purposes of this policy, "**successfully completed**" shall mean having earned a passing grade in a class or subject area after having completed the full term for which the class or subject area is scheduled.

Adopted: September 17, 2002

Revised:

Replaces:

Reference: *See Also* ¶8108 - Transfers from Credited High Schools; ¶8110 - Carnegie Unit

**8108 Transfer Credits ~~from~~ Other Than High Schools**

A student, who transfers to Community High School District 94 from a program other than an accredited or non-accredited high school, shall be granted credit in District 94 for courses/work successfully completed as follows:

**Correspondence Courses**

A student enrolled in correspondence courses may receive high school credit for work completed provided:

1. The course is given by an institution accredited by the North Central Association of Colleges and Secondary Schools or an approved Homeschool Program;
2. The student assumes responsibility for all fees;
3. The course is approved in advance by the High School Principal or his/her designee.

4. The course meets the Carnegie Unit of Credit requirements.

A maximum of 3 units of credit may be counted toward the requirements for high school graduation.

#### Exchange Programs

Diplomas may be granted to an exchange student when the criteria for graduation established by the State of Illinois and the Board of Education have been successfully met. The Board of Education may grant a certificate of attendance to exchange students.

District students will receive academic credit for foreign exchange courses that meet the criteria established in the curriculum and that are approved by the Building Principal or his/her designee. International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

#### Continuing Education Courses

Course credits for continuing education courses may be issued for any program approved by the State Board of Education.

#### Foreign Language Courses

Students may receive high school credit by studying foreign language in an approved ethnic school program provided such program meets the minimum standards established by the State Board of Education.

The amount of credit will be based on foreign language proficiency achieved. The Building Principal or his/her designee may require a student seeking foreign language credit to successfully complete a foreign language proficiency examination.

#### Military Service

The Board of Education may accept military service experience for credit toward graduation, provided the student making the request accompanies it with a recommendation from the U.S. Commission of Accreditation of Service Experiences. The student seeking credit shall supply any documents or transcripts necessary to support the request and it has been approved by the Principal or his/her designee.

Adopted: November 18, 2008

Revised:

Replaces:

Reference: 105 ILCS 5/2-3.44, 5/2-3.107, 5/10-22.3, and 5/27-22.3  
[Ill. Rev. Stat.], 23 Ill. Admin. Code 1.450(c) and (j)

**8200 STUDENT DISCIPLINE**

Formatted: Font: (Default) Arial, Bold

**8201 Bus Conduct**

The Board of Education recognizes its responsibility to insure that all transportation provided for students by the school District is provided in a safe manner.

Therefore, a set of procedures for student school bus riders that is designed to facilitate their safe transportation shall be developed and shall be made known to all students. The Superintendent and the Principal are authorized to suspend a student for gross disobedience or misconduct on a school bus. All such suspensions shall conform to the provisions of Section 10-22.6 of the *Illinois School Code*.

Adopted: September 17, 2002

Revised:

Replaces: JCDAD - Bus Conduct

Reference: *See Also* Series 4000 - Transportation ¶4301 - ¶4308; ¶ 8201P - Rules and Regulations for School Bus Riders

**8201P Bus Conduct Procedures**

The following Procedures shall be applicable to all students who ride a school bus operated by or for Community High School District 94.

1. Students who must cross a roadway to board a school bus shall wait to cross the roadway until the bus driver beckons them to cross the roadway when it is safe to do so.
2. Students shall stay off the roadway while waiting for a school bus and shall not move.
3. A student shall not be permitted to get off a school bus at any place other than the student's designated discharge point unless permission is granted by the Principal or his/her designee.
4. All passengers shall be seated when a school bus is in motion.
5. School bus windows shall not be lowered below the stop line painted on the body pillar.
6. All parts of the body must be kept inside the school bus while the bus is in motion.
7. Any form of "horseplay" that interferes directly or indirectly with the driver's ability to operate a school bus in a safe manner is prohibited.

8. School bus aisles shall be kept free of obstructions; e.g., books, packages, coats, etc.

9. All passengers shall be quiet when a school bus is approaching a railroad crossing.

10. Animals shall not be permitted on a school bus, unless authorized by the Principal or his/her designee.

11. No weapon or explosive of any kind shall be permitted on a school bus.

12. Smoking, chewing tobacco, or the use of an illegal drug or controlled substances on a school bus is not permitted.

13. Eating is not permitted on a school bus.

14. No object of any kind shall be thrown out of a school bus window or door.

15. No litter of any kind shall be left on a school bus.

16. Defacing or vandalizing a school bus is prohibited.

17. In the event of an emergency during the course of a school bus trip, students shall follow the instructions given by the school bus driver.

18. A student may be permitted to ride the school bus on a route other than his/her regular route providing written permission from the Principal or his/her designee is presented to the bus driver.

19. Infants may not be transported on a school bus.

Adopted: September 17, 2002

Revised:

Replaces: JCDAD-R – Rules & Regulations for School Bus Riders

Reference: *See Also* ¶ 8201 – Bus Conduct

## **8202 Student Discipline Policy**

School boards, along with the parent-teacher advisory committee, are encouraged to annually review their pupil discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, pupils and staff.

The parent-teacher advisory committee shall meet in May and forward proposed policy changes to the Board for its action in June. Copies of the policy shall be given to students annually.

Adopted: September 17, 2002  
Revised:  
Replaces:  
Reference:

## 8203 Student Suspension & Expulsion Procedures

### 1. General

- A. An authorized administrator (Principal, Assistant Principal, or Dean) may suspend a student in-school or suspend a student from school or from riding the school bus. The Board of Education may expel a student.
- B. Prior to removing any student from the school or the school bus during the regular school day, the authorized administrator shall make reasonable effort to notify the parents by telephone and take any other steps reasonably necessary to ensure the safety of the student being removed from school or the school bus, **as well as the safety of other students and staff.**

### 2. Definitions

- A. A *suspension* is a temporary exclusion of a student from school and/or from riding the school bus for a period of time not to exceed ten (10) school days. A student may be suspended from riding the school bus in excess of ten (10) school days for safety reasons.
- B. An *expulsion* is the exclusion of a student from school for a definite period of time in excess of ten (10) school days, not to exceed two (2) calendar years.
- C. The term *school personnel* includes teachers, administrators, members of the Board of Education, and all other school District employees.
- D. The term *related personnel* includes school bus drivers, DAOES, teachers and aides, teachers and **aids aides** employed by SASSED, and all other personnel who provide instruction and/or direct services to District 94 students through a contractual arrangement with the Board or as a result of a joint or intergovernmental agreement to which District 94 is a party.

Formatted: Strikethrough

Formatted: Strikethrough

- E. *A child with disabilities* is a student who has been determined eligible for a special education instructional program or support services pursuant to Article 14 of the *Illinois School Code*.
- F. The *Special Education Rules and Regulations* are the State of Illinois *Rules and Regulations to Govern the Organization and Administration of Special Education*.
- G. The *Illinois School Code* refers to the Illinois Statutes governing boards of education as found in 105 ILCS 5/1-1 et seq of the Illinois Compiled Statutes.

3. Suspension Procedures

A. *Pre-Suspension Conference:*

- 1) The authorized administrator shall confer with any student who is under consideration for suspension or in-school suspension prior to taking such disciplinary action.
- 2) Prior to or during a pre-suspension conference, the authorized administrator shall ascertain whether the student is a child with disabilities. If so, the authorized administrator shall also follow the procedures set forth in Section 7 hereof.
- 3) The student shall be advised of the reasons for the proposed suspension and a summary of the evidence in support of those reasons. The student shall also be afforded an opportunity to respond.
- 4) The authorized administrator conferring with the student shall make a written record of the conference.
- 5) The authorized administrator, after following the above pre-suspension procedures, may subsequently determine whether to suspend the student in accordance with the notification requirements set forth below.
- 6) When, in the opinion of the authorized administrator, a student poses an immediate threat to school personnel, related personnel, and other students or school property, or poses an ongoing threat of disruption to the educational process, the student may be summarily removed from school without holding a pre-suspension conference, as set forth above. In such event, written notice sent by certified mail, return receipt requested, shall be given to the

parents. The notice shall request that the student attend a post-suspension conference as soon as practicable after the notice is received. A time for this post-suspension conference will be stipulated in the notice. Failure to attend the scheduled conference shall constitute a waiver of such conference. Regardless of the student's attendance at the post-suspension conference, the parents shall be advised by written notice of any subsequent disciplinary decision.

*B. Suspension Notification*

- 1) If the pre-suspension or post-suspension conference results in a decision to suspend, the parents of the student shall be advised immediately of the decision by written notice sent by certified mail, return receipt requested, or personal delivery.
- 2) The notice to the parents shall include:
  - a) A statement of the reasons for the suspension, including any school rule which has been violated;
  - b) The date(s) and duration of the suspension;
  - c) A statement of the parents' right to request a review of the suspension by the Board of Education or its appointed hearing officer.
  - d) A statement that the failure to request such written review within five (5) days after receipt of the notice, or eight (8) days after date of the mailing, whichever is earlier, shall be deemed a waiver of the right to a review hearing with the Board of Education or its appointed hearing officer.
  - e) A statement of the right to be represented at the suspension review hearing by an attorney or other representative, at their expense.
- 3) A request to review the suspension may be oral or in writing, directed to the authorized administrator's office. Upon receipt of such request, the authorized administrator shall schedule the hearing, notify the parents of its time and place, and provide the parents with a copy of the suspension hearing procedures. If the parents, in requesting a review of the suspension, assert that the student is a child with disabilities, then the authorized administrator shall follow the procedures set forth in Section 8.
- 4) The Principal shall be notified of all student suspensions by the authorized administrator.



- 5) The Board of Education shall be given a summary of the notice, including the reason for the suspension and the suspension length.

4. Expulsion Procedures

A. Prior to any recommendation for expulsion, the authorized administrator shall ascertain whether the student is a child with disabilities. If so, the procedures set forth in Section 8 hereof shall be followed. If the expulsion is preceded by a suspension, the suspension procedures set forth in Section 3 hereof shall also be followed.

B. Expulsion Notification

- 1) The Superintendent shall send a letter by certified mail, return receipt requested or personal delivery, to the parents of the student notifying them of the expulsion hearing.
- 2) The expulsion notice to the parents shall include:
  - a) A statement of the reasons for the proposed expulsion, including any school rule which has been violated;
  - b) the potential maximum duration of the expulsion;
  - c) the time and place of the expulsion hearing;
  - d) a statement of the right to be represented at the expulsion hearing by an attorney or other representative at their expense; and
  - e) a copy of the expulsion hearing procedures.

5. Procedures for a Suspension Review Hearing or Expulsion Hearing by the Hearing Officer

A. *Hearing Structure*

- 1) A suspension review hearing or expulsion hearing shall be conducted by the Board of Education or a hearing officer appointed by the Board.
- 2) All student discipline hearings **before the Board of Education** shall be held in closed session.
- 3) The student and his/her parents may attend the hearing and may be represented by an attorney or other representative. If the parents or student do not attend, but the authorized administrator has proof of notice given and received, the Board or the Board-appointed hearing officer may proceed with the hearing.

- 4) The hearing may be recorded stenographically or by tape. If either party causes a recordation to be made, the other party shall be offered an opportunity to purchase a copy of the transcript or the tape.
- 5) If the student is a child with disabilities, or ~~asserts it is asserted~~ during a hearing that s/he may be a child with disabilities, the hearing officer shall follow the procedures set forth in Section 8 hereof.

Formatted: Strikethrough

B. *Hearing Procedures*

- 1) The hearing shall be conducted as follows:
  - a) At the commencement of the hearing, either party may request the exclusion of witnesses from the hearing room until testimony is rendered.
  - b) The authorized administrator and the student or his/her representative may make short opening statements concerning both the charges of gross disobedience or misconduct and the appropriate disciplinary action.
  - c) The authorized administrator shall first present his/her evidence, including proof of compliance with Section 8 of this policy, if applicable. The student may cross-examine all witnesses in attendance and review any written evidence presented by the authorized administrator. However, the name of a witness may be deleted from the copy of written evidence provided to the student when the authorized administrator determines that an imminent fear of reprisal exists.
  - d) The student may then present evidence to refute the charges. The authorized administrator may cross-examine all witnesses in attendance and review any written evidence presented by the student.
  - e) The Board or the Board-appointed hearing officer may, at any time, direct questions to the parties or their witnesses.
  - f) The authorized administrator and the student may make closing statements at the conclusion of the hearing concerning both the issue of gross disobedience or misconduct and the issue of the appropriate disciplinary action.
- 2) The Board or the Board-appointed hearing officer may receive all relevant oral or written evidence without regard to the legal rules of evidence, but shall consider the weight of the evidence in determining the issues.

- 3) If the authorized administrator determines that any of his/her witnesses would be subject to physical or mental harassment or that an imminent fear of reprisal exists, the authorized administrator need not present the witness at the hearing, but may present as evidence a written summary prepared by the absent witness of his/her testimony. The summary shall include the reason for the absence of the witness and a statement verifying that the contents of the summary are true. If an imminent fear of reprisal exists, the authorized administrator may also present a written statement in which the identity of the witness has been concealed.

*C. Hearing Report*

- 1) If the hearing is before a Board-appointed hearing officer, s/he shall prepare a report summarizing the oral and written evidence presented at the hearing.
- 2) The report will also address the following two (2) issues:
  - a) The validity of the charges of gross disobedience or misconduct; and
  - b) The appropriateness of the disciplinary measure, if the charges are to be upheld.

6. Procedures for Review of the Report of the Hearing Officer by the Board of Education

*A. Review Structure*

- 1) After reviewing the Board appointed hearing officer's report, the Board of Education may take such action as it deems appropriate, including affirming, modifying, or overruling the suspension or proposed expulsion, or conditioning re-entry of the student to school.
- 2) An expulsion may be effective immediately or as specified by the Board of Education.
- 3) If the Board of Education finds that a suspension or expulsion was unjustified, the student's records shall be expunged of all notations regarding the suspension or proposed expulsion and any related student absence for disciplinary reasons shall be marked "excused"; further, the student shall be afforded an opportunity to

make up all lost educational opportunities including, but not limited to, tests and other class work.

- 4) The decision of the Board of Education shall be final.
- 5) Written notification of the Board's decision with respect to a suspension review or expulsion review shall be mailed to the parents.

**B. *Review Procedures***

- 1) All student discipline reviews **before the Board of Education** shall be held in closed session.
- 2) The student and his/her parents may attend the review and may be represented by an attorney or other representative. If the parents or student do not attend, the Board of Education may proceed with the review.
- 3) The review may be recorded stenographically or by tape. If either party causes a recordation to be made, the other party shall be offered an opportunity to purchase a copy of the transcript or the tape.
- 4) The Board of Education may, at any time, direct questions to the hearing officer, the authorized administrator, or the parties, for the purpose of clarifying the hearing officer's report.
- 5) The Board of Education will not receive any oral or written evidence not given to the hearing officer at the hearing. It will review all of the evidence presented at the hearing to the hearing officer without regard to the legal rules of evidence, but shall consider the weight of the evidence in determining the issues.
- 6) The Board of Education shall not consider the student's academic or disciplinary records in determining the validity of the charges of gross disobedience or misconduct. The Board of Education may review a student's records, however, in determining the appropriate discipline.

**7. Alternative School Placement**

**A. *General***

- 1) Under 105 ILCS 5/13A-3, a system of alternative school programs is created for a student who is determined to be subject to suspension or expulsion, as provided by the *Illinois School Code*.

B. Specific Procedures

- 1) A student who is found to be eligible for suspension or expulsion through the District's discipline process may be immediately and administratively transferred to an alternative program.
- 2) As soon as possible a meeting shall be scheduled between representatives from the District and the alternative school to develop an alternative education plan for the student. The student's parent(s) shall be invited and the student may be invited.
- 3) The alternative education plan shall include, but not be limited to, all of the following:
  - a) The duration of the plan including a date after which the student's eligibility to return to the regular education program will be considered. A written objection to the return may be filed by the parent(s) of the returning student with the Principal of the alternative school, who may forward it to the Regional Superintendent.
  - b) The specific academic and behavioral components of the plan.
  - c) The method and timeframe for reviewing the student's progress.
- 4) The Board of Education shall be informed of the proposed transfer in writing and, preferably, at a meeting. In the event a meeting is not possible, a written report shall be forwarded to the Board of Education.
- 5) Prior to returning the student to the regular education program, the Board of Education shall receive a report – either orally or in writing – of the conditions involved in the return.
- 6) The home District, if necessary, shall pay transportation costs.

8. Special Education Procedures

A. *General*

- 1) A child with disabilities who violates school policies or rules of conduct shall be disciplined pursuant to the Board's student

disciplinary policies and procedures and in accordance with the requirements of State and federal law. All behavioral interventions for students with disabilities shall be utilized in accordance with federal and State law and such students' individualized education program ("IEP").

*B. Procedures*

1) Violations of School Policies or Rules of Conduct

The following procedures will be utilized when students engage in conduct which violates school policies or rules of conduct:

- a) Appropriate behavioral interventions will be selected, which may include up to 10 school days of suspension, placement in an interim alternative educational setting or another setting, and/or expulsion. The determination of appropriate behavioral interventions will be governed by applicable provisions, if any, of the student's IEP.
- b) When the behavioral intervention contemplated is expulsion, school personnel shall conduct a review of the relationship, if any, between the student's disability and the behavior in question. If the behavior is determined to be related to the student's disability, the recommendation for expulsion must be rescinded.
- c) Students will continue to receive a free appropriate public education, as specified in their IEPs, during any period of expulsion.

2) Students Who Commit Weapons or Drug Offenses

The following procedures will be utilized when students engage in weapons or drug offenses:

- a) Appropriate behavioral interventions will be selected which may include suspension for up to 10 school days, placement in an interim alternative educational setting for up to 45 days, and/or expulsion.
- b) When the behavioral intervention contemplated is placement in an interim alternative educational setting for up to 45 days and/or expulsion, school personnel shall:

| ACTION   | TIMELINE FOR ACTION   |
|--|---|
| a) Notify the parents of (i) the decision to suspend the student and/or place him or her in an interim alternative educational setting, and (ii) all applicable procedural safeguards; and   | a) Not later than the date on which the decision is made to suspend the student and/or place him/her in an interim alternative educational setting.                         |
| b) If the student is to be placed in an interim alternative educational setting for up to 45 days, determine, with the parent(s)/guardian(s), the appropriate interim alternative educational setting; and   | b) Prior to placing the student in the interim alternative educational setting.   |
| c) With the parent(s)/guardian(s), conduct a review of the relationship, if any, between the student's disability and the behavior in question. If the behavior is determined to be related to the student's disability, rescind the recommendation for expulsion; and                                       | c) Immediately, if possible, but not more than 10 school days after the decision is made to suspend and/or place the student in an interim alternative educational setting. |
| d) With the parent(s)/guardian(s), review and modify, as necessary, the student's behavior management plan to address the behavior in question, or if no behavior management plan exists, conduct a functional behavior analysis and develop a behavior management plan to address the behavior in question. | d) Not later than 10 days after suspending the student and/or placing him/her in an interim alternative educational setting.  |

- c) Students will continue to receive a free appropriate public education, as specified in their IEPs during any period of expulsion.

3) Students Whose Behavior is Substantially Likely to Result in Injury to the Student or Others.

The following procedures will be utilized when students engage in behaviors which are substantially likely to result in injury to such students or others.

- a) Appropriate behavioral interventions will be selected, which may include suspension for up to 10 school days, placement in an interim alternative educational setting for up to 45 days,

and/or expulsion, if the behavior is unrelated to the student's disability.

- b) When the behavioral intervention contemplated is placement in an interim alternative educational setting for up to 45 days and/or expulsion, school personnel shall:

| ACTION   | TIMELINE FOR ACTION  |
|--|--|
| a) Notify the parents of (i) the decision to suspend the student or seek his/her placement in an interim alternative educational setting, and (ii) all applicable procedural safeguards; and   | a) Not later than the date on which the decision is made to suspend the student or seek his/her placement in an interim alternative educational setting.                               |
| b) If school personnel wish to place the student in an interim alternative educational setting for up to 45 days, the Superintendent's will request an expedited due process hearing before an Illinois due process hearing officer or seek an injunction in federal or State court to seek the student's placement in such setting; and | b) As soon as possible after behavior in question.   |
| c) With the parent(s)/guardian(s), conduct a review of the relationship, if any, between the student's disability and the behavior in question. If the behavior is determined to be related to the student's disability, rescind the recommendation for expulsion (if any); and  | c) Immediately, if possible, but no more than 10 school days after the decision is made to suspend and/or seek placement of the student in an interim alternative educational setting. |
| d) With the parents/guardians, review and modify, as necessary, the student's behavior management plan to address the behavior in question, or if no behavior management plan exists, conduct a functional behavior analysis and develop a behavior management plan to address the behavior in question.                                 | d) Not later than 10 days after suspending the student or seeking his/her placement in an interim alternative educational setting.   |

- c) Students will continue to receive a free appropriate public education, as specified in their IEPs, during any period of expulsion.



Adopted: September 17, 2002

Revised:

Replaces: JDD – Discipline - Suspension; 8001 – Student Suspension & Expulsion Procedures (adopted February 15, 2000)

Reference:

### 8204 Corporal Punishment

Corporal punishment is defined as the intentional use of physical force upon a student for any alleged offense or behavior, or the use of physical force in an attempt to modify the behavior, thoughts, or attitudes of a student.

The use of corporal punishment for discipline purposes is strictly prohibited. No student will be subject to the infliction of corporal punishment by any teacher, other student, administrator, or other school personnel.

A staff member may, however, use physical force against a student when it is essential for self-defense, the protection of other persons, the safeguarding of public school property, to obtain weapons or other dangerous objects, or to remove a student if the student has refused to comply with requests to refrain from disruptive behaviors.

Adopted: September 17, 2002

Revised:

Replaces: JDA – Discipline - Corporate Punishment

Reference: *See also:* ¶8008P - Behavior Intervention Policy for Student with Disabilities - Procedures

### 8205 Student Dress

The Board of Education believes that student dress is primarily the responsibility of individual students and his/her parents. However, some guidelines with respect to appropriate school attire and appearance are necessary. These guidelines shall be the basis for decisions by administrators in ~~cases of abuse determining whether this policy has been violated.~~

Formatted: Strikethrough

- Dress and grooming will be clean and in keeping with health, sanitary, and safety requirements and codes.
- Dress and grooming will not be such as to disrupt the teaching/learning process.
- Hairstyle or dress that may be hazardous will not be permitted in such areas as shops, laboratories, physical education, arts, etc.
- Articles of clothing that may be dangerous or that may cause physical damage such as cleated boots, shoes that scratch floors and clothing with metal rivets that scratch furniture are unacceptable.

- Examples of dress disruptive to the learning process include, but are not limited to, the following:
  - Clothing containing provocative or obscene writing or graphics.
  - Clothing or jewelry imprinted with slogans or graphics that refer to alcohol, drugs, or sex is considered inappropriate.
  - Bare midriffs, see-through garments, bare backs, halter tops, low cut blouses and pants, and tank tops are prohibited.
- Shoes must be worn
- Chains, dog collars, choke chains or any other inappropriate or dangerous apparel will be prohibited.
- Jackets, coats, hats and hoods are not permitted in classrooms or hallways during school hours to preclude hiding injurious materials or representing gangs and unapproved student clubs.

The decision as to whether a student's clothing is unacceptable is made by the applicable building administrator, upon the administrator's own initiative or the request of a classroom teacher. If a student's clothing is determined to be unacceptable, the student will be required to change the clothing. If the student is unable or unwilling to change the clothing, further disciplinary measures will occur, up to and including suspension or expulsion.

Adopted: September 17, 2002  
Revised:  
Replaces: JCDB - Dress Code  
Reference:

### **8206 Psychotropic/Psychostimulant Medication**

The School Board recognizes the right of parents to refuse a recommendation for the administration of a psychotropic or psychostimulant medication to their child. Any disciplinary action within the District will not be based, either totally or in part, on the refusal of a student's parent to consent to the administration of a psychotropic or psychostimulant medication to their child.

At least once every two years, the District shall conduct inservice training of certified school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

Adopted: September 23, 2003  
Revised:  
Replaces:  
Reference: PA 92-0663; 105 ILCS 5/10-20.35

**8207 Cellular Communication, Electronic Paging, and Electronic Devices**

Students who bring an electronic device covered by this Policy to school, on school property or to a school-related activity do so at their sole risk. The School District is not responsible for the loss or theft of any such device regardless of whether use of such device has been authorized.

To prevent disruption and promote student learning, safety and welfare, and to restrict actions which may endanger student safety, no student shall use any electronic device covered by this Policy on or about school property at any time during the school day, unless such use has first been expressly permitted in writing by the Principal, or his/her designee, or such use is necessary because of a bona-fide emergency. The Principal shall grant such permission only for limited periods to individual students who demonstrate to the Principal a legitimate, specific need for such use, such as a family matter that may require the student to be immediately contacted, or a school-related project. In granting such permission, the Principal may impose conditions upon the use of the device as will limit the disruption caused by such use.

Electronic study aids may be used during the school day if such use is provided in the student's IEP or similar plan, or written permission is received from the Principal. Examples of electronic devices that may be used as study aids include, but are not limited to, tape or voice recorders, personal digital assistants (PDAs), and laptop computers. Examples of electronic devices that may **not** be used as study aids include, but are not limited to, hand-held electronic games (e.g., GameBoy, PSP, etc.), CD players, iPods, MP3 players, radios, and cellular/wireless communication devices. Electronic devices containing both permissible and impermissible study aids may not be used, unless such use is expressly provided in the student's IEP or written permission is received by the principal. The Board may, at its discretion, periodically publish a list of such permissible and impermissible study aids.

Any student who violates this Policy may be required, after being informed of such violation and the basis for the determination, and receiving an opportunity to state his or her version of events, to surrender any device alleged to violate the Policy to school officials and attend a parent conference. At the parent conference, the device surrendered by the student shall be returned to the parent upon request.

Any student alleged to have violated this Policy a second or subsequent time shall, upon a finding of such violation in accordance with the requirements of *The School Code* and Board Policy, be subject to suspension or expulsion.

Electronic devices covered by this Policy include, but are not limited to, cellular/wireless communication and similar devices, pocket pagers and similar paging devices and electronic devices such as hand-held games, iPods, P52,54, CD/MP3/video players, cameras and similar devices

Adopted: May 8, 2007  
Revised:  
Replaces:  
Reference: 105 ILCS 5/10-20.5; 105 ILCS 5/10-20.28; 105 ILCS 5/10-21.10

**8300 STUDENT ASSIGNMENT, ADMISSION, VISITATION****8301 Admission of Exchange Students**

The Board of Education believes that participation in well-organized exchange programs that enable students from differing cultures to come to know each other benefits District 94 students and the District 94 community. Therefore, it shall be the policy of the Board of Education to cooperate with organizations that sponsor such programs that have a record of stability and reliability and demonstrate accountability for the students enrolled in their programs.

A set of rules and regulations regarding the participation of District 94 in student exchange programs shall accompany this policy.

Adopted: September 17, 2002

Revised:

Replaces: JEGBA – Admission of Exchange Students

Reference: *See Also* – ¶8301-P Admission of Exchange Students Procedures

**8301P Admission of Exchange Students Procedures**

1. Sponsoring Organizations – Any organization wishing to place exchange students in Community High School District 94 shall submit a written request for approval to place exchange students in Community High School on a tuition-free basis at least four months prior to any proposed student placement. Such requests shall be accompanied by detailed information regarding the exchange program's sponsoring agency, liability insurance coverage, student selection and placement procedures, arrangements for student supervision, and general operational procedures.

The [Director of Support Services](#) ~~Superintendent~~ shall review each such request and promptly make recommendation to the Board of Education regarding approval of the program. Final action respecting approval of the program shall be at the discretion of the Board of Education.

2. Student Selection and Placement

A. The number of exchange students placed at Community High School in any school year shall not exceed five (5).

B. Exchange students will only be admitted at the beginning of a semester.

C. When considering multiple applicants for placement in a given school year, consideration will be given to placing students from diverse cultures.

D. The exchange program sponsor shall provide the Principal with the name, transcript, and other supporting materials of each student proposed for

placement not less than sixty (60) calendar days prior to the date the student is enrolled at Community High School.

E. Prior to actual enrollment, each exchange student shall provide evidence of a physical examination and immunization as required by the State of Illinois.

F. Upon arrival in District 94, an exchange student and his/her host family shall contact the Principal to begin the process of enrolling and selecting specific courses.

### 3. Student Supervision

A. Upon enrollment of an exchange student, the program sponsor shall provide the Principal with the names and address of all host families with which the exchange student shall reside during the time s/he is enrolled at Community High School.

B. The program sponsor shall inform the [Director of Support Services](#) ~~Principal~~ of the name, address, and phone number of a supervisor who may be contacted regarding any problems or emergencies that may arise during the course of a student's enrollment in Community High School.

C. Community High School shall reserve the right to request that a sponsoring organization remove an exchange student from Community High School for a flagrant violation or repeated violations of the District 94 Student Discipline Policy or for academic failure; such request shall not preclude the Board of Education from convening a hearing to consider the expulsion of such student.

Adopted: September 17, 2002

Revised:

Replaces JEGBA-R – Rules and Regulations to Accompany Policy JEGBA:  
Admission of Exchange Students

Reference: *See Also* ¶8301 – Admission of Exchange Students

**CONSIDER USING PRESS POLICY 7:60 AND ITS PROCEDURES AND EXHIBITS AS ALTERNATE TO POLICIES 8302-8305**

## **8302 Admission of Resident Students**

### **7:60 Residence 8303 Admission of New Resident Students 1**

October 2010

#### Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. 2 A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency. 3

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition. 4

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school. 5

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition. 6

#### Requests for Non-Resident Student Admission 7

1. Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Superintendent may approve the request subject to the following: 8
2. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
3. The student will be accepted only if there is sufficient room.
4. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law. 9

The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

#### Admission of Non-Resident Students Pursuant to an Agreement or Order 10

Non-resident students may attend District schools tuition-free pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.

Formatted Table

2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and non-resident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a non-resident student.

#### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. [11](#) School Board policy [6:140](#), *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

#### Challenging a Student's Residence Status [12](#)

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a non-resident of the District for whom tuition is required to be charged, he or she on behalf of the School Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, [105 ILCS 5/10-20.12b](#).

#### LEGAL REF.:

McKinney Homeless Assistance Act, [42 U.S.C. § 11431 et seq.](#)

[105 ILCS 5/10-20.12a](#), [5/10-20.12b](#), and [5/10-22.5](#).

[105 ILCS 45/](#) and [70/](#).

[23 Ill.Admin.Code §1.240](#).

Israel S. by Owens v. Board of Educ. of Oak Park and River Forest High School Dist. 200, 601 N.E.2d 1264 (Ill.App.1, 1992).

Joel R. v. Board of Education of Manheim School District 83, 686 N.E.2d 650 (Ill.App.1, 1997).

Kraut v. Rachford, 366 N.E.2d 497 (Ill.App.1, 1977).

#### CROSS REF.:

[6:15](#) (School Accountability *containing* "School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring")

[6:140](#) (Education of Homeless Children)

[7:50](#) (School Admissions and Student Transfers To and From Non-District Schools)

[7:70](#) (Attendance and Truancy)



Policy last updated - October, 2010

[Download this Policy](#)

**(c) 2012 Policy Reference Education Subscription Service - Illinois Association of School Boards**

**Please review this policy with your school board attorney before adoption.**

~~Students who are residents of Community High School District 94 and who have satisfactorily completed the prescribed course of study at an elementary, middle, junior high school or home school that provides instruction through the eighth grade shall be admitted to high school. A student who has not successfully completed such course of study but who has attained the age of fifteen (15) years and is a resident of Community High School District 94 may be admitted to the high school when, in the judgment of the Principal, the student can be served more effectively in a District 94 program than in his/her current elementary school or home school program. Such admission shall be subject to approval by the Superintendent.~~

~~All entering students may be required to take tests designed to provide information that will facilitate proper academic placement.~~

~~A student transferring from another high school shall be granted credit toward graduation on the basis of an evaluation of an official transcript from the high school(s) s/he previously attended. Such evaluation shall be the responsibility of the Registrar and shall be subject to approval by the Principal.~~

~~Adopted: September 17, 2002~~

~~Revised:~~

~~Replaces JBCA School Admission Resident Students~~

~~Reference: See Also ¶8108 Transfers from Accredited High Schools; ¶8109 Transfers from Non Accredited High Schools; and ¶8110 A Carnegie Unit; ¶8305 Document Requirements for New Student Enrollment; and ¶8306 Early Admission of Students~~

### **8303 Admission of New Resident Students**

Formatted: Strikethrough

~~In addition to satisfying all other requirements for enrollment, a student desiring to attend Community High School District 94 must be a legal resident of the school District. A student is a legal resident of the District if the student:~~

- ~~1. resides within the District with his/her natural or adoptive parent(s); or~~

\_\_\_\_\_ 2. ~~resides within the District with his/her custodial parent if the natural parents are divorced; or~~

\_\_\_\_\_ 3. ~~resides within the District with a person to whom the natural or custodial parent has transferred custody and control by court order or guardianship, or by an adult caretaker relative receiving public aid for the pupil, or by an adult who demonstrates s/he has assumed and exercises legal responsibility for the pupil and provides the pupil with a regular fixed night time abode. The intent of such transfer or arrangement cannot have been solely to enable the student to attend Community High School District 94.~~

\_\_\_\_\_ 4. ~~resides within the District and furnishes evidence that s/he is emancipated under the laws of Illinois by showing:~~

A. ~~proof that support is not being furnished by parent(s) or guardian(s);~~  
and

B. ~~proof that parent(s) or guardian(s) have relinquished custody and control of the child.~~

\_\_\_\_\_ 5. ~~Qualifies for tuition free attendance as a homeless student under applicable Federal or State law.~~

(Affidavits may be required to substantiate the above.)

\_\_\_\_\_ ~~Students not meeting the above criteria are not legal residents of the District and the District shall ~~may~~ permit them to enroll only on a tuition basis, with the prior written approval of the Board of Education.~~

Formatted: Strikethrough

\_\_\_\_\_ ~~Legal resident students who are properly enrolled at the beginning of the school year but who subsequently move out of the District may complete the school year on a tuition free basis.~~

\_\_\_\_\_ ~~When a change in student residence is due to the military service obligation of his/her legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation, upon written request of the custodian. The District shall not be responsible for the student's transportation to and from school.~~

\_\_\_\_\_ ~~If at the time of enrollment, a dependent child of military personnel is housed in temporary housing outside the District, but will be living within the District within 60 days after the time of initial enrollment, said child shall be allowed to enroll, subject to the requirements of State law, and must not be charged tuition.~~

\_\_\_\_\_ ~~Any student enrolled in the District whom the Superintendent or his/her designee has cause to believe is not a resident of the District, as defined above, shall be sent a preliminary Notice of Non-Residency in substantially the form attached hereto and incorporated herein as Exhibit No. 1. ~~(Deleted because there is no procedure or exhibit in these materials)~~ by certified and regular mail. The student or his/her representative shall~~

Formatted: Strikethrough

~~be offered a meeting with the Superintendent or his/her designee at which time the student or representative may offer information to establish the student's resident status, as defined above.~~

~~\_\_\_\_\_ The decision of the Superintendent or his/her designee regarding resident status shall be final unless the student or his/her representative seeks review of the decision by the Board of Education, in which case the decision of the Board of Education shall be final. An enrolled student whose resident status is challenged as provided above shall remain in school pending a final decision.~~

~~\_\_\_\_\_ Adopted: September 17, 2002~~

~~\_\_\_\_\_ Revised:~~

~~\_\_\_\_\_ Replaces: JBCAA New Resident Students~~

~~\_\_\_\_\_ Reference: See Also Exhibit No. 1 ¶8108 Transfers from Accredited High Schools; ¶8109 Transfers from Non Accredited High Schools; and ¶8110 A Carnegie Unit; ¶8302 Admission of Resident Students; ¶8305 Document Requirements for New Student Enrollment; and ¶8306 Early Admission of Students~~

#### ~~\_\_\_\_\_ **8304 Admission of Non-Resident Students**~~

~~\_\_\_\_\_ The Superintendent may admit a non-resident student to the high school, providing the admittance of such student does not require the employment of additional personnel, the scheduling of additional course sections, or pose a threat to the safety and welfare of students and staff.~~

~~\_\_\_\_\_ A non-resident shall be required to pay tuition equal to District 94's per capita cost for the preceding year, as determined by the State Board of Education.~~

~~\_\_\_\_\_ Adopted: September 17, 2002~~

~~\_\_\_\_\_ Revised:~~

~~\_\_\_\_\_ Replaces: JBCB School Admissions Non-Resident Students~~

~~\_\_\_\_\_ Reference: See Also ¶8301, 8301P ¶8302 Admission of Resident Students; and ¶8303 New Resident Students; ¶8305 Document Requirements for New Student Enrollment; and ¶8306 Early Admission of Students~~

#### ~~\_\_\_\_\_ **8305 Documents Required for New Student Enrollment**~~

~~\_\_\_\_\_ The following documents are required to enroll an entering student;~~  
~~subject to the requirements of State law.~~

~~\_\_\_\_\_ 1. Original Birth Certificate~~

~~\_\_\_\_\_ 2. Student's Social Security Card~~

~~\_\_\_\_\_ 3. Legal guardian's driver's license and Custody verification (if applicable)~~

- ~~4. Residency verification: mortgage approval or rental lease and utility bill (a driver's license is not acceptable)~~
- ~~5. Unofficial transcript and withdrawal grades~~
- ~~6. Copy of immunization records and/or current physical~~
- ~~7. Illinois Student Transfer Form~~
- ~~8. Copy of IEP (if special education)~~

~~Adopted: September 17, 2002~~

~~Revised:~~

~~Replaces:~~

~~Reference:~~

### **8306 Early Admission of Students**

The Board of Education recognizes that from time to time an elementary school student who is gifted in mathematics may progress beyond the level of instruction in mathematics that can feasibly be provided in the elementary school district in which s/he is enrolled.

Therefore, the Superintendent may grant permission for a student who is gifted in mathematics to enroll in a mathematics course at Community High School prior to the time the student completes the eighth grade, provided the student is a resident of Community High School District 94 and is enrolled in an elementary school, and provided such enrollment does not result in any additional expense for instruction to Community High School and there is sufficient space available for such student.

There shall be no tuition charge for a student enrolled in a course under the terms of this policy; however, District 94 shall not provide transportation for such students.

A set of rules and regulations for the purpose of implementing this policy shall be developed and shall accompany it.

Adopted: September 17, 2002

Revised:

Replaces: JBCE – School Admission - Early Admission

Reference:

### **8306P Early Admission Procedures**

The enrollment of a gifted elementary school student in a regular school year mathematics course at Community High School District 94 shall be subject to the following terms and conditions.

1. Eligibility – To be eligible, an elementary school student must:

- A. be a resident of Community High School District 94.
- B. be enrolled in an elementary school at the eighth grade level or equivalent.
- C. have taken full advantage of all of the learning opportunities in mathematics that are available in the elementary District in which the student is enrolled.
- D. be identified as gifted in mathematics on the basis of past school records and performance on at least two standardized tests of conceptual mathematical ability.
- E. provide Community High School with evidence of a physical examination and proper immunization as required by the State of Illinois.

2. Approval – The enrollment of an elementary school student in a Community High School mathematics course shall be based on the recommendation of the Principal of the elementary school in which the student is enrolled prior to May 1 preceding the school year, the ~~Director of Support Services~~ Principal of Community High School, ~~and the chairperson of the Mathematics Department at Community High School, and the chairperson of the Counseling Department at Community High School,~~ and shall be subject to the approval of the Superintendent of the elementary district in which the student is enrolled and the Superintendent of Community High School District 94.

3. Limitations –

- A. An individual elementary school student may be permitted to enroll in no more than one Community High School course during a single semester.
- B. The provision of any required transportation shall be the responsibility of the elementary school or district when the course in which the student is enrolled at Community High School is a part of the student's regular five-hour school day, and shall be the responsibility of the student's parent or guardian when the course in which the student is enrolled at Community High School is not part of the student's regular five-hour school day.
- C. Necessary textbooks and workbooks shall not be furnished by Community High School, but shall be made available to such student at Community High School's cost.
- D. No credit toward a diploma from Community High School shall be granted for any course completed by a student prior to the date on which the student receives an eighth-grade diploma; however, periodic grade reports will be sent to the parent or guardian of such student and the completion of any course at Community High School by such student shall be recorded on a Community High School transcript.
- E. Any credit granted by an elementary district for any course completed at Community High School shall be at the sole discretion of the elementary school district.

F. The enrollment of a particular elementary school student in a Community High School course shall not be permitted if such enrollment will result in the need to create an additional section(s) of the course or any need for Community High School to employ additional personnel or if sufficient space is not available.

4. Other Conditions – Any student enrolled under the terms of these rules and regulations shall be subject to all of the rules and regulations regarding behavior, dress, health, smoking, etc., to which regularly enrolled students are subject.

Adopted: September 17, 2002

Revised:

Replaces: JBCE-R – School Admissions - Early Admission Rules and Regulations

Reference: *See Also* 8306 - Early Admissions Procedures

## **8400 STUDENT ACTIVITIES**

### **8401 Fundraising/Solicitation by Students**

The Board of Education recognizes that student activities are a valuable part of the total school program and that from time to time certain student organizations may have a legitimate need to raise limited amounts of money to carry on their activities. Therefore, it shall be the policy of the Board of Education to permit a student organization to conduct appropriate fundraising activities for the purpose of raising the funds necessary to conduct the legitimate and proper activities of the organization. In general, such activities shall be limited to those that provide a service or recreation for students and/or community members.

A set of rules and regulations for the purpose of implementing this policy shall be developed and shall accompany it.

Adopted: September 17, 2002

Revised:

Replaces: JKB – Fund Raising/Solicitation by Students

Reference: *See Also* ¶8401P – Fundraising/Solicitation by Students Procedures

### **8401P Fundraising/Solicitation by Students Procedures**

1. Definition – For the purposes of these regulations, the term "student organization" shall refer to any organized student group that maintains a student activity fund account.

#### 2. Acceptable Fundraising Activities

A. A fundraising activity that provides a service or recreation for students and/or community members, but does not involve the sale of a product, shall be permissible, providing the activity is legal and is deemed appropriate by both the faculty sponsor of the organization that proposes to conduct the activity and the Principal or his/her designee. Examples of permissible activities include: dance, car wash, movie, variety show, concert, play night, faculty-student game.

B. A limited number of special fundraising activities involving the purchase of products by parents, students, or interested citizens shall be permitted provided that those activities are pre-approved by the ~~Activities Director~~ ~~Principal~~ ~~and the Superintendent~~. Specific activities would include food store shopping days or market days.

Revenue from the special fundraising activities shall be distributed to sponsoring club and organizations as determined by the Principal or his/her designee prior to the activity.

### 3. Unacceptable Activities

A. Any fundraising which is not approved or is illegal shall not be permitted.

B. The sale of advertising, in any form by solicitation, shall not be permitted; however, the student publications shall be permitted to accept unsolicited advertising.

C. The general solicitation of the student body, for fundraising purposes, through classes or study halls, shall not be permitted; however, such activities may be advertised in the school by means of approved posters and announcements, and tickets for activities may be sold in the student commons area.

D. General door-to-door solicitations in the community shall not be permitted.

### 4. Approval of Proposed Activity

A. Any fundraising activity must be approved in writing by both the faculty sponsor of the organization proposing to conduct such activity and the activities director.

B. The final decision regarding whether a specific activity is permissible under the terms of these rules and regulations shall be the responsibility of the Principal or his/her designee.

C. The activities director shall attempt to distribute the available times for conducting fundraising activities among the various student organizations in such manner that all student organizations with a legitimate need to raise funds have an equal opportunity to do so.

Formatted: Strikethrough

### 5. Refreshment Concession Operations

A. A school organization may be permitted to operate the refreshment concessions at athletic contests or other school events and to receive the net profits from such refreshment concession operations.

B. An organization may arrange to operate the refreshment concession for a school event through the activities director.

### 6. Receipt and Disbursement of Monies

A. All monies received by a school organization shall be deposited with the activities director after the money is received as is practicable, and shall be held as part of the organization's student activity fund account.

B. In no event shall student organization monies be retained overnight by a student.

C. All disbursement of monies by a school organization shall be made by the District's business office upon receipt of a "Student Activities Request for



Payment", sometimes referred to as a "pay to" form, ~~(sample below)~~ signed by the organization's faculty sponsor, president, secretary, treasurer, and by the activities director.

**Formatted:** Strikethrough

Adopted: September 17, 2002

Revised:

Replaces: JKB-R – Rules & Regulations Fund Raising/Solicitation by Students

Reference: *See Also* ¶8401 Fundraising/Solicitation by Students

### **8402 Contests for Students**

Community High School District 94 shall maintain membership in the Illinois High School Association and all interscholastic activities shall be conducted in conformance with the provisions of the Constitution, By-laws, and policies of that organization.

Contests for students that are sponsored by non-school organizations other than the Illinois High School Association, such as essay or composition contests, shall be limited to those approved by the National Association of Secondary School Principals.

Adopted: September 17, 2002

Revised:

Replaces: JM – Contests for Students

Reference: *See also* ¶7313 – Participation Conflicts

**8500 SCHOOL STUDENT RECORDS****8501 Collection, Maintenance, Inspection and Dissemination of School Student Records**

The Board of Education recognizes that the collection, maintenance, inspection and dissemination of relevant ~~School Student Records~~ data is important to the proper operation of the school system and to the community that it serves. The Board of Education acknowledges its obligation to students, parents and former students to keep, maintain and control school student records. The Board of Education hereby states its intention to comply with the Family Education Rights and Privacy Act of 1974 (20 U.S.C. Section 1232 (g)), as amended (hereinafter referred to as FERPA), the Illinois School Student Records Act (105 ILCS 10/1 et seq.) (hereinafter referred to as ISSRA), all regulations issued pursuant to such Acts and the rules of the Illinois State Board of Education. The Board of Education shall also comply with its record keeping responsibilities under the Education for All Handicapped Children Act of 1975 (20 U.S.C. Section 1401 et seq.), the Rehabilitation Act of 1973 (29 U.S.C. Section 1704), the Mental Health and Developmental Disabilities Confidentiality Act (740 ILCS 110/1 et seq.), ~~and the Abused and Neglected Child Reporting Act. (325 ILCS 5/1 et seq.)~~ and other applicable law. All school student records shall be collected, maintained, inspected, disseminated and destroyed pursuant to these federal and state Acts. This policy shall be implemented through regulations developed by the Superintendent and staff. Such administrative regulations shall govern the rights of parents and students under this policy.

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Strikethrough

Adopted: September 17, 2002

Revised: March 16, 2004

Replaces: JR - Collection, Maintenance, Inspection and Dissemination of Student Educational Records

Reference:

**8501P Procedures for Collection, Maintenance, Inspection, and Dissemination of School Student Records**1. General Information –A. *Definitions*

- 1) **School student records** shall consist of all records, files and data containing information directly relating to a student or former student, by which a student or former student may be individually identified, maintained by the School District or by a party acting for and on behalf of the School District. They shall be classified into two categories: permanent and temporary records.

- 2) Student **permanent records** shall consist of the minimum information necessary to the District in the education of a student and contained in an school student record, and shall include: (a) basic identifying information, including students' and parents' names and addresses, date and place of birth and gender; (b) academic transcripts, including grades, class rank, graduation date, grade level achieved and scores on college entrance examinations, ~~and the unique student identifier assigned and used by the student information system established pursuant to ISBE regulation;~~ (c) attendance records; (d) accident reports and health records; (e) records of release of permanent record information, in accordance with applicable law; (f) scores received on all state assessment tests administered at grades 9 through 12; ~~g) the completed home language survey form; and h) any biometrics information that is collected in accordance with Section 10-20.40 or 34-18.34 of The School Code.~~ Permanent records may also include honors and awards received, information on participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations, ~~if not maintained in the student's temporary record.~~

Formatted: Strikethrough

- 3) ~~Student temporary records shall include may also consist of:~~ Student **temporary records** may consist of all information not required to be in the student permanent records, and ~~may include~~ **shall include:** (a) information regarding disciplinary infractions involving drugs, weapons or bodily harm to another that resulted in expulsion, suspension or the imposition of punishment or sanction; (b) information provided under Section 8.6 of the Abused and Neglected Child Report Act, as required by ISSRA; (c) scores received on the state assessment tests administered in grades K through 8, as received by the District; ~~and~~ (d) a record of release of temporary record information; (e) the completed home language survey form; ~~and~~ (f) any biometrics information that is collected in accordance with applicable law, ~~(g) health-related information; (h) accident reports.~~

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Strikethrough

Student **temporary records** may ~~also include:~~ (a) family background information; (b) intelligence and aptitude test scores, both group and individual; (c) reports of psychological evaluations, ~~psychological profiles,~~ including information on intelligence, vocational and scholastic aptitude tests and personality and academic information obtained through test administration, observation or interviews, provided that such records are made and kept solely for the purpose of the student's education program; (d) elementary and secondary achievement level test results in all subject areas; (e) information concerning participation in

Formatted: Strikethrough

extracurricular activities, such as offices held in school-sponsored clubs or organizations; (f) honors and awards received; (g) teacher anecdotal records and conference reports that have been incorporated into an educational record and made subject to the provisions of applicable law; (h) other disciplinary information; (i) special education records; (j) records associated with plans developed under Section 504 of the Rehabilitation Act of 1973; and (hk) verified information from non-educational persons, agencies, or organizations of clear relevance to the education of the student; ~~in accordance with Section 10-20.40 or 34-18.34 of the School Code.~~

Formatted: Strikethrough

- 4) **Directory information** is the following student record information: (a) the student's name and address; (b) grade; (c) telephone listing and, electronic mail addresses; (d) date and place of birth and gender; (e) participation in officially-recognized activities and sports; (f) weight and height of members of athletic teams; (g) dates of attendance; and (h) degrees and awards received; (i) photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations and athletics that have appeared in school publications such as yearbooks, newspapers, or sporting or fine arts programs, except that no such materials highlighting individual faces shall be used for commercial purposes without valid written consent. No images on school security video or digital recordings shall be designated as directory information.

Directory information may be released to the public without parental consent if it has been obtained and designated as directory information and published in a form which complies with regulations issued by the Illinois State Board of Education, and the provisions of FERPA.

- 5) **Parent** shall be defined as natural parent(s) of a student, legal guardian(s) (including institutions), adoptive parent(s), or a person(s) undertaking the primary responsibility for the care and upbringing of the student in the absence of a parent or guardian. If appropriate, the term "parent" used in these Procedures shall be deemed to include "eligible students."
- 6) **A student** is a person enrolled in school or a former student. A person applying for admission is not a student.

- 7) An **eligible student** is a person who has attained 18 years of age, graduated from the District or another secondary school, married or entered into Military Service, whichever occurs first. Such student shall be exclusively entitled to all the rights afforded parents regarding **student** record information.
- 8) **Third parties** shall include all recipients of student's records for whatever reasons, except parents or students.
- 9) **Substitute** means a person designated by the school to serve temporarily as an instructor or supervisor in the absence of the school's regular employee.
- 10) **Special School Student Records** shall include: (a) the contents of the student's education file, including the report of any multidisciplinary staffing on which placement or non-placement is based and all other records and recordings, in whatever form; (b) those records relating to special education placement hearings and appeals and any other records which may be placed in a student's special education file; and (c) any records classified as special ~~School Student Records~~ under the Education for all Handicapped Children Act of 1975 or the Rehabilitation Act of 1973 and regulations issued thereunder.
- 11) The following **types of information** are deemed by law to be confidential; (a) information communicated by a student or parent in confidence to school personnel; (b) privileged communications to a physician, psychologist or psychotherapist; however, if such communications are part of the remedial educational program of the school, they are disclosable; (c) confidential letters and statements or recommendations furnished to post-secondary educational institutions or similar documents furnished in connection with applications for employment or in conjunction with the receipt of an honor or honorary recognition, provided such letters and statements are not used for purposes other than those for which they were specifically intended and provided the statements were placed in the student's record to January 1, 1975 (after that date, such letters, statements or documents are no longer to be considered confidential, except if a waiver of inspection rights is executed by a student.); and (d) financial records or financial information about parents.
- 12) Communications between a person receiving or who has received mental health or developmental disabilities services and his/her therapist, psychiatrist, physician, social worker or nurse are

Formatted: Font: Bold

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Strikethrough

confidential under the Mental Health and Developmental Disabilities Confidentiality Act. For students under 12 these communications may be disclosed only with the consent of the parent. For students between the ages of 12 and 18, such communications may be disclosed only with the consent of the student. For students over the age of 18, these communications may only be disclosed with the consent of the student, unless otherwise provided by law. Pursuant to the Abused and Neglected Child Act, school officials must record or disclose such information as required to comply with the Act.

*B. Notification of Parental and Students Rights*

- 1) Notification of rights upon initial enrollment or transfer from an attendance center – Upon a student’s initial enrollment or transfer from an attendance center, including transfer from elementary school to a high school attendance center or from one attendance center to another attendance center, the student and his/her parent(s) shall be notified as soon as it is reasonable of their rights under FERPA, ISSRA and these Regulations. Notification of rights may be by direct mail, parent-teacher conferences, delivery of notice to the student for the parent, by incorporation in an informational brochure or student handbook, or newsletter distributed to parents and students or by any means reasonably likely to reach the students and their parents. Any parent who has limited English speaking ability or a primary language other than English shall be given notification of rights both in his primary language and in English.
- 2) Annual notification – The school District shall annually notify parents and students currently in attendance of their rights under FERPA, ISSRA and these Regulations. This notification may be by the same means as listed in Paragraph 1 above. Any parent with a limited English-speaking ability or having a primary language other than English shall receive such annual notification both in his or her primary language and in English.

*C. Custody of Records*

1. Official records custodian. – The Superintendent shall appoint the Principal, or a person with like responsibility or a designee of such person, as the official records custodian in each school building or administrative center. S/he shall be responsible for the maintenance, care and security of all school student records and shall make recommendations to the Superintendent regarding the

creation or retention of student records. The records custodian shall be responsible for the prevention of unauthorized access to, or dissemination of, student records.

2. Periodic review of records – The records custodian shall review all records of students in attendance their senior year, or upon a student’s change in attendance centers, whichever event occurs first, to verify entries and eliminate or correct all misleading, inaccurate, out-of-date, unnecessary or irrelevant information.
3. Storage of records – Student records may be maintained in the administrative office of the school attended by the student under the responsibility of the records custodian. With the consent of the Superintendent and the records custodian, all the records, or a portion of the records, may be kept in other locations in the school District. For effective administration the school District records may be maintained at other locations.

#### *D. Designation of Directory Information*

If the Board seeks to designate information as directory information, it must give public notice of information that it seeks to so designate.

Public notice to designate directory information may be included in the General Records Notice which is distributed or published in any manner which the Board reasonably believes will reach parents or students, such as in a student-parent handbook, a parent information newsletter or a general mailing to school parents.

Public Notice to designate directory information shall state the categories of information the Board seeks to designate. It shall state that parents and eligible students have the right to refuse to permit the release of any or all of the categories of information listed. The public notice shall state that the parents or eligible students must inform the Registrar within fifteen (15) school days after registration of their refusal to permit the information to be classified as directory information by completing and returning the form of forms designated by the District for that purpose. If no such form has been filed regarding the directory information within that period of time, the Board may then designate the information as directory information and release it to the general public without any further notice to parents or eligible students. Directory information from educational records of former students may be so designated without public notice.

## **2. Access to Records**

### **A. *Parental Right to Inspect, Copy and Review Records***

1. Inspection rights of parent(s) – Parent(s) ~~and eligible students~~ shall have the ~~absolute~~ right to inspect, copy and review student records,

**Formatted:** Strikethrough

**Formatted:** Strikethrough

except as specifically limited herein. Where the records include information concerning more than one student, the parent shall receive for examination only that part of the record pertaining to his/her child or, if this cannot be reasonably accomplished, the parent(s) shall be orally informed of the contents of the part of the record pertaining to his/her child. The inspection of records shall be made under such conditions as will safeguard the security of the records.

2. Explanation and assistance during record inspection – A parent may request the school to give him/her a reasonable explanation and interpretation of the student's record. At the option of either the parent(s) or the Board, a qualified professional, such as a psychologist, counselor or other such school advisor, may assist the parent in interpreting the information contained in a student's record. If the parent requests the Board to furnish a professional for his/her assistance, s/he may be a school employee. An outside professional may be employed by the parent at his/her expense to assist in the interpretation of the records.
- 3) Parental consent to third party inspection of records – A parent may authorize the school to furnish the student's permanent and temporary records, in whole or in part, to third party (ies) by executing a dated, written consent specifying the records to be released, the identity of the third party or parties, and the purpose of the release. At the time the consent is requested or obtained, the parent must be notified in writing that s/he has the right to inspect, copy and challenge the contents of the records before they are released and the right to limit the contents released to designated portions or classes of the records.

*B. Student Inspection Rights*

- 1) Permanent and Temporary records – A student between 14 and 18 years of age may inspect his/her permanent records upon demand, following the procedure set forth in these Procedures. A student under 18 years of age may inspect his or her temporary records with the written consent of a parent, following the procedures set forth in these Regulations. A copy of the parental consent shall be placed in the student's file. Professionally trained personnel may assist students in understanding the material in their temporary records and the records custodian may impose reasonable restrictions on such student inspections as deemed necessary.



- 2) Eligible students – Eligible students, as defined in these regulations, shall exclusively have all inspection rights accorded to parents.

#### C. *Waiver of Inspection Rights*

A school or individual may request, but may not require, a written, signed waiver of inspection rights from a student concerning (a) confidential recommendations regarding admission to ~~an a post-secondary educational agency or~~ institution; (b) an application for employment; or (c) the receipt of an honor or honorary recognition. No educational agency or institution may require a student to waive his/her right of inspection as a condition of admission or as a condition of the receipt of financial aid or other services, benefits or rights. Waivers executed in connection with applications for admission to post-secondary institutions must be executed by the applicant, not the parent. Any waiver by a parent ~~may be revoked by an eligible student~~ **shall not be effective**. A student who has waived his/her rights shall receive, upon request, the names of individuals issuing the aforesaid confidential letters or statements. A waiver of inspection is deemed revoked if the confidential letters or statements are used for any purpose other than those for which they were furnished. A waiver may be revoked at any time if the revocation is made in writing.

Formatted: Strikethrough

Formatted: Strikethrough

Formatted: Strikethrough

#### D. *Procedures for Inspection*

- 1) Written request – Inspection rights shall be exercised by presenting a written request, on a form furnished by the ~~school~~ District, to the records custodian or his or her designee, specifying the records to be inspected or copied. The examination or copying of the record shall be permitted within a reasonable time after the request and, in no event, later than fifteen (15) school days thereafter, unless the parties agree otherwise. Identification or documentation may be requested from the person seeking to exercise inspection rights.
- 2) Charge for records – The school may charge a reasonable cost of up to \$0 .35 per page for copying the records. A copy of the records may not be denied if the person requesting inspection does not have the financial ability to bear the cost of reproduction. The school may not charge a fee to search for or to retrieve the educational records.

Formatted: Strikethrough

#### E. *Release of Records after Parental Notification, but Without Parental Consent*

- 1) Transfer to another attendance center – Upon transfer of a student to another attendance center, the records custodian of either the

enrolling school or the attending school or the student's parent(s) or an eligible student may request transfer of the student's records.

~~If a student is enrolled in more than one school or receives service from more than one school, the records custodians or their designees may disclose information from the educational records of the student to each other without obtaining consent from a parent or an eligible student. (This paragraph has been moved to Section F. 1 of this procedure)~~

Within fourteen (14) days after enrolling a transfer student, the District shall comply with the requirements of Section 5 of the *Missing Children Records Act* and of Section 5 of the *Missing Children Registration Law* regarding the records of such transfer student. The transfer of the record by a public school is subject to the prior notice to parents required by the Illinois State Board of Education.

If the student has unpaid fines or fees and is transferring to a public school located in Illinois or any other state, the District may elect to include in the student's record that is transferred the unofficial record of the student's grades in lieu of the student's official transcript of scholastic records. If the District so elects, the District shall within ten (10) calendar days after the student has paid all of his/her unpaid fines or fees and at its own expense forward the student's official transcript of scholastic records to the student's new school.

If the student is transferring to another public school located in Illinois or any other state and at the time of the transfer is currently serving a term of suspension or expulsion for any reason, then the transferring school shall include with the transferred records:

- a) the date and duration of the period of any current suspension or expulsion; and
- b) whether the suspension or expulsion is for knowingly possessing in a school building or on school grounds a weapon as defined in the *Gun Free School Act* (20 USC 8921 *et seq.*); for knowingly possessing, selling, or delivering in a school building or on schools grounds a controlled substance or cannabis; or for battering a staff member of the school.  
(Section 2-3.13a of the *School Code*.)

- 2) Court order ~~or subpoena~~ of record – Upon receipt by the school of a court order ~~or subpoena~~ for a student's records, the parent and student shall be given prompt written notice of the terms of the order and the nature and substance of the information proposed to be released. A reasonable effort shall be made to give notice in advance of compliance. The notice shall inform the parent and student of their opportunity to inspect, copy and challenge the contents of the records.

Formatted: Strikethrough

Formatted: Strikethrough

- 3) Governmental Officials Authorized By Law To Receive Records – The school shall grant access to student records to persons authorized to receive such information by state or federal law, provided that; (a) such person furnishes the school with appropriate identification and a copy of the statute authorizing his access to the records; and (b) parents shall receive reasonable prior written notice of the nature and substance of the information proposed to be released to such officials and of the opportunity to inspect, copy and challenge such information prior to its release.

If the release of information relates to more than 25 students, such prior notice of the request for information by the governmental official may be given by a notice directed to parents published in a local newspaper of general circulation or in any other publication directed to parents.

*F. Release of Records without Parental Notice or Consent*

- 1) School District Officials, Employees And Agents – The Superintendent shall designate which of these persons has a legitimate educational or administrative interest in records based upon duty, responsibility and an interest that contributes to or enhances the education of students. Under the same criteria, non-school personnel may also be designated by the Superintendent to have access to student records. These persons may include, but are not limited to, school attorneys and school auditors.

If a student is enrolled in more than one school or receives service from more than one school, the records custodians or their designees may disclose information from the educational records of the student to each other without obtaining consent from a parent or an eligible student.

- 2) Governmental Officials – In connection with the audit and evaluation of federally-supported educational programs or in the enforcement of legal requirements relating to such programs

personally-identifiable information from educational records may be disclosed to authorized representatives of the Comptroller General of the United States, the Secretary of the Department of Education, the Commissioner of Education, the Director of the National Institute for Education or authorized State Board of Education employees and local educational officials. All such officials shall furnish identification and the statutory authority to conduct such inspection and furnish a written statement of demonstrable educational or administrative necessity to inspect the records relating to their job responsibilities. These officials shall protect the records so that personal identification of students and their parents is not disclosed to other persons unless consent has been obtained or disclosure of the information is specifically authorized by ~~federal~~ law. Records may also be disclosed to state and local authorities, if so permitted by statute adopted prior to November 19, 1974, and all personally identifiable data that is disclosed to such officials shall be destroyed by them after usage.

Formatted: Strikethrough

- 3) Financial aid – An educational agency or institution may disclose personally-identifiable information from the educational records of a student without the written consent of the parent or eligible student if the disclosure is in connection with financial aid for which a student has applied or which a student has received, provided that personally-identifiable information from the educational records of the student may be disclosed only as may be necessary: (a) to determine the eligibility of the student for financial aid; (b) to determine the amount of financial aid; (c) to determine the conditions which will be imposed regarding the financial aid; or (d) to enforce the terms and conditions of the financial aid.
- 4) Educational Organizations Conducting Studies And Accrediting Organizations – Accrediting organizations may be granted access to educational records in order to carry out their accrediting functions. Records may be disclosed to organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction, provided such studies are conducted in a manner that will not permit the personal identification of students and their parents other than to representatives of the organizations and that all information is destroyed when no longer needed.
- 5) Information Gathered For Research, Statistical Reporting Or Educational Planning – With the permission of the State Board or

an official of said Board, records may be furnished to any person for the purpose of research, statistical reporting or educational planning. Any information so furnished may not include data permitting the personal identification of parents or students.

- 6) Emergency Release of Personally-Identifiable Information From Educational Records – Record information may be released without prior notice to or consent from parents in a medical, health or safety emergency. The information released must be necessary to protect the health and safety of the student or other persons. In determining whether the records information should be released, the records custodian should consider at least the following factors: (a) the seriousness of the threat to health or safety; (b) the necessity of the information to meet the emergency; (c) whether the person to whom the records are disclosed is in a position that enables him to deal with the emergency; and (d) the immediacy of the need for information. A notice of the information that has been released in an emergency shall be provided to the parent(s) as soon as reasonable after release. The notice shall provide the date of release, the name of the party to whom the information was released and the nature of the emergency.

#### *G. Prohibition of Re-Transmittal of Record Information*

Any information disclosed from a student's records, whether obtained with or without consent, shall not be re-transmitted to any third person or organization by the recipient of that information without the written consent of the parent(s) or the eligible student, **except as otherwise permitted or required by law**. If information is disclosed to an organization, only its officers, employees or agents may examine that information and then only for the purpose for which the disclosure was made, **except as otherwise permitted or required by law**.

An organization or person may re-transmit information to any organization which is exempt from the requirement of parental consent or notice. The transmitter of such information must record the date, the reason for the transmittal and the identity of the party to whom the information was released and inform the school originally issuing the information of the re-transmittal. ▲

**Formatted: Font: Bold**

#### *H. Orders of Protection*

The Official Records Custodian shall file all certified copies of orders of protection received by the School District in the records of the student identified in the order as a "protected person." No information or records shall be released to the Respondent named in the order of protection. When a student named as a protected person in an order of protection transfers to a public or private school, the Official

Records Custodian shall, at the request of the Petitioner named in the order of protection, provide written notice of the order of protection, along with a copy of the certified order, to the school to which the student is transferring.

3. Retention and Destruction of Student Records

A. *Retention of Temporary Records* – A student's temporary record and the information contained therein shall not be maintained beyond its period of usefulness to the student and the school and, in no case, longer than five (5) years after the student has transferred, graduated, or otherwise permanently withdrawn from school. The school District may indefinitely maintain anonymous information from student temporary records that it deems necessary for authorized research, statistical reporting or educational planning purposes, provided no student or parent can be individually identified from such retained information.

B. *Retention of Permanent Records* – The school shall maintain student permanent records, in any convenient form, for not less than sixty (60) years after the student has transferred, graduated or otherwise permanently withdrawn from school.

C. *Destruction of Records* –

- 1) **Destruction schedule.** Upon graduation, transfer or permanent withdrawal of a student from school, the school shall notify the parent(s) and the eligible student of the destruction schedule of the student's temporary and permanent records and of their right to request a copy of such records at any time prior to their destruction.
- 2) **Notification of Destruction of Records** – Before any student record is destroyed or information deleted therefrom, the parent or eligible student shall be given reasonable prior notice, by written communication to the parent or eligible student or by publication in a newspaper circulated in the community, student handbook or a school newsletter circulated to the parents of all students of the proposed destruction. They shall be offered an opportunity to copy the records scheduled to be destroyed.
- 3) **Limitation on Destruction of Records** – No record may be destroyed if there is a pending request to inspect and review that record. Explanations in the records shall be maintained for as long as the educational record to which they pertain is maintained.
- 4) **Destruction of Special School Student Records** – Upon graduation or permanent withdrawal from school of a handicapped student, any psychological evaluations, special education materials

or other information contained in the student's temporary record or special School Student Record file which may be of continuing assistance to such student may, at the discretion of the school board, after five (5) years, be transferred to the parent or eligible student. The school shall explain to the student and the parent the future usefulness of such records.

#### 4. Challenge of the Contents of Student Records

##### A. *Request to Amend Student Records*

- 1) **Grounds for Request to Amend** – A parent or eligible student shall have the right to challenge the contents of a student's record on the basis of the accuracy, relevancy or propriety of any entry, and may request that the record be amended. No challenge may be made to the assignment of grades; or, to references to expulsions or out-of-school suspensions, if made at the time that the student's records are forwarded to another school to which the student is transferring.
- 2) **Procedures for a Request to Amend** – A request to amend the record may be made at any time by a parent or eligible student, in writing, upon a form furnished by the school. The parent or eligible student must notify the school of the entry or entries sought to be amended and the grounds for the request.
- 3) **Response to Request to Amend** – The school official must decide whether to amend a student's records within a reasonable time. If the school official decides not to amend, the party shall be offered an informal conference and told of the right to a hearing. If the parties agree upon an informal conference, it shall take place within fifteen (15) school days of the request unless a later time is mutually agreed upon. Participation in an informal conference or other informal means of resolving the request does not waive the right to a hearing or the right to insert an explanation in the student's record.

##### B. *Hearing on Challenge*

- 1) **Informal Conference** - An initial informal conference shall be held with the parents, or an eligible student, within 15 school days of receipt of the request for a hearing. If the challenge is not resolved by the informal conference, the hearing procedures set forth below shall be initiated.

**Formatted:** Indent: Left: 1.31", Hanging: 0.19"

**2) Hearing Officer and Time of Hearing** – If the parties cannot resolve their differences, then a hearing on this dispute shall be held before a hearing officer appointed by the Superintendent within fifteen (15) ~~school~~ days after all attempts to resolve informally the dispute have been exhausted, or at such other times as the parties may mutually agree.

Formatted: Strikethrough

Formatted: Strikethrough

The hearing officer ~~may be a school District employee, but s/he shall not have a direct interest in the outcome of the hearing, who~~ **shall not be employed in the attendance center in which the student is enrolled, shall be appointed by the school.** The hearing officer shall notify all participants of the date, time and place of the hearing.

Formatted: Strikethrough

Formatted: Not Strikethrough

**23) Hearing Procedure** – The hearing shall be conducted informally. The challenger shall proceed initially and the school District will respond. Each party shall have: (a) a full opportunity to present relevant evidence, call witnesses and cross-examine witnesses; and (b) the right to counsel. The parents or eligible student may be assisted or represented by individuals of their choice at their expense. A verbatim record of the hearing shall be made by any reasonable method of recordation; such as by tape recorder or court reporter.

Formatted: Strikethrough

Within ten (10) school days after the hearing, the hearing officer shall render a written decision with a summary of the evidence and a statement of the reasons for his/her decision and provide a copy of the decision to the parents or eligible student. The decision shall be based solely on the information presented at the hearing and shall be either a decision to: (a) retain the challenged contents of the student's record; (b) delete the challenged contents of the student's record; or (c) change, clarify, amend, correct or add to the challenged contents of the student's record.

#### C. *Right to Place Explanation in Record*

If, after the hearing, the school official does not amend the record, s/he shall inform the parent or eligible student of their right to appeal to the Board of Education, any administrative tribunal or official established or designated by the Illinois State Board of Education, and any further rights of appeal, and that a statement of explanation may be placed in the student's record.

A parent shall have the right to insert into the student's record a written explanation of reasonable length to state his/her position on the disputed item.



This statement shall remain permanently with the student's record and must be transmitted with the record.

5. Review of Student Records Decision

A. *Administrative Appeal*

~~1) **Appeal to School Board** — Within five (5) school days after the hearing officer's decision, a party may appeal the decision to the school board. The appeal process shall be initiated by a written request filed with the secretary of the school board. The request shall set forth the reasons for disagreeing with the decision. The request for appeal, together with the hearing officer's decision and the record, shall be reviewed and a decision made by the school board within ten (10) school days after the request is filed. The school board shall either affirm, modify or remand the decision for a new hearing. If a new hearing is ordered, the challenging party and the school shall mutually agree on a new hearing date. If the party disagrees with the board's decision, s/he may file an appeal to the Superintendent of the Educational Service Region within twenty (20) school days after the school board's decision.~~

Formatted: Strikethrough

~~2) **Appeal to Superintendent of Educational Service Region** — Any party shall have the right to appeal the decision of the hearing office directly to the Superintendent of the Educational Service Region. The party shall initiate the appeal within twenty (20) school days after the hearing officer's decision is transmitted by giving written notice of appeal to the school, and briefly stating the reasons for the appeal. Within ten (10) school days after the notice of appeal is received, or at any later date as set by mutual agreement, the school shall forward a transcript of the hearing, the decision of the hearing officer, a copy of the records in question and other pertinent materials to the Regional Superintendent. Within twenty (20) school days of receipt of the appeal documents, the Regional Superintendent shall make his findings and issue a decision to the parent(s) and the school. If the subject of the appeal involves the accuracy, relevancy or propriety of any entry in special School Student Records, the Regional Superintendent may seek advice from appropriate special education personnel who were not the authors of the entry. The school board shall forthwith implement the decision of the Regional Superintendent.~~

Formatted: Strikethrough

B. *Court Review* — A final decision of the Regional Superintendent, made under the procedures established to challenge student records, may be appealed to the Circuit Court of the county in which the school is located.

C. *Enforcement by State Officials* – Authority to secure compliance with ISSRA and regulations issued thereunder is vested in the State Board of Education and the State Superintendent of Education. Complaints concerning alleged violations of ISSRA or its regulations, other than parental challenges to the contents of student records, may be heard and reviewed by the Regional Superintendent. A parent may also request a review of the Regional Superintendent's decision by the State Superintendent of Education.

D. *Enforcement by Federal Officials* – Authority to secure compliance with FERPA and regulations issued thereunder is vested in the United States Department of Education. A review board established by the Secretary shall investigate, process and review violations and complaints filed, adjudicate cases referred to it and may require reports from educational institutions or agencies. Persons alleging violations of rights under FERPA, including, but not limited to: (a) preventing inspection of records; (b) inappropriate procedure for challenging and correcting records; (c) releasing records to third parties without consent of parent; or (d) failure to inform parents of rights under the Act, may file written complaint with the Family Educational Rights and Privacy Act Office, Department of Education, Room 4512, Switzer Building, Washington, D.C. 20202.

Adopted: September 17, 2002

Revised: March 16, 2004; March 3, 2009; April 14, 2009

Replaces: JR-R – Rules and Regulations Governing Student Records Issued Pursuant to Policy JR: Collection, Maintenance, Inspection, and Dissemination of Student Educational Records

Reference:

**8600 MISCELLANEOUS****8601 Student Fees**

It shall be the policy of Community High School District 94 to provide textbooks to students for a uniform rental fee that is determined by the Board of Education.

Such rented textbooks may be taken home for homework and study purposes, subject to approval by the classroom teacher. A repair or replacement fee shall be charged for textbooks that are returned in damaged condition.

In the case of an indigent student, the Principal may waive all fees imposed by Community High School District 94.

Adopted: September 17, 2002

Revised:

Replaces: JS – Student Fees

Reference:

**8602 Student Fees - Waiver**

It is the intention of the Board of Education to comply with all provisions of the *Illinois School Code* (105 ILCS 5/10-20.13, 22.25 and 28-19.2 et seq.) and federal law (420 SC 1757 et seq.), and regulations promulgated thereunder, with respect to the imposition, collection and waiver of fees or charges to be paid by District 94 students, including charges for school lunches.

Therefore, the Superintendent shall develop rules and regulations regarding the waiver of student fees and lunch charges for the purpose of implementing this policy.

Adopted: September 17, 2002

Revised: March 16, 2004

Replaces: JSA - Student Fees – Waiver

Reference: *See Also* Policy 8601 – Student Fees

## 8602P Procedures to Accompany Policy Paragraph 8602: Student Fees – Waiver

### 1. Definitions –

As used herein the term “**fees**” shall include, charges that are integrally related to the school District's curriculum and are essential to the regular program of instruction.

“**Lunch charges**” shall mean the charges for lunches offered to students by the school District as a participant in the federal school lunch program and/or under the State of Illinois program of reimbursement for free and/or reduced price lunches.

### 2. Eligibility for Waiver

A. *Student Fees* – The fees a student is required to pay shall be waived if the student qualifies for free or reduced price lunches under the federal guidelines; if the student’s family is receiving public aid; or if the student’s family otherwise establishes that they cannot afford to pay the fees.

B. *Lunch Charges* – Charges for lunches may be wholly waived or reduced if the gross income of the student’s family is at or below the qualifying amount specified in the federal guidelines.

### 3. Application for Waiver

A. *Submission* – Applications for waiver of student fees and lunch charges shall be available in the ~~Director of Support Services~~ Assistant Principal's Office. Completed applications shall be submitted to the Assistant Principal responsible for fee waivers.

B. *Review* – ~~The Assistant Principal~~ The Director of Support Services shall review each application received and shall promptly notify the parent(s) or guardian(s) whether the request is granted or denied **within thirty (30) calendar days after receipt of the request.** ~~The data may be verified during the school year to determine if the family's income has changed. Anyone failing to supply data as requested will be determined no longer eligible for waiver of fees and shall be requested to pay for books and fees.~~ **The decision shall state the reason for the denial and shall inform the parents of their right to appeal, including the process and timelines for that action. The denial notice shall also include a statement informing the parents that they may reapply for a waiver any time during the school year, if circumstances change.**

Formatted: Strikethrough

Formatted: Strikethrough

C. *Appeal* – If the application is denied, a written appeal of the decision may be filed with the Superintendent. Such appeal must be filed not more than ten (10) calendar days after receipt of the notice of denial. **An appeal shall be decided within 30 calendar days after the receipt of the parents' request for an appeal. Parents shall have the right to meet with the person who will decide the appeal in order to explain why the fee waiver should be granted. The person who decides the appeal shall not be the person who initially denied the fee waiver or a subordinate of this person. If the appeal is denied, then the district shall mail a copy of its decision to the parents. The decision shall state the reason for the denial.** If the application is denied by the Superintendent, a written appeal of the decision may be filed with the Board of Education. Such appeal must be filed in the school administration offices not more than ten (10) calendar days after receipt of the Superintendent's notice of denial.

D. The District may make reasonable requirements for verifying a family's income (e.g., payroll stubs, tax returns, evidence of receipt of food stamps or Temporary Assistance for Needy Families) in accordance with the restrictions set forth in Section 10-20.13 of the School Code. If a student receiving a waiver of school fees is found to be no longer eligible during the school year, then the District shall charge the student a prorated amount based upon the number of school days remaining in the school year. The process for proration shall be as follows: **(Summarize Process Here)**

Formatted: Normal, Indent: First line: 0.5"

~~DE.~~ *Forms* – Applications for waiver of lunch charges shall be submitted on forms provided by the State Board of Education

Formatted: Normal, Left, Indent: Left: 0"

Formatted: Strikethrough

Applications for waiver of fees shall be submitted on an "Application for Waiver of Student Fees".

~~EF.~~ *Notice to Parents* – Through the District Newsletter or other appropriate means all parent(s)/guardian(s) shall be notified of the opportunity to apply for free and/or reduced price lunches and to apply for the waiver of fees.

Formatted: Strikethrough

Such notification to parents shall state that providing false information to obtain waiver of fees is a felony under Illinois statutes.

~~FG.~~ *Confidentiality* – All information received in conjunction with applications for waiver shall be treated in a confidential manner and shall be used only for the purpose of determining eligibility for waivers.

Formatted: Strikethrough

Adopted: September 17, 2002

Revised: March 16, 2004

Replaces: JSA-R – Rules & Regulations to Accompany Policy JSA: Student Fees – Waiver

**Reference: 8603 Alcohol Use – Drug Use**

Students shall not be permitted to use alcohol, any illegal drug, or any controlled substance while in the school building or on school grounds nor shall students be permitted to attend school or any school activity while under the influence of alcohol, any illegal drug or any controlled substance. A student who violates this prohibition shall be subject to disciplinary action, up to and including expulsion.

Any student who engages in the sale or purchase of alcohol, an illegal drug, or any controlled substance while in the school building or on school grounds shall be subject to disciplinary action, up to and including expulsion.

The appropriate law enforcement agency shall be informed by the Principal or his/her designee of any instance of possession of an illegal drug or controlled substance by a student while the student is in the school building or on school grounds.

Adopted: September 17, 2002

Revised:

Replaces: JCDAB-JCDAC – Alcohol Use - Drug Use

Reference: *See Also* Policy Series 1000, ¶1801 Adopted January 18, 2000

**8604 Student Meetings**

The federal Equal Access Act requires public school boards of education to permit non-curriculum related student groups to conduct meetings on school premises during non-instructional time without regard to the religious, political, philosophical, or other content of the speech at such meetings if non-curriculum related students groups of any other type are permitted to so meet.

The Board of Education of Community High School District 94 has determined that it is in the best educational interests of the school District to permit meetings on school premises of non-curriculum related student groups, as well as meetings of student organizations which relate directly to the school curriculum. Therefore, it is the policy of this Board to permit student groups of both types to meet on school premises during non-instructional time, and to permit use of school premises by non-curriculum student groups without regard to the religious, political or philosophical content of their meetings.

The Board hereby authorizes the Superintendent to prepare the administrative rules and regulations necessary to implement this policy.

Adopted: September 17, 2002

Revised:

Replaces: JHCA – Student Meetings

Reference:

**8604P Student Meetings – Procedures**

A. Students who wish to conduct a meeting or meetings on school premises before or after the regular school day shall file an application for permission to hold the meeting(s) with the administrator in charge of facilities. The application shall include:

1. The name and address of the student(s) and an affirmation by the person(s) preparing the application that the meeting or activity has been voluntarily initiated by the student(s).
2. The name and address of the sponsor of the meeting, if any, and a brief description of the sponsor's business or occupation, name and address.
3. A description of the type of meeting, copy of any flyer or material advertising the meeting and the expected attendance.
4. A description of any activity or activities.
5. If a non-school attendee is to be presented at the meeting, his/her name and address along with the name of the organization with which s/he is affiliated. If the meeting is a religious one, the non-school attendee shall furnish an affirmation that s/he is not directing, conducting, controlling or regularly attending the activity.

B. The administrator in charge of facilities shall approve the meeting if the application is completed and s/he determines that:

1. The meeting is voluntarily student-initiated and student attendance is voluntary.
2. There is no sponsorship of the meeting by the school District, ~~the government~~ or its agents or employees.
3. If the meeting is religious, District employees are present at the meeting only in a non-participatory capacity.
4. The meeting will not materially and substantially interfere with the conduct of the school's education activities.
5. The activity is not directed, controlled or regularly attended by non-students unless such non-students are employees of Community High School District 94 who are assigned to supervise the activity.

Formatted: Strikethrough

6. Supervision adequate to insure the safety of students and to protect school District property can be provided for the activity.

C. The school District, its agency or employees shall not influence or attempt to influence the form or content of any prayer or other religious activity.

D. No person shall be required to participate in prayer or other religious activity, during meetings or activities conducted for religious purposes.

E. No funds will be expended by the school District for any such meeting beyond the incidental cost associated with providing meeting space.

F. No employee will be compelled to attend a meeting if the content of the speech at the meeting is contrary to his/her beliefs.

Adopted: September 17, 2002

Revised:

Replaces: JHCA-R – Rules & Regulations to Accompany Student Meetings

Reference:

### **8605 Awards & Scholarships**

It shall be the policy of the Board of Education to cooperate with individuals or groups who wish to make awards to students of Community High School for the purpose of recognizing their accomplishment(s) or who wish to provide financial assistance to students or graduates of Community High School for the purpose of further education.

Such cooperation shall be dependent upon evidence that the grants or awards are in the best interests of the District's students and that a rational plan has been developed for selecting students for such grants or awards on a fair and equitable basis. Such a plan must meet, at least, the following criteria:

A. Awards or grants shall not be based on race, color, religion or creed, or any other prohibited basis.

B. The criteria to be used in the selection process shall be specified in writing, shall be on file in the office of the Superintendent and shall be available for public inspection.

Adopted: September 17, 2002

Revised:

Replaces: JN – Awards and Scholarship

Reference:



## 8606 Plagiarism

"Community High School strives to promote and provide growth experiences in **Learning, Leadership and Living**" for its students. Academic honesty is an integral part in this mission statement. As the mission statement explains, Community High School students should "accept and value responsibility for their own ~~learning,~~ **work**"; "take full responsibility for their conduct"; "practice good citizenship"; and, "choose to hold themselves accountable for their own lives, actions, and decisions as maturing members of a democratic society." (Community High School Mission Statement, 2003).

Formatted: Font: Bold

### Definition:

*Plagiarism is the willful and intentional copying of a homework assignment, paper, project, or idea from another source without giving credit to the creator of that assignment, paper, project, or idea. Plagiarism may include, but is not limited to, any of the following:*

1. Using another's words or ideas in your own work without including quotation marks and giving credit to (citing) the author.
2. Paraphrasing another person's words without giving proper credit.
3. Direct copying of assignments from a classmate.
4. Cutting and pasting information from the Internet without indicating the sources and using quotation marks.
5. Using the complete written work of another and claiming it as your own.

### Honest vs. Dishonest Collaboration

*Many teachers use discussion, dialogue, and collaboration as a common classroom strategy. However, students involved in collaborative activities must be reminded that the work each individual turns in must be uniquely their own unless their teacher expressed instructions otherwise.*

### Procedure for Plagiarism Incidents

1. If plagiarism is suspected, the teacher will conference with the student to discuss "possible plagiarism."
2. The teacher presents his/her concern and gives the student an opportunity to respond.

3. If there is sufficient evidence of plagiarism, the teacher informs the student, contacts the parents/guardians regarding the incident (via telephone or personal conference), and will subsequently inform the Dean's office (with plagiarized material attached). All students involved in an incident receive a zero for the assignment, regardless if they are the student who copied the assignment or the one who knowingly provided the work.

Students engaging in plagiarism will be subject to one or more of the disciplinary actions set forth in the Student Discipline Policy. Repeated violations may result in consequences up to, and including, suspension.

All freshman and new students, as well as their Parent(s)/Guardian(s), will be required to sign a statement indicating that they have received and read the District's plagiarism policy, understand it, and agree to abide by the contents thereof throughout the duration of the student's tenure at Community High School.

Adopted: November 18, 2003

Revised:

Replaces:

Reference:

### **8607 Wellness**

It is the policy of the Board of Education of Community High School District 94 to develop a Wellness Plan and update it annually to provide a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. To the extent possible, the school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

The purpose of this policy and Wellness Plan is to promote a school environment that supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition and WIC Reauthorization Act of 2004 and the Illinois School Code. The Wellness Plan shall include goals for nutrition education, physical activity and other school-based activities designed to promote student wellness; nutrition guidelines for foods available during the school day; a plan for measuring implementation, with one or more persons charged with operational responsibility; and shall involve parents, students, school food service providers, the school board, school administrators, and the public in fulfilling this policy.

Further, the Wellness Plan shall be revised each year to reflect the continuing and new initiatives to be taken within the District and shall be maintained as a

separate document available to interested parties. Its initiatives shall be communicated to staff, students and community as specified within the Plan.

Adopted: September 19, 2006

Revised:

Replaces:

Reference:

# COMMUNITY HIGH SCHOOL District 94

## MEMO

**TO:** Board of Education  
**FROM:** Gordon Cole  
**RE:** New phone system  
**DATE:** May 29, 2013

For much of the past year, District staff has been researching the replacement of the 15 year old phone system. Ultimately an RFP was developed and garnered 12 vendor responses representing 4 equipment manufacturers. Equipment demonstrations were conducted for each of the manufacturers. The initial staff analysis reviewed the equipment features, the specific vendors and pricing. Features and pricing narrowed the field to the Mitel product line. Two vendors bid on the using Mitel Equipment, Telcom Innovations Group (Itasca) and Midco (Burr Ridge). Staff Visited bot vendors office for specific equipment demonstrations and specific solutions and to get a comfort level for the vendor team that will be associated with our project. Staff felt either vendor would result in a good working relationship. Reference checks also gave both companies high marks. The consultant that we have been working with has current projects with both companies and also felt that either would work out well. After the site visits the focus moved to pricing. A detailed analysis was conducted and a supplemental pricing sheet was given to both vendors so that we could conduct an apple to apples comparison.

Based on pricing **Telcom Innovations Group (TIG)** is the low bidder and therefore staff's recommendation.

The process, upon approval will be to get the equipment installed over the summer, especially the classroom work, and begin the programming. Staff training can begin after the start of school in the fall with the crossover occurring sometime in September. There is usually a couple of 3 day weekeds when we will make the crossover after we are comfortable that the programing is complete and training is complete.



## REQUEST FOR FINANCIAL SERVICES

Send Completed Request To: Chris Lounsbury ([chris.lounsbury@midwesttransit.com](mailto:chris.lounsbury@midwesttransit.com))

**Salesperson:** BRUCE KOZLOWSKI **Date:** 4/9/2013

**Customer Name:** COMMUNITY HIGH SCHOOL DISTRICT 94

**Customer Address:** 326 JOLIET STREET

**City, State, Zip** WEST CHICAGO IL 60185

**Contact Name & Title:** GORDON COLE, ASST SUPT. FOR BUSINESS

**Contact Phone:** 630 876 6336

**Contact Fax:** \_\_\_\_\_

**NEED BY EARLY THURSDAY 4/11**

### **Vehicle Information**

|       |      |               |          |    |               |        |                  |            |          |           |
|-------|------|---------------|----------|----|---------------|--------|------------------|------------|----------|-----------|
| No. 1 | Unit | 12+1 activity | Capacity | 13 | Selling Price | 48,027 | Balloon/Residual | 3 - 23,516 | Payments | 3 - 8,971 |
| Units | Type | bus/Starcraft |          |    |               |        |                  | 5 - 10,590 | 1        | 5 - 8,140 |
| No. 1 | Unit | U13-570       | Capacity | 13 | Selling Price | 26,500 | Balloon/Residual | 19,675     | 1        | 7,320     |
| Units | Type | If available  |          |    |               |        |                  |            |          |           |
| No.   | Unit |               | Capacity |    | Selling Price |        | Balloon/Residual |            |          |           |
| Units | Type |               |          |    |               |        |                  |            |          |           |
| No    | Unit |               | Capacity |    | Selling Price |        | Balloon/Residual |            |          |           |
| Units | Type |               |          |    |               |        |                  |            |          |           |

**Total Amount to be Financed:** \_\_\_\_\_

**Terms for Financing (in years)** 3 years and 5 years Annual payments - first on delivery

|                     |        |                                     |             |                          |           |                          |         |                          |
|---------------------|--------|-------------------------------------|-------------|--------------------------|-----------|--------------------------|---------|--------------------------|
| Frequency Required: | Annual | <input checked="" type="checkbox"/> | Semi-Annual | <input type="checkbox"/> | Quarterly | <input type="checkbox"/> | Monthly | <input type="checkbox"/> |
|---------------------|--------|-------------------------------------|-------------|--------------------------|-----------|--------------------------|---------|--------------------------|

**Remittance:** Advance ☒ Arrears \_\_\_\_\_

**Estimated Delivery Date:** July/ August

|                                    |                                       |  |
|------------------------------------|---------------------------------------|--|
| Straight Lease<br>(Bus Trust Type) | Sovereign<br>1/3 - 2.58%<br>5 - 2.70% |  |
| Lease Purchase                     |                                       | Lease Buyback<br>(% residual to be provided<br>by Jim Bridgewater) |

|          |  |                 |                |
|----------|--|-----------------|----------------|
| <u>X</u> | Unit of State, Public SD, Authority/City/County Government | <u>11,000</u>   | Miles Allowed  |
|          | Contractor/Private Enterprise                              | <u>35 cents</u> | Overage Charge |
|          | Other (Specify): _____                                     |                 |                |

**Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Midwest Transit Equipment, Inc  
146 W. Issert Drive • P.O. Box 58;  
Kankakee, IL 60901  
(800) 933-2412

April 15, 2013

Gordon Cole, Business Manager  
Community High School District 94  
326 Joliet Street  
West Chicago, IL 60185 – 3142

Dear Mr. Cole,

You may extend the lease of your 12+1 wheelchair Activity Bus \$7,320.00.00 due in July, for one more year or you can buy it for \$26,500.00. A new 12+1 Chevrolet Starcraft on a three year lease would cost \$8,971.00 due in early July and if a five year lease, \$8,140.00. The initial payments are due on delivery followed by annual payments due on the one year anniversary dates of the previous payments. You may purchase this bus for \$48,027.00. The bus is to be returned at the end of lease term as per the return of bus guidelines. We cannot guarantee delivery on the new bus for school start. All buses quoted are subject to prior sale. We must know soon of your intentions. An order must be placed soon. You cannot keep the current bus until the new bus arrives.

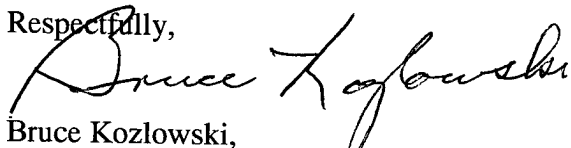
This again is based on 11,000 miles per year and 35 cents per mile over as per the original agreement.

This is the only option at this time as chassis production has ceased and timely delivery slots are gone. 2014 pricing is not out yet and there is no way to tell how soon a bus can be delivered as production is not yet clear. In the interim your bus is scheduled to come off lease.

Thank you for the opportunity we look forward to working with you once again.

I can be reached at 800-933-2412 extension 1475, 815 592 6337 cell or email  
[bruce.kozlowski@midwesttransit.com](mailto:bruce.kozlowski@midwesttransit.com)

Respectfully,

  
Bruce Kozlowski,  
Regional Sales Manager

# Midwest Transit Equipment, Inc.

P.O. Box 582  
146 West Issert Drive  
Kankakee, IL 60901

Phone # (815) 933-2412 Fax # (815) 933-3966

www.midwesttransit.com

## INVOICE 9814357

Invoice Date 5/24/2013

(COMM45)

**COMMUNITY HIGH SCHOOL DISTRICT # 94**  
**326 JOLIET STREET**  
**WEST CHICAGO, IL 60185**

P.O. #

### Used Bus(es)

| Year  | Chassis Make | Body Make | Capacity   | Serial Number     | Stock # |                            |
|---|--------------|-----------|------------|-------------------|---------|----------------------------|
| 2009  | Chevrolet    | Collins   | 12+1 Pass. | 1GB6G2AG1A1125084 | K-47113 | 26,500.00                  |
| Total Selling Price   |              |           |            |                   |         | 26,500.00                  |
| <i>BILLING FOR THE PURCHASE OF YOUR CURENENT LEASED UNIT.<br/>PLEASE CONTACT PAULA GROB @ 800-933-2412, EXT. 1415 TO<br/>DISCUSS FINAL ARRANGEMENTS. THANK YOU.</i> |              |           |            |                   |         | Subtotal 26,500.00         |
|   |              |           |            |                   |         | Sales Tax 0.00             |
|   |              |           |            |                   |         | Total Cash Price 26,500.00 |
|   |              |           |            |                   |         | License Fee 0.00           |
|   |              |           |            |                   |         | Doc. Fee 0.00              |
|   |              |           |            |                   |         | Less Deposit               |
| Balance Due   |              |           |            |                   |         | 26,500.00                  |

### Disclaimer of Warranties

The Seller, Midwest Transit Equipment, herein expressly disclaims all warranties, either expressed or implied, including any implied warranty of merchantability, or fitness for a particular purpose, and neither assumes nor authorizes any other person to assume for it any liability in connection with the sale. Midwest Transit Equipment assumes no responsibility for any repairs.

COMMUNITY HIGH SCHOOL DISTRICT # 94

Date

CJM  
05/24/13  
122

(Original)

**COMMUNITY HIGH SCHOOL  
DISTRICT 94**

**June 4, 2013  
7:00 p.m.  
Board of Education Meeting**

**SECTION C -  
DRAFT MINUTES**

1. Finance Committee Minutes
2. Regular Board of Education Meeting Minutes

May 15, 2013  
May 21, 2013



Board of Education  
COMMUNITY HIGH SCHOOL DISTRICT 94  
May 21, 2013 – 7:00 p.m.

Community High School  
326 Joliet Street  
West Chicago, Illinois

## OPENING ACTIVITIES

1. Call to Order at 7:00 p.m.
2. Pete Martino led the Board and meeting attendees in the Pledge of Allegiance.
3. Ruben Campos read the Mission Statement:  
“Community High School strives to promote and provide growth experiences in Learning, Leadership and Living.”
4. Roll Call – Present were: Mr. Saake, Mr. Campos, Ms. Doremus, Mr. Gunderson, Mr. Kotche, and Ms. Yackey. Mr. Nagel joined the Board meeting at 7:03 p.m.
5. Additions to the Agenda: None

## STUDENT RECOGNITION

Kathe Doremus recognized Jessica Newman as the April Student of the Month and Wendy Garcia as the April PeaceBuilder of the Month.

## PUBLIC PARTICIPATION (Agenda Items Only)

None

## REPORTS AND INFORMATION

1. Policy Series ¶8000 (Att. §B - pp. 1 - 105)  
Mr. Ponce said that Policy Series ¶8000 was being brought to the Board as a report this evening, and would be brought to the June 4<sup>th</sup> Board meeting for approval at first reading. He said that any additions or edits Board members thought necessary should be sent to Pete Martino or Ruben Campos.  
Pete Martino reported that Tony Molinaro and Ruben Campos had been on the committee for revisions to Policy Series ¶8000 titled “Students”. Mr. Martino pointed out some notable changes in Policy Series 8000. One change was to replace 8001 and insert 8010 which is titled “Foundations”. He said there were also changes to the excused absence policy. Mr. Martino stated that the Regional Office of Education had changed the definition of chronic truancy from 10% to 5%. He said there had been a brief discussion at the Discipline Committee regarding the electronics policy and the advent of one to one computing and how progressive changes could be made to that policy as they became necessary through the evolution of electronics. He also said there were some external policy recommendations that the district’s attorney had recommended.  
Mr. Nagel said he had quite a few things to discuss. He said that a lot of the recommended changes seemed like procedure under the guise of policy. Mr. Nagel

said he would like to narrow down the policy and then have many of the items listed under procedure so that they could be changed under administrative guidance without involving the Board.

Mr. Ponce asked Mr. Martino to arrange a meeting with Mr. Nagel and Mr. Campos to review changes.

2. Director of Business Services Report

Mr. Cole reported progress on the phone system upgrade. He told the Board that he had met with the 2 finalist vendors last week and was in the process of conducting reference checks on both. Mr. Cole stated there was a \$20,000 to \$25,000 difference between the two systems and that, if references were good for both vendors, he would be bringing a recommendation for the lower priced vendor to the Board.

3. Assistant Superintendent's Report

Dr. Chambers reminded the Board of the End of the Year Brunch on June 6<sup>th</sup>. She reported that the first negotiations meeting had been held on Monday, May 20<sup>th</sup>, and that it had been very smooth and collegial. Dr. Chambers said she would discuss details in closed session.

4. Student Attendance and Discipline Reports (Att. §B - pp. 106 - 125)

Mr. Ponce reported that, as of the 2012-13 school year, attendance was being counted based on time, not on periods. He stated that April's 90.6% attendance rate would translate to 92.8% if it were based on the previous way of reporting by period, and that this year's attendance was higher than last year's. Mr. Ponce said the State is recommending the use of time for tracking attendance and that he was establishing a base line for comparison.

Mr. Ponce said that suspensions for the 2012-13 school year had been lower than last year, but that April suspensions were up.

Mr. Nagel commented that Board members were being given a lot of data on attendance and discipline. He said he would rather have less data that was more meaningful, and that the data should be moving the District toward a solution. Mr. Nagel said more time should be spent analyzing numbers.

Mr. Gunderson stated that there had been a discussion on the tardy/truancy issue in the Discipline Committee, and that parental involvement was very important in getting students to school.

Mr. Kotche commented that there were some trends that would be worth discussion. He said they should be explored to see if the increase in numbers reflected an actual trend, or were repeat offenders.

5. Future Dates

a. Regular Semi-Monthly Board of Education Meeting – June 4, 2013

b. Regular Finance Committee Meeting – To Be Announced

c. Regular Semi-Monthly Board of Education Meeting – June 18, 2013

All meetings to be held in the Administrative Conference Room of Community High School, unless otherwise noted.

Mr. Saake stated that the Finance Committee members would determine a date/time for the Finance Committee meetings.

6. President's Report

a. Board Retreat

Mr. Saake asked Board members which dates would be best for a Board Retreat, July 10 and 11 or July 22 and 23. Board members determined that July 10 and 11 would be the best dates for everyone. Mr. Saake said he would find a location for the retreat, and he asked Board members to send him suggestions for topics. He said he would work with Dr. Domeracki on a preliminary agenda.

b. Board Training

Ms. Yackey stated she would be attending the Open Meetings Act training on May 31<sup>st</sup>. Mr. Saake reminded newly elected/re-elected Board members that they must complete Professional Leadership Training within one year of being seated.

c. Committees

Mr. Saake reported that Committee assignments were rolling over, and that Committees would be one of the primary discussions at the Retreat.

7. Open Comment

Mr. Nagel and Ms. Yackey complimented WeGo Drama on the Spring Play. It was mentioned there would be a Community Forum the next evening in the Learning Resource Center.

**CONSENT AGENDA (Roll Call)**

Action items considered routine and/or which have been previously discussed by the Board will be enacted under one roll call motion unless removed for separate action upon Board request. They are enumerated under the heading "Recommended Action".

1. Items Removed from Consent Agenda for Separate Action: None

2. Consent Agenda Action for All Items Except those Listed in 1. Above.

**RECOMMENDED MOTION:** That the Board approve all items on the Consent Agenda which have not been specifically removed for separate action as shown on line 1. immediately above.

**MOTION:** Mr. Campos

**SECOND:** Mr. Kotche

**VOTE:** Unanimous Approval on Roll Call Vote 7 - 0

**CONSENT AGENDA ITEMS - RECOMMENDED ACTION(S):**

1. **Approval of Minutes — (Att. §C – pp. 1 - 11 )**

Board of Education Organization Meeting – May 7, 2013

Board of Education Regular Meeting - May 7, 2013

Closed Session Board of Education Meeting – May 7, 2013

**RECOMMENDED MOTION:** That the Board of Education approve the minutes of the meetings of March 5, 2013, as listed above.

2. **DAOES Representative**

The District elects a representative each year to serve on the Board of Directors of DAOES. Traditionally, it has been the Superintendent.

**RECOMMENDED MOTION:** That the Board of Education appoint Dr. Douglas Domeracki to serve as its representative to the Board of Directors of DAOES for the 2013-14 school year, as shown on (Att. §B - pp. 126 - 126).

3. **Treasurer's Bond**

The District is required to provide notice of its Treasurer and Treasurer's Bond to the Regional Office of Education for filing prior to June 11, 2013. The required form is attached.

**RECOMMENDED MOTION:** That the Board of Education approve the "Notice of School Treasurer and Treasurer's Bond" form (Att. §B - pp. 127 - 127), and authorize its President and Secretary to sign the same.

4. **IASB Membership**

The Illinois Association of School Boards is a voluntary organization of local Boards of Education dedicated to strengthening public schools. Their mission is excellence in local school governance and support of public education.

**RECOMMENDED MOTION:** That the Board of Education approve membership in the IASB in the amount of \$6,995.00 as shown on (Att. §B - pp. 128 - 130).

5. **Resolution Designating Interest Earnings**

This is an annual Resolution the Board must make to signify the Board's intent as to interest income.

**RECOMMENDED MOTION:** That the Board of Education approve the Resolution Designating Interest Earnings for Fiscal Year 2013-14, as presented in the packet (Att. §B - pp. 131 - 131) and authorize the Secretary to certify such Resolution (Att. §B - pp. 132 - 132).

6. **Approval of Financials — (Att. §A – pp. 1 - 50 )**

a. Approve Current Expenditures

**RECOMMENDED MOTION:** That the Board of Education approve the expenditures from April 12 to May 16, 2013

b. Imprest Fund Statement

c. Treasurer's Report

d. Statement of Position

e. Financial Report

f. Statement of Revenue/Expenditures YTD Ending April 30, 2013

g. 3-Year Budget/Actual Report

h. Grant Reports

i. Cash Fund

j. Activity Account Fund Balance

- k. Vendor Activity Report
- l. Outstanding State Revenue Payments
- m. Quarterly Financial Report (Oct, Jan, Apr, July ONLY)

## **NEW BUSINESS**

1. **Personnel Reports – (Roll Call)**  
**RECOMMENDED MOTION:** That the Board of Education approve the Personnel and Supplemental Contract reports as presented in the packet and at table. (Att. §D – pp. 1 - 4)  
**MOTION:** Mr. Kotche  
**SECOND:** Mr. Gunderson  
Mr. Nagel asked if the Division Head of Math & Science would be replaced and Dr. Chambers said that it would.  
**VOTE:** Unanimous Approval on Roll Call Vote 7 – 0
2. **Board Policy ¶1108 – (Roll Call)**  
A revision of Policy ¶1108 is necessary to accommodate a one year term of office for President, Vice-President and Secretary for the 2013-2015 cycle. The motion and vote on May 7, 2013 constituted a first reading. Legal counsel has reviewed the revised policy.  
**RECOMMENDED MOTION:** That the Board of Education approve on second reading revisions to Policy 1108 as shown on (Att. §B - pp. 133 - 133).  
Mr. Nagel asked if Mr. Saake had talked to Attorney Boyle regarding the need to revise policy. Mr. Saake stated that this was Attorney Boyle's recommendation.  
**MOTION:** Mr. Kotche  
**SECOND:** Ms. Yackey  
**VOTE:** Unanimous Approval on Roll Call Vote 7 – 0
3. **Award Paper Bid – (Roll Call)**  
This year, Districts 25, 33, 34 and 94 collaborated in a process which generated one paper bid. The bid opening was held at District 33. The low bid price for plain white paper for 2013-14 is \$24.75 per case compared to \$26.15 per case last year. Colored paper for 2013-14 will be \$33.00 per case compared to \$33.43 per case last year as shown on (Att. §B - pp. 134 - 134)  
**RECOMMENDED MOTION:** That the Board of Education accept the bids and award the plain paper to Midland at a cost not to exceed \$32,076.00 and award the colored paper to Unisource at a cost not to exceed \$211.80.  
**MOTION:** Mr. Kotche  
**SECOND:** Mr. Gunderson  
**VOTE:** Unanimous Approval on Roll Call Vote 7 – 0

4. **Interfund Transfer – (Roll Call)**

Pursuant to discussions on the FY13 Budget, it was the desire of the Board to transfer the interest earnings from the Working Cash Fund to the Education Fund. The investment income generated in the Working Cash Fund will be approximately \$8,500.00 for FY13 (Att. §B - pp. 135 - 135). Interfund transfers require Board approval.

**RECOMMENDED MOTION:** That the Board of Education approve the Resolution approving the transfer of the FY13 investment income from the Working Cash Fund to the Education Fund and that Administration is hereby directed to enter said transfer prior to the end of the fiscal year 2013.

**MOTION:** Mr. Gunderson

**SECOND:** Mr. Kotche

**VOTE:** Unanimous Approval on Roll Call Vote 7 – 0

5. **Review of Student Suspension**

**RECOMMENDED MOTION:** That the Board of Education uphold the Hearing Officer's ruling with no modifications.  
This was moved to closed session.

**OLD BUSINESS** – None

**PUBLIC PARTICIPATION (Any Item)** - None

**EXECUTIVE SESSION**

**RECOMMENDED MOTION:** That the Board of Education hold a Closed Session at 7:35 p.m. for the purpose of discussing student discipline.

**MOTION:** Mr. Gunderson

**SECOND:** Mr. Kotche

**VOTE:** Unanimous Approval on Roll Call Vote 7 – 0

**EXECUTIVE SESSION**

**RECOMMENDED MOTION:** That the Board of Education return to Open Session at 8:55 p.m.

**MOTION:** Mr. Campos

**SECOND:** Mr. Gunderson

**VOTE:** Unanimous Approval on Roll Call Vote 7 – 0

1. **Review of Student Suspension**

The consensus of the Board is to not modify the ruling of the hearing officer in Case A12-13.

**EXECUTIVE SESSION**

**RECOMMENDED MOTION:** That the Board of Education hold a Closed Session at 9:00 p.m. for the purpose of discussing collective negotiating matters and student discipline.

**MOTION:** Mr. Campos

**SECOND:** Mr. Gunderson  
**VOTE:** Unanimous Approval on Roll Call Vote 7 – 0

**EXECUTIVE SESSION**

**RECOMMENDED MOTION:** That the Board of Education return  
to Open Session at 9:24 p.m.

**MOTION:** Mr. Campos

**SECOND:** Mr. Gunderson

**VOTE:** Unanimous Approval on Roll Call Vote 7 – 0

**ADJOURNMENT**

**RECOMMENDED MOTION:** That the Board of Education meeting be  
adjourned at 9:25 p.m.

**MOTION:** Mr. Campos

**SECOND:** Mr. Gunderson

**VOTE:** Unanimous Approval on Voice Vote 7 - 0

---

Gary R. Saake, President

ATTEST:

---

Ruben Campos, Secretary

COMMUNITY HIGH SCHOOL  
DISTRICT 94  
West Chicago, Illinois

Minutes of the FINANCE COMMITTEE meeting held on May 15, 2013, at 326 Joliet Street, West Chicago, Illinois, from 7:32 a.m. to 9:26 a.m.

CALL TO ORDER – The meeting was called to order at 7:32 a.m.

ROLL CALL -           In attendance at the meeting were: Gary Saake and Kevin Kotche  
Others Present: Lalo Ponce, Gordon Cole, and Diane Masschelin

The meeting opened with Mr. Saake announcing the selection of the Finance Committee Chairman, Kevin Kotche.

Mr. Cole had a handout for a new position concept from Beth Hunter, MIS Supervisor. The handout went into great detail explaining the need for this new position. Mr. Cole explained that he was presenting this as a “concept”, not necessarily asking at this time to add a position. He was not sure if the budget could accommodate the new position and if this was considered the highest priority at this time. Mr. Cole further explained that PowerSchool has added to the demands on the MIS team along with requests for customized reports. Denyse Christensen has been serving as the Temporary MIS Clerk, receiving a blended rate, while fulfilling her current position as Registrar. Ms. Hunter also outlined an organizational restructure and a realignment of job descriptions. The Registrar’s position would serve under the MIS Supervisor instead of Director of Student Services. This restructure makes sense from a management standpoint, and those involved are all in agreement.

The Appendix B handout listing the clubs and sports receiving stipends was shared with the committee. The committee mentioned that the report did not list the number of participants associated with the stipend per club/activity. Mr. Ponce stated that we need to look at this more closely. Mr. Cole reported that Speech went over budget, which he considered was not a bad thing, since more students were getting involved. Mr. Cole will get the number of participants and send.

Mr. Cole had some handouts from Xerox/COTG regarding duplicating machines. Mr. Cole explained that we are currently in year four of a five year contract on machines that have approximately 10 million copies each. Since September, we have had numerous breakdowns, countless service calls that have proven to be disappointing, and difficulties in receiving the necessary supplies. Mr. Cole mentioned that he needed to contact Dan Boyle to see if we could terminate our lease without financial penalties since Xerox was unable to fulfill their contract agreement with the proper service. The committee stated that we would need to go to bid for new machines.

Mr. Cole shared two letters from Midwest Transit Equipment, Bruce Kozlowski, regarding an expired lease for the Special Education minibus. The first letter stated that we could lease the



bus for another year at \$8,971 or purchase the bus for \$19,975. Since the bus has very low miles and is in great shape, the purchase price was considered a bargain. The second letter was a correction to the first, stating that the purchase price was \$26,500. The committee stated that the price was still a bargain. Mr. Cole said that he would contact Mr. Kozlowski so that we could have this put on the agenda for Tuesday's Board Meeting.

Mr. Cole, Mr. Glowaty, Mr. Schmidt and Mr. Stoner went on site visits with the 2 vendor finalists for the new phone system. The visits gave a better understanding of what we want our system to do and helped assess the merits and potential working relationship with each vendor. The staff felt very comfortable with either firm. Unless reference checking turns up something to the contrary, the decision will come down to price. The committee asked if changing the license mode by adding more features at a later time would create a problem. Mr. Cole stated that he did not think that he would have a recommendation by Tuesday, but did say that the wiring for the project has already started. The goal is to have the hard-wire done by the start of the school year.

Mr. Cole mentioned that the pipes to the kitchen had backed up. There were two lines to the kitchen. One line was cleaned in the summer but did not know if it was the original line. The topic of updating the kitchen was mentioned. The committee felt that the Education/Curriculum Committee should discuss the needs with the Superintendent.

Bill Templin from DLA Ltd. Architects met with Mr. Cole to discuss the 2013 Capital Improvements. Some of the projects include more door replacements from the Life Safety Study, adding an emergency generator to the Control Room, and enhancing the air conditioner.

Chrome Books were briefly mentioned and how they would change the dynamics of a class.

The issue of the flooring in the weight and exercise rooms came up again. Mr. Cole saw a demonstration at York High School for 3 x 3 tiles, which are less costly than others. He also mentioned that Bill Lech is using the exercise room for Physical Education make-up sessions, which is making the demand for new flooring even greater. Bill Recchia and Bill Bicker have been working with the kids in the weight room all year, again, creating a greater demand for new flooring. Several of the coaches, along with the Athletic Department, have teamed up to purchase new equipment for the weight room.

Mr. Kotche asked about the Haggerty Funds and its usage. Mr. Cole explained that Haggerty Ford had specifically requested Drama and Athletics to benefit from his generous donations.

The glass backboards were briefly mentioned. It was reported that we do not need to replace the framework, just the electrical control. Currently, employees stand on a stool to raise and lower the backboard, which is a Life Safety issue.

Mr. Cole reported that he received confirmation that the District is a recipient of the Energy Grant. The plan is to replace the lighting in both gyms, field house, stage and the outside lighting. The grant would provide approximately \$45,000 on an \$80,000 project. Unfortunately

the invoices would need to be submitted by May 15, not allowing any time for completion. The plan is to reapply in June for the States new fiscal year.

The joint paper bid was completed and Midland Paper was the lowest bidder for paper (\$24.75 per case). Mr. Kotche stated that he would check to see if the price was fair.

Mr. Cole briefly addressed security issues and digital cameras concentrating on the exterior, major interior entrances, the parking lot, along with an access system for doors A & H. Doors on the east side of the building have sensors on them and when they are opened, an alarm is activated. Mr. Cole also mentioned that when the parking lot is repaved next summer, conduit will be installed to bring in electricity for the security cameras. Mr. Cole stated that he would try to price out the cost for a card reader system.

Mr. Cole reported that \$600,000 was received in May from the State, which will bring us closer to budget. He also stated that if the budget allowed, he would like to purchase the textbooks this year instead of next year. Mr. Cole will get the financials updated for release.

Briefly mentioned were cell phone plans and tying them into security, allowances for and potential problems if a cell phone is lost.

The topic of changing the meeting dates for future Finance Committee Meetings was mentioned. Mr. Saake reported that if we change the day, we must post the change ten (10) days in advance, if it is to be considered a permanent change. Mr. Kotche will get back to the committee with the new day and time.

**Adjournment:** The meeting adjourned 9:26 a.m.

Minutes prepared for Katherine M. Doremus  
By Gordon H. Cole, Recording Secretary

June 4, 2013  
Date

---

**COMMUNITY HIGH SCHOOL  
DISTRICT 94**

**June 4, 2013  
7:00 p.m.  
Board of Education Meeting**

**SECTION D -  
CONFIDENTIAL MEETING ATTACHMENTS**

1. Personnel Report

# Office of Human Resources - Personnel Report

06/04/2013 – Board of Education Meeting

A. Approve the following personnel recommendations:

## Employment

|                    |   |   |   |
|--------------------|---|---|---|
| NAME               | Ms. Sarah Perez                           | Mr. Vito Orona  | Ms. Shaina Sullivan   |
| Action             | Employment                                | Employment  | Employment  |
| Classification     | Non-Certified                             | Non-Certified   | Non-Certified   |
| Initially Proposed | 06/04/2013                                | 06/04/2013  | 06/04/2013  |
| Role/ Area         | Program Assistant                         | Deans' Assistant/Dean's Office  | Program Assistant   |
| Education          | AA in Social Services from Pierce College | N/A   | MS in School Counseling from NIU; BA in Communications from Lake Forest College |
| Experience         | None                                      | 2 years as site supervisor with Per Mar Security; 2 years as security officer for Village of Melrose Park | None  |
| Certification Type |   | N/A   |   |
| Part/Full-Time     | Full-Time                                 | Full-Time   | Full-Time   |
| Salary/Schedule    | \$11.51/hour                              | \$13.00/hour  | \$11.51/hour  |
| Replaces           | Open                                      | Edie Freund   | Anne Weber  |
| Effective          | 2013/2014 School Year                     | 2013/2014 School Year   | 2013/2014 School Year   |

|                    |   |   |   |
|--------------------|---|---|---|
| NAME               | Ms. Melissa Gonzalez  | Ms. Rachel Fisher   | Ms. Valerie Cook  |
| Action             | Employment/Transfer   | Employment/Transfer   | Employment/Transfer   |
| Classification     | Non-Certified   | Non-Certified   | Non-Certified   |
| Initially Proposed | 06/04/2013  | 06/04/2013  | 06/04/2013  |
| Role/ Area         | From Personal Care Assistant to Personal Care Assistant/Job Coach | From Personal Care Assistant to Personal Care Assistant/Job Coach | From Personal Care Assistant to Personal Care Assistant/Job Coach |
| Education          |   |   |   |
| Experience         | 10 years as a PCA at CHSD94                                       | 5 years as a PCA at CHSD94  | 13 years as a PCA at CHSD94                                       |
| Certification Type | TASN  | TASN  | TASN  |
| Part/Full-Time     | Full-Time   | Full-Time   | Full-Time   |
| Salary/Schedule    | \$18.59/hour  | \$16.76/hour  | \$21.31/hour  |
| Replaces           | New Position (Replaces PCA)                                       | New Position (Replaces PCA)                                       | New Position (Replaces PCA)                                       |
| Effective          | 2013/2014 School Year   | 2013/2014 School Year   | 2013/2014 School Year   |

# Office of Human Resources - Personnel Report

06/04/2013 – Board of Education Meeting

|                    |  |   |  |
|--------------------|--|---|--|
| NAME               | Ms. Laurie Majchrowski   | Ms. Sarah Bovee   |  |
| Action             | Employment/Transfer  | Employment/Transfer   |  |
| Classification     | Non-Certified  | Non-Certified   |  |
| Initially Proposed | 06/04/2013   | 06/04/2013  |  |
| Role/ Area         | From Personal Care Assistant to<br>Personal Care Assistant/Job Coach | From Admin. Asst. to the Director of<br>Student Services to Admin. Asst. to the<br>Assistant Principal of Admin. Services                   |  |
| Education          |  | N/A   |  |
| Experience         | 8 years as a PCA at CHSD94   | 6 years as Administrative Assistant to<br>the Director of Student Services at<br>CHSD94; 2 years as Clerk for Staff<br>Attendance at CHSD94 |  |
| Certification Type | TASN   | N/A   |  |
| Part/Full-Time     | Full-Time  | Full-Time   |  |
| Salary/Schedule    | \$16.80/hour   | \$24.84/hour (current salary)   |  |
| Replaces           | New Position (Replaces PCA)  | Monica Piszczek   |  |
| Effective          | 2013/2014 School Year  | 07/01/2013  |  |

## Resignation

|                    |                                  |  |  |
|--------------------|----------------------------------|--|--|
| NAME               | Mr. Tyler Michie                 |  |  |
| Action             | Acceptance of Resignation        |  |  |
| Classification     | Certified                        |  |  |
| Initially Proposed | 06/04/2013                       |  |  |
| Role/ Area         | Teacher/Math & Science Division  |  |  |
| Education          |                                  |  |  |
| Experience         |                                  |  |  |
| Certification Type |                                  |  |  |
| Part/Full-Time     |                                  |  |  |
| Salary/Schedule    |                                  |  |  |
| Replaces           |                                  |  |  |
| Effective          | End of the 2012/2013 School Year |  |  |

B. Approve the following recommendations; see attached memoranda for additional detail:

1. Communications Specialist:

- Approve a Communications Specialist position, reporting to the Assistant Superintendent of Administrative Services, beginning July 1, 2013, with a stipend of \$12,400 per year; and
- Authorize the Administration to post said position and bring a candidate to the Board for recommended approval.

# Memorandum

## Office of the Assistant Superintendent of Administrative Services

Date: May 13, 2013

To: Lalo Ponce

From: Kimberly C. Chambers

Re: Communications Specialist

---

District 94 has long recognized the need to have a designated individual responsible for public relations and communications. The Board has discussed this need; the staff has discussed this need. The Strategic Plan notes the need for additional efforts in this area. During the interviews for the superintendent position at D94, candidates also noted the need for someone to focus on communications for the district.

After conversations with Dr. Doug Domeracki, our incoming superintendent, I am recommending that the District add a part-time Communications Specialist position. The position would report to me and would work approximately 10 hours per week. Current employees with qualifying credentials would be encouraged to apply for the position. Some of my duties which relate to teaching and learning would shift to the newly-created Assistant Principal for Teaching & Learning role, and I would provide administrative leadership for the Communications program. The Specialist would work under my direction.

The Specialist and I would work over the summer to solidify an action plan for the coming year. In addition, that employee and I would create a task list and an annual calendar. Sample responsibilities might include:

- Updating the District 94 Communications Plan
- Re-branding of District 94 including a new logo and a consistent Wildcat image
- Creating a District-wide print external newsletter to be delivered twice per year, pending Board of Education approval for funding
- Creating an internal electronic newsletter for staff members to be delivered at least once per month
- Creating an external electronic newsletter for community members to be delivered at least once per month
- Posting information to the District's Facebook page and Twitter feed

In reviewing Bureau of Labor Statistics data for Public Relations Specialists in Illinois, I found the mean hourly rate to be \$29.80. The creation of a range based upon +/- 20% of the mean would be: \$23.84 - \$35.76. Given that this position would serve a single-building district, I would recommend that the lowest part of the range be utilized to calculate a stipend: 52 weeks x 10 hours/week x \$23.84 = \$12,396.80. The recommended stipend would be \$12,400.

**RECOMMENDATION:** That the Board of Education:

- Approve a Communications Specialist position, reporting to the Assistant Superintendent of Administrative Services, beginning July 1, 2013, with a stipend of \$12,400 per year; and
- Authorize the Administration to post said position and bring a candidate to the Board for recommended approval.

I plan to make this recommendation to the Board of Education at its May 21, 2013 meeting. If I can answer any questions, please do not hesitate to ask. Thank you.