HOMEWOOD-FLOSSMOOR HIGH SCHOOL
PLANNING COMMITTEE AGENDA
September 10 - 8:00 a.m.
Superintendent's Conference Room

1. Call to Order

2. Approval of Minutes of the Planning Committee Meeting of May 14, 2024

3. Comments

4. Old Business
    a. Weighted GPA Recommendation
    b. Strategic Plan: Action Plan (Year 1)

5. New Business
    a. English Course Approvals
    b. Policy Updates Issues 115 & 116
    c. Administrative Procedures Development
    d. Policy 7:70 Attendance & Truancy
    e. Other

6. Adjournment

Approval of Minutes of the Planning Committee Meeting of May 14, 2024

MINUTES OF PLANNING COMMITTEE MEETING
Homewood-Flossmoor High School, 999 Kedzie, Flossmoor, IL
May 14, 2024

In attendance for all of the meeting were Mrs. Hoereth, Mr. Riedel, Mr. Legardy, Dr. Wakeley, Dr. Alexander, Dr. Hester, Mrs. Erdey, Mrs. Rudan, Mr. Richardson.

Ms. Marilyn Thomas, HF Chronicle was in attendance. No members of the public were present.

The meeting was called to order at 7:34 a.m.

Approval of Minutes. The April 11, 2024 minutes stand approved as presented.

Comments
Mr. Legardy expressed his concern that HF ranked 363 in Illinois out of roughly 800 high schools based on 2021 data that was reported in US News and World Reports Best High Schools Listing. He added this is a drop from 213 last school year. He noted other local south suburban high schools that out-ranked HF include Thornton Fractional South – 279, Bloom Township High School – 303, and Rich Central High School 307. Mr. Legardy reiterated that this ranking is based on 2021 data and acknowledged that improvement measures have been taken in the last 24 months. Current improvement measures were discussed that include: detracking - which is moving students towards more rigorous coursework; Standards Based Learning, especially seen in the curriculum work that has taken place this year in English and Math; a stronger focus on Tier 1 instruction. In addition, a comprehensive standardized test improvement plan is being implemented and focused efforts to get students enrolled in AP/IB classes to take the exams. Dr. Wakeley stated that improvement is needed in the areas of SAT performance and AP/IB performance which is being tracked and there are plans in place to improve. He noted some AP and IB students are not taking the exams but are completing the course work. He stressed that we cannot continue to do things the same way and expect to see different results. Dr. Wakeley stated that we have to be a change ready organization. Mr. Legardy requested AP assessment data from last year along with the prior five years in addition to available data on standardized test results including ACT, SAT and PSAT from last year along with the prior five years. He also requested an analysis of the data being examined regarding reading and math assessments of students entering HF. Mr. Legardy expressed that we are lagging behind in these areas and it is causing this fall in our rankings. Dr. Wakeley stated it is important to note that our students are doing some really great things. They are moving on after high school and are successful at all levels. They are also attending some of the most highly selective schools in the world. Mrs. Hoereth suggested providing an ACT University for parents so they can understand the value of the ACT assessment and how it is used. She added that there has been a cohort of parents who have gone through several years of assessment testing that has not been emphasized and now that has to be reversed. Dr. Wakeley stated that Tier 1 instruction, where 60% of our students fall, is the most important thing we should be working on. These students are the needle movers. Mrs. Hoereth emphasized that it is important to clearly articulate the improvement plan and pulling parents in so they have all the information they need to make better informed decisions about their child. Mr. Riedel spoke on the importance of establishing actual goals every single year in different areas of focus for improvement. He asked if this is being done and if the information is being shared widely internally, as well as, finding ways to share it externally that will allow a rebuttal if necessary to the high school rankings. Dr. Hester responded that the information is tracked and shared with the District Leadership Team along with the department chairs in analyzing the data. She added that the Unified Insights that will be presented this morning will also help with

this tracking. Mrs. Hoereth stated that HF is a destination school for different reasons but, it needs to be a destination school for academics and added that the assessment scores do not match the reputation of the school. Dr. Wakeley stated the work of our Strategic Planning process is aimed at improving student achievement. Concentrating our efforts on key strategic areas identified by the Strategic Planning Committee including achievement data review and perception data will help us move in the right direction. The Strategic Plan will be implemented in July and the matrix indicating improvement and action goals will be available to the community. Dr. Hester added that work is being done related to Standards Based Learning and is an overall school improvement strategy.

Old Business:

Terrace Metrics Report

Mrs. Rudan presented a summary of findings regarding the Terrace Metrics resiliency survey. A total of 1,792 students completed a comprehensive assessment this spring that assessed social, behavioral, and psychological strengths that are known to contribute to positive school and learning experiences. In addition, the assessment included measures that examined levels of adversity and attendant distress. These results are compared to many of these same students, who completed the assessment in the Spring semester, 2023 and the Fall semester, 2022. She pointed out that there was a higher participation rate this spring and they may be transitioning the survey back to the fall. Mrs. Rudan shared that there are 4 individual reports that are grade level specific and she highlighted the following: Overall, 36% of Homewood-Flossmoor students reported resiliency/wellness in the satisfactory or optimal functioning categories; fewer students have reported resiliency in the “may need assistance” category over time; with some exceptions (global satisfaction, positive school experiences, personal standards), mean resiliency scores have increased over time; Among adversity indicators, students reporting higher levels of general anxiety has remained stable over time; and there was an upward trend in self-criticism across grade levels. Overall in terms of overall resiliency, we are about the same as last year. The data indicates that resiliency scores are going up and behaviors are trending in the right direction that will move with academic outcomes that will be seen on assessments. The ostracism score has decreased from last year and is also a good indication of our student moving in the right direction. Mrs. Rudan is hopeful that they will see an improvement in attendance rates which have been an issue the past two years. She pointed out that anxiety level for seniors also decreased this year. Mr. Riedel pointed out that the percentage for the overall resiliency/wellness category for Spring 2024 indicates 98% where the other years indicate 100%. Mrs. Rudan will look into why the other 2% is not indicated in the results. Mrs. Hoereth asked what does the profile of the students who actually engage in this survey look like and what is strategy for those students who do not typically engage in this survey. Mrs. Rudan responded that she reviews each individual student’s profile and based on the student’s individual results in Tier 1 she will inform the teachers if there is a need for specific instruction in any specific area like ostracism for example. She added that they have caught a lot of students who need serious support in Tier 3 and work closely with the students’ social workers. For Tier 2 students they look at students who fall into the “mild concern” or “need assistance” areas on the report and invite those students to participate in different groups. For those students who have said no to participating in those groups, individual assistance, small groups and whole class curriculum is an option for them. Mrs. Hoereth asked if parents can be pulled in for those students where there is cause for concern so an in-depth conversation about their child can occur. It is unclear to her if parents will automatically see from their child’s results from this survey if there is a role for them to play. She would like to see more intentional pulling of parents into this equation and including them in our goals and strategies for improvement. Mrs. Rudan stated this is one piece of data that is used by our student support team and parents are brought in through that process. If a student is struggling in class and if Terrace

Metrics show “some concern” those parents are called in. Where they see an impact on their health and academics, then parents are pulled in. Mr. Legardy asked for clarity around the timing of administering the Terrace Metrics Survey to students. Mrs. Rudan responded that it was administered in the fall of 2022 and the spring of 2023. Feedback from students indicated that they were being given too many assessments so they met students request and offered the survey only once this year and the assessment was administered in their PE class this year and not in Compass. Freshmen were and will continue to be tested in the fall and the spring. Everyone else will get it just once. Mr. Legardy asked what is the value piece with assessing the seniors at the end of the school year. Mrs. Rudan responded that some seniors who will be leaving in two weeks did flag and the thought process last year was to do it at the end of the year to see some growth. Mrs. Rudan stated that they will have to make a decision of whether this tool is going to be used to measure growth or identify students who need some intervention. If we wait until the fall to assess, it will assess the previous year of growth. Mrs. Rudan stated they will continue to figure out the best time to administer. The social workers are recommending moving it back to fall. Mr. Legardy stated that we have to ensure that we are doing everything that can be done, using every resource and asset that we have to lean forward. Mr. Legardy asked what percentage of students overall during 22-23 took the assessment. Mrs. Rudan responded it was a low participation rate last spring with a participation rate around 35%. Mr. Legardy requested data regarding the percentage of students who did not take it in the fall and who did not take it in the spring. Mrs. Rudan stated that she would provide that data. She added that whoever did not take it in the spring or fall last year, make up dates were available and they had about 500 students participate. Mr. Legardy stated that from a data perspective, we have to do better.

New Business

Unified Insights (Power Analytics Tool)

Dr. Hester, Dr. Alexander and Mr. Richardson presented an overview of Unified Insights, a power analytics tool. Unified Insights will provide teachers with real time student data. The benefits of using this tool include:

- Immediate access to student data for teachers, related service personnel, and administrators
- Access to pre-formatted databases and dashboards with the ability to customize according to our needs
- Provides a comprehensive data warehouse for all current systems
- Provides data security
- Empowers teachers to implement data-informed practices through train-the-trainer model

Mr. Richardson noted Unified Insights will be the platform that holds all of the student data that is available in one place through the Unified Insights dashboard. This will allow teachers to get immediate access to data in one area through the Unified Insights dashboards that will be available. It will simplify how data can be accessed. The process was vetted and they have done due diligence that is resulting with a really good solution. Mr. Richardson stated Unified Insights is a fully automated system with very few manual operations. He added any data in PowerSchool will pull right into this. Dr. Hester noted that the different dashboards available will look at the different layers of attendance, behavior, academics, assessments and will provide access to data on one individual student all in one place. Mrs. Hoereth requested a demonstration of the tool for their information of the software. Timeline for implementation will be completed with the training of teachers in mid-August 2024. Dr. Hester spoke on Unified Insights impact on Instruction and stated that the instructional core will be the center of everything they do and will be present in the district’s strategic plan. She added that everything

that they do and all the pieces of data that will be available will have an impact on the instructional core so a shift can be made and seen in student achievement. Dr. Alexander added that cohesion excites them and every staff member will have access to Unified Insights. Mr. Riedel asked if there are goals for adoption rates and if feedback will be available on how this is being used. He also asked if goals will be established for every individual teacher and if this tool will be a part of their evaluation. Dr. Alexander responded absolutely. He added that Unified Insights will be rolled out in August and goals will be set in each department with the continuum of monitoring progress that will align to the strategic plan. Mr. Riedel stated that as he understands this, teachers will be told that they are going to have to use this and track students progress towards scales. Mrs. Hoereth added that with every single thing that is being done, a straight line should be able to be drawn directly to the district's Strategic Plan. Mr. Legardy shared that in 2021, he spoke on creating a dashboard that housed all student data and added that this is the next step. He is supportive of this initiative and thanked them for their presentation today.

<u>Board Policy Proposed Updates</u>

- Policy 7:270 Administering Medicines to Students - Dr. Wakeley spoke on Policy 7:270. This policy has been rewritten and initially received approval by the board that included answering YES to a question regarding maintaining a supply of undesignated oxygen tanks. After consulting with the district's attorney, the recommendation is that NO be answered to this question, as it includes language that the undesignated oxygen must be "accessible before, during, and after school." Dr. Wakeley added that this is not feasible for our district and he concurs with the attorney's recommendation. The committee also concurred with the attorney's recommendation that maintaining a supply of undesignated oxygen tanks is not feasible for our district and answering NO to this question. This item will be on the May 21, 2024 board agenda for approval.
- Draft Updates – PRESS Issue 114 - Dr. Hester explained that PRESS Issue 114 speaks to policies with PRESS recommended changes. These changes are often minor and of little significance and often includes changes in language that is in accordance with current legislation. The committee approved the Issue 114 recommended updates as outlined. This item will be on the May 21, 2024 board agenda for approval.
- Policy 2:270 Discrimination and Harassment on the Basis of Race, Color and National Origin Prohibited - Dr. Hester noted this is a new policy and the recommendation from PRESS is to adopt this policy. She added the new policy includes language that states, "Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws." Dr. Hester shared that the new policy has been reviewed by the administration and they agree to adopt. The committee concurred with the recommendation of PRESS and the administration to adopt this new policy. This item will be on the May 21, 2024 board agenda for approval.
- Policy 5:100 Staff Development Program – Dr. Hester explained that this policy has been re-written and asks the board if it would like to include an optional paragraph for districts that have a practice of providing instruction in life-saving techniques and first-aid in their staff development programs, that restates, "An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external

defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator." The committee's recommendation is to accept the rewording of the policy and adding the optional paragraph. This item will be on the May 21, 2024 board agenda for approval.

- Draft Updated - Policy 2:40 Board Member Qualifications - Dr. Hester stated that language has been included in this policy indicating that Individuals who have been or are convicted of an infamous crime are ineligible for board membership. Examples of an infamous crime include, not limited to, any felony, bribery, and perjury. The committee's recommendation is to accept the updates to Policy 2:40. This item will be on the May 21, 2024 board agenda for approval. Mr. Legardy requested that an overview of the board policy proposed updates be include for all board members in Friday's update prior to the board meeting on May 21, 2024.

Annual Departmental Reporting Discussion
The consensus of the committee was to move this agenda item to the Committee-of-the-Whole meeting scheduled on May 28, 2024 for full board discussion.

Chair's Closing Comments
Mr. Legardy asked if the second May meeting that was requested at the April 11th Planning Committee is scheduled. Dr. Hester responded they are not ready for an additional meeting this month. She added that the English Pathways will not be available to present to the committee until after June 5th. In addition, the IB audit report is not expected back until late June and will not be ready to share until the end of June. Mr. Legardy thanked everyone for their participation at today's meeting.

Adjournment. The meeting adjourned at 9:43 a.m.

Final Class Rank and Weighted GPA Recommendations

Weighted GPA Proposal

Our Why


Diversity & Inclusion
Citizenship & Character
Innovation & Problem-Solving
Communication & Collaboration
Reflection & Resilience
HF
Profile of a Viking
Core competencies of a Homewood-Flossmoor High School graduate

Impact of Current Weighted GPA on Students

- Colleges that do not accept a 6.0 scale may disregard the weighted GPA and only take the unweighted GPA causing students to miss out on acceptances and scholarships
- Colleges typically do not recognize a 6.0 scale, so counselors have to convert the weighted GPA to a weighted 4.0 scale when reporting GPAs on Common App
- Students are not making choices based on career goal but chasing a grade and GPA

Weighted GPA Scale Recommendation

Weighted 4.0

Grade	Unweighted Credit	Weighted Credit (Honors/AP/IB/Dual Credit)
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0

**Recommending all students' GPAs to be recalculated on the new scale beginning next school year (25-26)



Area of Focus **College, Career, & Life Readiness**

5-Year Subgoals

- By the end of the 2029 school year, 80% of students will have a minimum 2.8 GPA.
- By the end of the 2029 school year, 80% of students will have a 95% attendance rate
- By the end of the 2029 school year, 80% of students will meet the ELA indicator specified in the Illinois State Board of Education CCR indicators
- By the end of the 2029 school year, 80% of students will meet the Math indicator specified in the Illinois State Board of Education CCR indicators
- By the end of the 2029 school year, 80% students will meet the college and career indicators or earn a college and career pathway endorsement on their transcripts.

Academic Indicators (at least 1 per subject)	
ENGLISH LANGUAGE ARTS	**MATH**
ELA Advanced Placement (AP) Exam (Score of 3 or Higher)	Math AP Exam (Score of 3 or Higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
International Baccalaureate Exam (Score of 4 or Higher)	International Baccalaureate Exam (Score of 4 or Higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (Grade of A, B, or C)
Minimum ACT Subject Scores of 18 in English and 22 in Reading	Minimum ACT Subject Score of 22 in Math and Take Math Course in Senior Year
Minimum SAT Subject Score of 540 in Evidence-Based Reading and Writing	Minimum SAT Subject Score of 540 in Math and Take Math Course in Senior Year

Strategies To Maintain Enrollment in Rigorous Courses

- Accelerated Placement Act
- Additional AP/IB course offerings
- Modify uptrack and downtrack policies
- Increasing supports for 1st time AP/IB enrollees
- Increase literacy regarding the financial impact of AP/IB courses
- Educate students on the connection between rigorous coursework and college acceptance
- Brand and market student success

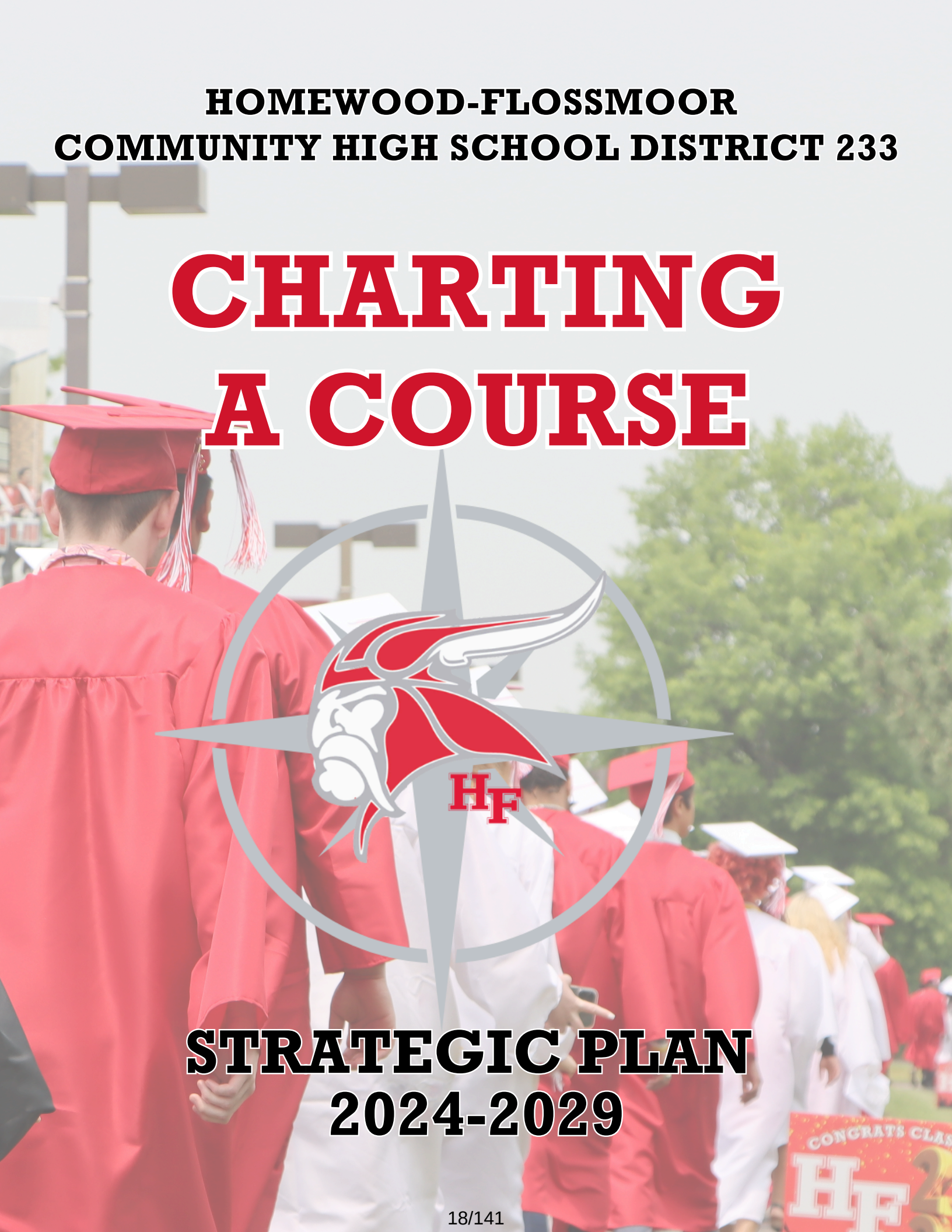
Weighted GPA and Ranking Timeline Recommendation

Time Frame	Recommendation	Classes Impacted
2025-2026 School Year	All GPAs will be recalculated on the new weighted scale	Class of 2026 and beyond
2027-2028 School Year	Students will be honored and recognized using the new diploma distinctions.	Class of 2028 and beyond

HF Strategic Plan pub8272024

HOMEWOOD-FLOSSMOOR COMMUNITY HIGH SCHOOL DISTRICT 233

CHARTING A COURSE



STRATEGIC PLAN 2024-2029

Charting A Course

STRATEGIC PLAN 2024-2029

In the fall of 2023, Homewood-Flossmoor Community High School District 233 embarked on a journey to chart a course through the 2028-29 school year.

An inclusive Strategic Planning Committee comprised of stakeholders who have a vested interest in HF's students and school navigated the process with the needs and hopes of the local community at the center.

Working with Dr. Gregory C. Hutchings, Jr., founder and chief executive officer of Revolutionary ED, the team reviewed perception data from a comprehensive survey, focus group, and interview process, as well as academic, social emotional, discipline, and behavioral health data. In a series of meetings spanning from September to April, the committee conducted a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of the data to identify areas of focus, theories of change, strategic planning goals, and potential metrics.

The HF administrative team then developed action plans, Key Performance Indicators, and evaluation metrics based on the work of the committee. This publication highlights the 5-year goals as well as the year one implementation plan.

Students
- **Ahmad Powell, HF Junior**
- **Brizil Stewart, HF Senior**

Family Members
- **Randall Brooks**
- **Gloria Contreras**
- **Jeffrey DeBruin**
- **Gyata Kimmons**
- **Tiffany Miller Spriggs**
- **Percy Scott**

Community Members
- **Liz Agbarah, D161 School Board**
- **Maggie Bachus, D153 Teacher**
- **Napoleon Haney, Village of Homewood**
- **Gina Isabelli, D161 Principal**
- **Bridget Wachtel, Village of Flossmoor**
- **Shelly Marks, D153 School Board**
- **Scott McAlister, D153 Superintendent**
- **Karen Roorda, D161 Teacher**

HF Staff
- **Dr. Clinton Alexander, Principal**
- **Catherine Brown, Dean**
- **Catherine Cook, DEI Coordinator**
- **Carla Erdey, Director of Communications and Community Engagement**
- **Dr. Jen Hester, Director of Curriculum, Instruction and Professional Development**
- **Jennifer Jones, Support Staff**
- **Dana Noble, Teacher**
- **Evan Roberts, Teacher**
- **Fatima Simmons, Teacher**
- **Shannon Swilley, Associate Principal**
- **Ted Venegas, Teacher**
- **Dr. Scott Wakeley, Superintendent**
- **Sara Youseff, Teacher**

HF Board of Education
- **Chris Riedel**

Contents

2 Charting a Course
3 Mission, Vision & Profile of a Viking
4 Alignment to PELP Framework
5 Educational Equity Statement

Areas of Focus:
6-7 College, Career, & Life Readiness
8 Fiscal Responsibility & Equitable Resources
9 Partner Schools, Family & Community Engagement
10 Professional Excellence
11 Student Voice & Empowerment

HOMEWOOD-FLOSSMOOR HIGH SCHOOL DISTRICT 233



Mission Statement

The quality of each student's life improves through the educational experience at Homewood-Flossmoor Community High School. The institution upholds the highest standards of **intellectual growth**, and **ethical, aesthetic, occupational, emotional, social, and physical development** in an expanding global society.

With belief in the fundamental **worth and dignity of all individuals** and **recognition of diversity** of backgrounds, abilities, interests, and aspirations, individuals will learn to **respect the rights of others**.

Vision Statement

Let here prevail the greatest expectations in **academics, civil responsibility**, and **personal growth** within a diverse community.

Profile of a Viking

Every HF Viking will exemplify the core competencies of the Profile of a Viking.



Strategic Plan Alignment to PELP Coherence Framework

The Harvard University Public Education Leadership Program (PELP) developed the PELP Coherence Framework to help leaders recognize the interdependence of various aspects of their school district – its culture, systems and structures, resources, stakeholder relationships, and environment – and to understand how they reinforce one another to support the implementation of an improvement strategy.

The Homewood-Flossmoor High School District 233 Strategic Plan aligns with the PELP Coherence Framework to ensure it has a lasting impact on improvement for our students, staff, families and community.



The Areas of Focus, Theories of Change, and Strategic Goals of the Homewood-Flossmoor School District are well-aligned with the nine components of the PELP framework, offering a holistic and integrated approach to achieving educational excellence and equity. By focusing on the instructional core, HF can ensure that educational content, teacher effectiveness, and student engagement are at the forefront of their strategic planning. The strategy, informed by a clear theory of change, outlines the path from current practices to desired outcomes, supported by a culture that values inclusivity, equity, excellence, and community.

Systems and structures need to be designed or adapted to support the strategic goals, ensuring that resources are allocated equitably and efficiently. Stakeholder engagement is crucial across all areas, requiring an open and collaborative approach to incorporate diverse perspectives and needs. The environment, both internal and external, influences the strategic direction, requiring HF to be equitable, adaptable and responsive to changes in educational policies, community needs, and funding opportunities.

The following is a snapshot of how each component from the PELP framework is aligned with the Areas of Focus, Theories of Change, and Strategic Plan Goals for 2024-29:

	College, Career, & Life Readiness	Fiscal Responsibility & Equitable Resources	Partner Schools, Family & Community Engagement	Professional Excellence	Student Voice & Empowerment
Instructional Core	✓				
Strategy	✓	✓	✓	✓	✓
Theory of Change	✓	✓	✓	✓	✓
Culture	✓	✓	✓	✓	✓
Systems		✓	✓	✓	
Resources		✓		✓	
Environment	✓	✓	✓	✓	✓
Stakeholders	✓	✓	✓	✓	✓
Structure	✓		✓	✓	

HF's True North: Educational Equity

Just as Diversity and Inclusion are the true north of the Profile of a Viking, **Educational Equity is the lens by which all decisions are considered** as HF prepares students for their future. Homewood-Flossmoor High School has adopted the Midwest and Plains Equity Assistance Center definition for educational equity:

Educational equity is when educational policies, practices, interactions, [decisions] and resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships.

Access (Not Availability)

All students have entrance into, involvement with, and full benefit of high quality education that is attentive to diverse backgrounds, abilities, interests and aspirations.

Representation (Not Tokenism)

All decision making and content encompasses the effective inclusion of diverse backgrounds, abilities, interests, and aspirations.

Meaningful Participation

All students have agency and are empowered to contribute in effectual ways to their educational experience.

High Outcomes

All policies, practices, and decisions lead to programing, resource allocation, and solutions that benefit all students.



College, Career and Life Readiness

Theory of Change
If HF combines rigorous academic programming with structured post-secondary preparation and career development; then HF students will demonstrate the knowledge, skills, and adaptive competencies necessary for success with Illinois Distinguished Scholar or College and Career Ready distinctions.

Strategic Plan Goal
By 2029, 80% of HF students will meet the State of Illinois College and Career Ready Indicator making them eligible for the Illinois Distinguished Scholar distinction.

5-Year Subgoals

- By the end of the 2029 school year, 80% of students will have a minimum 2.8 GPA.
- By the end of the 2029 school year, 80% of students will have a 95% attendance rate
- By the end of the 2029 school year, 80% of students will meet the ELA indicator specified in the Illinois State Board of Education CCR indicators
- By the end of the 2029 school year, 80% of students will meet the Math indicator specified in the Illinois State Board of Education CCR indicators
- By the end of the 2029 school year, 80% students will meet the college and career indicators or earn a college and career pathway endorsement on their transcripts.

YEAR 1 SUBGOALS	YEAR 1 KPIS	YEAR 1 ACTIONS
• By June of 2025, 90% of staff indicate a strong understanding of Standards-Based Curriculum, Assessment, and Instructional Practices.	• Percentage of Teachers Completing Proficiency Scale, Assessment, and Instructional Modules • Teacher Perception Data • SBL Proficiency Measurement Tool	• Develop tool to measure SBL proficiency. • Develop required professional learning modules. • Train Department Leads in facilitation of modules. • Department Leads facilitate learning modules during September, October and February Institute Days. • Document teachers who participate in learning and collect feedback to assess future learning needs.
• Collect and analyze implementation baseline data in 100% of Integrated Math 1 classrooms and provide feedback to teachers.	• Percentage of Teachers Implementing Practices with Fidelity in Learning Walk Rubric.	• Develop Learning Walk tool and data collection procedures. • Review learning walk rubric with Integrated Math 1 teachers and obtain feedback. • Collect data three times in each Integrated Math 1 teacher's class.
• 100% Department leads and PLC leaders trained in identified PLC model, protocols, and train-the-trainer model by August of 2025.	• Training Attendance Numbers • Completion of Feedback Forms	• Preview PLC models and structures with staff. • CIPD team identifies PLC model, consultants, and training schedule. • Build professional learning plan for SY25. • Department Leads identify PLC leaders. • Communicate Department Lead and PLC leader training dates and responsibilities. • Train PLC leaders.



College, Career and Life Readiness (continued)

YEAR 1 SUBGOALS	YEAR 1 KPIS	YEAR 1 ACTIONS
• 100% of offered CTE courses aligned to a career pathway.	• List of Career Pathways with Offered Classes Marked	• Educate teachers about career pathways. • Analyze current courses pathway alignment. • Determine what classes are needed to complete courses (and what courses need to be removed from offerings). • Train counselors on pathways and appropriate course sequences.
• 40% of CTE courses and 20% of academic courses articulated for dual credit.	• List of Dual Credit Courses Paired with HF Course Offerings	• Communicate with post-secondary dual credit coordinators. • Collect required credentialing documents from teachers and submit to post-secondary institutions.
• 95% of all career pathways aligned to a high-quality, high-value CTE industry credential(s).	• List of Courses and the High-quality, High-value CTE Industry Credential(s) Earned	• Research high-quality, high-value industry credentials. • Collects additional data on the credential (cost, issuing institution, equipment needed, teaching training required, etc).
• By June of 2025, 90% of career pathways offer a Workd Based Learning opportunity.	• List of Businesses/ Industry Willing to Serve as a Work Based Learning Site	• Teachers contact potential businesses to host students for WBL opportunities.
• By June of 2025, 100% of Math, Science, English and Social Science teachers indicate strong understanding of ACT subtests and skills.	• Percentage of Teachers who Complete ACT Professional Learning	• Train department ACT leaders in new ACT format and strategies. • ACT department leaders train teachers. • Collect feedback on training.
• By June of 2025, increase the percentage of Grade 11 students meeting or exceeding expectations on Math and ELA subtests of ACT by 5%.	• ACT State Report Data • IL School Report Card	• Teach students testing formats. • Integrate question types into learning.
• By June of 2025, 100% of Grade 12 students graduate with an individualized plan that specifies postsecondary options.	• Number of PaCE Modules Completed • Number of Individualized Plans Completed	• Counselors introduce individualized plans to students in all grade levels through PaCE curriculum. • Students work with counselor to complete individualized plan in Schoolinks.
• By May 2025, dashboards built to communicate live, visual progress towards meeting College and Career Readiness indicators.	• Completed Dashboards with Feedback from Stakeholders	• Determine and build out dashboards. • Train administrative team. • Communicate progress.



Fiscal Responsibility and Equitable Resources

Theory of Change
If HF commits to fiscal responsibility by strategically allocating resources equitably, prioritizing human resources and capital improvements, and ensuring efficient financial management; then it will secure a safe and sustainable environment that supports educational excellence and infrastructure enhancement, leading to an improved learning experience and educational outcomes.

Strategic Plan Goal
By 2029, HF will develop and implement a transparent and equitable funding process that allocates resources to district programs and facilities based on identified needs and priorities. This will be accomplished while employing practical and responsible fiscal strategies to maintain 50% of the operating budget in reserves.

5-Year Subgoals

- By 2029, ensure all district programs and facilities receive equitable funding based on need and priority.
- By 2029, at least 90% of allocation of resources will be aligned to strategic goals.
- Administrators and department leads demonstrate a high level of confidence in discussing and managing financial processes.
- Decisions related to budgeting and resource allocation are made based on a thorough understanding of financial principles.
- Financial decisions align with the district's strategic goals and objectives.
- Strong collaboration between departments and administrators on financial matters, lead to cohesive and strategic financial planning.
- Implement a data-driven process for identifying and prioritizing the needs of district programs and facilities to ensure that resources are allocated efficiently and high-priority needs are met first.
- Adopt and maintain practical and responsible fiscal strategies to ensure the efficient use of financial resources while balancing immediate resource allocation needs with long-term financial stability.
- Ensure that 50% of the operating budget is consistently maintained in reserves throughout the implementation period to provide financial stability and the ability to manage unforeseen circumstances effectively.

YEAR 1 SUBGOALS	YEAR 1 KPIS	YEAR 1 ACTIONS
• By June 2025, 100% of district leadership have a strong understanding of the strategic plan goals from a fiscal perspective.	• Qualitative Data Collected During Discussions and Observations	• Summarize fiscal priorities and needs relative to strategic plan goals. • Communicate findings and processes. • Develop and regularly update resource site. • Survey district leadership and analyze results.
• By June 2025, 100% of district leadership have a strong understanding of the school budget and discretionary funds.	• Qualitative Data Collected During Discussions and Observations	• Create training materials. • Develop and regularly update resource site. • Communicate with district leadership. • Create department budget meetings assessment tool to gauge district leadership's understanding.
• By June 2025, at least 40% of district leadership will indicate a strong understanding of an equity and transparent fiscal model.	• Percentage of District Leadership Demonstrate Strong Understanding of the Equity and Transparent Fiscal Model	• Identify equity and transparent funding models/processes. • Develop the equity and transparent of allocation of resources model. • Train district leadership. • Develop a rubric to assess district leadership's understanding. • Create and implement training.



Partner Schools, Family & Community Engagement

Theory of Change
If HF deepens collaboration with partner schools, families, and the community through consistent two-way communication and cooperative events; then it will build a robust support network that enhances students' educational experience by involving all stakeholders in their success.

Strategic Plan Goal
By 2029, HF will improve collaboration with partner schools, and provide families with tools and supports necessary to improve student outcomes as evidenced by at least 85% of staff and families indicating communication helps them understand how they can support students' learning and 85% of students indicating they know how to get support for their learning.

5-Year Subgoals

- By 2029, partner schools will participate in a process that results in 100% articulation of core courses.
- By 2029, partner schools will participate in a data analysis process aimed at improving student achievement.
- By 2029, the percentage of students, families and staff reporting awareness of available support services will increase by 10% from baseline established in 2023-24.
- By 2029, at least 50% of families will engage in programming directly linked to supporting the academic success of their student.

YEAR 1 SUBGOALS	YEAR 1 KPIS	YEAR 1 ACTIONS
• By 2025, we will have established an articulation system with regular meetings of Superintendents, Curriculum Directors and Principals.	• Meeting Agendas and Artifacts	• Create a calendar of meetings. • Identifying a meeting structure. • Collaboratively establish purpose, goals and norms.
• By 2025, establish a baseline of partner school families who indicate they trust HF is committed to their student's success. • Engage middle school families in a series of events/workshops aimed at celebrating their students and preparing them for transition to HF.	• SCOPE Survey Results • Meeting Agendas, Artifacts and Exit Surveys • Attendance Rates at Events/Workshops	• Audit existing structures aimed at connecting middle school families to HF. • Plan, implement and evaluate three events/ workshops to celebrate middle schoolers and provide education on what HF has to offer. • Develop plan to increase participation in SCOPE survey targeting a response representative of student demographics.
• Raise the % of students reporting I know how *I can get support for my learning* from 78% to 83%. • Raise the % of families reporting *I know how I can support my student's learning* from 68% to 73%. • Raise the % of staff reporting *I know how I can support student achievement* from 80% to 85%.	• SCOPE Survey Results • Web and Social Media Analytics of Communication Campaigns.	• Research, plan, implement, and evaluate strategic communication plans targeting families, students, and staff. • Research, plan, implement ,and evaluate strategy to increase participation in SCOPE survey targeting a response representative of student and staff demographics.
• Create a systemic and integrated plan of opportunities for families to share their voice and build understanding of their role in their students' learning.	• SCOPE Survey Results • Meeting Agendas, Artifacts, and Exit Surveys • Attendance Rates at Events/Workshops	• Audit current engagement opportunities to determine gaps, overlaps, and needs. • Research, plan, implement, and evaluate enhancements engagement opportunities. • Research, plan, implement, and evaluate new engagement opportunities to meet needs.



Professional Excellence

Theory of Change
If HF prioritizes professional excellence by emphasizing professional learning around cultural proficiency, diversification in hiring practices, and more staff representation to reflect its student body; then it will improve educational quality and inclusivity, promoting equity, understanding, and academic excellence among staff and students.

Strategic Plan Goal
By 2029, 100% of HF staff will engage in comprehensive professional learning that emphasizes cultural proficiency and HF will recruit, hire and retain a diverse and inclusive teaching staff.

5-Year Subgoals

- By 2029, 80% of students across demographics will indicate feeling seen, valued and heard.
- By 2029, 100 % of HF will demonstrate culturally proficient instructional methods.
- By 2029, hires will more closely reflect student demographics.
- By 2029, 90% of staff across demographics will indicate feeling seen, valued, and heard.

YEAR 1 SUBGOALS	YEAR 1 KPIS	YEAR 1 ACTIONS
• Create baseline instructional practices associated with an agency-oriented learning environment.	• PD Participation • PLC Feedback • Instructional Coaching Cycles • Formal and Informal Observations	• Create Professional Development Plan. • Create Instructional Model.
• Identify a research-based diagnostic tool to measure students feeling of belonging.	• Diagnostic Tool Results • Focus Group Data	• Evaluate a diagnostic tools for students. • Communication to students. • Department Leads take active role in student belonging. • Train Department Leads to engage students.
• Identify a research-based diagnostic tool to measure staff feeling of belonging.	• Diagnostic Tool Results • Focus Group Data	• Evaluate a diagnostic tool for staff. • Communicate to staff. • Department Leads take active role in staff belonging. • Train Department Leads to engage staff.
• Develop a comprehensive recruitment strategy designed to attract a diverse candidate pool.	• Audit Results • Recruitment Plan	• Identify recruitment models. • Select recruitment model/strategies. • Identity organizations that support diverse educators. • Incorporate students in recruitment process.
• Establish pipeline to increase the presence of HF in the teacher education programs.	• Partnerships	• Identify colleges and universities with diverse candidates. • Establish partnerships to identify and place student teaching candidates and hire graduates with Licensure in hard to fill areas.



Student Voice & Empowerment

Theory of Change
If HF students are involved in decision-making, given leadership opportunities, and their voices are heard and valued; then student engagement, responsibility, and ownership of their education will significantly increase.

Strategic Plan Goal
HF will develop and implement a school-wide system by 2025 for all students to provide input and to influence school procedures and practices. By 2029, at least 80% of HF students will be engaged in school-wide opportunities to provide their voice on key decisions that equitably impact their educational experience.

5-Year Subgoals

- By 2029, students will sit on staff interviews 80% of the time.
- By 2029, students will sit on curricular teams 80% of the time.
- By 2029, 80% of staff will utilize feedback on a regular basis to assist with informing their instructional practices.
- By 2029, 100% of staff will create a plan to incorporate more students' feedback within their lesson plans, assessments and instructional routines.
- By 2029, 80% of students across demographics will indicate feeling seen, valued, and heard.

YEAR 1 SUBGOALS	YEAR 1 KPIS	YEAR 1 ACTIONS
• By the end of the 2024-25, a teacher interview process that incorporates students is created. • By the end of 2024-25, students sit on 25% of certified staff interviews.	• Survey Data • Focus Group Data • Formal and Informal Observations	• Provide teachers with resources regarding the student voice continuum. • Establish teaching practices that support learning partnerships.
• By the end of 2024-25, the curricular process is modified to involve students. • By the end of 2024-25, the administrative team clearly communicates goals and expectations to all stakeholders. • By the end of the 2024-25, the department leads and teachers work together to pilot strategies in the classroom. • By the end of the 2024-25, teachers have a comprehensive plan to elicit student feedback for the 2025-26 school year.	• HR Interview Participant Data	• Identify model schools to shadow. • Adopt interview model for implementation. • Create student rubric for interview process to develop student capacity. • Create a selection criteria process. • Develop a protocol to incorporate student feedback.
• By the end of the 2024-25, 80% of students across demographics indicate feeling seen, valued and heard.	• Post-Interview Panel Experience Data	• Create a Selection criteria process. • Create a communication plan for recruitment. • Develop a protocol to incorporate student feedback.
• By the end of the 2024-25, teachers have a comprehensive plan to elicit student feedback for the 2025-26 school year.	• Formal and Informal Observations • PLC Meeting agendas, artifacts, and surveys	• Create a professional development plan. • Department leads facilitate conversations in PLCs • Teachers pilot new strategies to elicit students feedback. • Teachers complete plans to incorporate students' voice for the 25-26 school year.

Homewood-Flossmoor Community High School District 233

708-799-3000 hfhighschool.org @HFHS59
999 Kedzie Avenue, Flossmoor, IL 60422



Board of Education
President Gerald Pauling II, H-F '85
Vice President/Secretary Nathan Legardy, H-F '89
Steve Anderson
Michelle Hoereth
Pam Jackson
Chris Riedel
Cynthia Turnquest

English Course Pathways Planning Comm 9.10.24 (2)

Homewood-Flossmoor Community High School

English Education Pathways

English Department Subject Area Committee

Department Lead- Jeanne Miller

SAC Co-Chair- Joe Upton

Co-Chair- Jasmine Ogunleye

Curriculum and Instruction Specialist (former SAC co-chair)- Danny Gould

SAC Members- Tiffany Stewart Williams, Anne Calderon, Fatima Simmons, Jena Dudek, Kanoa Mulling, Mary Kate Pack, Rachael Kucharski

HOMEWOOD-FLOSSMOOR VIKINGS

Recommendation

- Board of Education approve the 4-year English course sequence for the 2025-2026 school year.
- Board of Education approve the following courses for the 2025-2026 school year:
  - English 3: LGBTQ+ Lives and Literature (Grade 11)
  - English 4: Global Voices (Grade 12)
- Board of Education approve earned honors, starting implementation with English 4 (African American Literature and Global Voices) for the 2025-2026 school year.

English Education Pathways

Vision

At Homewood-Flossmoor High School, we envision an English Department that is a catalyst for intellectual growth, personal development, and positive social impact. Our vision is to cultivate a vibrant learning community that fosters a lifelong love for literature, critical thinking, effective communication, and cultural understanding.

Mission

Homewood-Flossmoor's English education empowers students with the essential tools of expression and critical thinking. We prepare them to navigate a complex, evolving world with confidence, integrity, empathy, and a deep appreciation for the power of words and images. We provide diverse and culturally relevant learning experiences that honor, encourage and expand students' curiosities. Our rigorous curriculum prepares students to independently pursue careers, colleges, and meaningful community engagement leading them to become resilient global citizens.

English Course Pathways

Grade 9	Grade 10	Grade 11	Grade 12
English 1	**English 2** **AP Language**	**English 3** (Potential Dual Credit) ● American Literature ● LGBTQ Lives and Literature **AP Language** **AP Literature** **IB Lit/Lang I**	**English 4** (Potential Dual Credit) ● African American Literature ● Global Voices* **AP Literature** **IB Lit/Lang II** **Intro to College Comp**

Course Proposals

LGBTQ+ Lives and Literature (Grade 11)

Course description:

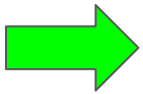
LGBTQ+ Lives and Literature explores the diverse experiences, perspectives, and voices of queer writers, artists, and civic leaders throughout history. This course typically examines works of fiction, non-fiction, poetry, and drama written by LGBTQ+ identifying authors from various cultural backgrounds, including but not limited to race, ethnicity, gender, sexual orientation, religion, neuro-divergency, geo-political, socioeconomic status. Students analyze how these texts reflect and challenge societal norms, stereotypes, power dynamics, cultural identities, fostering empathy, understanding and critical thinking skills. Through reading, writing, and discussion, students engage with themes of cultural hybridity, intersectionality, and the complexities of navigating multiple cultural identities in a globalized world.

Course Proposals

Contemporary Literature (Grade 12)

Course description

This class hones reading, writing, and thinking skills by drawing upon fiction and nonfiction written by a wide range of voices and defining/dramatizing the social, political, and ethical issues of the late 20th and early 21st centuries. Students read selections from earlier literary periods that complement or inform the thinking or style of contemporary literature. Students reflect upon and dialogue with these contemporary voices in a variety of writing modes. The course includes intensive work with the personal essay required for many college applications. Students also complete a formal research paper related to the focus of the course.



Global Voices (Grade 12)

Course description:

Global voices in Literature explores the diverse experiences, perspectives, and voices that have been marginalized or underrepresented within the traditional English speaking literary canon. This course typically examines works of fiction, non-fiction, poetry, and drama written by authors from various cultural backgrounds, including but not limited to race, ethnicity, gender, sexual orientation, religion, neuro-divergency, geo-political, socioeconomic status. Students analyze how these texts reflect and challenge societal norms, stereotypes, power dynamics, cultural identities, fostering empathy, understanding and critical thinking skills. Through reading, writing, and discussion, students engage with themes of cultural hybridity, intersectionality, and the complexities of navigating multiple cultural identities in a globalized world.

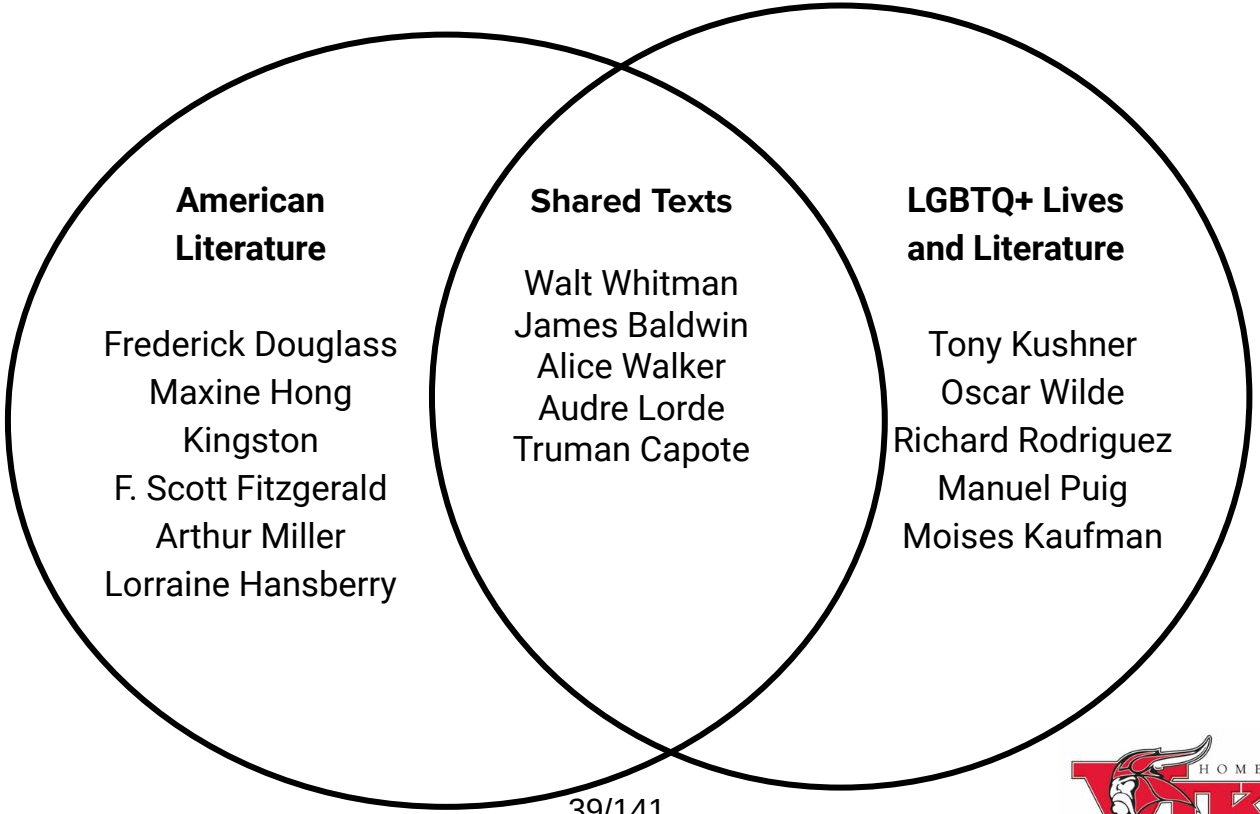
Contemporary Literature becomes Global Voices

Curriculum Development Process

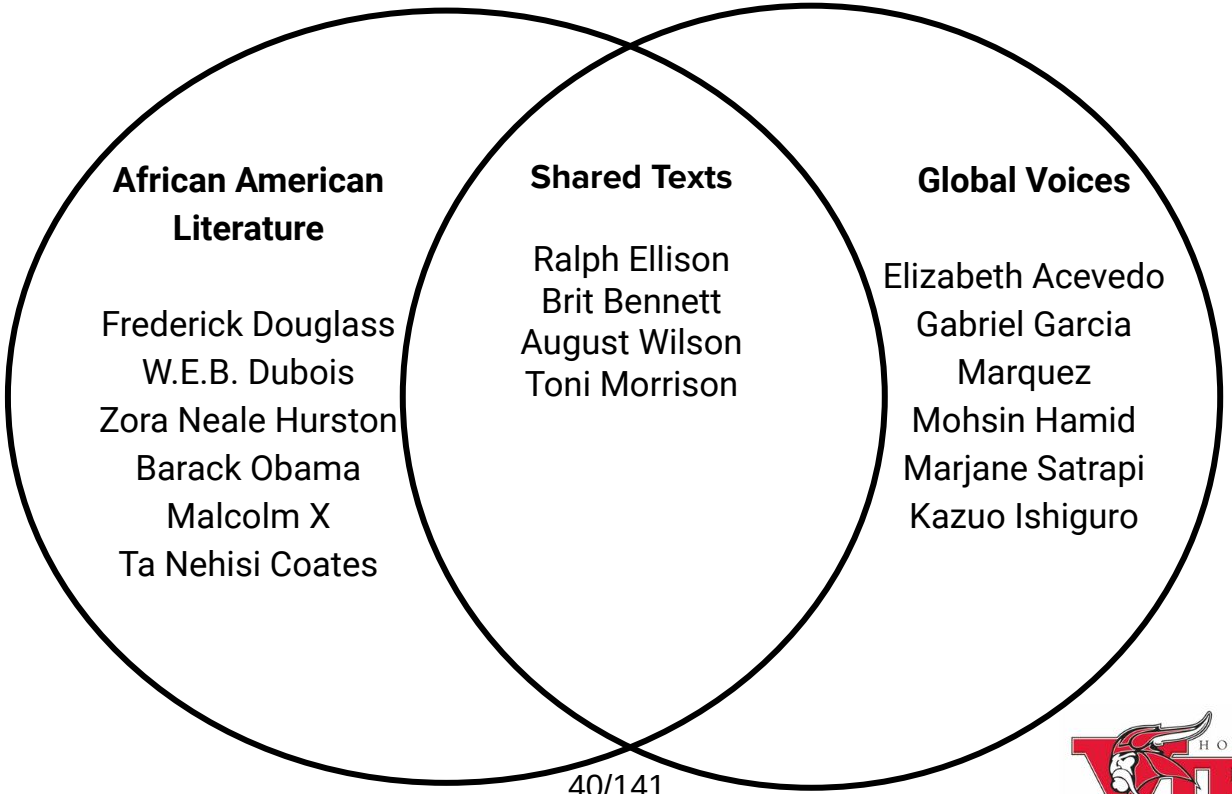
- Curriculum redesign was started in 2023 with a subject area committee of English and Special Education teachers.
- For all levels of English, we have prioritized, customized, and vertically aligned proficiency scales, which were built from ISBE standards.
    - Vertical alignment shifted focus from the design of individual courses to thinking about a four year sequence of learning.
- We developed summative assessments and are currently in the process of designing units and selecting texts.
- Proficiency scales, common assessments, and select texts will be the same between two courses at the same level.
    - i.e. English 4: African American Literature and English 4: Global Voices share the same learning targets.
- Earned honors allows all students an opportunity to achieve an honors credit.

HOMEWOOD-FLOSSMOOR VIKINGS

English 3: Reading Focus- Possible Authors to use in Common



English 4: Reading Focus- Possible Authors to use in Common



Recommendation

- Board of Education approve the 4-year English course sequence for the 2025-2026 school year.
- Board of Education approve the following courses for the 2025-2026 school year:
  - English 3: LGBTQ+ Lives and Literature (Grade 11)
  - English 4: Global Voices (Grade 12)
- Board of Education approve earned honors, starting implementation with English 4 (African American Literature and Global Voices) for the 2025-2026 school year.

HOMEWOOD-FLOSSMOOR VIKINGS

Links

English 1 pro scales

English 2 pro scales

English 3 pro scales

English 4 pro scales

English 1 - 4 WRM document

Course proposal LGBTQ Lives and Literature

Course proposal Global voices

PRESS Policy Updates

PRESS Update Memo Issue 115

ISSUE 115
June 2024

Update Memo

Please distribute to board members and appropriate staff.

PRESS

Policy Reference Education Subscription Service

Contents

Instructions ..... **p. 1**

PRESS Terminology ..... **p. 2**

PRESS Issue 115 Topic Bundles ..... **p. 2**

Progress Report ..... **p. 4**

Revisions to Policies, Administrative Procedures, and Exhibits (numerical table) ..... **p. 5**

Next Issue: Title IX Regulation Updates

Online Instructions

Please follow these four easy steps to log in to **PRESS**:

- Go to www.iasb.com and click on the Member Login button on the top navigation.

1. Enter your email address and password.
   - If you do not know your password, do not create a new account; reset your password using your district email address. Use the "forgot your password?" link. Make sure to check your spam folder for an email from info@iasb.com, if you do not see it in your email inbox.
   - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
   - If you continue to have difficulty signing on to www.iasb.com, please contact Michael Ifkovits at mifkovits@iasb.com.
3. Click the Hi [Your Name] button on the top navigator bar. This will bring you to your account page
4. Under "**My Account Links**," click on "**PRESS Login**."

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Issue 115 Lead Debra Jacobson, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1211, Jeremy Duffy, IASB General Counsel and **PRESS** Editor, 630/629-3776, ext. 1226; Maryam Brotine, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1219.

Please share this **PRESS** Update Memo with all board members and appropriate staff.

Two other important components of **PRESS** may be viewed and downloaded from **PRESS Online**: Committee Worksheets and the updated **P**olicy **R**eference **M**anual (**PRM**) pages.

The Committee Worksheets, found by selecting a *PRESS Issue* at the top of the **PRESS Online** Table of Contents, show suggested changes to **PRESS** material by striking out deleted words and underscoring new words, a.k.a "tracked changes."

For answers to common questions about using **PRESS**, see Q&A: Getting the Most Out of Your PRESS Subscription, now available on IASB's website.

Updated **PRM** pages can be found in the IASB POLICY REFERENCE MANUAL Table of Contents. For visual instruction about how to download and use **PRM** pages to update your policy manual, please go to www.iasb.com/policy/ to view the **PRESS** video tutorial located under the header entitled: **PRESS – P**olicy **R**eference **E**ducation **S**ubscription **S**ervice.

PRESS Bundles

Each bundle summarizes the global reasons for changes to all materials that are listed.

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table beginning on p. 5.

Please spend time reviewing the **PRESS** online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

Have feedback on **PRESS** materials?
Click on the **PRESS** Feedback Button, located on the header bar of **PRESS** Online. For answers to more immediate questions about **PRESS** content, please contact a **PRESS** editor directly.

IASB Illinois Association of School Boards
Lighting the Way to Excellence in School Governance

Copyright © 2024 Illinois Association of School Boards. All Rights Reserved

Library Media Resources

The Illinois Secretary of State recently adopted rules to implement 75 ILCS 10/8.7, added by P.A. 103-100, which requires boards that want to be eligible for State school library grant funding to either adopt the American Library Association's (ALA) *Library Bill of Rights* or to develop an alternative written statement prohibiting the practice of banning library materials. Sample **PRESS** policy 6:230, *Library Media Program*, was updated in **PRESS** Issue 113 to outline these options for boards. With the final regulations now in place, boards that adopted the alternative written statement in policy 6:230, *Library Media Program*, will need to submit a copy of their policy, along with a copy of the updated administrative procedure, 6:230-AP, *Responding to Complaints About Library Media Resources*, when applying for the School Library Grant. Districts need to ensure that their administrative procedure aligns with the option their board selected in the policy. Boards that previously adopted the ALA *Bill of Rights* language in their policy will not have to submit any such documentation; they will simply need to certify to the Ill. State Library that they have adopted the ALA standards in policy.

The following **PRESS** materials are updated:

6:230, Library Media Program
6:230-AP, Responding to Complaints About Library Media Resources

Criminal History Record Information Security

The Ill. State Police (ISP) has started to audit school districts' handling of criminal history record information (CHRI). The U.S. Federal Bureau of Investigation (FBI) requires all entities that receive CHRI from the FBI, including school districts, to implement security procedures that comply with its Criminal Justice Information Security (CJIS) Policy. New administrative procedure 5:30-AP4, *Fingerprint-Based Criminal History Record Information Security*, is created to assist districts with protecting CHRI in accordance with the CJIS Policy. The ISP is also available to provide districts with technical assistance in this area.

The following **PRESS** material is updated or created:

2:250-AP2, Protocols for Record Preservation and Development of Retention Schedules
5:30-AP4, Fingerprint-Based Criminal History Record Information Security – **NEW**

PRESS Terminology

What are the meanings of the "AP" and "E" after certain policy numbers?

The **PRESS P**olicy **R**eference **M**anual (**PRM**) is an encyclopedia of sample board policies, administrative procedures, and exhibits. They are all in numerical order for easy reference. **PRESS** recommends that local school districts maintain separate board policy and administrative procedure manuals to help distinguish for the board, staff, students, parents, and community members, the distinction between board documents and staff documents, board work, and staff work.

Policy. The board develops policies with input from various sources like district administrators, the board attorney, and **PRESS** materials. The board then formally adopts the policies, often after more than one consideration.

> **After adoption by the board, each policy should have an adoption date.**

Administrative Procedures. Administrative procedures are developed by the superintendent, administrators, and/or other district staff members. The staff develops the procedures that guide implementation of the policies. Administrative procedures are not adopted by the board, which allows the superintendent and staff the flexibility they need to keep the procedures current. **PRESS** sample procedures are numbered to correspond with the policies that they implement for easy reference. For example, policy 6:190's related administrative procedure is 6:190-AP.

> **Administrative procedures should be dated for implementation by the administrative staff and kept separately from the board policy manual.**

Exhibits. Both board policies and administrative procedures may have related exhibits. Exhibits provide information and forms intended to be helpful to the understanding or implementation of either a board policy or administrative procedure, and they do not require formal board adoption. **PRESS** sample exhibits are numbered to correspond to the related board policy or administrative procedure. For example, Board Policy 2:70 has a related exhibit numbered 2:70-E. Administrative procedure 7:340-AP1 has a related exhibit numbered 7:340-AP1, E.

> **Exhibits labeled with an "E" may provide guidance for board work or staff work. Those providing guidance for board work should be dated for implementation by the board. Those providing guidance for the staff should be dated for implementation by the administrative staff.**
>
> **Administrative procedures exhibits, always labeled with the "AP, E" format should be dated for implementation by the administrative staff.**

Miscellaneous

The following **PRESS** materials are updated due to legislation, administrative rule and/or continuous improvement changes, including subscriber feedback. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits** table in numerical order beginning on p. 5.

The following **PRESS** materials are updated:

4:80, Accounting and Audits
4:140, Waiver of Student Fees
4:140-AP, Fines, Fees, and Charges – Waiver of Student Fees
5:200, Terms and Conditions of Employment and Dismissal
6:140, Education of Homeless Children
6:140-AP, Education of Homeless Children
7:280-AP, Managing Students with Communicable or Infectious Diseases
7:280-E2, Reporting and Exclusion Requirements for Common Communicable Diseases

PRM Five-Year Reviews

PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB **PRESS PRM** occurs once every five years. The **PRM** contains approximately 474 separate pieces of material, including policies, administrative procedures, and related exhibits. These are also detailed in the **Revisions to Policies, Administrative Procedures, and Exhibits** table in numerical order beginning on p. 5.

The following **PRESS** materials are updated in response to five-year reviews:

2:70, Vacancies on the School Board – Filling Vacancies
2:70-E, Checklist for Filling Board Vacancies by Appointment
2:125, Board Member Compensation; Expenses
2:125-E1, Board Member Expense Reimbursement Form
2:125-E2, Board Member Estimated Expense Approval Form
2:160, Board Attorney
2:160-E, Checklist for Selecting a Board Attorney
4:15, Identity Protection
4:15-AP1, Protecting the Privacy of Social Security Numbers
4:15-AP2, Treatment of Personally Identifiable Information Under Grant Awards
4:40, Incurring Debt
4:40-AP, Preparing and Updating Disclosures
4:70, Resource Conservation
4:70-AP, Resource Conservation
4:80-AP3, Inventory Management for Federal and State Awards
5:20-E, Resolution to Prohibit Sexual Harassment
5:35-AP2, Employee Records Required by the Fair Labor Standards Act
5:35-AP3, Compensable Work Time for Non-Exempt Employees Under the FLSA
5:35-AP4, Fair Labor Standards Act 12-Step Compliance Checklist
5:35-E, Volunteer Agreement Executed by a Non-Exempt Employee
5:120-E, Code of Ethics for Illinois Educators
5:130, Responsibilities Concerning Internal Information
5:180, Temporary Illness or Temporary Incapacity
5:250-AP, School Visitation Leave
5:285, Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers
5:310, Compensatory Time-Off
5:310-E, Agreement to Receive Compensatory Time-Off
6:110, Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program
6:120-AP1, E2, Special Education Required Notice and Consent Forms
6:120-AP2, Access to Classrooms and Personnel
6:120-AP2, E1, Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes
6:150, Home and Hospital Instruction
6:170-AP2, E1, District Annual Report Card Required by Every Student Succeeds Act
6:280-AP, Evaluating and Reporting Student Achievement
6:300-E1, Application for a Diploma for a Service member Killed in Action or for Veterans of WWII, the Korean Conflict, or Vietnam Conflict
7:40-AP, Placement of Nonpublic School Students Transferring Into the District
7:170, Vandalism
7:240-AP2, Extracurricular Drug and Alcohol Testing Program
7:250-AP1, Measures to Control the Spread of Head Lice at School
7:270-E2, School Medication Authorization Form – Medical Cannabis
8:25-AP, Advertising and Distributing Materials in School Provided by Non-School Related Entities
8:95-E1, Letter Notifying Parents/Guardians of School Visitation Rights

Please also spend time reviewing the **PRESS** Online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

Progress Report - The contents of this table frequently change.

Topics	Our Response
Final Title IX Regulations Effective 8-1-2024 On 4-19-24, the U.S. Dept. of Education released final Title IX regulations, effective 8-1-24. **PRESS** Issue 116 (August 2024) will address the new Title IX regulations. Updated sample policies, administrative procedures, and exhibits should be available for **PRESS** subscribers on 8-1-24. Customized policy draft updates should be available for **PRESS** Plus subscribers on or around 8-9-24. Please note that the affected board policies were included in **PRESS** and **PRESS** Plus Issue 114 (March 2024); however, the Issue 114 updates are unrelated to new Title IX regulation changes. Boards may prepare for upcoming **PRESS** Issue 116 by adopting the Issue 114 updates as soon as possible.	Affected **PRESS** materials, including the 2:265 suite, will be updated in **PRESS** Issue 116 (August)
Pregnancy Workers Fairness Act Regulations Issued On 4-19-24, the U.S. Equal Employment Opportunity Commission released final regulations to implement the Pregnant Workers Fairness Act (PWFA). The final rule is scheduled to take effect on 6-18-24, but it is being challenged in court by attorneys general in at least 17 states. Among the more controversial provisions of the rule, abortion is included as a "related medical condition" to pregnancy and childbirth. Further, under the new rule, a pregnant employee may still qualify for the protections of the PWFA even if the employee cannot perform an essential job function for a temporary period (i.e., 40 weeks of pregnancy).	If the new rule goes into effect, affected PRESS materials, including 5:10, *Equal Employment and Minority Recruitment*, will be updated in a future **PRESS** issue.
New FLSA Overtime Regulations Released On 4-23-24, the U.S. Dept. of Labor issued a final rule that raises the minimum salary threshold for exempt workers in two stages. Beginning 7-1-24, the minimum salary to qualify for exempt status will be increased from $684 per week ($35,568 per year) to $844 per week ($43,888 per year). Then, beginning 1-1-25, the threshold will increase again to $1,128 per week ($58,656). The threshold for the exemption for highly compensated employees will also increase. Starting 7-1-27, the rule provides for automatic increases every three years based on current earnings data. Teachers continue to be exempt from overtime under the updated rules. Legal challenges to the new rule are anticipated.	If the new rule goes into effect, 5:35, *Compliance with the Fair Labor Standards Act*, and 5:35-AP1, *Fair Labor Standards Act Exemptions*, will be updated in the fall **PRESS** issue.
Website and Mobile Application Rule Is Released On 4-24-24, the U.S. Dept. of Justice issued regulations under Title II of the Americans with Disabilities Act that will require State and local governments, including school districts, to implement the Web Content Accessibility Guidelines (WCAG) Version 2.1, Level AA for their web content and mobile apps. Districts will have to make sure their web content and mobile apps meet this technical standard by either 4-24-26, or 4-26-27, depending on the size of their local populations. There are limited and detailed exemptions to the rule, such as archived web content and preexisting conventional electronic documents (such as PDFs). For more information about this rule, see www.ada.gov/notices/2024/03/08/web-rule.	Affected **PRESS** materials, including 2:260, *Uniform Grievance Procedure*, and 8:70, *Accommodating Individuals with Disabilities*, will be updated in a future **PRESS** issue.

PRESS Issue 115 Trivia

159 pages • 59,113 words • 54 materials

Certain **PRM** materials in a **PRESS** Issue may be labeled in the **PRESS** Bundles, Revision Table and Committee Worksheets with one or more of the following categories:

NEW. This material is brand new to the **PRM**.

RENUMBERED. This material has been assigned a new number within the **PRM**, usually due to the addition of **NEW** material.

RENAMED. The title of the material has been amended.

REWRITTEN. The material has undergone significant revisions. To preserve the readability of the Committee Worksheets, suggested changes are not shown as tracked changes.

REFORMATTED. Non-substantive changes in formatting, e.g., list renumbering, have been applied for consistency throughout the **PRM**. To preserve the readability of the Committee Worksheets, such formatting changes are not reflected as tracked changes.

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions
2:70, Vacancies on the School Board – Filling Vacancies	The policy is unchanged. The footnotes are updated in response to a five-year review. ☐
2:70-E, Checklist for Filling Board Vacancies by Appointment	The exhibit is updated in response to a five-year review. ☐
2:125, Board Member Compensation; Expenses	The policy is unchanged. The footnotes are updated in response to a five-year review. ☐
2:125-E1, Board Member Expense Reimbursement Form	The exhibit is updated in response to a five-year review. ☐
2:125-E2, Board Member Estimated Expense Approval Form	The exhibit is updated in response to a five-year review. ☐
2:160, Board Attorney	The policy and footnotes are updated in response to a five-year review. ☐
2:160-E, Checklist for Selecting a Board Attorney	The exhibit is updated in response to a five-year review. ☐
2:250-AP2, Protocols for Record Preservation and Development of Retention Schedules	The exhibit is updated in response to Federal Bureau of Investigation's Criminal Justice Information Services (CJIS) Security Policy, which requires school districts to have written procedures in place to protect criminal history record information, and for continuous improvement. ☐
4:15, Identity Protection	The Legal References, Cross References, and footnotes are updated in response to a five-year review. The Legal References are updated with a minor style change. Policy 7:345, *Use of Educational Technologies; Student Data Privacy*, is added to the Cross References. ☐
4:15-AP1, Protecting the Privacy of Social Security Numbers	The procedure is updated in response to a five-year review. ☐
4:15-AP2, Treatment of Personally Identifiable Information Under Grant Awards	The procedure is updated in response to a five-year review. ☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

Number and Title	Revision Descriptions
4:40, Incurring Debt	The Legal References and footnotes are updated in response to a five-year review. The Legal References are updated with minor style changes. ☐
4:40-AP, Preparing and Updating Disclosures	**REFORMATTED.** The procedure is updated in response to a five-year review. ☐
4:70, Resource Conservation	The policy and footnotes are updated in response to a five-year review. ☐
4:70-AP, Resource Conservation	The procedure is updated in response to a five-year review. ☐
4:80, Accounting and Audits	The policy, Legal References, and footnotes are updated. The policy is updated in response to **PRESS** Advisory Board member feedback to raise the maximum balance for revolving fund bank accounts. The Legal References are updated with a minor style change. The footnotes are updated in response to 44 Ill.Admin.Code §7000.90(c)(3), added by 47 Ill.Reg. 7893, requiring districts that receive federal and State grant awards to have an annual audit of their financial statements conducted in accordance with ISBE accounting rules, and for continuous improvement. ☐
4:80-AP3, Inventory Management for Federal and State Awards	The procedure is updated in response to a five-year review. ☐
4:140, Waiver of Student Fees	The policy is unchanged. The footnotes are updated in response to 23 Ill.Admin.Code §1.245, amended at 47 Ill. Reg. 18457, addressing school fines, and for continuous improvement. ☐
4:140-AP, Fines, Fees, and Charges – Waiver of Student Fees	The exhibit is updated for the reasons stated in 4:140, *Waiver of Student Fees*, above. ☐
5:20-E, Resolution to Prohibit Sexual Harassment	The exhibit is updated in response to a five-year review. ☐
5:30-AP4, Fingerprint-Based Criminal History Record Information Security	**NEW**. The procedure is created in response to the Federal Bureau of Investigation's Criminal Justice Information Services (CJIS) Security Policy, which requires school districts to have written procedures in place to protect criminal history record information. ☐
5:35-AP2, Employee Records Required by the Fair Labor Standards Act	The procedure is unchanged in response to a five-year review. ☐
5:35-AP3, Compensable Work Time for Non-Exempt Employees Under the FLSA	The procedure is updated in response to a five-year review. ☐
5:35-AP4, Fair Labor Standards Act 12-Step Compliance Checklist	The procedure is updated in response to a five-year review. ☐
5:35-E, Volunteer Agreement Executed by a Non-Exempt Employee	The exhibit unchanged in response to a five-year review. ☐
5:120-E, Code of Ethics for Illinois Educators	The exhibit is unchanged in response to a five-year review. ☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

Number and Title	Revision Descriptions
5:130, Responsibilities Concerning Internal Information	The Legal References, Cross References, and footnotes are updated in response to a five-year review. A Cross Reference to policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*, is added. ☐
5:180, Temporary Illness or Temporary Incapacity	The policy is unchanged. The footnotes are updated in response to a five-year review. ☐
5:200, Terms and Conditions of Employment and Dismissal	The Legal References and footnotes are updated in response to 105 ILCS 5/22-96, addressing short-term approvals for educators. The footnotes are also updated for continuous improvement. ☐
5:250-AP, School Visitation Leave	The procedure is updated in response to a five-year review. ☐
5:285, Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers	The Legal References and footnotes are updated in response to a five-year review. The Legal References are updated with a minor style change. ☐
5:310, Compensatory Time-Off	The Legal References and footnotes are updated in response to a five-year review. The Legal References are updated with a minor style change. ☐
5:310-E, Agreement to Receive Compensatory Time-Off	The exhibit is unchanged in response to a five-year review. ☐
6:110, Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program	The policy is unchanged. The footnotes are updated in response to a five-year review. ☐
6:120-AP1, E2, Special Education Required Notice and Consent Forms	The exhibit is unchanged in response to a five-year review. ☐
6:120-AP2, Access to Classrooms and Personnel	The procedure is updated in response to a five-year review. ☐
6:120-AP2, E1, Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes	The exhibit is updated in response to a five-year review. ☐
6:140, Education of Homeless Children	The Legal References, Cross References, and footnotes are updated. The Legal References and footnotes are updated in response to 23 Ill.Admin.Code §1.241, *Dispute Resolution for Students Experiencing Homelessness*, added at 47 Ill. Reg. 2411. The footnotes are updated for continuous improvement. Policy 4:140, *Waiver of Student Fees*, is added to the Cross References. ☐
6:140-AP, Education of Homeless Children	The procedure is updated in response to 23 Ill.Admin.Code §1.241, *Dispute Resolution for Students Experiencing Homelessness*, added at 47 Ill.Reg. 241, and for continuous improvement. ☐
6:150, Home and Hospital Instruction	The policy and footnotes are updated in response to a five-year review. ☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

Number and Title	Revision Descriptions
6:170-AP2, E1, District Annual Report Card Required by Every Student Succeeds Act (ESSA)	The exhibit is updated in response to a five-year review. ☐
6:230, Library Media Program	The policy is unchanged. The footnotes are updated in response to 23 Ill. Admin.Code §§3035.120 and 3035.140, amended by 48 Ill.Reg. 948, requiring a district to establish written procedures if it adopts an alternative written statement to prohibit the banning of books or resources. ☐
6:230-AP, Responding to Complaints About Library Media Resource	The procedure is updated for the reason stated in 6:230, *Library Media Program,* above. ☐
6:280-AP, Evaluating and Reporting Student Achievement	The procedure is updated in response to a five-year review. ☐
6:300-E1, Application for a Diploma for a Service member Killed in Action or for Veterans of WWII, the Korean Conflict, or the Vietnam Conflict	The exhibit is unchanged in response to a five-year review. ☐
7:40-AP, Placement of Nonpublic School Students Transferring Into the District	The procedure is unchanged in response to a five-year review. ☐
7:170, Vandalism	The Legal References are updated with a minor style change in response to a five-year review. ☐
7:240-AP2, Extracurricular Drug and Alcohol Testing Program	The procedure is updated in response to a five-year review. ☐
7:250-AP1, Measures to Control the Spread of Head Lice at School	The procedure is unchanged in response to a five-year review. ☐
7:270-E2, School Medication Authorization Form – Medical Cannabis	The exhibit is updated in response to a five-year review. ☐
7:280-AP, Managing Students with Communicable or Infectious Diseases	The procedure is updated in response to 77 Ill.Admin.Code Part 690, amended by 47 Ill. Reg. 18112 and 48 Ill. Reg. 4098, revising rules regarding various communicable diseases. ☐
7:280-E2, Reporting and Exclusion Requirements for Common Communicable Diseases	The exhibit is updated for the reson stated in 7:280-AP, *Managing Students with Communicable or Infectious Diseases,* above. ☐
8:25-AP, Advertising and Distributing Materials in Schools Provided by Non-School Related Entities	The procedure is updated in response to a five-year review. ☐
8:95-E1, Letter Notifying Parents/ Guardians of School Visitation Rights	The exhibit is updated in response to a five-year review. ☐

Office of General Counsel

The IASB Office of General Counsel's mission is to honestly, professionally, and credibly protect and preserve IASB through legal risk management and compliance services for the IASB Board of Directors and staff; promote best practices to IASB members; create educational products and services; and maintain strong, collaborative relationships with the public education community.

Issue 115 Lead:



Debra Jacobson
Assistant PRESS Editor,
Assistant General Counsel
(ext. 1211) djacobson@iasb.com



Jeremy Duffy
PRESS Editor,
Deputy Executive Director
and General Counsel
(ext. 1234) jduffy@iasb.com



Maryam Brotine
Assistant PRESS Editor,
Assistant General Counsel
(ext. 1219) mbrotine@iasb.com



Ummehani Faizullabhoy
Assistant Director,
Office of General Counsel
(ext. 1227) ufaizullabhoy@iasb.com



Michael Ifkovits
Legal Assistant,
Office of General Counsel
(ext. 1237) mifkovits@iasb.com



Karis Li
Legal Assistant,
Office of General Counsel
(ext. 1236) kli@iasb.com

Acknowledgement to PRESS Advisory Board

The **P**olicy **R**eference **E**ducation **S**ubscription **S**ervice (**PRESS**) Advisory Board consists of a group of distinguished individuals, from the legal and education field. These individuals dedicate and volunteer their time to provide valuable input and suggestions on **PRESS** Issues. We appreciate their contributions and thank them sincerely.

— Jeremy Duffy, Maryam Brotine, Debra Jacobson

Charles Watkins, Associate Director/General Counsel, Illinois Association of School Administrators

Brian Schwartz, Deputy Executive Director & General Counsel, Illinois Principals Association

Heather K. Brickman, Attorney, Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP

Dr. Kimberly C. Chambers, Executive Director, Illinois Association of School Personnel Administrators; Director of Human Resources, Adlai E. Stevenson High School District 125

Teri Engler, Attorney, Engler Callaway Baasten & Sraga, LLC

Dr. Dale R. Fisher, Assistant Superintendent for Human Resources, Deerfield Public Schools District 109

Yashekia Goldsmith, Deputy General Counsel, Rockford Public Schools

Stephanie E. Jones, Attorney, Kriha Boucek LLC

Kathy Marshall, Assistant Superintendent, Bureau-Henry-Stark ROE 28

Steve Miller, Executive Director of Business Operations, Schaumburg CCSD 54

David G. Penn, Attorney, Schmiedeskamp, Robertson, Neu & Mitchell LLP

Merry Rhoades, Attorney, Tueth, Keeney, Cooper, Mohan & Jackstadt P.C.

M. Curt Richardson, Attorney, McLean County Unit District 5

Caroline Roselli, Attorney, Robbins Schwartz

Wayne Savageau, former IASB Policy Consultant, and former Superintendent

Dr. Lisa L. Smith, Retired Associate Superintendent for Educational Services, Community School District 308

Dr. Glenn A. Wood, Assistant Superintendent, Plainfield Community Consolidated School District 202

H. Allen Yow, Attorney, Rammelkamp Bradney, Attorneys at Law

IASB Staff Members, especially Policy Services Directors and select Field and Equity Services and Governmental Relations Directors

Special Acknowledgement to IASB Legal Assistants

The following individuals provide us with excellent assistance between and during the drafting of each **PRESS** issue. We also thank them and appreciate their dedication and contributions to the quality of this service.

Ummehani Faizullabhoy, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

Michael Ifkovits, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

Karis Li, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

IASB Illinois Association of School Boards
Lighting the Way to Excellence in School Governance

2921 Baker Drive, Springfield, Illinois 62703-5929, Phone: (217) 528-9688
One Imperial Place, 1 East 22nd Street, Suite 310, Lombard, Illinois 60148-6120, Phone: (630) 629-3776

Homewood-Flossmoor CHSD 233 - Issue 115 Draft Updates

Document Status: Draft Update

SECTION 2- BOARD OF EDUCATION

2:70 Vacancies on the Board of Education - Filling Vacancies

Vacancy

Elective office of a Board of Education member becomes vacant before the term's expiration when any of the following occurs:

1. Death of the incumbent,
2. Resignation in writing filed with the Secretary of the Board,
3. Legal disability,
4. Conviction of a felony, bribery, perjury, or other infamous crime or of any offense involving a violation of official oath or of a violent crime against a child,
5. Removal from office,
6. The decision of a competent tribunal declaring his or her election void,
7. Ceasing to be an inhabitant of the District or a particular area from which he or she was elected, if the residential requirements contained in the School Code are violated,
8. An illegal conflict of interest, or
9. Acceptance of a second public office that is incompatible with Board membership.

Filling Vacancies

Whenever a vacancy occurs, the remaining members shall notify the appropriate Intermediate Service Center Executive Director[PRESSPlus1] of that vacancy within five days after its occurrence and shall fill the vacancy until the next regular board election, at which election a successor shall be elected to serve the remainder of the unexpired term. However, if the vacancy occurs with less than 868 days remaining in the term or less than 88 days before the next regularly scheduled election, the person so appointed shall serve the remainder of the unexpired term, and no election to fill the vacancy shall be held. Members appointed by the remaining members of the Board to fill vacancies shall meet any residential requirements as specified in the School Code. The Board shall fill the vacancy within 60 days after it occurred by a public vote at a meeting of the Board.

Immediately following a vacancy on the Board, the Board will publicize it and accept résumés from District residents who are interested in filling the vacancy. After reviewing the applications, the Board may invite the prospective candidates for personal interviews to be conducted during duly scheduled closed meetings.

LEGAL REF.:

105 ILCS 5/10-10 and 5/10-11.

CROSS REF.: 2:40 (Board Member Qualifications), 2:60 (Board Member Removal from Office), 2:120 (Board Member Development)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. Updated for clarity. **Issue 115, June 2024**

Document Status: Draft Update

SECTION 2- BOARD OF EDUCATION

2:125 Board Member Compensation; Expenses

Board Member Compensation Prohibited

Board of Education members provide volunteer service to the community and may not receive compensation for services, except that a Board member serving as the Board Secretary may be paid an amount up to the statutory limit if the Board so provides.

Roll Call Vote

All Board member expense requests for travel, meals, and/or lodging must be approved by roll call vote at an open meeting of the Board.

Regulation of School District Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses in the District by resolution. No later than approval of the annual budget and when necessary, the Superintendent will recommend a maximum allowable reimbursement amount for expenses to be included in the resolution. The recommended amount should be based upon the District's budget and other financial considerations.

Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the Board member, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event.

Exceeding the Maximum Allowable Reimbursement Amount(s)

All requests for expense advancements, reimbursements, and/or purchase orders that exceed the maximum allowable reimbursement amount set by the Board may only be approved by it when:

1. The Board's resolution to regulate expenses allows for such approval;
2. An emergency or other extraordinary circumstance exists; and
3. The request is approved by a roll call vote at an open Board meeting.

Advancements

The Board may advance to its members actual and necessary expenses to be incurred while attending:

1. Meetings sponsored by the Illinois State Board of Education or by the appropriate Intermediate Service Center Executive Director;PRESSPlus1
2. County or regional meetings and the annual meeting sponsored by any Board of Education association complying with Article 23 of the School Code; and

3. Meetings sponsored by a national organization in the field of public school education.

Expense advancement requests must be submitted to the Superintendent or designee on the Board's standardized estimated expense approval form. After spending expense advancements, Board members must use the Board's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. A Board member must return to the District any portion of an expense advancement not used. If an expense advancement is not requested, expense reimbursements may be issued by the Board to its members for the activities listed in numbers one through three, above, along with registration fees or tuition for a course(s) that allowed compliance with the mandatory trainings described in policy 2:120, *Board Member Development* and other professional development opportunities that are encouraged by the School Code (see the **Reimbursements and Purchase Orders** subhead, below). Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursement is not guaranteed and, when possible, Board members should seek pre-approval of expenses by providing an estimation of expenses on the Board's standardized estimated expense approval form, except in situations when the expense is diminutive. When pre-approval is not sought, Board members must seek reimbursement on the Board's standardized expense reimbursement form. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

Credit and Procurement Cards

Credit and procurement cards shall not be issued to Board members.

Standardized Expense Form(s) Required

All requests for expense advancement, reimbursement, and/or purchase orders in the District must be submitted on the appropriate itemized, signed standardized form(s). The form(s) must show the following information:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and office of the Board member who is requesting the expense advancement or reimbursement. Receipts from group functions must include the names, offices, and job titles of all participants.
3. The date(s) of the official business on which the expense advancement or reimbursement will be or was expended.
4. The nature of the official business conducted when the expense advancement or reimbursement will be or was expended.

Types of Official Business for Expense Advancements, Reimbursements, and Purchase Orders

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:

    a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of

the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form.

b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.

c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.

d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.

e. Taxis, airport limousines, ride sharing or other local transportation costs.

3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants

All Board member expenses for travel charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must comply with Board policy 5:60, Expenses, and its implementing procedures. Travel expenses include costs for transportation, lodging, meals, and related items.

LEGAL REF.:

105 ILCS 5/10-20 and 5/10-22.32.

30 ILCS 708/, Government Accountability and Transparency Act.

50 ILCS 150/, Local Government Travel Expense Control Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:120 (Board Member Development), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 5:60 (Expenses)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. Updated for clarity. **Issue 115, June 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:70 Resource Conservation

The Superintendent or designee shall manage a program of energy and resource conservation for the District that includes:

1. Periodic review of procurement procedures and specifications to ensure that purchased products and supplies are reusable, durable, or made from recycled materials, if economically and practically feasible.
2. Purchasing recycled paper and paper products in amounts that will, at a minimum, meet the specifications in the School Code, if economically and practically feasible.
3. Periodic review of procedures on the reduction of solid waste generated by academic, administrative, and other institutional functions. These procedures shall: (a) require recycling the District's waste stream, including landscape waste, computer paper, and white office paper, if economically and practically feasible; (b) include investigation of the feasibility of potential markets for other recyclable materials that are present in the District's waste stream; and (c) establish a goal for the~~be designed to achieve, before July 1, 2020, at least a 50%~~ reduction in the amount of solid waste ~~that is~~ generated by the District, when it is economically and practically feasible to do so.PRESSPlus1
4. ~~Adherence to c~~Energy conservation measures.

LEGAL REF.:

105 ILCS 5/10-20.19c and 5/19b.

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs)

Adopted: January 17, 2023

PRESSPlus Comments

PRESSPlus 1. Updated in response to a five-year review. **Issue 115, June 2024**

Document Status: Draft Update

OPERATIONAL SERVICES

4:80 Accounting and Audits

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing,* as adopted by the Ill. State Board of Education (ISBE), State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent or designee, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

Annual Audit

At the close of each fiscal year, the Superintendent or designee shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent or designee shall annually, on or before October 15, submit an original and one copy of the audit to the appropriate Intermediate Service Center Executive Director.PRESSPlus1

Annual Financial Report

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by the ISBE. The Superintendent shall review and discuss the Annual Financial Report with the Board before it is submitted.

Inventories

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by 2 C.F.R. §200.313, if applicable. The Superintendent or designee shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law.

Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of $5,000 and have an estimated useful life greater than one year.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that

is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent or designee shall establish procedures for the disposition of property acquired by the District under grant awards that comply with federal and State law.

Taxable Fringe Benefits

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent or designee shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Each revolving fund shall be maintained in a bank that has been approved by the Board and established in an amount approved by the Superintendent consistent with the annual budget. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. The CSBO and Superintendent shall sign all checks issued by the School District, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

Internal Controls

The Superintendent or designee is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action. The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.

8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
9. Any unnecessary weaknesses or financial risks must be promptly corrected.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third-party to audit internal controls in addition to the annual audit.

LEGAL REF.:

2 C.F.R. §200 *et seq*.

30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill.Admin.Code 7000 *et seq*.

105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 *et seq*.

23 Ill.Admin.Code Part 100.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards), 4:90 (Student Activity and Fiduciary Funds)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. Updated for clarity. **Issue 115, June 2024**

Document Status: Draft Update

General Personnel

5:130 Responsibilities Concerning Internal Information

District employees are responsible for maintaining: (1) the integrity and security of all internal information, and (2) the privacy of confidential records, including but not limited to: student school records, personnel records, and the minutes of, and material disclosed in, a closed Board of Education meeting. Internal information is any information, oral or recorded in electronic or paper format, maintained by the District or used by the District or its employees. The Superintendent or designee shall manage procedures for safeguarding the integrity, security, and, as appropriate, confidentiality of internal information.

LEGAL REF.:

~~Family Educational and Privacy Rights Act,~~ 20 U.S.C. §1232g, Family Educational and Privacy Rights Act.

~~Uses and Disclosures of Protected Health Information; General Rules,~~ 45 C.F.R. §164.502., Uses and Disclosures of Protected Health Information; General Rules.

~~Ill. Freedom of Information Act,~~ 5 ILCS 140/, Ill. Freedom of Information Act.

~~Local Records Act,~~ 50 ILCS 205/, Local Records Act.

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

105 ILCS 85, Student Online Personal Protection Act.[PRESSPlus1]

~~Personnel Record Review Act,~~ 820 ILCS 40/, Personnel Record Review Act.

CROSS REF.: 2:140 (Communications To and From the Board), 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 115, June 2024**

Document Status: Draft Update

Professional Personnel

5:200 Terms and Conditions of Employment and Dismissal

The Board of Education delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable individual employment contract or collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

School Year and Day, Duty-Free Lunch, Salary, Assignments and Transfers, Dismissal, Evaluation

Please refer to the applicable collective bargaining agreement(s)

The District accommodates employees who are nursing mothers according to provisions in State and federal law.

School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in 105 ILCS 5/14-1.09a.

LEGAL REF.:

29 U.S.C. §218(d), Pub. L. 117-328, Pump for Nursing Mothers Act.

42 U.S.C. §2000gg *et seq*., Pub. L. 117-328, Pregnant Workers Fairness Act.

105 ILCS 5/10-19, 5/10-19.05, 5/10-20.65, 5/14-1.09a, 5/22-965, PRESSPlus1 5/22.4, 5/24-16.5, 5/24-2, 5/24-8, 5/24-9, 5/24-11, 5/24-12, 5/24-21, 5/24A-1 through 24A-20.

820 ILCS 260/, Nursing Mothers in the Workplace Act.

23 Ill.Admin.Code Parts 50 (Evaluation of Educator Licensed Employees) and 51 (Dismissal of Tenured Teachers).

Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532(1985).

CROSS REF.: 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

Adopted: February 20, 2024

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/22-96, added by P.A. 103-46 and amended by P.A. 103-564, requires

school districts, when hiring or assigning educators for physical education, music, or visual arts, to prioritize the hiring or assigning of educators who hold an educator license and endorsement in those areas. The law also requires educators in these areas to obtain short-term approval if they are not licensed in the content area, or, if no short-term approval is available, they must meet criteria specified by the Ill. State Board of Education (ISBE). Educators must obtain an endorsement in the area being taught prior to the end of the short-term approval period to continue to maintain the educator's employment for subsequent school years. In the alternative, educators do not need to be licensed, obtain short-term approval, or meet other ISBE requirements if they meet the requirements of Title 23 of the Illinois Administrative Code except for Section 1.710. **Issue 115, June 2024**

Document Status: Draft Update

INSTRUCTION

6:140 Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. A *homeless child* is defined as provided in the McKinney-Vento Homeless Assistance Act and the Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

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

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Intermediate Service Center Executive Director and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.:

42 U.S.C. §11431 *et seq*., McKinney-Vento Homeless Assistance Act.

105 ILCS 45/, Education for Homeless Children Act.

23 Ill.Admin.Code §1.241.PRESSPlus1

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 4:140 (Waiver of Student Fees), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

Adopted: January 17, 2023

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 115, June 2024**

PRESS Update Memo Issue 116

ISSUE 116
August 2024

Update Memo

Please distribute to board members and appropriate staff.

PRESS

Policy Reference Education Subscription Service

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Debra Jacobson, Associate General Counsel and **PRESS** Editor, 630/629-3776, ext. 1211, Jeremy Duffy, IASB Deputy Executive Director/ General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1226; or Maryam Brotine, Associate General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1219.

Contents

Instructions ..... **p. 1**

PRESS Terminology ..... **p. 2**

PRESS Issue 116 Topic Bundle ..... **p. 2**

Progress Report ..... **p. 3**

Revisions to Policies, Administrative Procedures, and Exhibits (numerical table) ..... **p. 4**

Next Issue: Fall Legislative Update

Online Instructions

Please follow these four easy steps to log in to **PRESS**:

- Go to www.iasb.com and click on the button on the top navigation.

1. Enter your email address and password.
   - If you do not know your password, do not create a new account; reset your password using your district email address. Use the "forgot your password?" link. Make sure to check your spam folder for an email from info@iasb.com, if you do not see it in your email inbox.
   - If you are still having difficulty logging in, please contact your District's Superintendent or Administrative Assistant to make sure you are listed as an authorized user on the District Roster.
   - If you continue to have difficulty signing on to www.iasb.com, please contact Michael Ifkovits at mifkovits@iasb.com.
3. Click the button on the top navigator bar. This will bring you to your account page
4. Under "**My Account Links**," click on "**PRESS Login**."

IASB Illinois Association of School Boards
Lighting the Way to Excellence in School Governance

Please share this **PRESS** Update Memo with all board members and appropriate staff.

Two other important components of **PRESS** may be viewed and downloaded from **PRESS Online**: Committee Worksheets and the updated **P**olicy **R**eference **M**anual (**PRM**) pages.

The Committee Worksheets, found by selecting a *PRESS Issue* at the top of the **PRESS Online** Table of Contents, show suggested changes to **PRESS** material by striking out deleted words and underscoring new words, a.k.a "tracked changes."

For answers to common questions about using **PRESS**, see Q&A: Getting the Most Out of Your PRESS Subscription, now available on IASB's website.

Updated **PRM** pages can be found in the IASB POLICY REFERENCE MANUAL Table of Contents. For visual instruction about how to download and use **PRM** pages to update your policy manual, please go to www.iasb.com/policy/ to view the **PRESS** video tutorial located under the header entitled: **PRESS – P**olicy **R**eference **E**ducation **S**ubscription **S**ervice.

PRESS Bundle

The bundle summarizes the global reasons for changes to all materials that are listed.

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table beginning on p. 4.

Please spend time reviewing the **PRESS** online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

Have feedback on **PRESS** materials?
Click on the **PRESS** Feedback Button, located on the header bar of **PRESS** Online. For answers to more immediate questions about **PRESS** content, please contact a **PRESS** editor directly.

Copyright © 2024 Illinois Association of School Boards. All Rights Reserved

Title IX Regulations

The U.S. Dept. of Education released final regulations implementing Title IX of the Education Amendments of 1972 (Title IX), effective 8-1-24. Compared to the previous Title IX regulations, the new 2024 Title IX regulations:

- Expand the breadth of Title IX grievance procedures to require that they be used to address *all* Title IX sex discrimination complaints, not just complaints of sexual harassment.
- Clarify that the scope of Title IX sex discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.
- Allow districts the flexibility to use a single investigator/decisionmaker template, so that the same individual who investigates a Title IX complaint may also make a decision regarding the complaint.

The 2:265 suite of **PRESS** material has been overhauled in response to the 2024 Title IX regulations, beginning with **REWRITTEN** sample policy 2:265, *Title IX Grievance Procedure*. Districts must still develop a notice of nondiscrimination, train all employees on Title IX, and respond in some manner to all reports of alleged Title IX sex discrimination, regardless of whether a formal complaint is filed. These requirements are set forth in **REWRITTEN** sample administrative procedure 2:265-AP1, *Title IX Response*. Should a formal Title IX complaint be filed, requirements for processing a complaint are set forth in **REWRITTEN** sample administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process*. **NEW** sample administrative procedure 2:265-AP3, *Title IX Coordinator,* states all Title IX Coordinator responsibilities in one document. **REWRITTEN s**ample exhibit 2:265-E, *Title IX Glossary of Terms*, contains all updated terms from the 2024 Title IX Regulations, as well as a sample definition of *consent* and a summary of sex discrimination governed by laws other than Title IX.

Aside from material in the 2:265 suite, most **PRESS** material impacted by the 2024 Title IX regulations has also been updated in this issue. Please note, however, that the following items will be updated in response to both the 2024 Title IX regulations and recent Illinois legislative changes in **PRESS** Issue 117 (October 2024): sample administrative procedure 2:250-E2, *Immediately Available Public Records and Web-Posted Reports*; sample policy 5:20, *Workplace Harassment Prohibited*; and sample policy 7:10, *Equal Educational Opportunities.*

The **PRESS** editors extend their gratitude to the following individuals for their expert drafting and feedback on many pieces of **PRESS** material on Title IX Regulation updates: **Emily P. Bothfeld**, Partner, Robbins Schwartz; **Amy K. Dickerson**, Partner, Franczek P.C.; **Stephanie E. Jones,** Partner, Kriha Boucek; **Maureen A. Lemon**, Partner, Ottosen DiNolfo Hasenbalg & Castaldo, Ltd.; **Ellen D. Lueking**, Senior Associate, Miller, Tracy, Braun, Funk & Miller, Ltd.; and **Jennifer M. Rosenberg**, Partner, Hodges, Loizzi, Eisenhammer, Rodick & Kohn, LLP.

PRESS Terminology

What are the meanings of the "AP" and "E" after certain policy numbers?

The **PRESS P**olicy **R**eference **M**anual (**PRM**) is an encyclopedia of sample board policies, administrative procedures, and exhibits. They are all in numerical order for easy reference. **PRESS** recommends that local school districts maintain separate board policy and administrative procedure manuals to help distinguish for the board, staff, students, parents, and community members, the distinction between board documents and staff documents, board work, and staff work.

Policy. The board develops policies with input from various sources like district administrators, the board attorney, and **PRESS** materials. The board then formally adopts the policies, often after more than one consideration.

> **After adoption by the board, each policy should have an adoption date.**

Administrative Procedures. Administrative procedures are developed by the superintendent, administrators, and/or other district staff members. The staff develops the procedures that guide implementation of the policies. Administrative procedures are not adopted by the board, which allows the superintendent and staff the flexibility they need to keep the procedures current. **PRESS** sample procedures are numbered to correspond with the policies that they implement for easy reference. For example, policy 6:190's related administrative procedure is 6:190-AP.

> **Administrative procedures should be dated for implementation by the administrative staff and kept separately from the board policy manual.**

Exhibits. Both board policies and administrative procedures may have related exhibits. Exhibits provide information and forms intended to be helpful to the understanding or implementation of either a board policy or administrative procedure, and they do not require formal board adoption. **PRESS** sample exhibits are numbered to correspond to the related board policy or administrative procedure. For example, Board Policy 2:70 has a related exhibit numbered 2:70-E. Administrative procedure 7:340-AP1 has a related exhibit numbered 7:340-AP1, E.

> **Exhibits labeled with an "E" may provide guidance for board work or staff work. Those providing guidance for board work should be dated for implementation by the board. Those providing guidance for the staff should be dated for implementation by the administrative staff.**
>
> **Administrative procedures exhibits, always labeled with the "AP, E" format should be dated for implementation by the administrative staff.**

The following **PRESS** materials are updated or created in response to the 2024 Title IX regulations:

2:260, Uniform Grievance Procedure
2:265, Title IX Grievance Procedure – **REWRITTEN**
2:265-AP1, Title IX Response – **REWRITTEN**
2:265-AP2, Formal Title IX Complaint Grievance Process – **REWRITTEN**
2:265-AP3, Title IX Coordinator – **NEW**
2:265-E, Title IX Glossary of Terms – **REWRITTEN**
5:100, Staff Development Program
7:10-AP1, Accommodating Transgender, Nonbinary, or Gender Nonconforming Students
7:10-AP2, Accommodating Breastfeeding Students
7:20, Harassment of Students Prohibited
7:20-AP, Harassment of Students Prohibited
7:185, Teen Dating Violence Prohibited

Please also spend time reviewing the **PRESS** Online Committee Worksheets for these materials, which will provide further, more on-the-spot detailed explanations in the footnotes, along with added comment boxes by the **PRESS** Editors when necessary.

Progress Report - The contents of this table frequently change.

Topics	Our Response
New Law Requires Districts to Develop Cardiac Emergency Response Plans Public Act 103-608, effective 1-1-25, will require districts to develop a cardiac emergency response plan (CERP) and distribute it to all teachers, administrators, school support personnel, coaches, and any other staff identified by the district. The law also incorporates review of the CERP into a district's annual review of its emergency and crisis response plan. Finally, starting with the 2025-26 school year, each district will have to provide information to staff regarding emergency procedures and life saving techniques no later than 30 days after the first day each school year. Specific training, however, is not required.	Relevant materials, including sample **PRESS** policy 4:170, *Safety*, and other materials within the 4:170 suite will be updated in **PRESS** Issue 117.
Reminder That Boards Need to Study and Decide Potential Opt-Out From College and Career Pathway Endorsement Requirement by 7-1-25 As we have reported in prior Progress Reports, 105 ILCS 5/10-20.83, added by P.A. 102-917, will require boards to elect to implement College and Career Pathway Endorsements for grades 9 through 12 by 7-1-25, unless a board decides to opt out of all or part of the requirement by adopting a set of findings that considers six different factors. Final regulations implementing the College and Career Pathway Endorsement System were issued on 5-9-24. 23 Ill.Admin.Code Part 258. Districts will also be required to adopt and commence implementation of career exploration and career development activities for grades 6-12 in accordance with the Illinois PaCE Framework by 7-1-25. For additional resources, see www.isbe.net/pathwayendorsements, www.isbe.net/Pages/Student-Resources.aspx, and www.isac.org/pace/index.html.	Relevant **PRESS** materials, including sample policy 6:60, *Curriculum Content*, will be updated in **PRESS** Issue 117.

PRESS Issue 116 Trivia

71 pages • 22,918 words • 12 PRM materials

Certain **PRM** materials in a **PRESS** Issue may be labeled in the **PRESS** Bundles, Revision Table and Committee Worksheets with one or more of the following categories:

NEW. This material is brand new to the **PRM**.

RENUMBERED. This material has been assigned a new number within the **PRM**, usually due to the addition of **NEW** material.

RENAMED. The title of the material has been amended.

REWRITTEN. The material has undergone significant revisions. To preserve the readability of the Committee Worksheets, suggested changes are not shown as tracked changes.

REFORMATTED. Non-substantive changes in formatting, e.g., list renumbering, have been applied for consistency throughout the **PRM**. To preserve the readability of the Committee Worksheets, such formatting changes are not reflected as tracked changes.

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions
2:260, Uniform Grievance Procedure	The policy, Legal References, and footnotes are updated. The policy and footnotes are updated for continuous improvement and in response to final regulations implementing Title IX of the Education Amendments of 1972 (Title IX), requiring all Title IX sex discrimination complaints to be processed using sample policy 2:265, *Title IX Grievance Procedure*. Footnote 4 is updated in response to final regulations implementing Title II of the Americans with Disabilities Act (Title II), requiring school districts to implement the Web Content Accessibility Guidelines (WCAG) Version 2.1, Level AA for their web content and mobile apps. The Legal References are updated for continuous improvement. ☐
2:265, Title IX Grievance Procedure	**REWRITTEN.** The policy and footnotes are updated in response to final regulations implementing Title IX. ☐
2:265-AP1, Title IX Response	**REWRITTEN.** The procedure is updated for the reason stated in 2:265, *Title IX Grievance Procedure*, above. ☐
2:265-AP2, Formal Title IX Complaint Grievance Process	**REWRITTEN.** The procedure is updated for the reason stated in 2:265, *Title IX Grievance Procedure*, above. ☐
2:265-AP3, Title IX Coordinator	**NEW.** The procedure is created for the reason stated in 2:265, *Title IX Grievance Procedure*, above. ☐
2:265-E, Title IX Glossary of Terms	**REWRITTEN.** The exhibit is updated for the reason stated in 2:265, *Title IX Grievance Procedure*, above. ☐

Revisions to Policies, Administrative Procedures, and Exhibits — *continued*

5:100, Staff Development Program	The policy, Administrative Procedure References, and footnotes are updated. The policy and footnotes are updated in response to: 1. 105 ILCS 5/10-22.39(b-5), amended by P.A. 103-603, eff. 1-1-25, deleting "chronic health conditions of students" from the list of required staff training regarding health conditions of students; 2. 105 ILCS 5/10-22.39(b-20), amended by P.A. 103-603, eff. 1-1-25, requiring in-service training on the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11; and 3. 34 C.F.R. §106.8(d), updating Title IX training requirements for staff. The footnotes are also updated in response to: 1. 105 ILCS 5/10-22.39(b-5)(7), amended by P.A. 103-603, eff. 1-1-25, providing immunity for trained employees using a trauma kit; 2. 105 ILCS 110/3, amended by P.A. 103-609, eff. 1-1-25, requiring districts to provide staff with information on emergency procedures and life-saving techniques within 30 days after the first day of each school year; and 3. Continuous improvement. The Administrative Procedure References are updated to add **NEW** sample administrative procedure 2:265-AP3, *Title IX Coordinator*.	☐
7:10-AP1, Accommodating Transgender, Nonbinary, or Gender Nonconforming Students	The procedure is updated for the reason stated in 2:265, *Title IX Grievance Procedure*, above.	☐
7:10-AP2, Accommodating Breastfeeding Students	The procedure is updated for the reason stated in 2:265, *Title IX Grievance Procedure*, above.	☐
7:20, Harassment of Students Prohibited	The policy and footnotes are updated for the reason stated in 2:265, *Title IX Grievance Procedure*, above, and for continuous improvement.	☐
7:20-AP, Harassment of Students Prohibited	The procedure is updated to ensure alignment with continuous improvement updates made to sample policy 2:260, *Uniform Grievance Procedure*.	☐
7:185, Teen Dating Violence Prohibited	The policy is updated for the reason stated in 2:265, *Title IX Grievance Procedure*, above, and for continuous improvement.	☐

Office of General Counsel

The IASB Office of General Counsel's mission is to honestly, professionally, and credibly protect and preserve IASB through legal risk management and compliance services for the IASB Board of Directors and staff; promote best practices to IASB members; create educational products and services; and maintain strong, collaborative relationships with the public education community.



Debra Jacobson
PRESS Editor,
Associate General Counsel
(ext. 1211) djacobson@iasb.com



Jeremy Duffy
Assistant PRESS Editor,
Deputy Executive Director
and General Counsel
(ext. 1234) jduffy@iasb.com



Maryam Brotine
Assistant PRESS Editor,
Associate General Counsel
and Director, Diversity, Equity
& Inclusion Services
(ext. 1219) mbrotine@iasb.com



Ummehani Faizullabhoy
Assistant Director,
Office of General Counsel
(ext. 1227) ufaizullabhoy@iasb.com



Michael Ifkovits
Legal Assistant,
Office of General Counsel
(ext. 1237) mifkovits@iasb.com



Karis Li
Legal Assistant,
Office of General Counsel
(ext. 1236) kli@iasb.com

Acknowledgement to PRESS Advisory Board

The **P**olicy **R**eference **E**ducation **S**ubscription **S**ervice (**PRESS**) Advisory Board consists of a group of distinguished individuals, from the legal and education field. These individuals dedicate and volunteer their time to provide valuable input and suggestions on **PRESS** Issues. We appreciate their contributions and thank them sincerely.

— Debra Jacobson, Jeremy Duffy, Maryam Brotine

Charles Watkins, Associate Director/General Counsel, Illinois Association of School Administrators

Brian Schwartz, Deputy Executive Director & General Counsel, Illinois Principals Association

Heather K. Brickman, Attorney, Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP

Dr. Kimberly C. Chambers, Executive Director, Illinois Association of School Personnel Administrators; Director of Human Resources, Adlai E. Stevenson High School District 125

Teri Engler, Attorney, Engler Callaway Baasten & Sraga, LLC

Dr. Dale R. Fisher, Assistant Superintendent for Human Resources, Deerfield Public Schools District 109

Yashekia Goldsmith, Deputy General Counsel, Rockford Public Schools

Stephanie E. Jones, Attorney, Kriha Boucek LLC

Kathy Marshall, Assistant Superintendent, Bureau-Henry-Stark ROE 28

Steve Miller, Assistant Superintendent of Business Operations, Schaumburg CCSD 54

David G. Penn, Attorney, Schmiedeskamp, Robertson, Neu & Mitchell LLP

Merry Rhoades, Attorney, Tueth, Keeney, Cooper, Mohan & Jackstadt P.C.

M. Curt Richardson, Attorney, McLean County Unit District 5

Caroline Roselli, Attorney, Robbins Schwartz

Wayne Savageau, former IASB Policy Consultant, and former Superintendent

Dr. Lisa L. Smith, Retired Associate Superintendent for Educational Services, Community School District 308

Dr. Glenn A. Wood, Assistant Superintendent, Plainfield Community Consolidated School District 202

H. Allen Yow, Attorney, Rammelkamp Bradney, Attorneys at Law

IASB Staff Members, especially Policy Services Directors and select Outreach & Training and Governmental Relations Directors

Special Acknowledgement to IASB Legal Assistants

The following individuals provide us with excellent assistance between and during the drafting of each **PRESS** issue. We also thank them and appreciate their dedication and contributions to the quality of this service.

Ummehani Faizullabhoy, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

Michael Ifkovits, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

Karis Li, Office of General Counsel, preparation, formatting, quality assurance, editor, State and federal regulations monitor

IASB Illinois Association of School Boards
Lighting the Way to Excellence in School Governance

Homewood-Flossmoor CHSD 233 - Issue 116 Draft Updates

Document Status: Draft Update

SECTION 2- BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act, 42 U.S.C. §12101 *et seq*.
2. ~~Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX sexual harassment complaints governed by Board policy 2:265, *Title IX Grievance Procedure*~~PRESSPlus1
3. Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §791 *et seq*.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, 775 ILCS 5/; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d *et seq*.; and/or Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq*. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq*. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a); Illinois Human Rights Act, 775 ILCS 5/; and Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e *et seq*. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60
8. Bullying, 105 ILCS 5/27-23.7
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, 820 ILCS 180/
12. Illinois Equal Pay Act of 2003, 820 ILCS 112/
13. Provision of services to homeless students
14. Illinois Whistleblower Act, 740 ILCS 174/
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, 410 ILCS 513/; and Titles I and II of the Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff *et seq*.
16. Employee Credit Privacy Act, 820 ILCS 70/

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy

may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parent(s)/guardian(s)); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

Deadlines

All deadlines under this policy 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.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint ~~according to~~under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or designee[PRESSPlus2] shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,[PRESSPlus3] should be initiated.

Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal

opportunity to present evidence during an investigation. ~~If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parents/guardians that they may attend any investigatory meetings in which their child is involved.~~[PRESSPlus4] The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (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, this policy, or any collective bargaining agreement, (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.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days after 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 from the Superintendent.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent or Board member(s), the written report shall be filed directly with the Board, which will make a decision in accordance with paragraph four of the following section of this policy.

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall ~~mail~~provide his or her written decision to the Complainant and the accused ~~by registered mail, return receipt requested, and/or personal delivery~~[PRESSPlus5] as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall ~~mail~~provide its written decision to the Complainant and the accused, ~~by registered mail, return receipt requested, and/or personal delivery~~ as well as to the Complaint Manager.

This policy 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 a Nondiscrimination Coordinator and Complaint Managers[PRESSPlus6]

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 Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer this policy. If possible, the Superintendent will appoint two Complaint Managers, each of a different 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, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinators:

Dr. Jennifer Hester - CIPD Director Name	Craig Fantin - Associate Principal Name
999 Kedzie Avenue, Flossmoor, IL 60422 Address	999 Kedzie Avenue, Flossmoor, IL 60422 Address
jhester@hf233.org Email	cfantin@hf233.org Email
708-335-5330 Telephone	708-335-5593 Telephone

Complaint Managers:

Dr. Jennifer Hester - CIPD Director Name	Craig Fantin - Associate Principal Name
999 Kedzie Avenue, Flossmoor, IL 60422 Address	999 Kedzie Avenue, Flossmoor, IL 60422 Address
jhester@hf233.org Email	cfantin@hf233.org Email
708-335-5330 Telephone	708-335-5593 Telephone

LEGAL REF.:

8 U.S.C. §1324a *et seq.*, Immigration Reform and Control Act.

20 U.S.C. §1232g, Family Education Rights Privacy Act.

20 U.S.C. §1400, The Individuals with Disabilities Education Act.

20 U.S.C. §1681 *et seq.*, Title IX of the Education Amendments; 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §621 *et seq*., Age Discrimination in Employment Act.

29 U.S.C. §791 *et seq*., Rehabilitation Act of 1973.

29 U.S.C. §2612, Family and Medical Leave Act.

42 U.S.C. §2000d *et seq*., Title VI of the Civil Rights Act of 1964.

42 U.S.C. §2000e *et seq*., Title VII of the Civil Rights Act of 1964.

42 U.S.C. §2000ff *et seq*., Genetic Information Nondiscrimination Act.

42 U.S.C. §11431 *et seq*., McKinney-Vento Homeless Assistance Act.

42 U.S.C. §12101 *et seq*., Americans With Disabilities Act; 28 C.F.R. Part 35.

105 ILCS 5/2-3.8, 5/3-10, 5/10-20, 5/10-20.5, 5/10-20.7a, 5/10-20.60, 5/10-20.69, 5/10-20.75, 5/10-22.5, 5/22-19, 5/22-95 (final citation pending), 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.

5 ILCS 415/10(a)(2), Government Severance Pay Act.

5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.

410 ILCS 513/, Ill. Genetic Information Privacy Act.

740 ILCS 174/, Whistleblower Act.

740 ILCS 175/, Ill. False Claims Act.

775 ILCS 5/, Ill. Human Rights Act.

820 ILCS 70/, Employee Credit Privacy Act.

820 ILCS 112/, Equal Pay Act of 2003.

820 ILCS 180/, Victims' Economic Security and Safety Act; 56 Ill.Admin.Code Part 280.

~~820 ILCS 70/, Employee Credit Privacy Act.~~

~~820 ILCS 112/, Equal Pay Act of 2003.~~

23 Ill.Admin.Code §§1.240, 200.40, 226.50, and 226.570.

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 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), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Adopted: June 18, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to final regulations implementing Title IX of the Education Amendments of 1972 (Title IX), requiring all Title IX sex discrimination complaints to be processed using policy 2:265, *Title IX Grievance Procedure*. **Issue 116, August 2024**

PRESSPlus 2. "Title IX Coordinator or designee" is used where Title IX is implicated. In contrast, if Title IX is not implicated, "Nondiscrimination Coordinator or a Complaint Manager or designee" is used (see the last paragraph under the Filing a Complaint subhead). **Issue 116, August 2024**

PRESSPlus 3. See sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, and its exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*, available at PRESS Online by logging in at www.iasb.com. **Issue 116, August 2024**

PRESSPlus 4. This sentence is deleted because it is not legally required and it is not practical for districts to seek parent/guardian attendance at every investigatory meeting involving their child. **Issue 116, August 2024**

PRESSPlus 5. Using a consistent delivery method that allows the district to verify the date of receipt is a best practice, e.g., registered mail, return receipt requested, and/or personal delivery. **Issue 116, August 2024**

PRESSPlus 6. Names and contact information are required by law to be listed, and it is important that they be regularly monitored and updated.

If changes are made to the Nondiscrimination Coordinator, Complaint Manager, and/or Title IX Coordinator information, use the Save Status **Adopted with Additional District Edits**. Best practice is that throughout the board policy manual, the same individual be named as Nondiscrimination Coordinator. The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, list the Title IX Coordinator's name and contact information separately. **IASB will use the information provided in policy 2:260 for the Nondiscrimination Coordinator and Title IX Coordinator in policies 5:10, 5:20, 7:20, and 7:180. In addition, IASB will use the Title IX Coordinator information provided in policy 2:260 for policy 2:265.**

Complaint Managers identified in individual policies may vary depending upon local district needs. Ensure that policies 2:260, 5:10, 5:20, 7:20, and 7:180 each contain the correct names and contact information for the district's Complaint Managers.

Issue 116, August 2024

Document Status: Draft Update

General Personnel

5:100 Staff Development Program

The Superintendent or designee shall implement a staff development program. The goal of the program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for licensed staff members shall be designed to effectuate any School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

Abused and Neglected Child Reporting Act (ANCRA) and *Erin's Law* Training

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31 of every year, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*), and boundary violations.

In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
   a. ~~Chronic health conditions of students;~~ PRESSPlus1
   b. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
   c. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
   d. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
   e. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
   f. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
   g. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.

2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11. PRESSPlus2
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
    a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
    b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
    c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
    d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS 110/3.10 (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
    a. The federal Americans with Disabilities Act as it pertains to the school environment; and
    b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
    a. Teacher-student conduct;
    b. School employee-student conduct; and
    c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of 105 ILCS 5/27-23.4 (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following:

1. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall

document compliance with this requirement by the end of each school year and maintain documentation for a three-year period.

3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment prevention training.
9. Title IX requirements for training in accordance with 34 C.F.R. §106.8(d)~~as follows~~ (see Board policy 2:265, *Title IX Grievance Procedure*).~~:~~ PRESSPlus3
    a. ~~For all District staff, training on the definition of sexual harassment, the scope of the District's education program or activity, all relevant District policies and procedures, and the necessity to promptly forward all reports of sexual harassment to the Title IX Coordinator.~~
    b. ~~For school personnel designated as Title IX coordinators, investigators, decision-makers, or informal resolution facilitators, training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.~~
    c. ~~For school personnel designated as Title IX investigators, training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.~~
    d. ~~For school personnel designated as Title IX decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about a complainant's sexual predisposition or prior sexual behavior are not relevant.~~
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.

The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*. PRESSPlus4

An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness

facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.

LEGAL REF.:

20 U.S.C. §1681 *et seq.*, Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.

105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, and 5/24-5.

105 ILCS 25/1.15, Interscholastic Athletic Organization Act.

105 ILCS 145/25, Care of Students with Diabetes Act

105 ILCS 150/25, Seizure Smart School Act.

105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.

325 ILCS 5/4, Abused and Neglected Child Reporting Act.

745 ILCS 49/, Good Samaritan Act.

775 ILCS 5/2-109 and 5/5A-103, Ill. Human Rights Act.

23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.

77 Ill.Admin.Code §527.800.

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

Adopted: May 21, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.39(b-5), amended by P.A. 103-603, eff. 1-1-25, deleting "chronic health conditions of students" from the list of required staff training regarding health conditions of students. **Issue 116, August 2024**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.39(b-20), amended by P.A. 103-603, eff.

1-1-25, requiring in-service training on the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11. **Issue 116, August 2024**

PRESSPlus 3. Updated in response to 34 C.F.R. §106.8(d). **Issue 116, August 2024**

PRESSPlus 4. Districts are not required to train staff on life-saving techniques, though 105 ILCS 110/3, amended by P.A. 103-608, eff. 1-1-25, requires that all teachers, administrators, and other school personnel, as determined by school officials, be provided with information about emergency procedures and life-saving techniques within 30 days after the first day of each school year. Such life-saving techniques must include the Heimlich maneuver, hands-only cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED) use. The information provided must be in accordance with standards of the American Red Cross, the American Heart Association (AHA), or another nationally recognized certifying organization. See e.g., https://cpr.heart.org/en/cpr-courses-and-kits/hands-only-cpr/hands-only-cpr-resources, https://cpr.heart.org/en/training-programs/aed-implementation, and www.redcross.org/take-a-class/resources/learn-first-aid/adult-child-choking. **Issue 116, August 2024**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

No person, including a School District employee, or agent or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; physical appearance; socioeconomic status; academic status; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. See Board policies 2:265, *Title IX Grievance Procedure*, and 2:260, *Uniform Grievance Procedure*.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidencets of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. A student may choose to report to an employee of the student's same gender.

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure.* The Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure. The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinators:

Jennifer Rudan - Director of Student Supports Name	Craig Fantin - Associate Principal Name
999 Kedzie Avenue	999 Kedzie Avenue

999 Kedzie Avenue, Flossmoor, IL 60422 Address	999 Kedzie Avenue, Flossmoor, IL 60422 Address
jrudan@hf233.org Email	cfantin@hf233.org Email
708-335-5725 Telephone	708-335-5593 Telephone

Complaint Managers:

Jennifer Rudan - Director of Student Supports Name	Craig Fantin - Associate Principal Name
999 Kedzie Avenue, Flossmoor, IL 60422 Address	999 Kedzie Avenue, Flossmoor, IL 60422 Address
jrudan@hf233.org Email	cfantin@hf233.org Email
708-335-5725 Telephone	708-335-5593 Telephone

The Superintendent shall use reasonable measures to inform staff members and students of this policy by including:

1. For students, age-appropriate information about the contents of this policy in the District's student handbook(s), on the District's website, and, if applicable, in any other areas where policies, rules, and standards of conduct are otherwise posted in each school.
2. For staff members, this policy in the appropriate employee handbook(s), if applicable, and/or in any other areas where policies, rules, and standards of conduct are otherwise made available to staff.

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. Any employee who fails to promptly comply may be disciplined, up to and including discharge.

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational environment that is productive, respectful, and free of unlawful discrimination, including harassment.

For any report or complaint alleging sex-based PRESSPlus1 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), the Nondiscrimination Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure,* should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board

policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited,* the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

Any complaint alleging an incident of sexual abuse shall be processed and reviewed according to Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

Students should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

LEGAL REF.:

20 U.S.C. §1681 *et seq*., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

29 U.S.C. §791 *et seq*., Rehabilitation Act of 1973; 34 C.F.R. Part 104.

42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.

105 ILCS 5/10-20.12, 5/10-22.5, 5/10-23.13, 5/27-1, and 5/27-23.7.

775 ILCS 5/1-101 *et seq.*, Illinois Human Rights Act.

23 Ill.Admin.Code §1.240 and Part 200.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Franklin v. Gwinnett Co. Public Schs., 503 U.S. 60 (1992).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

West v. Derby Unified Sch. Dist. No. 260, 206 F.3d 1358 (10th Cir. 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: June 18, 2024

PRESSPlus Comments

PRESSPlus 1. Updated in response to final regulations implementing Title IX. **Issue 116, August 2024**

Document Status: Draft Update

STUDENTS

7:185 Teen Dating Violence Prohibited

Engaging in teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term *teen dating violence* occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship.

The Superintendent or designee shall develop and maintain a program to respond to incidents of teen dating violence that:

1. Fully implements and enforces each of the following Board policies:

    a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.

    b. 2:265, *Title IX Grievance Procedure*. This policy prohibits ~~any person~~a District employee, agent, or student from engaging in sex~~ual~~ discrimination, including sex-based PRESSPlus1 harassment, in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking.

    c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person, including a District employee, agent, or student, from harassing intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).

    d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:

    a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.

    b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.

3. Incorporates age-appropriate instruction in grades 9 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated
by Reference: 7:180-AP1, (Prevention, Identification, Investigation, and Response to Bullying)

LEGAL REF.:

105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to final regulations implementing Title IX. **Issue 116, August 2024**

Document Status: Draft Update - Rewritten

SECTION 2- BOARD OF EDUCATION

2:265 Title IX Grievance Procedure

Discrimination on the basis of sex, including sex-based harassment, affects a student's ability to learn and an employee's ability to work.[PRESSPlus1] Providing an educational and workplace environment free from discrimination on the basis of sex is an important District goal.

The District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106), including against applicants for employment, students, parents/guardians, employees, and third parties.[PRESSPlus2]

Title IX Sex Discrimination Prohibited

Sex discrimination as defined in Title IX (Title IX Sex Discrimination) is prohibited. A District employee, agent, or student violates this prohibition whenever that person engages in conduct on the basis of sex that causes another person to be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any education program or activity operated by the District. Title IX Sex Discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.

Sex-based harassment is a form of Title IX Sex Discrimination. Sex-based harassment occurs whenever a person engages in conduct on the basis of sex that satisfies one or more of the following:

1. A District employee, agent, or other person authorized by the District to provide an aid, benefit, or service under the District's education program or activity explicitly or impliedly conditions the provision of an aid, benefit, or service on a person's participation in unwelcome sexual conduct; or
2. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 34 C.F.R. §106.2.

Definitions from 34 C.F.R. §106.2[PRESSPlus3]

Complainant means: (1) a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination; or (2) a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Title IX Sex Discrimination and who was participating or attempting to participate in the District's education program or activity at the time of the alleged Title IX Sex Discrimination.[PRESSPlus4]

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX.

Respondent means a person who is alleged to have violated the District's prohibition on Title IX Sex Discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the District, a student, or an employee or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a Complaint, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Making a Report

A person who wishes to make a report under this policy may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students,PRESSPlus5 a Complaint Manager, or any employee with whom the person is comfortable speaking.

School employees who receive information about conduct that reasonably may constitute Sex Discrimination under this policy shall promptly forward the report or information to the Title IX Coordinator. An employee who fails to promptly make or forward a report or information may be disciplined, up to and including discharge.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator.PRESSPlus6

Title IX Coordinator:

_____
Name

_____
Address

_____
Email

_____
Telephone

Processing and Reviewing a Report or Complaint

Upon receipt of a report of conduct that reasonably may constitute Title IX Sex Discrimination, the Title IX Coordinator and/or designee shall offer and coordinate supportive measures, as appropriate, for a Complainant.

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it. For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 7:10, *Equal Educational Opportunities*; 7:20, *Harassment of Students Prohibited*; 7:180*, Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action under those policies.

Reports of alleged Title IX Sex Discrimination will be confidential to the greatest extent practicable,

subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of Title IX Sex Discrimination.

Title IX Complaint Grievance Process

The Superintendent or designee shall implement procedures to ensure the prompt and equitable resolution of all Complaints according to a grievance process that fully complies with 34 C.F.R. §106.45. See the District's Title IX Complaint Grievance Process (Grievance Process) under administrative procedure 2:265-AP2, *Formal Title IX Complaint Grievance Process.*

When a Complaint is filed, the Title IX Coordinator will investigate it and make a determination regarding the outcome of the Complaint, or appoint a qualified person(s) to undertake the investigation and make a determination regarding the outcome of the Complaint.

Enforcement

Any District employee who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any District student who is determined, at the conclusion of the Grievance Process, to have engaged in Title IX Sex Discrimination will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. Any person making a knowingly false accusation regarding Title IX Sex Discrimination will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.

Retaliation Prohibited

The District prohibits any form of retaliation, including peer retaliation, in its education program or activity. Any person should report claims of retaliation using this Board policy 2:265, *Title IX Grievance Procedure*.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Independent Sch. Dist., 524 U.S. 274 (1998).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:200 (Terms and Conditions of Employment and Dismissal), 5:240

(Suspension), 5:290 (Employment Termination and Suspension), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

PRESSPlus Comments

PRESSPlus 1. Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 et seq.) requires this subject matter to be covered by policy and controls this policy's content.

The U.S. Dept. of Education released final regulations implementing Title IX of the Education Amendments of 1972 (Title IX), effective 8-1-24. Compared to the previous Title IX regulations, the new 2024 Title IX regulations:

- Expand the breadth of Title IX grievance procedures to require that they be used to address all Title IX sex discrimination complaints, not just complaints of sexual harassment.
- Clarify that the scope of Title IX sex discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and/or gender identity.
- Allow districts the flexibility to use a single investigator/decisionmaker template, so that the same individual who investigates a Title IX complaint may also make a decision regarding the complaint.

See Issue 116 Update Memo and the footnote information in Rewritten PRESS sample policy 2:265, *Title IX Grievance Procedure*, available at PRESS Online by logging in at www.iasb.com, for more information. **Issue 116, August 2024**

PRESSPlus 2. A district must prominently display its Title IX notice of nondiscrimination on its website and in each handbook, catalog, announcement, bulletin, and application form made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(c)(2)(i). The notice must state that nondiscrimination extends to any program or activity operated by the district, including employment; that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX Coordinator, to the U.S. Dept. of Education's Office for Civil Rights, or both; the name or title, office address, email address, and telephone number of the district's Title IX Coordinator; how to locate the district's nondiscrimination policy and grievance procedures; how to report information about conduct that may constitute sex discrimination under Title IX; and how to make a complaint of sex discrimination. 34 C.F.R. §106.8(c)(1)(i). See the Notice of Nondiscrimination subhead of sample administrative procedure 2:265-AP1, *Title IX Response*, for a sample notice of nondiscrimination and nondiscrimination statement meeting the minimum requirements of Title IX regulations. The sample administrative procedure is available at PRESS Online by logging in at www.iasb.com. **Issue 116, August 2024**

PRESSPlus 3. If the district uses sample exhibit 2:265-E, *Title IX Glossary of Terms*, or a similar document, the definitions of these terms within it should match the definitions used in this policy. Sample exhibit 2:265-E is available at PRESS Online by logging in at www.iasb.com. **Issue 116, August 2024**

PRESSPlus 4. The 2024 Title IX regulations shift the focus of the analysis from "whether the participation or attempted participation occurred at the time the complaint was filed" (as required under the 2020 Title IX regulations) to "the time of the alleged sex discrimination." 89 Fed. Reg. 33483. **Issue 116, August 2024**

PRESSPlus 5. If the title(s) Assistant Building Principal and/or Dean of Students do not apply, enter Edit Mode, strike the non-applicable title(s), and save the policy as **Adopted with Additional District Edits.**
Issue 116, August 2024

PRESSPlus 6. Title IX regulations require districts to designate and authorize at least one employee to coordinate its efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). If a district has more than one Title IX Coordinator, it must designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations. 34 C.F.R. §106.8(a)(1). The Title IX Coordinator with ultimate oversight should be listed in this policy.

Consistent with how Nondiscrimination Coordinators and Complaint Managers are listed in PRESS sample policies, this policy requires the Title IX Coordinator's name, office address, email address, and telephone number to be listed. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. See policy 2:260, *Uniform Grievance Procedure*.

IASB will insert the Title IX Coordinator listed in the board's adopted policy 2:260 into policy 2:265. Ensure that the name and contact information listed in policy 2:260, *Uniform Grievance Procedure*, is correct. **Issue 116, August 2024**

PRESS Policy Updates - Review and Monitoring

Document Status: Review and Monitoring

SECTION 2- BOARD OF EDUCATION

2:50 Board Member Term of Office

The term of office for a Board of Education member begins immediately after both of the following occur:[PRESSPlus1]

1. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years.
2. The successful candidate takes the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct.*

The term ends 4 years later when the successor assumes office.

LEGAL REF.:

10 ILCS 5/2A-1.1, 5/22-17, and 5/22-18.

105 ILCS 5/10-10, 5/10-16, and 5/10-16.5.

CROSS REF.: 2:30 (School District Elections), 2:80 (Board Member Oath and Conduct), 2:210 (Organizational Board of Education Meeting)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

Document Status: Review and Monitoring

SECTION 2- BOARD OF EDUCATION

2:60 Board Member Removal from Office

If a majority of the Board of Education determines that a Board member has willfully failed to perform his or her official duties, it may request the appropriate Intermediate Service Center to remove such member from office.[PRESSPlus1]

LEGAL REF.: 105 ILCS 5/3-15.5.

CROSS REF.: 2:70 (Vacancies on the Board of Education - Filling Vacancies)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

Document Status: Review and Monitoring

SECTION 2- BOARD OF EDUCATION

2:140 Communications To and From the Board

The Board of Education welcomes communications from staff members, parents/guardians, students, and community members. Individuals may submit questions or communications for the Board of Education's consideration to the Superintendent or may use the electronic link to the Board's email address(es) posted on the District's website.PRESSPlus1

The Superintendent or designee shall:

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

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

Board Member Use of Electronic Communications

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

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

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

LEGAL REF.:

5 ILCS 120/, Open Meetings Act.

50 ILCS 205/20, Local Records Act.

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

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

Document Status: Review and Monitoring

SECTION 2- BOARD OF EDUCATION

2:160 Board Attorney

The Board of Education may retain legal services with one or more attorneys or law firms to be the Board Attorney(s). The Board Attorney represents the Board of Education in its capacity as the governing body for the School District. The Board Attorney serves on a retainer or other fee arrangement as determined in advance. The Board Attorney will provide services as described in the agreement for legal services or as memorialized by an engagement letter. The District will only pay for legal services that are provided in accordance with the agreement for legal services, as memorialized by an engagement letter, or that are otherwise authorized by this policy or a majority of the Board.[PRESSPlus1]

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

The Superintendent may authorize the Board Attorney to represent the District in any legal matter until the Board has an opportunity to be informed of and/or consider the matter.

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

LEGAL REF.:

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

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

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and

re-adopted

Issue 115, June 2024

Document Status: Review and Monitoring

OPERATIONAL SERVICES

4:15 Identity Protection

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to:PRESSPlus1

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.
2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. Compliance measures shall include each of the following:

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.
5. All employees must be advised of this policy's existence, and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.
6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent. This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes reasonable measures to safeguard: (1) *protected personally identifiable information*, (2) other information that a federal awarding agency, pass-through

agency or State awarding agency designates as sensitive, such as *personally identifiable information* (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information)*, when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act (30 ILCS 708/).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information. The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information. Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.:

2 C.F.R. §200.303(e).

5 ILCS 179/, Identity Protection Act.

30 ILCS 708/, Grant Accountability and Transparency Act

50 ILCS 205/3, Local Records Act.

105 ILCS 10/, Illinois School Student Records Act.

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 115, June 2024

Document Status: Review and Monitoring

OPERATIONAL SERVICES

4:110 Transportation

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the Board of Education has certified to the Ill. State Board of Education that adequate public transportation is available, or (2) if adequate public transportation is not available, within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a *serious safety hazard* due to either (a) vehicular traffic or rail crossing or (b) *a course or pattern of criminal activity*, as defined in the Ill. Streetgang Terrorism Omnibus Prevention Act, 740 ILCS 147/. The District may provide transportation for other students residing within one and one-half miles from their assigned school. A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. The District may provide transportation to and from school-sponsored activities. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.PRESSPlus1

If a student is at a location within the District, other than his or her residence, for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the one and one-half miles from the school attended. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District's regular routes. The District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives' homes, or neighbors' homes.

Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Ill. Dept. of Transportation regulations. The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students.

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

Pre-Trip and Post-Trip Vehicle Inspection

Each contract between the District and a private sector school bus company must require the company to have a pre-trip and post-trip inspection policy to ensure that no passenger is left behind or remains on the vehicle at the end of a route. The policy must require, at a minimum, that the school bus driver: (1) tests the two-way radio or cellular radio telecommunication device and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus. Each contract between the District and a private sector school bus company must require the company to have a pre- and post-trip inspection policy to ensure that no passenger is left behind or remains on the vehicle at the end of a route. The policy must contain, at a minimum, the requirements listed in this policy.

LEGAL REF.:

20 U.S.C. §6312(c)(5)(B), Elementary and Secondary Education Act.

42 U.S.C. §11431 *et seq*., McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-22.22 and 5/29-1 *et seq*.

105 ILCS 45/1-15 and /1-17.

625 ILCS 5/1-148.3a-5, 5/1-182, 5/11-1414.1, 5/12-813.1, 5/12-815, 5/12-816, 5/12-821, and 5/13-109.

23 Ill.Admin.Code §§1.510 and 226.750; Part 120.

92 Ill.Admin.Code Part 440.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:280 (Duties and Qualifications), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 7:220 (Bus Conduct)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

Document Status: Review and Monitoring

General Personnel

5:35 Compliance with the Fair Labor Standards Act

Job Classifications[PRESSPlus1]

The Superintendent will ensure that all job positions are identified as either "exempt" or "non-exempt" according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are "exempt" or "non-exempt." "Exempt" and "non-exempt" employee categories may include certificated and non-certificated job positions. All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

Workweek and Compensation

The workweek for District employees will be 12:00 a.m. Sunday until 11:59 p.m. Saturday. Non-exempt employees will be compensated for all hours worked in a workweek including overtime. For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours. "Overtime" is time worked in excess of 40 hours in a single workweek.

Overtime

A non-exempt employee shall not work overtime without his or her supervisor's express approval. All supervisors of non-exempt employees shall: (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent or designee's written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, (4) ensure that employees are compensated for any overtime worked, and (5) paid at an overtime rate as required by FLSA. Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. The business office will review work records of employees on a regular basis, make an assessment of overtime use, and provide the assessment to the Superintendent. In lieu of overtime compensation, non-exempt employees may receive compensatory time-off, according to Board policy 5:310, *Compensatory Time-Off.*

Suspension Without Pay

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status. Licensed employees may be suspended without pay in accordance with Board policy 5:240, *Suspension*. Non-licensed employees may be suspended without pay in accordance with Board policy 5:290, *Employment Termination and Suspensions*.

Implementation

The Superintendent or designee shall implement the policy in accordance with the FLSA, including its required notices to employees. In the event of a conflict between the policy and State or federal law, the latter shall control.

LEGAL REF.:

820 ILCS 105/4a.

Fair Labor Standards Act, 29 U.S.C. §201 *et seq.*, 29 C.F.R. Parts 516, 541, 548, 553, 778, and 785.

CROSS REF.: 5:240 (Suspension), 5:290 (Employment Termination and Suspensions), 5:310 (Compensatory Time-Off)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

Document Status: Review and Monitoring

General Personnel

5:40 Communicable and Chronic Infectious Disease

The Superintendent or designee shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and Board of Education policies.[PRESSPlus1]

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

LEGAL REF.:

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

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

105 ILCS 5/24-5.

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

820 ILCS 40/, Personnel Record Review Act.

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

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

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to

determine whether local changes are necessary

- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

Document Status: Review and Monitoring

General Personnel

5:180 Temporary Illness or Temporary Incapacity

Please refer to the applicable collective bargaining agreement(s).[PRESSPlus1]

For employees not covered by a current applicable bargaining agreement:

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

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

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

Any employee may be required to have an examination, at the District's expense, by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant if the examination is job-related and consistent with business necessity.

LEGAL REF.:

42 U.S.C. §12101 *et seq*., Americans with Disabilities Act.

105 ILCS 5/10-22.4, 5/24-12, and 5/24-13.

Elder v. School Dist. No.127 1/2, 60 Ill.App.2d 56 (1st Dist. 1965).

School District No. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987).

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 115, June 2024

Document Status: Review and Monitoring

Educational Support Personnel

5:290 Employment Termination and Suspensions

Please refer to the applicable collective bargaining agreement(s). PRESSPlus1

For employees not covered by a current applicable bargaining agreement:

Resignation and Retirement

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

Non-RIF Dismissal

The District may terminate an at-will employee at any time for any or no reason, but not for a reason prohibited by State or federal law.

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

The Superintendent is responsible for making dismissal recommendations to the Board of Education consistent with the Board's goal of having a highly qualified, high performing staff. This includes recommending a non-licensed employee for immediate dismissal for willful or negligent failure to report an instance of suspected child abuse or neglect as required by 325 ILCS 5/.

Reduction in Force and Recall

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

Final Paycheck

A terminating employee's final paycheck will be adjusted for any unused, earned vacation credit. Employees are paid for all earned vacation. Terminating employees will receive their final pay on the next regular payday following the date of termination, except that an employee dismissed due to a reduction in force shall receive his or her final paycheck on or before the next regular pay date following the last day of employment.

Suspension

Except as provided below, the Superintendent is authorized to suspend an employee without pay as a disciplinary measure: (1) up to 10 days, (2) during an investigation into allegations of misconduct, or (3) pending a dismissal hearing whenever, in the Superintendent's judgment, the employee's presence is detrimental to the District. A disciplinary suspension shall be with pay: (1) when the employee is exempt from the overtime provisions, or (2) until an employee with an employment contract for a definite term is provided a notice and hearing according to the suspension policy for professional employees. Upon receipt of a recommendation from the Ill. Dept. Children and Family Services (DCFS) that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended, proceeding with:

    a. A suspension with pay; or
    b. A suspension without pay.

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

LEGAL REF.:

105 ILCS 5/10-22.34c and 5/10-23.5

5 ILCS 430 *et seq.*, State Officials and Employees Ethics Act.

325 ILCS 5/7.4(c-10), Abused and Neglected Child Reporting Act.

820 ILCS 105/4a, Minimum Wage Law.

CROSS REF.: 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:240 (Suspension), 5:270 (Employment At-Will, Compensation, and Assignment)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions

- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 115, June 2024

Document Status: Review and Monitoring

Educational Support Personnel

5:310 Compensatory Time-Off

This policy governs the use of compensatory time-off by employees who: (1) are covered by the overtime provisions of the Fair Labor Standards Act, 29 U.S.C. §201 *et seq*., and (2) are not represented by an exclusive bargaining representative.[PRESSPlus1]

Employees may be given 1-1/2 hours of compensatory time-off in lieu of cash payment for each hour of overtime worked. At no time may an employee's accumulated compensatory time-off exceed 40 hours. If an employee accrues the maximum number of compensatory time-off hours, the employee: (1) is paid for any additional overtime hours worked, at the rate of one and one-half times the employee's regular hourly rate of pay, and (2) does not accumulate compensatory time-off until the employee uses an equal amount of accrued time-off.

An employee who has accrued compensatory time-off shall be permitted to use such time in at least half-day components provided such requests do not unduly disrupt the District's operations. The employee's supervisor must approve a request to use compensatory time-off.

The District will pay out unused compensatory time-off at the end of the school year.

Upon termination of employment, an employee will be paid for unused compensatory time at the higher of:

1. The average regular rate received by such employee during the last three years of employment; or
2. The final regular rate received by such employee.

Compensatory time-off is time during which the employee is not working and is, therefore, not counted as "hours worked" for purposes of overtime compensation.

Implementation

The Superintendent or designee shall implement this policy in accordance with the FLSA. In the event of a conflict between the policy and the FLSA, the latter shall control.

LEGAL REF.:

Fair Labor Standards Act, 29 U.S.C. §201 *et seq*.; 29 C.F.R. Part 553.

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act), 5:185 (Family and Medical Leave), 5:270 (Employment At-Will, Compensation, and Assignment)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 115, June 2024

Document Status: Review and Monitoring

INSTRUCTION

6:40 Curriculum Development

Adoption[PRESSPlus1]

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

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

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

Experimental Educational Programs and Pilot Projects

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

Single-Gender Classes and Activities

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

Development

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

student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

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

Curriculum Guides and Course Outlines

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

LEGAL REF.:

20 U.S.C. §1681, Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.

105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

Document Status: Review and Monitoring

INSTRUCTION

6:110 Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program

The Superintendent or designee shall develop, maintain, and supervise a program for students at risk of academic failure or dropping out of school. The program shall include education and support services addressing individual learning styles, career development, and social needs, and may include without limitation one or more of the following:[PRESSPlus1]

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Psychological testing
- Truants' alternative and optional education program
- Community agency services
- Alternative learning opportunities program, in conformity with the Alternative Learning Opportunities Law, as it may be amended from time to time
- Graduation incentives program
- Remediation program

Any student who is below the age of 20 years is eligible to enroll in a graduation incentives program if he or she:

1. Is considered a dropout according to State law;
2. Has been suspended or expelled;
3. Is pregnant or is a parent;
4. Has been assessed as chemically dependent; or
5. Is enrolled in a bilingual education or English Language Learners program.

LEGAL REF.:

105 ILCS 5/2-3.41, 5/2-3.66, 5/10-20.9a, 5/13B, 5/26-2a, 5/26-13, 5/26-14, and 5/26-16.

CROSS REF.: 6:280 (Grading and Promotion), 6:300 (Graduation Requirements), 7:70 (Attendance and Truancy)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that

each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 115, June 2024

Document Status: Review and Monitoring

INSTRUCTION

6:150 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse 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 rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.[PRESSPlus1]

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, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, and (2) for up to three months after the child's birth or a miscarriage.

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.

LEGAL REF.:

105 ILCS 5/10-19.05(e), 5/10-22.6a, 5/14-13.01, and 5/18-4.5.

23 Ill.Admin.Code §§1.520, 1.610, and 226.300.

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunity), 7:280 (Communicable and Chronic Infectious Disease)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to

determine whether local changes are necessary

- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 115, June 2024

Document Status: Review and Monitoring

INSTRUCTION

6:185 Remote Educational Program

The Superintendent or designee shall develop, maintain, and supervise an online, blended, or remote educational program. The remote educational program shall provide an opportunity for qualifying students to participate in an educational program delivered by the District in a location outside of a school.[PRESSPlus1]

The remote educational program shall:

1. Align its curriculum with the Ill. Learning Standards and Board policies 6:10, *Educational Philosophy and Objectives* and 6:15, *School Accountability*.
2. Offer instruction and educational experiences consistent with those given to students at the same grade level in the District through compliance with Board policies 6:30, *Organization of Instruction* and 6:300, *Graduation Requirements*.
3. Provide instructors that meet the teacher qualifications in Board policy 5:190, *Teacher Qualifications.* Instructors are responsible for the following elements of the program:

    a. Planning instruction,
    b. Diagnosing learning needs,
    c. Prescribing content delivery through class activities,
    d. Assessing learning,
    e. Reporting outcomes to administrators and parents/guardians, and
    f. Evaluating the effects of instruction.

4. Provide a remote educational program anytime during the period of time from and including the opening date to the closing date of the District's regular school term. It may operate on any calendar day, notwithstanding whether it is a student attendance day or institute day on the District's calendar or any other provision of law restricting instruction on that day. The District's regular school term is established by Board policies 2:20, *Powers and Duties of the Board of Education; Indemnification,* and 6:20, *School Year Calendar and Day*. The remote educational program may be offered outside of the regular school term as part of any authorized summer school program.
5. Establish a system to determine student participation in instruction in alignment with Board policy 6:20, *School Year Calendar and Day*.
6. Authorize the Superintendent or designee to approve students for participation in the program when the student shows evidence of:

    a. Enrollment in the District pursuant to Board policies 7:60, *Residence* and 7:30, *Student Assignment*.
    b. Prior approval from their individualized educational program (IEP) team, if applicable.
    c. How the remote educational program best serves the student's individual learning needs.

d. A consistent, appropriate attendance record, no disciplinary record, and a 2.5 minimum grade point average.

7. Include a process for developing and approving a written remote educational plan for each student participating in the program.
8. Require students to complete their participation in the program within 12 months, unless the student's participation is extended by the District.
9. Require students to participate in all assessments administered by the District pursuant to State and federal law and Board policy 6:340, *Student Testing and Assessment Program*.
10. Align with the requirements of Board policy 7:340, *Student Records*.
11. Comply with other State and federal laws and align with all applicable Board policies. This includes the Superintendent submitting a copy of this policy to the Ill. State Board of Education along with any amendments to it and any data on student participation.
12. Be monitored by the Board pursuant to Board policy 2:240, *Board Policy Development*, and included as a topic for discussion in the annual report required by Board policy 6:10, *Educational Philosophy and Objectives*. It shall include a discussion of the process for renewal of the program when applicable.

LEGAL REF.:

105 ILCS 5/10-29.

23 Ill.Admin.Code §226.360.

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 2:240 (Board Policy Development), 5:190 (Teacher Qualifications), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:30 (Organization of Instruction), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:30 (Student Assignment), 7:60 (Residence), 7:340 (Student Records)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 114, March 2024

Document Status: Review and Monitoring

STUDENTS

7:170 Vandalism

The Board of Education will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.[PRESSPlus1]

LEGAL REF.:

740 ILCS 115/.

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior)

~~ADOPTED: August 16, 2022~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

Issue 115, June 2024

Administrative Procedures Project Agreement

IASB Illinois Association of School Boards

Lighting the Way to Excellence in School Governance

ADMINISTRATIVE PROCEDURES PROJECT AGREEMENT

This Agreement is entered into by and between the **Illinois Association of School Boards, a Not-for-Profit Corporation (IASB)** and the Board of Education of Homewood-Flossmoor CHSD 233 **(District)** to develop an administrative procedures manual. In consideration of the mutual promises contained herein, and other good and valuable consideration, **IASB** and **District** agree as follows:

That IASB will provide the District with the services of a policy director who will develop with District administrators an administrative procedures manual to implement the Board's up-to-date policy manual. IASB does not warrant that the presented administrative manual will be free of omissions, errors in judgment, or mistake of law.

Based upon the policy director's training and expertise, and in accordance with the dates set forth in Exhibit B, Administrative Procedures Project Timeline, IASB will:

1. Deliver to the District a draft administrative procedures manual based upon IASB sample procedures and exhibits as found in the IASB Policy Reference Education Subscription Service (PRESS) Policy Reference Manual and aligned to the customizations and requirements of the Board's up-to-date, adopted policy manual, current district practice, and the District's needs and direction.
2. Hold editing meetings with the District's Administrative Team Committee (members listed in Exhibit A) in the District's administrative office and/or virtually for up to eight (8) hours of meeting time to review and edit the draft administrative procedures manual. Additional meeting time may be requested by the District for an additional fee.
3. Provide the District with a first draft and a pending implementation draft in PDF format, and a final implemented administrative procedures manual in an editable format chosen by IASB.

The District agrees that it will:

1. By the Feb. 1 following execution of this Agreement, enter the District's responses to all PRESS Plus policy updates IASB has presented to it through the District's PRESS Plus dashboard. The District agrees and understands that this deadline modifies and supersedes the regular 120-calendar day deadline contained in the PRESS Plus Maintenance Service Agreement between the District and IASB.
2. Provide a contact person and an Administrative Team Committee to develop and commit to a timeline consistent with the dates set forth in Exhibit B, Administrative Procedures Project Timeline, to complete the project and work with the policy director in the development and editing of the administrative procedures manual.
3. Furnish administrative assistance to the policy director during the duration of the administrative procedures project as requested by IASB, including but not limited to coordinating dates among the Administrative Team Committee Members to meet, scheduling meetings, and providing other necessary information in a timely manner including editing within the timeframes outlined by the policy director and agreed to by Administrative Team Committee.
4. Adhere to the deadlines set forth in Exhibit B, the Administrative Procedure Project Timeline. The District's failure to meet any of the deadlines will result in IASB's cancellation of this Agreement and retention of any sums paid to the date of cancellation. Upon a District's request, IASB may, in its sole discretion, extend a deadline in emergency circumstances that are outside the control of the District; however, any relief granted to the District by IASB under this clause shall not constitute a general waiver of the other deadlines, which shall otherwise remain in full force.
5. Indemnify, and defend, IASB, its Board of Directors, employees, agents and attorneys against any claims, causes of action, damages, costs and expenses of every kind and description, including attorney fees, whether in tort or in contract, caused by or arising out of any conflict between the Board's policy manual and the District's administrative procedures manual, advice, or other services rendered pursuant to this Agreement.

Illinois Association of School Boards

2921 Baker Drive • Springfield, Illinois 62703 • (217) 528-9688 • (217) 528-2831 (fax)
1 East 22nd Street, Suite 310 • Lombard, Illinois 60148 • (630) 629-3776 • (630) 629-3940 (fax)

6. Accept that neither IASB nor the District will be liable to the other for special, direct, indirect, incidental, or consequential damages suffered by the District or IASB under this Agreement for any amount over the fees for the project, including any loss of data arising out of use or inability to use the administrative procedures or other material, except for circumstances of bad faith or to the extent of any damages that are paid to a third party as part of a claim subject to indemnification as outlined under this Agreement.

The District further agrees to pay to IASB the sum of $ 9,350.00 according to the following schedule:

50% due upon return of this Agreement. $ 4,675.00

Half of the first 50% payment (25% of the total sum due under the Agreement) is nonrefundable in consideration for IASB's reservation of the District's spot in the Administrative Procedures Project class.

No refunds will be given after IASB has delivered the first draft of the District's Administrative Procedures Manual.

50% due upon receipt of first draft. $ 4,675.00

The persons signing this Agreement warrant that they have authority to bind each party to the Agreement. In witness whereof, the parties hereto have executed this Agreement as of the date below.

Homewood-Flossmoor CHSD 233
Board of Education

By: _____
Signature

_____
Printed name and title

_____
Date

Illinois Association of School Boards

By: Kimberly Ann Small
Kimberly A. Small, Executive Director

EXHIBIT A

District Point of Contact for the APP:

Name: _____

Title: _____

email address: _____

Phone: _____

Administrative Team Committee Members:

Name: _____

Title: _____

Name: _____

Title: _____

Name: _____

Title: _____

Name: _____

Title: _____

If additional space is needed, please use the reverse side or add an additional page.

EXHIBIT B

Administrative Procedures Project Timeline

Action	Deadline*
IASB Policy Director (IASB) holds Project Timeline call with APP Point of Contact and/or Superintendent. Set date(s) for editing meeting(s).	January 31
The District responds to all draft policy updates presented to it by IASB within its PRESS Plus dashboard.	February 1
IASB emails the District, in PDF format, the customized first draft of the administrative procedures manual.	March 14
APP Point of Contact and Administrative Team Committee Members review the draft manual, noting possible necessary changes. The District provides any unique procedures to be added to the manual to IASB in Microsoft Word format.	April 11
IASB meets virtually or in the District with the APP Point of Contact and Administrative Team Committee Members to answer questions, review areas needing customization, and determine changes to be made to the draft administrative procedures manual.	Editing meetings occur April 1-June 13. Up to 8 hours of meeting time.
IASB delivers a pending implementation PDF draft to the District reflecting determined edits.	July 10
APP Point of Contact and Administrative Team Committee Members review the pending implementation draft manual for accuracy and provide IASB with any final, outstanding edits needed to complete the project. APP Point of Contact informs IASB of the District's desired implementation date.	July 25
IASB provides a PDF of the final implemented manual and access to the final procedures and exhibits in an editable format chosen by IASB.	August 15

*The dates above are in the year following execution of this Agreement. The enrollment period for an Administrative Procedure Project is August 1-November 1.

Policy-770

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades, 9 through 12, in the public school regardless of age.

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 9 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.
5. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
6. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and*

Graduation Incentives Program.

7. A process for the collection and review of chronic absence data and to:

    a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
    b. Encourage the habit of daily attendance and promote success.

8. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
9. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Intermediate Service Center, if truancy continues after supportive services have been offered.
10. A protocol for cooperating with non-District agencies including County or municipal authorities, the appropriate Intermediate Service Center, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
11. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
12. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
13. A process for a 17-year-old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
14. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

LEGAL REF.:

105 ILCS 5/22-92 and 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, and 5/26-18.

705 ILCS 405/3-33.5, Juvenile Court Act of 1987.

23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior),

7:340 (Student Records)

Adopted: February 20, 2024

Homewood-Flossmoor CHSD 233
