

**POLICIES  
OF  
THE SCHOOL BOARD**

**NORTHWESTERN COMMUNITY UNIT SCHOOL  
DISTRICT NO. 2  
MACOUPIN COUNTY  
PALMYRA, ILLINOIS**

**Official Policy Manual of the District**

**This official copy is in the custody of the Superintendent at the  
office of the School Board, 30953 Route 111, Palmyra, Illinois 62674**

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## **School District Organization**

### **School District Legal Status**

The Illinois Constitution requires the State to provide for an efficient system of high quality public educational institutions and services in order to achieve the educational development of all persons to the limits of their capabilities.

The General Assembly has implemented this mandate through the creation of school districts. The District is governed by the laws for school districts serving a resident population of not fewer than 1,000 and not more than 500,000.

The School Board constitutes a body corporate that possesses all the usual powers of a corporation for public purposes, and in that name may sue and be sued, purchase, hold and sell personal property and real estate, and enter into such obligations as are authorized by law.

LEGAL REF.: Ill. Constitution, Art. X, Sec. 1.  
105 ILCS 5/10-1 et seq.

CROSS REF.: 2:10 (School District Governance), 2:20 (Powers and Duties of the School Board)

Adopted by the Northwestern CUSD #2, September 2011

## **School District Organization**

### **District Organization, Operations, and Cooperative Agreements**

The District is organized and operates as follows:

*[INSERT DISTRICT'S ORGANIZATION and OPERATIONS]*

The District enters into and participates in joint programs and intergovernmental agreements with units of local government and other school districts in order to jointly provide services and activities in a manner that will increase flexibility, scope of service opportunities, cost reductions, and/or otherwise benefit the District and the community. The Superintendent shall manage these activities to the extent the program or agreement requires the District's participation, and shall provide periodic implementation or operational data and/or reports to the School Board concerning these programs and agreements. The District participates in the following joint programs and intergovernmental agreements:

*[INSERT APPLICABLE JOINT PROGRAMS]*

LEGAL REF.: Ill. Constitution, Art. VII, Sec. 10.  
5 ILCS 220/1 et seq.

Adopted by the Northwestern CUSD #2, September 21, 2011

## **School District Organization**

### **Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests**

The Superintendent completes this checklist whenever the District receives a request to enter into an intergovernmental agreement.

- Acknowledge the receipt of the request to the sender.
- Confer with the School Board President as to when to put the request on an open meeting agenda as a discussion and/or action item.
- Inform the request's sender approximately when the request will be presented to the Board.
- Investigate the factual context and the impact of granting or not granting the request.
- Prepare an evaluation of the request and a recommendation that takes into account the Board's priority in the allocating resources, including funds, time, personnel, and facilities, is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work.
- Include the evaluation and recommendation in the appropriate Board meeting packet.

Adopted by Northwestern CUSD #2 November 2007

## **School District Organization**

### **School District Philosophy**

The School District, in an active partnership with parents and community, will promote excellence in a caring environment in which all students learn and grow. This partnership shall empower all students to develop a strong self-esteem and to become responsible learners and decision-makers. The School District is committed to developing and using a visionary and innovative curriculum, a knowledgeable and dedicated staff, and sound fiscal and management practices.

CROSS REF: 2:10 (School District Governance), 3:10 (Goals and Objectives), 6:10 (Educational Philosophy and Objectives)

Adopted by the Northwestern CUSD #2, September 21, 2011

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## **School Board**

### **School District Governance**

The District is governed by a School Board consisting of seven members. The Board's powers and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the District's schools.

Official action by the Board may only occur at a duly called and legally conducted meeting at which a quorum is physically present.

As stated in the Board member oath of office prescribed by the School Code, a Board member has no legal authority as an individual.

LEGAL REF.: 5 ILCS 120/1.02.  
105 ILCS 5/10-1, 5/10-10, 5/10-12, 5/10-16.5, 5/10-16.7, and 5/10-20.5.

CROSS REF.: 1:10 (School District Legal Status), 2:20 (Powers and Duties of the School Board; Indemnification), 2:80 (Board Member Oath and Conduct), 2:120 (Board Member Development), 2:200 (Types of School Board Meetings), 2:220 (School Board Meeting Procedure)

Adopted by the Northwestern CUSD #2, September 21, 2011

## School Board

### Powers and Duties of the School Board

The major powers and duties of the School Board include, but are not limited to:

1. Formulating, adopting, and modifying Board policies, at its sole discretion, subject only to mandatory collective bargaining agreements and State and federal law.
2. Employing a Superintendent and other personnel, making employment decisions, dismissing personnel, and establishing an equal employment opportunity policy that prohibits unlawful discrimination.
3. Directing, through policy, the Superintendent, in his or her charge of the District's administration.
4. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation; and making available a statement of financial affairs as provided in State law.
5. Entering contracts using the public bidding procedure when required.
6. Indemnifying, protecting, and insuring against any loss or liability of the School District, Board members, employees, and agents as provided or authorized by State law.
7. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy.
8. Establishing an equal educational opportunities policy that prohibits unlawful discrimination.
9. Approving the curriculum, textbooks, and educational services.
10. Evaluating the educational program and approving School Improvement and District Improvement Plans.
11. Submitting to parents/guardians, District taxpayers, the Governor, the General Assembly, and the State Board of Education a school report card assessing the performance of its schools and students.
12. Establishing and supporting student discipline policies designed to maintain an environment conducive to learning, including deciding individual student suspension or expulsion cases brought before it.
13. Establishing attendance units within the District and assigning students to the schools.
14. Establishing the school year.
15. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11.
16. Providing student transportation services.
17. Entering into joint agreements with other boards to establish cooperative educational programs or provide educational facilities.

18. Complying with requirements in the Abused and Neglected Child Reporting Act. Specifically, each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse.
19. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters.

LEGAL REF.: 105 ILCS 5/2-3.25d, 5/10-1 et seq., 5/17-1, and 5/27-1.  
115 ILCS 5/1 et seq.  
325 ILCS 5/4.

CROSS REF.: 1:10 (School District Legal Status), 1:20 (District Organization, Operations, and Cooperative Agreements), 2:10 (School District Governance), 2:80 (Board Member Oath and Conduct), 2:140 (Communications To and From the Board), 2:240 (Board Policy Development), 4:60 (Purchases and Contracts), 4:70 (Resource Conservation), 4:100 (Insurance Management), 4:110 (Transportation), 4:150 (Facility Management and Building Programs), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:190 (Student Discipline), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

Adopted by Northwestern C.U.S.D. #2, October 20, 2010

## School Board

### Exhibit - Waiver and Modification Request Resource Guide

Waiver or Modification	Explanation, Special Considerations, and Resources
<p>Exemptions from Unfunded Mandates, 105 ILCS 5/22-60.</p>	<p><b>Explanation</b></p> <p>Applies to unfunded or under-funded: (1) mandates in the School Code enacted after 8-20-10, or (2) regulatory mandates promulgated by ISBE and adopted by rule after 8-20-10, other than those promulgated with respect to 105 ILCS 5/22-60 or statutes already enacted on or before 8-20-10.</p> <p>Allows the District to petition its Regional Superintendent or a Suburban Cook County Intermediate Service Center, whichever is appropriate, to request exemption from implementing the mandate in school(s) in the next school year.</p> <p><b>Special Considerations</b></p> <ol style="list-style-type: none"> <li>1. Whether the significance of the unfunded or under-funded mandate justifies the effort needed to seek an exemption, and</li> <li>2. The advisability of simultaneously seeking a waiver or modification using Section 2-3.25g (see <i>Explanation</i> section in the row below).</li> </ol> <p><b>Resources</b></p> <p>ISBE Rules and Waivers division at:  <a href="http://www.isbe.net/Pages/Waivers.aspx">www.isbe.net/Pages/Waivers.aspx</a>, (217) 782-5270, or <a href="mailto:waivers@isbe.net">waivers@isbe.net</a>.</p>
<p>School Code Mandates and ISBE Rules, 105 ILCS 5/2-3.25g, amended by P.A. 100-465; 23 Ill. Admin Code §1.100.</p>	<p><b>Explanation</b></p> <p>There are two options for the District:</p> <p><b>Option 1: Petition a panel of the General Assembly through ISBE</b> for a <i>waiver</i> of School Code mandates.</p> <p><b>Option 2: Petition ISBE</b> for one or more of the following:</p> <ol style="list-style-type: none"> <li>1. A <i>modification</i> of the mandates in the School Code (this is different than asking for a <i>waiver</i> of mandate in the School Code).</li> <li>2. A <i>waiver</i> of ISBE administrative rules.</li> <li>3. A <i>modification</i> of ISBE administrative rules.</li> </ol> <p>For <b>Option 1</b>, a <i>waiver of mandates in the School Code</i>, the District must demonstrate that: (a) the waiver is</p>

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p>necessary to stimulate innovation or improve student performance; or (b) it can address the intent of the mandate in a more effective, efficient, or economical manner. Section 2-3.25g of the School Code, amended by P.A. 100-465, lists mandates from which school districts may not seek a <i>waiver</i> or <i>modification</i>. Any previously authorized waiver or modification concerning requirements for student performance data to be a significant factor in evaluations or for using the four prescribed evaluation categories terminated on 9-1-2014. <u>Id.</u></p> <p>For <b>Option 2</b>, a <i>modification of the mandates in the School Code</i> and/or a <i>waiver or modification of administrative rules</i>, the District must demonstrate that: (1) it can address the intent of the rule or mandate in a more effective, efficient, or economical manner, or (2) a waiver or modification of the rule or mandate is necessary to either (a) stimulate innovation or (b) improve student performance.</p> <p>The District must also provide certain notices as follows:</p> <ol style="list-style-type: none"> <li>1. Publish a notice in a newspaper of general circulation within the District of the date, time, place, and general subject matter of a public hearing on the proposed waiver or modification request. This notice must be published at least seven days before the hearing.</li> <li>2. If there is no newspaper published in the county, give notice in a secular newspaper published in an adjoining county having general circulation within the District. 715 ILCS 5/2, amended by P.A. 100-72, eff. 1-1-18, and 715 ILCS 5/5.</li> <li>3. Post the time, date, place, and general subject matter of the public hearing on the District’s website at least 14 days before the hearing. 105 ILCS 5/2-3.25g.</li> </ol> <p>Check the ISBE website listed below in the <i>Special Considerations</i> section for changes in notice requirements.</p> <p><b>Special Considerations</b></p> <p>The District must develop a plan supporting a waiver or modification request that meets the criteria in 105 ILCS 5/2-3.25g. See <a href="http://www.isbe.net/Pages/Overview-of-the-Waiver-Process.aspx">www.isbe.net/Pages/Overview-of-the-Waiver-Process.aspx</a>. 105 ILCS 5/2-3.25g; 23 Ill.Admin.Code §1.100.</p> <p><b>Resources</b></p> <p>ISBE rules at: 23 Ill.Admin.Code §1.100 (<i>Waiver and Modification</i>)</p>

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p style="text-align: center;"><i>of State Board Rules and School Code Mandates</i>)  23 Ill.Admin.Code §1.110 (<i>Appeal Process Under Section 22-60 of the School Code</i>)</p> <p>ISBE waivers at: <a href="http://www.isbe.net/Pages/Waivers.aspx">www.isbe.net/Pages/Waivers.aspx</a>  Waiver overview at: <a href="http://www.isbe.net/Pages/Overview-of-the-Waiver-Process.aspx">www.isbe.net/Pages/Overview-of-the-Waiver-Process.aspx</a>  Instructions at: <a href="http://www.isbe.net/Pages/Waiver-Application.aspx">www.isbe.net/Pages/Waiver-Application.aspx</a>  Application form at: <a href="http://www.isbe.net/documents/33-77_waiver_application.pdf">www.isbe.net/documents/33-77_waiver_application.pdf</a></p>
<p>Physical Education, 105 ILCS 5/27-6, amended by P.A. 100-465.</p> <p>Driver Education, 105 ILCS 5/24.2 and 105 ILCS 5/2-3.25g, amended by P.A. 100-465.</p>	<p><b>Explanation</b></p> <p>See the <i>Explanation</i> section in the row above.</p> <p><b>Special Considerations</b></p> <p>In addition to the <i>Explanation</i> section above, waivers for:</p> <ol style="list-style-type: none"> <li><b>Physical education</b> is managed as a <i>waiver</i> of School Code mandates discussed in the <i>Explanation</i> section above. A waiver of this School Code mandate may be in effect for up to five years. Recent legislative changes removed any cap applicable to renewal of waivers related to physical education.</li> <li><b>Driver education fee increases</b> require the District to include the proposed amount of the fee increase: (a) in the public notice, and (b) on the District’s website. 105 ILCS 5/2-3.25g(c-5). <b>Note:</b> For a sample school district resolution to increase driver education fees, see 4:140-E3, <i>Resolution to Increase Driver Education Fees</i>.</li> </ol> <p><b>Resources</b></p> <p>See the <i>Resources</i> section in the row above.</p>
<p>Holidays, 105 ILCS 5/24-2(b).</p>	<p><b>Explanation</b></p> <p>Allows the District to hold school or schedule teachers’ institutes, parent-teacher conferences, or staff development on certain holidays without submitting a modification request to and obtaining approval from ISBE.</p> <p>After a public hearing, the District may hold school or schedule teachers’ institutes, parent-teacher conferences, or staff development on:</p> <ol style="list-style-type: none"> <li>The third Monday in January (Dr. Martin Luther King, Jr.’s Birthday);</li> <li>February 12 (President Abraham Lincoln’s Birthday);</li> </ol>

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p>3. The first Monday in March (Casimir Pulaski Day);</p> <p>4. The second Monday in October (Columbus Day); and/or</p> <p>5. November 11 (Veterans Day).</p> <p><b>Special Considerations</b></p> <p>The Board must provide notice before the public hearing to both educators and parents/guardians with: (1) the time, date, and place of the hearing, (2) a description of the proposal, and (3) information that testimony from educators and parents/guardians will be taken about the proposal during the hearing.</p> <p>The District must prepare a proposal for recognizing the person(s) honored by the holiday through instructional activities conducted on that day or, if the day is not used for student attendance, on the first school day preceding or following that day. The District may also consider aligning the proposal with Board policies 5:200, <i>Terms and Conditions of Employment and Dismissal</i>; 5:330, <i>Sick Days, Vacation, Holidays, and Leaves</i>; and 6:20, <i>School Year Calendar and Day</i>.</p> <p><b>Resources</b></p> <p>See <i>Holiday Modifications</i> on ISBE’s website at: <a href="http://www.isbe.net/Pages/Modifications-of-the-School-Codes-and-Rules-of-the-State-Board.aspx">www.isbe.net/Pages/Modifications-of-the-School-Codes-and-Rules-of-the-State-Board.aspx</a>.</p>
<p>Parent-Teacher Conferences, 105 ILCS 5/18-8.05(F)(2)(d). Section 5/18-8.05(F)(2)(d)(1.5) specifically addresses Parent-Teacher Conferences.</p>	<p><b>Explanation</b></p> <p>Allows flexible scheduling options for parent-teacher conferences without the need to submit a formal waiver request through ISBE to the General Assembly. The District may count a parent-teacher conference as a full-day under any of the following configurations:</p> <ol style="list-style-type: none"> <li>1. A minimum of five clock-hours of parent-teacher conferences;</li> <li>2. Both a minimum of two clock-hours of parent-teacher conferences held in the evening following a full day of student attendance, and a minimum of three clock-hours of parent-teacher conferences held on the day immediately following evening parent-teacher conferences; or</li> <li>3. Multiple parent-teacher conferences held in the evenings following full days of student attendance, in which the time used for the parent-teacher conferences is equivalent to a minimum of five clock-hours.</li> </ol>

Waiver or Modification	Explanation, Special Considerations, and Resources
	<p><b>Special Considerations</b> Any other options not covered by the language above will require a waiver request to the General Assembly for its consideration.</p> <p><b>Resources</b> See <i>Parent-Teacher Conference Waivers</i> on ISBE's website at: <a href="http://www.isbe.net/Pages/Modifications-of-the-School-Codes-and-Rules-of-the-State-Board.aspx">www.isbe.net/Pages/Modifications-of-the-School-Codes-and-Rules-of-the-State-Board.aspx</a>.</p>

Adopted by Northwestern CUSD #2 November 14, 2017



## **School Board**

### **School District Elections**

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

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

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

LEGAL REF.: 10 ILCS 5/1-3, 5/2A, 5/10-9, 5/22-17, 5/22-18, and 5/28.  
105 ILCS 5/9 and 5/9-1.5.

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

Adopted by the Northwestern CUSD #2, November 14, 2016

## **School Board**

### **Board Member Qualifications**

A School Board member must be, on the date of election, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, a registered voter, be neither a school trustee nor a school treasurer, and not be a child sex offender as defined in State law. A Board member must also have filed an economic interest statement as required by the Illinois Governmental Ethics Act.

Some persons may be ineligible for Board membership by reason of other public offices held or certain types of State or federal employment.

LEGAL REF.: Ill. Constitution, Art. 2, ¶ 1; Art. 4, ¶ 2(e); Art. 6, ¶ 13(b).  
105 ILCS 5/10-3 and 5/10-10.

CROSS REF.: 2:30 (School Board Elections)

## **School Board**

### **Board Member Term of Office**

The term of office for a School Board member begins immediately after both of the following occur:

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 School Board Meeting)

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## **School Board**

### **Board Member Removal from Office**

If a majority of the School Board determines that a Board member has willfully failed to perform his or her official duties, it may request the Regional Superintendent to remove such member from office.

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

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

## School Board

### Vacancies on the School Board - Filling Vacancies

#### Vacancy

Elective office of a School Board 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 of the incumbent,
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 Regional Superintendent of Schools of that vacancy within 5 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, 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 45 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)

## School Board

### **Exhibit - Checklist for Filling Board Vacancies by Appointment**

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

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

Guidelines	Explanation
Review Board policy 2:70, <i>Vacancies on the School Board - Filling Vacancies</i> , to determine if a vacancy on the Board occurred and, if so, whether the successor will be selected by election or Board appointment.	Filling a vacancy by Board appointment or election depends upon when the vacancy occurred. If a vacancy occurs with less than: (1) 868 days remaining in the term of office, or (2) 88 days before the next regularly scheduled election for the vacant office, no election to fill the vacancy is held and the appointee serves the remainder of the term. At all other times, an appointee serves until the next regular school election, at which election a successor is elected to serve the remainder of the unexpired term. See 105 ILCS 5/10-10.

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

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

Guidelines	Explanation
<p>At a minimum, the Board uses election qualifications, that is, a candidate must meet the following:</p> <ul style="list-style-type: none"> <li>• Be a United States citizen.</li> <li>• Be at least 18 years of age.</li> <li>• Be a resident of Illinois and the District for at least one year immediately preceding the appointment.</li> <li>• Be a registered voter.</li> <li>• Not be a child sex offender.</li> <li>• Not hold another incompatible public office.</li> <li>• Not have a prohibited interest in any contract with the District.</li> <li>• Not be a school trustee.</li> </ul>	<p>While <u>The School Code</u> does not expressly set forth eligibility requirements for appointment to a Board vacancy, the Board may want to use the qualifications for elected Board members listed in 105 ILCS 5/10-3 and 5/10-10.</p> <p>For guidance discussing other qualifications that the Board may want to consider, see IASB's <i>Recruiting School Board Candidates</i>, available at: <a href="http://www.iasb.com/elections/recruiting.pdf">www.iasb.com/elections/recruiting.pdf</a>.</p> <p>For guidance regarding conflict of interest and incompatible offices, see <i>Answers to FAQs, Conflict of Interest and Incompatible Offices</i>, published by the Ill. Council of School Attorneys, available at: <a href="http://www.iasb.com/law/conflict.cfm">www.iasb.com/law/conflict.cfm</a>.</p>

Guidelines	Explanation
<ul style="list-style-type: none"> <li>• Not hold certain types of prohibited State or federal employment.</li> </ul>	
<p>When additional qualifications apply, the following items may be included in the Board’s list of qualifications:</p> <ul style="list-style-type: none"> <li>• Meet all qualifications based upon the distribution of population among congressional townships in the district.</li> <li>• Meet all qualifications based upon the distribution of population among incorporated and unincorporated areas.</li> </ul>	<p>Board members of some community unit school districts may be subject to historical residential qualifications based on the distribution of population among congressional townships in the district or between the district’s incorporated and unincorporated areas (105 ILCS 5/11A-8).</p>

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

Guidelines	Explanation
<p>The Board President will accept applications.</p> <p>The Board will discuss, at an open meeting, its process to review the applications and who will contact applicants for an interview.</p>	<p>Who accepts vacancy applications is at the Board’s sole discretion. According to 2:110, <i>Qualifications, Term, and Duties of Board Officers</i>, the Board President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Superintendent’s secretary if the Board determines that it is more convenient. Who accepts the applications must be decided prior to posting the vacancy announcement.</p>

**Create Board member vacancy announcement.**

Announcement	Explanation
<p><b>School District _____ Board Member Vacancy</b></p> <p>The School District is accepting applications to fill the vacancy resulting from [<i>reason for vacancy</i>] of [<i>former Board member’s name</i>].</p> <p>The individual selected will serve on the School Board from the date of appointment to [<i>date</i>].</p> <p>The School District [<i>School District’s philosophy or mission statement</i>].</p>	<p>The contents of a vacancy announcement, how it is announced, and where it is posted are at the Board’s sole discretion.</p> <p>The Board may want to announce the vacancy and its intent to fill it by appointment during an open meeting. The announcement may be posted on the District’s website and in the local newspaper(s).</p> <p>The length of the appointment depends upon when during the term of office the vacancy occurred. See 105 ILCS 5/10-10 and Board policy 2:70, <i>Vacancies on the School Board - Filling Vacancies</i>, to determine the length of the appointment.</p> <p>See Board policy 1:30, <i>School District Philosophy</i>, for the District’s mission statement that is specific to the community’s goals.</p>

Announcement	Explanation
Applicants for the Board vacancy must be: <i>[Board's list of qualifications]</i> .	See checklist item titled <i>Develop List of Qualifications for Appointment of a Person to Fill Vacancy</i> above.
Applicants should show familiarity with the Board's policies regarding general duties and responsibilities of a Board and a Board member, including fiduciary responsibilities, conflict of interest, ethics and gift ban. The Board's policies are available at <i>[locations]</i> .	Listing this along with the Board's list of qualifications assists candidates in understanding a Board member's duties and responsibilities and may facilitate a better conversation during the interview process. See Board policies: 2:20, <i>Powers and Duties of the School Board</i> ; 2:80, <i>Board Member Oath and Conduct</i> ; 2:100, <i>Board Member Conflict of Interest</i> ; 2:105 <i>Ethics and Gift Ban</i> ; and 2:120, <i>Board Member Development</i> .
Applications may be obtained at <i>[location and address and/or website]</i> beginning on <i>[date and time]</i> .  Completed applications may be turned in by <i>[time and date]</i> to <i>[name and title of person receiving applications]</i> .	See action item titled <i>Decide who will receive completed vacancy applications</i> above.

- Publicize vacancy announcement by placing it on the District's website, announcing it at a meeting, or advertising it in the local newspaper(s).**
- Accept and review applications from prospective candidates (see *Decide who will receive completed vacancy applications* above).**
- Contact appropriate applicants for interviews (see *Decide who will receive completed vacancy applications* above).**
- Develop interview questions.**

Interview Questions	Explanation
<p>Why do you want to be a Board member?</p> <p>What specific skills would you bring to the Board?</p> <p>Please give specific examples of your ability in interpersonal relationships and teamwork.</p> <p>What do you see as the role of a Board member?</p> <p>What have you done to prepare yourself for the challenges of being a Board member?</p> <p>Please describe your previous</p>	<p>Interview questions are at the Board's sole discretion. This list is not exhaustive, but it may help the Board tailor its questions toward finding a candidate who will approach Board membership with a clear understanding of its demands and expectations along with a constructive attitude toward the challenge. The Board may also want to consider allowing an equal amount of time for each interview.</p> <p>See IASB's <i>Recruiting School Board Candidates</i>, available at: <a href="http://www.iasb.com/elections/recruiting.pdf">www.iasb.com/elections/recruiting.pdf</a>.</p> <p>A prospective candidate to fill a vacancy may raise other specific issues that the Board will want to cover during an interview.</p>



Interview Questions	Explanation
<p>community or non-profit experiences.</p> <p>What areas in the district would you like to see the Board strengthen?</p> <p>What is your availability to meet the time, training commitments, and other responsibilities required for Board membership?</p> <p>Describe what legacy you would like to leave behind.</p>	

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

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

Interview Plan	Explanation
the Board's decision.	

- Fill vacancy by a vote during an open meeting of the Board before the 45<sup>th</sup> day (105 ILCS 5/10-10).**
- Assist the appointed Board member in filing his or her statement of economic interest (5 ILCS 420/4A-105(c)).**
- Announce the appointment to District staff and community.**

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

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

Guidelines	Explanation
See Board policy 2:80, <i>Board Member Oath and Conduct</i> .	Each individual, before taking his or her seat on the Board, must take an oath in substantially the form given in 105 ILCS 5/10-16.5.
See Board policy 2:120, <i>Board Member Development</i> , and 2:120-E, <i>Guidelines for Serving as a Mentor to a New School Board Member</i> .	Orientation assists new Board members to learn, understand, and practice effective governance principles. See the IASB Foundational Principles of Effective Governance, available at: <a href="http://www.iasb.com/principles_popup.cfm">www.iasb.com/principles_popup.cfm</a> .

- Inform IASB of the newly appointed Board member's name and directory information.**

Adopted by Northwestern C.U.S.D. #2, September 22, 2010

## School Board

### Board Member Oath and Conduct

Each School Board member, before taking his or her seat on the Board, shall take the following oath of office:

**I, (name), do solemnly swear** (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education (or Board of School Directors, as the case may be) of *(name of School District)*, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

**I further swear** (or affirm) that:

**I shall respect** taxpayer interests by serving as a faithful protector of the School District's assets;

**I shall encourage** and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

**I shall recognize** that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting; and

**I shall abide** by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.

The Board President will administer the oath in an open Board meeting; in the absence of the President, the Vice President will administer the oath. If neither is available, the Board member with the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards*. A copy of the *Code* shall be displayed in the regular Board meeting room.

LEGAL REF.: 105 ILCS 5/10-16.5.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board), 2:50 (Board Member Term of Office), 2:100 (Board Member Conflict of Interest), 2:105 (Ethics and Gift Ban), 2:210 (Organizational School Board Meeting)

Adopted by Northwestern C.U.S.D. #2, October 20, 2010

## **School Board**

### **Exhibit - Board Member Code of Conduct**

As a member of my local School Board, I will do my utmost to represent the public interest in education by adhering to the following standards and principles:

1. I will represent all School District constituents honestly and equally and refuse to surrender my responsibilities to special interest or partisan political groups.
2. I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and will not use my Board membership for personal gain or publicity.
3. I will recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a Board meeting.
4. I will take no private action that might compromise the Board or administration and will respect the confidentiality of privileged information.
5. I will abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
6. I will encourage and respect the free expression of opinion by my fellow Board members and will participate in Board discussions in an open, honest and respectful manner, honoring differences of opinion or perspective.
7. I will prepare for, attend and actively participate in School Board meetings.
8. I will be sufficiently informed about and prepared to act on the specific issues before the Board, and remain reasonably knowledgeable about local, State, national, and global education issues.
9. I will respectfully listen to those who communicate with the Board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
10. I will strive for a positive working relationship with the Superintendent, respecting the Superintendent's authority to advise the Board, implement Board policy, and administer the District.
11. I will model continuous learning and work to ensure good governance by taking advantage of Board member development opportunities, such as those sponsored by my State and national school board associations, and encourage my fellow Board members to do the same.
12. I will strive to keep my Board focused on its primary work of clarifying the District purpose, direction and goals, and monitoring District performance.

Adopted by Northwestern School District December 2008

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## **School Board**

### **Board Member Conflict of Interest**

No School Board member shall have a beneficial interest directly or indirectly in any contract, work, or business of the District unless permitted by State law.

Board members must annually file a *Statement of Economic Interests* as required by the Illinois Governmental Ethics Act. Each Board member is responsible for filing the statement with the county clerk of the county in which the District's main office is located by May 1.

LEGAL REF.:       5 ILCS 420/4A-101, 420/4A-105, 420/4A-106, and 420/4A-107.  
                      50 ILCS 105/3.  
                      105 ILCS 5/10-9.

CROSS REF.:       2:105 (Ethics and Gift Ban), 5:120 (Ethics and Conduct)

Adopted by Northwestern C.U.S.D. #2, October 20, 2010

## School Board

### Ethics and Gift Ban

#### Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and School Board members:

1. No employee shall intentionally perform any “political activity” during any “compensated time,” as those terms are defined herein.
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity.
3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member’s or employee’s duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in activities that: (1) are otherwise appropriate as part of his or her official duties or (2) are undertaken by the individual on a voluntary basis that are not prohibited by this policy.

#### Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with any Board member or employee shall intentionally solicit or accept any “gift” from any “prohibited source,” as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fund-raising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss business.
6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece,

husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.

7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. "Intra-governmental gift" means any gift given to a Board member or employee from another Board member or employee, and "inter-governmental gift" means any gift given to a Board member or employee by an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code.

#### Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board attorney, either place the alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, *Uniform Grievance Procedure*. A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

### Definitions

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, 5 ILCS 430/1-5.

"Political activity" means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.



14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

With respect to an employee whose hours are not fixed, “compensated time” includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

“Prohibited source” means any person or entity who:

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;
2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee; or
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee.

“Gift” means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

LEGAL REF.: 5 ILCS 430/1-1 et seq.  
10 ILCS 5/9-25.1.

CROSS REF.: 5:120 (Ethics)

Adopted by Northwestern School District August 2008

## **School Board**

### **Qualifications, Term, and Duties of Board Officers**

The School Board officers are: President, Vice President, Secretary, and Treasurer. These officers are elected or appointed by the Board at its organizational meeting.

#### **President**

The Board elects a President from its members for a 2-year term. The duties of the President are to:

1. Focus the Board meeting agendas on appropriate content and preside at all meetings;
2. Make all Board committee appointments, unless specifically stated otherwise;
3. Attend and observe any Board committee meeting at his or her discretion;
4. Represent the Board on other boards or agencies;
5. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
6. Call special meetings of the Board;
7. Serve as the *head of the public body* for purposes of the Open Meetings Act and Freedom of Information Act;
8. Ensure that a quorum of the Board is physically present at all Board meetings;
9. Administer the oath of office to new Board members; and
10. Serve as the Board's official spokesperson to the media.

The President is permitted to participate in all Board meetings in a manner equal to all other Board members, including the ability to make and second motions.

The Vice President fills a vacancy in the Presidency.

#### **Vice President**

The Board elects a Vice President from its members for a 2-year term. The Vice President performs the duties of the President if:

1. The office of President is vacant;
2. The President is absent; or
3. The President is unable to perform the office's duties.

A vacancy in the Vice Presidency is filled by a special Board election.

#### **Secretary**

The Board elects a Secretary for a 2-year term. The secretary may be, but is not required to be, a Board member. The Secretary may receive reasonable compensation as determined by the Board before appointment. However, if the secretary is a Board member, the compensation shall not exceed \$500 per year, as fixed by the Board at least 180 days before the beginning of the term. The duties of the Secretary are to:

1. Keep minutes for all Board meetings and keep the verbatim record for all closed Board meetings;
2. Mail meeting notification and agenda to news media who have officially requested copies;
3. Keep records of the Board's official acts, and sign them, along with the President, before submitting them to the Treasurer at such times as the Treasurer may require;

4. Report to the Treasurer on or before July 7, annually, such information as the Treasurer is required to include in the Treasurer's report to the Regional Superintendent;
5. Act as the local election authority for the District;
6. Arrange public inspection of the budget before adoption;
7. Publish required notices;
8. Sign official District documents requiring the Secretary's signature; and
9. Maintain Board policy and such other official documents as directed by the Board.

The Secretary may delegate some or all of these duties, except when State law prohibits the delegation. The Board appoints a secretary pro tempore, who may or may not be a Board member, if the Secretary is absent from any meeting or refuses to perform the duties of the office. A permanent vacancy in the office of Secretary is filled by special Board election.

#### Recording Secretary

The Board may appoint a Recording Secretary who is a staff member. The Recording Secretary shall:

1. Assist the Secretary by taking the minutes for all open Board meetings;
2. Assemble Board meeting material and provide it, along with prior meeting minutes, to Board members before the next meeting; and
3. Perform the Secretary's duties, as assigned, except when State law prohibits the delegation.

In addition, the Recording Secretary or Superintendent receives notification from Board members who desire to attend a Board meeting by video or audio means.

#### Treasurer

The Treasurer of the Board shall be either a member of the Board who serves a 1-year term or a non-Board member who serves at the Board's pleasure. A Treasurer who is a Board member may not be compensated. A Treasurer who is not a Board member may be compensated provided it is established before the appointment. The Treasurer must:

1. Be at least 21 years old;
2. Not be a member of the County Board of School Trustees; and
3. Have a financial background or related experience, or 12 credit hours of college-level accounting.

The Treasurer shall:

1. Furnish a bond, which shall be approved by a majority of the full Board;
2. Maintain custody of school funds;
3. Maintain records of school funds and balances;
4. Prepare a monthly reconciliation report for the Superintendent and Board; and
5. Receive, hold, and expend District funds only upon the order of the Board.

A vacancy in the Treasurer's office is filled by Board appointment.

LEGAL REF.: 5 ILCS 120/7 and 420/4A-106.  
105 ILCS 5/8-1, 5/8-2, 5/8-3, 5/8-6, 5/8-16, 5/8-17, 5/10-1, 5/10-5, 5/10-7, 5/10-8, 5/10-13, 5/10-13.1, 5/10-14, 5/10-16.5, and 5/17-1.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:210 (Organizational School Board Meeting)

Adopted by Northwestern CUSD #2 April 16, 2014

## School Board

### Board Member Development

The School Board desires that its individual members learn, understand, and practice effective governance principles. The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

### Mandatory Board Member Training

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities within the first year of his or her first term.
2. Each Board member must complete training on the Open Meetings Act no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of the certificate of completion with the Board. Training on the Open Meetings Act is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training.

### Professional Development; Adverse Consequences of School Exclusion; Student Behavior

The Board President or Superintendent, or their designees, will make reasonable efforts to provide ongoing professional development to Board members about the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive and healthy school climates, i.e., *Senate Bill 100 training topics*.

### Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement.

### New Board Member Orientation

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting

minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.

2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member.
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

#### Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.: 5 ILCS 120/1.05 and 120/2.  
105 ILCS 5/10-16a and 5/24-16.5.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Compensation; Expenses), 2:200 (Types of School Board Meetings)

Adopted by Northwestern CUSD #2 November 14, 2016

## **School Board**

### **Exhibit - Guidelines for Serving as a Mentor to a New School Board Member**

*On District letterhead*

Date

Dear School Board Member:

Thank you for agreeing to serve as a mentor to a new Board member. The goal of the mentoring program is to orient a new Board member to the Board and District and to help him or her be comfortable, develop self-confidence, and become an effective leader. Follow these guidelines to maximize your mentoring effectiveness.

1. Be a good mentor by sharing your knowledge and experiences with others. Take a personal interest in helping others succeed.
2. Try to develop an informal, collegial relationship with the new Board member – explain that you are there to help. Listen respectfully to all concerns and answer questions honestly.
3. During your first contact with the new Board member, introduce yourself and explain that you will serve as his or her mentor and are looking forward to sharing information about the Board and District. If possible, meet with the individual to become acquainted. Be available as needed to provide assistance, advice, and support. The Superintendent's office will have already provided the new Board member with a web link or paper copy of the Board's policies as well as other helpful material.
4. Be prepared to introduce the new Board member at upcoming Board events until he or she becomes a familiar face.
5. Be available and maintain a helpful attitude. You will assist the new Board member in becoming an effective member of the Board and ensuring skilled and knowledgeable future leadership for the District.

Being a mentor can bring rewards to you, the new Board member, and the District. Thank you for your assistance and commitment.

Sincerely,

School Board President

**School Board**

**Exhibit - Website Listing of Development and Training Completed by Board Members**

*District webmaster: Post this template (including the explanatory paragraphs) on the District’s website and update the table as information is provided.*

Each Illinois school board member who is elected or appointed to fill a vacancy of at least one year’s duration must receive *professional development leadership* training (PDLT) and *Open Meetings Act* (OMA) training. Mandatory training is also required upon *Performance Evaluation Reform Act* implementation in each school district. For additional information, see Board policy 2:120, *Board Member Development*.

The following table contains mandatory and non-mandatory training and development activities that were completed by each Board member. When the training was provided by the Illinois Association of School Boards, the acronym “IASB” follows the listed activity.

<b>Name</b>	<b>Development and Training Activity and Provider</b>	<b>Date Completed</b>

The Illinois Association of School Boards (IASB) is a voluntary organization of local boards of education dedicated to strengthening the Illinois public schools through local citizen control. Although not a part of State government, IASB is organized by member school boards as a private not-for-profit corporation under authority granted by Article 23 of the School Code. The vision of IASB is excellence in local school board governance supporting quality public education.

For more information regarding IASB and its programs, visit [www.iasb.com](http://www.iasb.com).

## School Board

### Board Member Compensation; Expenses

#### Board Member Compensation Prohibited

School Board 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 Regional Superintendent of Schools;
2. County or regional meetings and the annual meeting sponsored by any school board 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. Copies of airline tickets 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, 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.

LEGAL REF.: 105 ILCS 5/10-20 and 5/10-22.32.  
Local Government Travel Expense Control Act, 50 ILCS 150/.

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 by Northwestern CUSD #2, November 11, 2016

**School Board**

**Exhibit - Board Member Expense Reimbursement Form**

Submit to the Superintendent, who will include this request in the monthly list of bills presented to the School Board. Please print and attach receipts for all expenditures. Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements. Please print.

Name: \_\_\_\_\_

Title/Office: \_\_\_\_\_

Travel Destination: \_\_\_\_\_

Purpose: \_\_\_\_\_

Departure Date: \_\_\_\_\_

Return Date: \_\_\_\_\_

Receipts attached

Request Date: \_\_\_\_\_

Approved expense advancement (voucher) attached, if applicable\* (Completed 2:125-E2, Board Member Estimated Expense Approval Form.)

Actual Expense Report										
* Board members will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. (105 ILCS 5/10-22.32)										
Auto Travel Allowance: _____ per mile										
Date	Mileage Miles	Cost	Comm. Travel Expenses	Lodging	Meals Bkfst   Lunch   Dinner			Other Item	Cost	Daily Total
<b>Subtotal</b>										
<b>Advances</b>									-	
<b>TOTAL (a negative amount indicates refund due from Board member)</b>									\$	

\_\_\_\_\_  
Submitting Board Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

School Board Action:  Approved  Denied  Approved in Part  Exceeds Maximum Allowable Amount

**School Board**

**Exhibit - Board Member Estimated Expense Approval Form**

*Submit to the Superintendent, who will include this request in the monthly list of bills presented to the School Board. Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements. Please print.*

Name: \_\_\_\_\_ Title/Office: \_\_\_\_\_

Travel Destination: \_\_\_\_\_ Purpose: \_\_\_\_\_

Departure Date: \_\_\_\_\_ Return Date: \_\_\_\_\_

**Estimated Expenses Approval Requested** (50 ILCS 150/20)

**Purchase Order Requested** Purchase Order #: \_\_\_\_\_

**Expense Advancement Voucher Requested** (105 ILCS 5/10-22.32)

Voucher Amount: \_\_\_\_\_

Estimated Expense Report										
Auto Travel Allowance: _____ per mile										
Date	Mileage		Comm. Travel Expense	Lodging	Meals			Other Item	Cost	Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner			
<b>Total</b>										\$

\_\_\_\_\_  
Submitting Board Member's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

School Board Action:  **Approved**

**Denied**

**Approved in Part**

**Exceeds Maximum Allowable Amount**

**School Board**

**Exhibit - Resolution to Regulate Expense Reimbursements**

WHEREAS, Section 10-20 of the School Code (105 ILCS 5/10-20) grants school boards other powers that are not inconsistent with their duties;

WHEREAS, Section 10 of the Local Government Travel Expense Control Act (50 ILCS 150/, added by P.A. 99-604, eff. 1-1-17) provides that the School Board shall by resolution regulate the reimbursement of all travel, meal, and lodging expenses of officers and employees, including, but not limited to: (1) the types of official business for which travel, meal, and lodging expenses are allowed; (2) maximum allowable reimbursement for travel, meal, and lodging expenses; and (3) a standardized form for submission of travel, meal, and lodging expenses supported with minimum documentation;

WHEREAS, the Board regulates the types of expenses that are allowed in Board Policies 2:125, *Board Member Compensation; Expenses* and 5:60, *Expenses*;

WHEREAS, based upon the School District’s budget and other financial considerations, the Superintendent has recommended to the Board a maximum allowable reimbursement amount of [\$amount] for Board members and District staff;

WHEREAS, the Board requires submission of appropriate standardized expense forms supported with required written minimum documentation (50 ILCS 150/10 and 20);

WHEREAS, submitted expenses that exceed the Board’s maximum allowable reimbursement amount may be approved by a roll call vote at an open meeting of the Board when an emergency or other extraordinary circumstance exists (50 ILCS 150/10 and 15);

WHEREAS, all Board member expenses must be approved by a roll call vote at an open meeting of the Board (50 ILCS 150/15);

THEREFORE, BE IT RESOLVED, that the Board hereby:

1. Defines and sets the types of allowable expenses through Board policy 2:125, *Board Member Compensation; Expenses* and 5:60, *Expenses*.
2. Sets the maximum allowable reimbursement for travel, meal, and lodging expenses to an amount not to exceed [\$amount], effective on [date] until the Resolution is rescinded or replaced by the Board.
3. Supersedes its previously adopted *Resolution to Regulate Expense Reimbursements* as of the effective date in paragraph two above.
4. Requires use of Board exhibits 2:125-E1, *Board Member Expense Reimbursement Form*; 2:125-E2, *Board Member Estimated Expense Approval Form*; 5:60-E1, *Employee Expense Reimbursement Form*; and 5:60-E2, *Employee Estimated Expense Approval Form*.
5. May approve expenses that exceed the Board’s maximum allowable reimbursement amount by a roll call vote at an open meeting when an emergency or other extraordinary circumstance exists.
6. Must approve its members’ expenses by a roll call vote at an open meeting.

Attested by: \_\_\_\_\_, Board President

Attested by: \_\_\_\_\_, Board Secretary

## **School Board**

### **Board-Superintendent Relationship**

The School Board employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law.

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide general direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

LEGAL REF.: 105 ILCS 5/10-16.7 and 5/10-21.4.

CROSS REF.: 3:40 (Superintendent)

Adopted by the Northwestern CUSD #2, September 21, 2011

## **School Board**

### **Communications To and From the Board**

The School Board welcomes communications from the community. Staff members, parents, and community members should submit questions or communications for the School Board's consideration to the Superintendent. The Superintendent shall provide the Board with a summary of these questions or communications and provide, as appropriate, his or her feedback regarding the matter. 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 private action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members individually, 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 to, by, and among Board members, in their capacity as Board members, 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. Electronic communications may contain:

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

LEGAL REF.: 5 ILCS 120/.

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

Adopted by Northwestern C.U.S.D. #2, April 26, 2011

## School Board

### Exhibit - Guidance for Board Member Communications, Including Email Use

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

#### Communications Outside of a Properly Noticed Board Meeting

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

#### When Must Email Be Retained?

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



### Non-Record Messages

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

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

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

### Official Record Messages

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

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

Adopted by Northwestern CUSD #2, December 19, 2012

## School Board

### Committees

The School Board may establish committees to assist with the Board's governance function and, in some situations, to comply with State law requirements. These committees are known as Board committees and report directly to the Board. Committee members may include both Board members and non-Board members depending on the committee's purpose. The Board President makes all Board committee appointments unless specifically stated otherwise. Board committee meetings shall comply with the Open Meetings Act. A Board committee may not take final action on behalf of the Board – it may only make recommendations to the Board.

#### Special Board Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion.

#### Standing Board Committees

A standing committee is created for an indefinite term although its members will fluctuate. Standing committees are:

1. Board Policy Committee. This committee researches policy issues, and provides information and recommendations to the Board.
2. Parent-Teacher Advisory Committee. This committee assists in the development of student behavior policy and procedure, and provides information and recommendations to the Board. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
3. Behavioral Interventions Committee. This committee develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*, and provides information and recommendations to the Board. At the Board President's discretion, the Parent-Teacher Advisory Committee shall perform the duties assigned to the Behavioral Interventions Committee.

Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to him or her or to other staff members.

LEGAL REF.: 5 ILCS 120.  
105 ILCS 5/10-20.14 and 5/14-8.05.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of School Board Meetings), 2:240 (Board Policy Development), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

Adopted by Northwestern C.U.S.D. #2, December 15, 2010

## School Board

### Administrative Procedure - Superintendent Committees

The Superintendent or designee creates Superintendent or administrative committees as deemed necessary, makes all appointments, and directs all activities. A Superintendent or administrative committees reports to the Superintendent or administrator who directs its activities. The Superintendent or designee should consult the Board Attorney (a) concerning whether any of these committees must comply with the Open Meetings Act (OMA), and/or (b) to receive guidance for ensuring that the meetings either comply with OMA requirements or do not trigger OMA. Unless otherwise indicated, the listed Superintendent or administrative committees are optional:

#### Communicable and Chronic Infectious Disease Program Task Force

This task force assists in the development and review of a chronic and infectious disease program consistent with the District's policies and State and federal laws and regulations, and reports directly to the Superintendent or designee. Appointments are made to the task force only if the Superintendent or designee determines that its input is desirable. See policies 5:40, *General Personnel - Communicable and Chronic Infectious Disease*; and 7:280, *Students - Communicable and Chronic Infectious Disease*.

Task force members include the Superintendent or designee, school medical advisor, a school nurse, and representatives from the School Board, local health department, PTA, the professional staff, and other employee groups.

#### Communicable and Chronic Infectious Disease Review Team

This review team monitors those employees and students who have a communicable and chronic infectious disease, and:

1. Reviews individual medical case histories.
2. Recommends the most appropriate educational setting for a student, which may include temporary removal from and return to the regular educational setting.
3. Recommends the most appropriate work setting for an employee; this may include retention in his/her present position, transfer to another position, or temporarily excused from or returned to his/her work assignment.

Team members include the District's medical advisor, a school nurse, the Building Principal, and the Superintendent or designee.

The review team is guided by the Board's policies, Illinois Dept. of Public Health rules and regulations, and all other applicable State and federal laws. It reports directly to the Superintendent or designee. See also policies 5:40, *General Personnel - Communicable and Chronic Infectious Disease*, and 7:280, *Students - Communicable and Chronic Infectious Disease*. The review team consults the employee's or the student's personal physician and local health department officials before making any recommendations.

The Communicable and Chronic Infectious Disease Review Team respects the privacy rights of each employee and student and takes such precautions as may be necessary to secure confidentiality.

#### Food Allergy Management Committee

This committee develops and implements the District's Food Allergy Management Program and reports directly to the Superintendent or designee. It monitors the program for effectiveness and establishes a schedule for the Superintendent to report this information to the Board. See policy 7:285, *Food Allergy Management Program*, that is based upon the *ISBE/IDPH Guidelines* at: [www.isbe.net/Documents/food\\_allergy\\_guidelines.pdf](http://www.isbe.net/Documents/food_allergy_guidelines.pdf). See also the modifiable Microsoft® Word version of the *ISBE/IDPH Guidelines* at: [www.isbe.net/Pages/Food-Allergy-Guidelines.aspx](http://www.isbe.net/Pages/Food-Allergy-Guidelines.aspx).

Committee members include District-level administrators, Building Principals, the District Safety Coordinator (see 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities*), District 504 Coordinator (see 6:120, *Education of Children with Disabilities*), staff members, parents/guardians, community members, and students.

#### Employee Drug Abuse Committee

This committee makes recommendations directly to the Superintendent or designee regarding employee drug abuse, and:

1. Cooperates with community and State agencies on drug abuse programs.
2. Gathers information about drug abuse and suggests methods to disseminate it to staff.
3. Develops a support network that encourages employees to self-refer for treatment and suggests procedures for early identification and treatment.
4. Recommends procedures that would protect the privacy of employees while taking into consideration the Board's obligation to provide a safe environment and to ensure high quality performance.
5. Recommends a method to explicitly inform employees of District policy and the consequences of drug abuse.

Committee members include the Superintendent or designee, the District's medical advisor, and employee representatives from both professional and educational support personnel. The committee is guided by Board policies, administrative procedures, and relevant State and federal statutes. See policy 5:50, *Drug- and Alcohol-Free Workplace; Tobacco Prohibition*.

#### Pandemic Planning Team

This team builds a strong relationship with the local health department and emergency medical agencies and uses their assistance to develop and implement a comprehensive pandemic influenza school action plan and build awareness of the final plan among staff, students, and community. See policy 4:180, *Pandemic Preparedness*, and procedure 4:180-AP1, *School Action Steps for Pandemic Influenza*.

Team members may include one or two Board members, administrators, and staff members. It reports directly to the Superintendent or designee.

#### Sex Equity Committee

This committee supports the District's efforts to eliminate sexual harassment by advising the Superintendent or designee on prevention, intervention, and education. Committee members may include community representatives, District administrators, teachers, and students. See policies 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; 7:10, *Equal Educational Opportunities*; and 7:20, *Harassment of Students Prohibited*.

#### School Violence Prevention Team

This team builds awareness about and supports the development and implementation of the District's:

1. Targeted School Violence Prevention Program. See 4:170, *Safety*; and 4:170-AP7, *Targeted School Violence Prevention Program*.
2. Anti-bullying program, when and as appropriate. See 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:180-AP1, *Prevention, Identification, Investigation, and Response to Bullying*.

All Building Principals or their designees must be on this team. Other team members may include the District Safety Coordinator (see 4:170-AP1, *Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities*), law enforcement representatives, Board Attorney, District psychologist(s), mental health workers and/or social service agencies, faith leaders, community members, and students. It reports directly to the Superintendent or designee.

#### Title I Advisory Committee

This committee is required if the District receives or desires to receive Title I funds. See policy 6:170, *Title I Programs*; 20 U.S.C. §6312; 34 C.F.R. §§200.41, 200.50, and 200.52(a)(1); and 105 ILCS 5/2-3.25d (for Illinois requirements). The committee supports the development and implementation of the District's Title I plan. Its activities may include, at the Superintendent or designee's directive:

1. Facilitating the active involvement of parents/guardians in their children's academic success by such activities as coordinating Title I parent-teacher conferences, providing information to help parents/guardians assist their children, coordinating volunteer or paid participation by parents/guardians in school activities, and establishing a process to respond to parents/guardians' inquiries and recommendations.
2. Distributing Title I informational materials.
3. Preparing and monitoring revised School Improvement Plan(s).
4. Supporting the implementation of Board policy 6:170, *Title I Programs*.

Committee members include parents/guardians and teachers of Title I children. It reports directly to the Superintendent or designee.

#### PERA (Performance Educational Reform Act) Joint Committee and the RIF (Reduction in Force) Joint Committee

Each committee listed below is required until its function has been fulfilled; each reports directly to the Superintendent or designee.

1. PERA joint committee. This mandatory committee develops a plan for incorporating data and indicators of student growth into the evaluation plan. The joint committee is "composed of equal representation selected by the district and its teachers, or where applicable, the exclusive bargaining representative of its teachers." 105 ILCS 5/24A-4(b). If, within 180 calendar days of the committee's first meeting, the committee does not reach agreement on the plan, the District must implement ISBE's model evaluation plan with respect to the use of data and indicators on student growth. The amendment of an evaluation plan continues to be a mandatory subject of bargaining.
2. RIF joint committee. This mandatory committee convenes annually to consider issues identified in the statute concerning the selection of teachers for layoff. 105 ILCS 5/24-12(c). On or before December 1 each year, the RIF joint committee must be established and must hold its first meeting. It is composed of individuals appointed by the Board and the teachers (or the exclusive bargaining representative of its teachers).

#### Concussion Oversight Team

The Concussion Oversight Team is required until its function has been fulfilled; it reports directly to the Superintendent or designee. State law requires the team to establish protocols for return-to-play and return-to-learn for students who have suffered a concussion or head injury during interscholastic athletic activities. See policy 7:305, *Student Athlete Concussions and Head Injuries*. 105 ILCS 5/22-80(d), added by P.A. 99-245, and amended by P.A.s 99-486 and 100-309. The Board must appoint or approve a Concussion Oversight Team. Section 22-80(d) identifies who must be on each Concussion Oversight Team. A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, they must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. If it is not practicable for a physician, athletic trainer and/or nurse to be on the Team and other licensed health care professionals are not appointed to serve on the Team, the Team may be composed of only one person who need not be a licensed healthcare professional; however, that individual may not be a coach.

#### Wellness Committee

The Wellness Committee includes at least one representative from each of the following groups: parents, students, representatives of the school food authority, teachers of physical education, school health professionals, a member of the Board, school administrators, and members of the community. It reports directly to the Superintendent or designee. Individuals of this committee will participate in the development, implementation, periodic reviews, and updates of policy 6:50, *Wellness*. 7 C.F.R. §210.31(d)(1).

Adopted by Northwestern CUSD #2 November 14, 2017

## **School Board**

### **Board Attorney**

The School Board may enter into an agreement for legal services with a specific attorney or law firm. 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. The District will only pay for legal services that are provided in accordance with the agreement for legal services or are otherwise authorized by this policy or a majority of the Board.

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

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

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

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

Adopted by Northwestern C.U.S.D. #2, September 22, 2010



## School Board

### Exhibit - Checklist for Selecting a Board Attorney

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

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

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

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

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

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

**Develop the RFP.**

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

**Announce the RFP.**

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

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

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

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

1. Review policy 2:110, *Qualifications, Term, and Duties of Board Officers*. The Board President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Superintendent’s secretary if the Board determines that it is more convenient. Who accepts applications is at the Board’s sole discretion and should be decided by the Board prior to posting the RFP announcement
2. The Board will discuss, at an open meeting, its process to review the applications and who will contact RFP responders for an interview.
3. The designated person will contact RFP responders for interviews.

**Develop interview questions.**

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

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

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

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

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

2. The Board may also want to consider allowing an equal amount of time for each interview.
3. Discuss the following items with each responder during the interview:
  - Introduce Board members to the responder.
  - Describe the Board’s interview process, selection process, and ask the responder if he or she has questions about the Board’s process for selecting its attorney.
  - Describe the District’s philosophy or mission statement.
  - Describe the Board Attorney position by reviewing the RFP.
  - Begin asking the interview questions. (See *Develop interview questions*, above).
  - Ask the responder whether he or she has any questions for the Board.
  - Thank the responder and inform him or her when the Board expects to make its decision and how the responder will be contacted regarding the Board’s decision.

**Conduct a reference check and other background investigation(s).**

1. The Board President may perform this check or direct the Superintendent to:
  - Check the ARDC’s master roll of attorneys as “Authorized to Practice Law.” To do this, enter the attorney’s name into the ARDC’s registration and public disciplinary records database at: [www.iardc.org/lawyersearch.asp](http://www.iardc.org/lawyersearch.asp).
  - Click on the attorney’s name to review whether any disciplinary actions are pending or resolved; current and prior actions will appear at the bottom of the screen.
  - If disciplinary actions are listed, ask the attorney or law firm for more information.
2. There are other online attorney review services available. These services may be overly subjective and/or the attorney may have control over the content in these services. Always check with the ARDC.
3. Call references provided by the responder.

**Enter into a written contract with the selected attorney or law firm.**

1. All *agreements for legal services* should be in writing. At minimum, the agreement should provide the fee arrangement and the scope of services. *Agreements for legal services* and individual billing statements from the Board Attorney are subject to disclosure pursuant to a Freedom of Information Act request (PAC-14-002).
2. Discuss the fee arrangements with the responder and decide:
  - Whether to enter into a fee arrangement or a retainer agreement. Note: Attorneys typically bill by a pre-determined percentage of the hour, e.g., in one-tenth of an hour increments. Many districts enter into a retainer agreement for legal services that requires them to pay the attorney a pre-determined fee every month. In return, the attorney provides a pre-determined amount of legal services whenever the district needs him or her. Districts find this useful because (1) they can budget for legal expenses, (2) legal advice is available up to the pre-determined amount for lower fees, and (3) this arrangement often provides for an enhanced, long-term relationship with the attorney.
  - The appropriate scope of services.
3. Review the written contract (*Agreement for Legal Services*) for these provisions:
  - Fee arrangement.
  - Scope of services.

- Who will be providing legal services?
  - A statement that the Board controls all legal decisions.
  - A statement that the attorney and his or her law firm have no conflicts of interest or, if a conflict exists, that the Board understands the conflict and waives it.
  - Board's right to terminate the services of the attorney and law firm at any time for any reason.
4. Approve the *Agreement for Legal Services* during an open Board meeting.

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

1. The contents of the announcement and length of time it is displayed are at the Board's sole discretion.
2. The Board may want to consider announcing during an open meeting. See Board policy 8:10, *Connection with the Community*.
3. The Board may want to include the following information in its announcement:
  - The Board appointed [attorney's name or law firm name] as the Board Attorney.
  - The appointment will begin on [date] for [length of time].
  - The Board previously established qualifications for the Board Attorney in a careful and thoughtful manner. [Attorney or law firm's name] meets these qualifications and has demonstrated the willingness to accept its duties and responsibilities. [Attorney or law firm's name] brings a clear understanding of the demands and expectations of the Board Attorney position along with a constructive attitude toward the challenge.

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## **School Board**

### **Procurement of Architectural, Engineering, and Land Surveying Services**

The School Board selects architects, engineers, and land surveyors to provide professional services to the District on the basis of demonstrated competence and qualifications, and in accordance with State law.

LEGAL REF.:       40 U.S.C. §541.  
                      50 ILCS 510/, Local Government Professional Services Selection Act.  
                      105 ILCS 5/10-20.21.  
                      Shively v. Belleville Twp. High Sch. Dist. 201, 329 Ill.App.3d 1156 (5th Dist.  
                                  2002), *appeal denied*.

**School Board**

**Administrative Procedure - Qualification Based Selection**

These procedures describe how the District will procure architectural, engineering, and land surveying services; the Local Government Professional Services Selection Act will control in the event of a conflict. 50 ILCS 510/1 as amended by P.A. 94-1097. The Superintendent will modify these procedures whenever the School Board determines by resolution that an emergency exists and a firm must be selected in an expeditious manner, or the cost of architectural, engineering, and land surveying services for the project is expected to be less than \$25,000. 50 ILCS 510/8.

<b>Actor</b>	<b>Action</b>
Architectural, engineering, or land surveying firms	May annually file a statement of qualifications and performance data with the District. 50 ILCS 510/4.
Superintendent and/or Designee	<p>Store statements of qualifications and performance data received from firms engaged in architectural, engineering, or land surveying services.</p> <p>Unless the District has a satisfactory relationship for services with one or more firms, mail notices of the proposed project to those firms that have current statements of qualifications and performance data on file. In addition, or alternatively, the project may be advertised in the local and area newspapers. 50 ILCS 510/4.</p> <p>Unless the District has a satisfactory relationship for services with one or more firms, evaluate the firms that submitted interest letters, according to criteria for ranking described in the last section of this procedure. The Superintendent and/or designee may conduct discussions with and require public presentations by firms deemed to be the most qualified regarding their qualifications, approach to the project, and ability to furnish the required services. 50 ILCS 510/5, as amended by P.A. 94-1097.</p> <p>Do not, prior to selecting a firm for contract negotiation, seek formal or informal submission of verbal or written estimates of costs or proposals in terms of dollars, hours required, percentage of construction cost, or any other measure of compensation. 50 ILCS 510/5, as amended by P.A. 94-1097.</p> <p>Select no less than 3 firms, who would be most qualified to provide services, and rank them in order of their qualifications. If fewer than 3 firms submit interest letters and the Board determines that one or both of those firms are so qualified, negotiate a contract as provided herein. 50 ILCS 510/6.</p> <p>Attempt to negotiate a contract at a fair and reasonable compensation, taking into account the estimated value, scope, complexity, and professional nature of the services to be rendered. 50 ILCS 510/5, as amended by P.A. 94-1097.</p>



Actor	Action
	<p>If unable to reach agreement on a satisfactory contract, terminate negotiations and proceed to negotiate with the firm ranked next in qualifications. 50 ILCS 510/5, as amended by P.A. 94-1097.</p> <p>If unable to negotiate a satisfactory contract with any of the 3 originally selected firms, inform the Board. The District will re-evaluate the services requested and compile a second list of not less than 3 qualified firms and continue the process. 50 ILCS 510/5, as amended by P.A. 94-1097.</p>

Criteria for Ranking Firms

Unless the District has a satisfactory relationship for services with one or more firms, the criteria for evaluating the firms submitting letters of interest may include, but are not limited to:

Required Criteria for Consideration (50 ILCS 510/5.)

- Qualifications and ability of professional personnel
- Past record and experience
- Performance data
- Acceptance of District's time and budget requirements
- Location of firm's administrative offices
- Workload

Permissive Criteria for Consideration

- Firm's credit rating
- Firm's financial stability
- Reputation
- Technological resources

LEGAL REF.: 40 U.S.C. §541.  
50 ILCS 510/1 et seq.  
105 ILCS 5/10-20.21.

## **School Board**

### **Mailing Lists for Receiving Board Material**

The Superintendent shall maintain a mailing list of the people who have filed a written request to receive any of the items listed below. Those persons shall be mailed copies of the following, provided they have pre-paid the subscription fee, pro-rated if subscribing less than one year:

- School Board Agenda

- Budgets

- Audits

- Official Board minutes (mailed within 10 days after approval)

The Superintendent shall annually set the subscription fee in an amount sufficient to cover reproduction and mailing costs. The subscription period shall be the same as the District's fiscal year.

LEGAL REF.: 105 ILCS 5/10-21.6.

CROSS REF.: 2:220 (School Board Meeting Procedure)

## **School Board**

### **Types of School Board Meetings**

#### **General**

For all meetings of the School Board and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. Unless otherwise specified, all meetings are held in the District's main office. Board policy 2:220, *School Board Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. In addition, each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act.

#### **Regular Meetings**

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with ten days' notice in accordance with State law.

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting.

#### **Closed Meetings**

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. 5 ILCS 120/2(c)(1), amended by P.A. 99-646.
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act,

provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).

5. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
6. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
7. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
8. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8), amended by P.A. 99-235, eff. 1-1-16.
9. Student disciplinary cases. 5 ILCS 120/2(c)(9).
10. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
11. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
12. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).
13. Self evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16).
14. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
15. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes.

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within three months of the vote.

No final Board action will be taken at a closed meeting.

### Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda.

### Special Meetings

Special meetings may be called by the President or by any three members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting.

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda.

### Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice.

### Posting on the District Website

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: 1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; 2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.: 5 ILCS 120/, Open Meeting Act.  
5 ILCS 140/, Freedom of Information Act.  
105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:110 (Qualifications Term, and Duties of Board Officers), 2:120 (Board Member Development), 2:210 (Organizational School Board Meetings), 2:220 (School Board Meeting Procedure), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks)

Adopted by Northwestern CUSD #2, November 11, 2016

## School Board

### Administrative Procedure - Types of School Board Meetings

Meeting Type	Notice	Agenda	Notice to News Media	District's Website
<b>Regular</b>	<p>Given once a year when the Board adopts its regular meeting schedule. 105 ILCS 5/10-6, 5/10-16.</p> <p>The notice and agenda must be continuously available for public review during the entire 48-hour period before the meeting. Posting on the District's website satisfies the requirement for continuous posting. However, to comply with the legislative intent, posting on the District's website does not replace the posting described in the <b>Agenda</b> column. 5 ILCS 120/2.02.</p>	<p>Post at the District's main office and at the meeting site, at least 48 hours before the meeting. 5 ILCS 120/2.02.</p>	<p>Give to any news media that filed an annual request for such notices. 5 ILCS 120/2.02.</p>	<p>Post the annual schedule of regular meetings and post a public notice of each meeting along with the meeting agenda. 5 ILCS 120/2.02.</p> <p>Post regular Board meeting minutes within ten days after approval; the minutes remain there for at least 60 days. 5 ILCS 120/2.06.</p>
<b>Special</b>	<p>Post a notice at the District's main office or, if no main office exists, at the meeting site, at least 48 hours before the meeting. 5 ILCS 120/2.02.</p> <p>The notice and agenda must be continuously available and/or posted on the District's website as provided in the <b>Regular</b> meeting row.</p> <p>Notice to Board members must be served by mail 48 hours before the meeting or by personal service 24 hours before the meeting. 105 ILCS 5/10-16.</p>	<p>Include with the public notice. 5 ILCS 120/2.02.</p>	<p>Give to any news media that files an annual request. Must also give the same notice as that given Board members if the news media provides an address or telephone number within the District's jurisdiction. 5 ILCS 120/2.02.</p>	<p>Post a public notice of each meeting along with the meeting agenda, at least 48 hours before the meeting. The notice and agenda must remain posted on the website until the meeting is concluded. 5 ILCS 120/2.02.</p>
<b>Emergency</b>	<p>Post the notice at the District's main office or, if no main office exists, at the meeting site, as soon as practicable before the meeting. 5 ILCS 120/2.02.</p> <p>The notice and agenda must be continuously available and/or posted on the District's website as provided in the <b>Regular</b> meeting row.</p> <p>No specific notice to Board members is specified, but it is advisable to provide the notice as soon as possible.</p>	<p>No State law requirements.</p>	<p>Same as for special meetings.</p>	<p>Post a public notice. 5 ILCS 120/2.02.</p>

Meeting Type	Notice	Agenda	Notice to News Media	District's Website
<b>Closed</b>	May hold a closed meeting, or close a portion of an open meeting, upon a majority vote of a quorum present, taken at a properly noticed open meeting. 5 ILCS 120/2a.	None required, but only topics specified in the vote to hold the closed meeting may be considered. 5 ILCS 120/2a.	No additional notice required.	Post a public notice. 5 ILCS 120/2.02.
<b>Rescheduled or Reconvened</b>	Post a notice at the District's main office or, if no main office exists, at the meeting site at least 48 hours before the meeting. 5 ILCS 120/2.02.  The notice and agenda must be continuously available and/or posted on the District's website as provided in the <b>Regular</b> meeting row.  No notice is needed when an open meeting is reconvened within 24 hours, or when the time and place of a reconvened meeting was announced at the original meeting and the agenda is not changed. 5 ILCS 120/2.02.	Included with any public notice.	Same as for a special meeting.	Post a public notice. 5 ILCS 120/2.02.

## **School Board**

### **Organizational School Board Meeting**

During a March meeting in odd-numbered years, the School Board establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within 28 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. At the organizational meeting the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.
2. The new Board members shall be seated.
3. The Board shall elect its officers, who assume office immediately upon their election.
4. The Board shall fix a time and date for its regular meetings.

LEGAL REF.: 10 ILCS 5/2A-1 et seq.  
105 ILCS 5/10-5, 5/10-16, and 5/10-16.5.

CROSS REF.: 2:30 (School District Elections), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of School Board Meetings), 2:220 (School Board Meeting Procedure), 2:230 (Public Participation at School Board Meetings and Petitions to the Board)



## School Board

### School Board Meeting Procedure

#### Agenda

The School Board President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require discussion or explanation before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. Items submitted by Board members to the Superintendent or the President shall be placed on the agenda for an upcoming meeting. District residents may suggest inclusions for the agenda. The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed.

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in the event of an emergency. The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of School Board Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

#### Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present.

#### Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. The minutes include:

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted *yea* and *nay*;

5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later.

At least semi-annually in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) decides which, if any, no longer require confidential treatment and are available for public inspection. The Board may meet in a prior closed session to review the minutes from closed meetings that are currently unavailable for public release.

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require.

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within ten days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection, except that Board members may access closed session minutes not yet released for public inspection (1) in the District's administrative offices or their official storage location, and (2) in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. The minutes, whether reviewed by members of the public or the Board, shall not be removed from the District's administrative offices or their official storage location except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within ten days after the Board approves them; the minutes will remain posted for at least 60 days.

#### Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained close to the Board's regular meeting location.

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting.

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a

Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

Before making such requests, Board members should consider whether such requests are germane to their responsibilities, service to District, and/or Oath of Office in policy 2:80, *Board Member Oath and Conduct*. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections.

#### Quorum and Participation by Audio or Video Means

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, or (3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

#### Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use Robert's Rules of Order, Newly Revised (10th Edition), as a guide when a question arises concerning procedure.

#### Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.: 5 ILCS 120/2a, 120/2.02, 120/2.05, and 120/2.06.  
105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:200 (Types of School Board Meetings), 2:150 (Committees), 2:210 (Organizational School Board Meeting), 2:230 (Public Participation at School Board Meetings and Petitions to the Board)

Adopted by Northwestern CUSD #2, November 11, 2016

**School Board**

**Exhibit - Board Treatment of Closed Meeting Verbatim Recordings and Minutes**

The following procedures govern the verbatim audio recordings and minutes of School Board meetings that are closed to the public.

<b>Actor</b>	<b>Action</b>
<p><i>Before any Board meeting:</i> Superintendent or designee</p>	<p>Arranges to have an audio recording device with extra recording tapes and a back-up audio recording device in the Board meeting room during every Board meeting regardless of whether a closed meeting is scheduled.</p> <p>The Board may close a portion of a public meeting without prior notice; it cannot, however, have a closed meeting unless it can record the session.</p>
<p><i>Before a closed meeting:</i> Board President or presiding officer</p>	<p>On the closed meeting date: (1) convenes an open meeting, (2) requests a motion to adjourn into closed meeting making sure the reason for the meeting is identified in the motion, (3) takes a roll call vote, (4) asks that the minutes record the vote of each member present and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting (5 ILCS 120/2a), and (5) adjourns the open meeting.</p>
<p><i>Before a closed meeting:</i> Superintendent or Board Secretary</p>	<p>Immediately before a closed meeting, tests and activates the audio recording device.</p>
<p><i>During a closed meeting:</i> Board President or presiding officer</p>	<p>Convenes the closed meeting stating:</p> <p>Seeing a quorum of the Board of Education gathered today, ___ date, at ___ o'clock, at ___ location, for the purpose of holding a closed meeting in order to confidentially discuss ___, I call the meeting to order. In order to record who is present, I request that each individual state his or her name and position with the District. (<b>Note:</b> This script is an example.)</p> <p>Limits discussion to the topics that were included in the motion to go into a closed meeting.</p> <p>The failure to immediately call a person out-of-order who strays from the purposes included in the motion may result in an appearance of acquiescence. This responsibility to call a person out-of-order falls on each Board member in the event of the President's failure.</p> <p>Once the closed meeting is finished, announces a return to an open meeting or adjournment, and states the time.</p>

Actor	Action
<p><i>After a closed meeting:</i> Superintendent, Recording Secretary, or Board Secretary</p>	<p><b>For Verbatim Recordings:</b></p> <p>Takes possession of the audio recording of the closed meeting and labels it with identification information, specifically the date and items discussed.</p> <p>Adds the identification information contained on the audio recording's label to a cumulative list of closed meeting recordings.</p> <p>As soon as possible, puts the recording of the closed meeting in the previously identified secure location for storing recordings of closed meetings.</p> <p>Upon request of a Board member:</p> <ol style="list-style-type: none"> <li>1. Provides access to the verbatim recordings minutes at a reasonable time and place without disrupting District operations;</li> <li>2. Supervises the access to the closed session minutes or delegates it to one of the following individuals in the District: <ol style="list-style-type: none"> <li>a. The Recording Secretary,</li> <li>b. The Superintendent or designated administrator, or</li> <li>c. Any elected Board member; and</li> </ol> </li> <li>3. Logs the access to the recordings in 2:220-E7, <i>Access to Closed Meeting Minutes and Verbatim Recordings</i>.</li> </ol> <p><b>For Closed Meeting Minutes:</b></p> <p>Prepares written closed meeting minutes that include:</p> <ul style="list-style-type: none"> <li>• The date, time, and place of the closed meeting</li> <li>• The Board members present and absent</li> <li>• A summary of discussion on all matters proposed or discussed</li> <li>• The time the closed meeting was adjourned</li> </ul> <p>Upon request of a Board member:</p> <ol style="list-style-type: none"> <li>1. Provides access to the closed session minutes at a reasonable time and place without disrupting District operations;</li> <li>2. Supervises the access to the closed session minutes or delegates it to one of the following individuals in the District: <ol style="list-style-type: none"> <li>a. The Recording Secretary,</li> <li>b. The Superintendent or designated administrator, or</li> <li>c. Any elected Board member; and</li> </ol> </li> <li>3. Logs the access in 2:220-E7, <i>Access to Closed Meeting Minutes and Verbatim Recordings</i>.</li> </ol>
<p><i>After a closed meeting:</i> School Board</p>	<p>Approves the previous closed meeting minutes at the next open meeting.</p>
<p><i>In preparation for the semi-</i></p>	<p>Prepares a recommendation concerning the continued need for confidential treatment of closed meeting minutes; includes this</p>

<b>Actor</b>	<b>Action</b>
<p><i>annual review:</i> Superintendent or designee</p>	<p>recommendation in the packet for the meeting in which the Board will conduct its semi-annual review.</p> <p>This step is in preparation of the Board’s meeting to decide whether the need for confidential treatment of specific closed meeting minutes continues to exist.</p> <p>If the Board wants to discuss closed meeting minutes in closed session, places “review of unreleased closed meeting minutes” on a closed meeting agenda.</p> <p>Places “result of Board’s review of unreleased closed meeting minutes” as an item on a subsequent open meeting agenda.</p>
<p><i>In preparation for the semi-annual review:</i> Individual Board members</p>	<p>Before the meeting in which the Board will conduct its semi-annual review, examines the material supplied by the Superintendent.</p> <p>Individual Board members should consider: (1) the Superintendent’s recommendation, (2) the recommendation of the Board Attorney, (3) other Board members’ opinions, (4) the minutes themselves, and/or (5) whether the minutes would be exempted from public disclosure under the Illinois Freedom of Information Act.</p>
<p><i>During the semi-annual review:</i> School Board</p>	<p>The Board decides in open session whether: (1) the need for confidentiality still exists as to all or part of closed meeting minutes, or (2) the minutes or portions thereof no longer require confidential treatment and are available for public inspection.</p> <p>The Board may have an earlier meeting in closed session to discuss the continued need for confidential treatment.</p>
<p><i>After the semi-annual review:</i> Superintendent or designee</p>	<p>Re-labels and re-files closed meeting minutes as appropriate.</p>
<p><i>Monthly:</i> Board President</p>	<p>Adds “destruction of closed meeting audio recording” as an agenda item to an upcoming open meeting.</p>
<p><i>Monthly:</i> School Board</p>	<p>Approves the destruction of particular closed meeting recording(s) that are at least 18 months old and for which approved minutes of the closed meeting already exist.</p>

LEGAL REF.: 5 ILCS 120/1 et seq.

## School Board

### Exhibit - Motion to Adjourn to Closed Meeting

#### **Motion to Adjourn to Closed Meeting**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

A motion was made by \_\_\_\_\_, and seconded by \_\_\_\_\_, to adjourn to closed meeting to discuss:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. 5 ILCS 120/2(c)(1), amended by P.A. 99-646.
- Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
- The selection of a person to fill a public office, including a vacancy in a public office, when the District is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the District is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).
- Evidence or testimony presented in open hearing, or in closed hearing where authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision with its determinative reasoning. 5 ILCS 120/2(c)(4).
- The purchase or lease of real property for the use of the District, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
- The setting of a price for sale or lease of property owned by the District. 5 ILCS 120/2(c)(6).
- The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
- Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8), amended by P.A. 99-235.
- Student disciplinary cases. 5 ILCS 120/2(c)(9).
- The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
- Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2(c)(11).
- The establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool of which the District is a member. 5 ILCS 120/2(c)(12).
- Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the District is a member. 5 ILCS 120/2(c)(16).
- Discussion of minutes of meetings lawfully closed, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
- Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).

**Closed Meeting Roll Call:**

"Yeas"	"Nays"

**Motion:**  Carried     Failed



**School Board**

**Exhibit - Closed Meeting Minutes**

**Closed Meeting Minutes**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

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

Name of person presiding: \_\_\_\_\_

Members in attendance:

Members absent:

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

- 1.
- 2.
- 3.

**Summary of the discussion on all matters:**

**Time of adjournment or return to open meeting:**

*The School Board, during its semi-annual review of closed session minutes, has decided these minutes no longer need confidential treatment.*

**These minutes are available for public inspection as of:** \_\_\_\_\_ .  
(Date)

## School Board

### Exhibit - Open Meeting Minutes

#### **Meeting Minutes Protocol**

1. Meeting minutes are the permanent record of the proceedings during a School Board meeting. All Board action must be recorded in the minutes; thus, the minutes focus on Board action.
2. The minutes only include information provided at the meeting. Information may not be corrected or updated in the minutes unless it was discussed at the meeting.
3. Minutes include a summary of the Board's discussion on an agenda topic; the minutes do not state what is said verbatim. The minutes do not repeat the same point made by different individuals. If appropriate, the minutes include a brief background and an explanation of the circumstances surrounding an issue discussed. The minutes do not include the names of members making specific points during discussion. Requests from individual Board members to include their vote or an opinion are handled according to Board policy 2:220, *School Board Meeting Procedure*.
4. The minutes include the topic of reports that are made to the Board including reports from the Superintendent or a Board committee. Written reports are filed with the minutes but do not become part of the minutes.
5. The minutes note when a member is not present for the entire meeting due to late arrival and/or early departure.
6. Although items may be considered by the Board in a different order than appeared on the agenda, items in the minutes are generally recorded in the same order as they appeared on the agenda. When a meeting is reconvened on a different date, the minutes must describe what happened on each meeting date.
7. The minutes should be recorded in an objective but positive/constructive tone. Answers and explanations, rather than questions, are recorded. Writing style, including choice of words and sentence structure, is at the discretion of the individual recording the minutes.
8. The minutes include individuals' names who speak during the meeting's public participation segment as well as the topics they address. All written documents presented at a Board meeting are filed with the minutes but do not become part of the minutes.
9. The following template generally governs meeting minutes.

#### **Open Meeting Minutes**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

Type of meeting:  Regular  Special  Reconvened or rescheduled  Emergency

Name of person taking the minutes: \_\_\_\_\_

Name of person presiding: \_\_\_\_\_

Members in attendance:

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

Members absent:

- 1.
- 2.
- 3.

### Approval of Agenda

List any items removed from the consent agenda:

Motion made by: \_\_\_\_\_

- Motion:        To approve  
                   To add items as follows: *(No action may be taken on new agenda items.)*

Motion seconded by: \_\_\_\_\_

- Action:        Passed        Failed

### Approval of Previous Meeting Minutes *(Needed only if this item is not on the consent agenda.)*

Minutes from the Board meeting held on: \_\_\_\_\_

Motion made by: \_\_\_\_\_

- Motion:        To approve  
                   To approve subject to incorporation of the following amendment(s):

Motion seconded by: \_\_\_\_\_

- Action:        Passed        Failed

### Approval of Items on Consent Agenda *(Delete if the Board does not use a consent agenda.)*

Summary of discussion:

Motion to approve the consent agenda made by: \_\_\_\_\_

Motion seconded by: \_\_\_\_\_

Roll Call: *(Needed when consent agenda contains an item involving the expenditure of money.)*

“Yeas”

“Nays”

- Action:        Passed        Failed

**Public Comments** *(Reproduce this section for each individual making a comment.)*

The following individual appeared and commented on the topic noted below: *(Include the title of any documents presented to the Board.)*

Name: \_\_\_\_\_

Topic: \_\_\_\_\_

**Remaining Agenda Items** *(Reproduce this section for each agenda item.)*

Agenda item: \_\_\_\_\_

Summary of discussion: \_\_\_\_\_

Motion made by: \_\_\_\_\_

Motion to: \_\_\_\_\_

Motion seconded by: \_\_\_\_\_

Action:            Passed            Failed

*(If a roll call vote occurred, record the vote of individual Board members.)*

“Yeas”

“Nays”

**If Applicable, Approval of Motion to Adjourn to Closed Meeting** *(Insert 2:220-E2, Motion to Adjourn to Closed Meeting.)*

**Approval of Motion to Adjourn**

Motion to adjourn made by: \_\_\_\_\_

Motion seconded by: \_\_\_\_\_

Action:            Passed            Failed

Time of adjournment: \_\_\_\_\_

**Post-Meeting Action**

Date minutes approved: \_\_\_\_\_

Date minutes were available for public inspection: \_\_\_\_\_

Date minutes were posted on District website: \_\_\_\_\_

**School Board**

**Exhibit - Semi-Annual Review of Closed Meeting Minutes**

Logging and Review Process

- Step 1. The Board Secretary or Recording Secretary maintains a log of the closed meeting minutes that are unavailable for public inspection. The meeting minutes are logged according to the reason the Board held the closed meeting. 2:220-E6, *Log of Closed Meeting Minutes*.
- Step 2. The Board meets in closed session to review the log of unreleased closed meeting minutes. The Board or Recording Secretary brings a copy of all unreleased closed meeting minutes and, if requested, allows Board members to review the actual minutes. The Board identifies which closed meeting minutes or portions thereof no longer need confidential treatment. Use *Report Following the Board's Semi-Annual Review of Closed Meeting Minutes*, below.
- Step 3. At least semi-annually in an open meeting, the Board takes action to release for public inspection those minutes, or portions thereof, no longer needing confidential treatment. Use *Action to Accept*, below. Closed meeting minutes will not be released for public inspection if confidential treatment is needed to protect the public interest or the privacy of an individual, including: (1) student disciplinary cases or other matters relating to an individual student, and (2) personnel files and employees' and Board members' personal information.
- Step 4. The Board or Recording Secretary: (1) updates the log of unreleased closed meeting minutes to remove any minutes that the Board made available for public inspection; (2) makes a notation on any applicable closed meeting minutes of the Board's action to release it or a portion of it for public inspection; and (3) continues to log new closed meeting minutes that the Board has not released for public inspection. 2:220-E6, *Log of Closed Meeting Minutes*.

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

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

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


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

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

Open meeting date: \_\_\_\_\_

Motion to approve the Board's semi-annual review of unreleased closed meeting minutes and to release for public inspection those minutes, or portions thereof, that the Board identified as no longer needing confidential treatment made by: \_\_\_\_\_

Motion seconded by: \_\_\_\_\_

Action:       Passed       Failed

**School Board**

**Exhibit - Log of Closed Meeting Minutes**

The purpose of this log is to facilitate the Board’s semi-annual review of closed meeting minutes. See 2:220-E5, *Semi-Annual Review of Closed Meeting Minutes*.

The Board Secretary or Recording Secretary shall maintain a list of closed meeting minutes, arranged according to the reason for the closed meeting, that have not been released for public inspection.

<b>Closed Session Held to Discuss:</b>	<b>Dates of Closed Sessions</b>		
Specific employee(s) or District legal counsel. 5 ILCS 120/2(c)(1).			
Collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).			
Selection of a person to fill a vacancy on the Board. 5 ILCS 120/2(c)(3).			
Evidence or testimony presented in a hearing where authorized by law. 5 ILCS 120/2(c)(4).			
Purchase or lease of real property. 5 ILCS 120/2(c)(5).			
Setting of a price for sale or lease of District property. 5 ILCS 120/2(c)(6).			
Sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).			
Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger. 5 ILCS 120/2(c)(8).			

Closed Session Held to Discuss:	Dates of Closed Sessions		
Student disciplinary cases. 5 ILCS 120/2(c)(9). <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i>			
Any matter involving an individual student. 5 ILCS 120/2(c)(10). <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i>			
Litigation, when an action against, affecting, or on behalf of the District has been filed and is pending before a court or administrative tribunal, or when the Board finds that an action is probable or imminent. 5 ILCS 120/2(c)(11).			
Establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool. 5 ILCS 120/2(c)(12).			
Self-evaluation, practices and procedures or professional ethics, when meeting with an IASB representative. 5 ILCS 120/2(c)(16).			
Minutes of meetings lawfully closed, whether for purposes of approval or semi-annual review. 5 ILCS 120/2(c)(21).			

**School Board**

**Exhibit - Access to Closed Meeting Minutes and Verbatim Recordings**

The Board must allow its duly elected officials or appointed officials filling a vacancy of an elected office access to closed session minutes and verbatim recordings (5 ILCS 120/2.06(e)), amended by P.A. 99-515. The following subheads implement the logistics of granting this access.

*Note: If the board wishes to mirror the statutory language, replace checkboxes below with: “ Records Secretary;  Administrative official of the public body; and  Any elected official of the public body.”*

Access to Closed Meeting Minutes

*Duplicate this section for each grant of access to closed meeting minutes.*

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Storage Location: \_\_\_\_\_

Name of person(s) responsible for storing the closed meeting minutes: \_\_\_\_\_

**Access granted**

Date access occurred: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

Requesting Board member’s name *(Please print)* \_\_\_\_\_

In the presence of: *(Check appropriate box and insert name on line.)*

Recording Secretary \_\_\_\_\_

Superintendent or designated administrator \_\_\_\_\_

Elected Board member \_\_\_\_\_

**For requesting Board member:** *(Read the following and sign below.)*

While the Open Meetings Act does not provide a cause of action against me or the Board for disclosing closed session discussions (Swanson v. Board of Police Commissioners, 555 N.E. 2d 35 (1990)), I acknowledge and understand that any disclosures by me of information in the closed session minutes not yet released to the public could subject me to a possible civil action alleging that I created harm to another, i.e., an intentional tort(s).

\_\_\_\_\_  
Requesting Board Member Signature

\_\_\_\_\_  
Date

Verbatim Recording Access

*Duplicate this section for each grant of access to verbatim recordings.*

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Storage Location: \_\_\_\_\_

Name of person(s) responsible for storing the verbatim recording: \_\_\_\_\_

**Access granted**

Date access occurred: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

Requesting Board member’s name *(Please print)* \_\_\_\_\_



In the presence of: *(Check appropriate box and insert name on line.)*

- Recording Secretary \_\_\_\_\_
- Superintendent or designated administrator \_\_\_\_\_
- Elected Board member \_\_\_\_\_

- Access denied**
- Access unavailable.** Verbatim recording requested is older than 18 months and was destroyed pursuant to 5 ILCS 120/2.06(c).

**For requesting Board member:** *(Read the following and sign below.)*

While the Open Meetings Act does not provide a cause of action against me or the Board for disclosing closed session discussions (Swanson v. Board of Police Commissioners, 555 N.E. 2d 35 (1990)), I acknowledge and understand that any disclosures by me of information in the verbatim recordings could subject me to a possible civil action alleging that I created harm to another, i.e., an intentional tort(s).

\_\_\_\_\_  
Requesting Board Member Signature

\_\_\_\_\_  
Date

## School Board

### Exhibit - School Board Records Maintenance Requirements and FAQs

#### Open Meetings Act

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

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

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

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

Exhibit 2:220-E5, *Semi-Annual Review of Closed Meeting Minutes*, contains a process for implementing the semi-annual review of closed meeting minutes, and exhibit 2:220-E6, *Log of Closed Meeting Minutes*, is designed to facilitate this semi-annual review.

#### Local Records Act

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

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

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

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

See the sample policy, 2:200, *School Board Meeting Procedure*, for all relevant footnotes. Also see administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*, for recommendations regarding school district records retention protocols and links to web-based record management resources.

Open Meeting Minutes

Are you required to approve them?	Must they be semi-annually reviewed?	May you release them to the public?	May you destroy them?
<p>Yes, within 30 days or at the next subsequent meeting, whichever is later.</p> <p><i>A public body shall approve the minutes of its open meeting within 30 days after that meeting or at the public body’s second subsequent regular meeting, whichever is later. 5 ILCS 120/2.06(b).</i></p>	<p>No.</p> <p>Unlike the closed meeting requirement, OMA does not contain semi-annual review requirements for open meeting minutes.</p>	<p>Yes, must within ten days after minutes are approved.</p> <p><i>The minutes of meetings open to the public shall be available for public inspection within 10 days after the approval of such minutes by the public body. Beginning July 1, 2006, at the time it complies with other requirements of this subsection, a public body that has a website that the full-time staff of the public body maintains shall post the minutes of a regular meeting of its governing body open to the public on the public body’s website within 10 days after the approval of the minutes by the public body. Beginning July 1, 2006, any minutes of meetings open to the public posted on the public body’s website shall remain posted on the website for at least 60 days after their initial posting. 5 ILCS 120/2.06(b).</i></p>	<p>No.</p> <p>There is no OMA provision permitting the destruction of open meeting minutes, and <b>they must be preserved unless the State Local Records Commission has given permission to destroy them.</b></p> <p>If a public body would like to destroy open meeting minutes, then it must comply with the LRA and work with its Local Records Commission. It is highly unlikely, however, that the Local Records Commission would approve of their destruction.</p>

Open Meeting Verbatim Recordings

Are you required to approve them?	Must they be semi-annually reviewed?	May you release them to the public?	May you destroy them?
No. OMA does not require public bodies to approve verbatim recordings of open meetings.	No. Unlike the closed meeting requirement, OMA does not require public bodies to keep verbatim recordings of open meetings. OMA does not contain semi-annual review requirements for open meeting verbatim recordings.	Yes. Unlike the closed meeting requirement, OMA does not require public bodies to keep verbatim recordings of open meetings. If a public body makes verbatim recordings of open meetings, then such recordings are subject to public disclosure pursuant to the Freedom of Information Act (5 ILCS 140/).	Possibly. If a public body would like to destroy open meeting verbatim recordings, then it must comply with the LRA and work with its Local Records Commission.

Closed Meeting Minutes

Are you required to approve them?	Must they be semi-annually reviewed?	May you release them to the public?	May you destroy them?
Yes. OMA does not directly state public bodies are required to approve closed meeting minutes, nor does it set a time frame for such approval. However, OMA Section 2.06(d) requires public bodies to meet at least semi-annually to “review minutes of all closed meetings.” 5 ILCS 120/2.06(d).  Moreover, OMA Section 2.06(c) specifically allows the destruction of closed meeting verbatim recordings only if certain conditions are met, one of which is that “the public body approves minutes of the closed meeting that meet the written minutes requirements of subsection (a) of this Section.” 5 ILCS 120/2.06(c)(2). Both of these tasks would be difficult to achieve if closed meeting minutes were not	Yes. <i>Each public body shall periodically, but not less than semi-annually, meet to review all existing minutes of all prior closed meetings (this includes records from all time that the board has been in existence). At such meetings a determination shall be made, and reported in an open session that (1) the need for confidentiality still exists as to all or part of those minutes or (2) that the minutes or portions thereof no longer require confidential treatment and are available for public inspection.</i> 5 ILCS 120/2.06(d).	Yes, if prerequisites are met. <i>Minutes of meetings closed to the public shall be available only after the public body determines that it is no longer necessary to protect the public interest or the privacy of an individual by keeping them confidential.</i> 5 ILCS 120/2.06(f).	No. There is no OMA provision permitting the destruction of closed meeting minutes, and <b>they must be preserved unless the State Local Records Commission has given permission to destroy them.</b>  In addition, per OMA Section 2.06(f), as amended by P.A. 99-515:  <i>No minutes of meetings closed to the public shall be removed from the public body’s main office or official storage location, except by vote of the public body or by court order.</i> 5 ILCS 120/2.06(f).  If a public body would like to destroy closed meeting minutes, then it must comply with the LRA and work with its Local Records Commission. It is highly unlikely, however, that the Local Records

Are you required to approve them?	Must they be semi-annually reviewed?	May you release them to the public?	May you destroy them?
<p>first approved.</p> <p>One practice is to approve closed meeting minutes within the same time frame that open meeting minutes are approved – within 30 days of the meeting or at the next subsequent meeting, whichever is later.</p>			<p>Commission would approve of their destruction.</p>

Closed Meeting Verbatim Recordings

Are you required to approve them?	Must they be semi-annually reviewed?	May you release them to the public?	May you destroy them?
<p>No.</p> <p>OMA does not require approval of closed meeting verbatim recordings.</p>	<p>No.</p> <p>OMA does not require semi-annual review of closed meeting verbatim recordings.</p>	<p>Possibly but unlikely.</p> <p><i>Unless the public body has made a determination that the verbatim recording no longer requires confidential treatment or otherwise consents to disclosure, the verbatim record of a meeting closed to the public shall not be open for public inspection or subject to discovery in any administrative or judicial proceeding other than one brought to enforce this Act.</i> 5 ILCS 120/2.06(e).</p> <p>But see <u>Kodish v. Oakbrook Terrace Fire Protection District</u> (235 F.R.D. 447 (N.D. IL. 2006)), where a federal district court ordered that closed meeting verbatim recordings be disclosed to the Plaintiff in discovery because his primary claim was brought under federal law.</p>	<p>Yes, after 18 months if prerequisites are met.</p> <p><i>The verbatim record may be destroyed without notification to or the approval of a records commission or the State Archivist under the Local Records Act or the State Records Act no less than 18 months after the completion of the meeting recorded but only after: 1.) the public body approves the destruction of a particular recording; and 2.) the public body approves minutes of the closed meeting that meet the written minutes requirements of subsection (a) of this Section.</i> 5 ILCS 120/2.06(c).</p> <p>In addition, per OMA Section 2.06(f), as amended by P.A. 99-515: <i>No verbatim recordings shall be recorded or removed from the public body's main office or official storage location, except by vote of the public body or by court order.</i> 5 ILCS 120/2.06(e).</p>

## **School Board**

### **Public Participation at School Board Meetings and Petitions to the Board**

At each regular and special open meeting, members of the public and District employees may comment to or ask questions of the School Board, subject to reasonable constraints.

The individuals appearing before the Board are expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President.
2. Identify oneself and be brief. Ordinarily, comments shall be limited to 5 minutes. In unusual circumstances, and when an individual has made a request in advance to speak for a longer period of time, the individual may be allowed to speak for more than 5 minutes.
3. Observe the Board President's decision to shorten public comment to conserve time and give the maximum number of individuals an opportunity to speak.
4. Observe the Board President's decision to determine procedural matters regarding public participation not otherwise covered in Board policy.
5. Conduct oneself with respect and civility toward others and otherwise abide by Board policy, 8:30, *Visitors to and Conduct on School Property*.

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

LEGAL REF.: 5 ILCS 120/2.06.  
105 ILCS 5/10-6 and 5/10-16.

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

## **School Board**

### **Board Policy Development**

The School Board governs using written policies. Written policies ensure legal compliance, establish Board processes, articulate District ends, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends.

#### **Policy Development**

Anyone may propose new policies, changes to existing policies, or deletion of existing policies. Staff suggestions should be processed through the Superintendent. Suggestions from all others should be made to the Board President or the Superintendent.

A Board Policy Committee will consider all policy suggestions and provide information and recommendations to the Board.

The Superintendent is responsible for: (1) providing relevant policy information and data to the Board, (2) notifying those who will implement or be affected by or required to implement a proposed policy and obtaining their advice and suggestions, and (3) having policy recommendations drafted into written form for Board deliberation. The Superintendent shall seek the counsel of the Board Attorney when appropriate.

#### **Policy Adoption and Dissemination**

Policies or policy revisions will not be adopted at the Board meeting at which they are first introduced, except when: (1) appropriate for a consent agenda because no Board discussion is required, or (2) necessary or prudent in order to meet emergency or special conditions or to be legally compliant. Further Board consideration will be given at a subsequent meeting(s) and after opportunity for community input. The adoption of a policy will serve to supersede all previously adopted policies on the same topic.

The Board policies are available for public inspection in the District's main office during regular office hours. Copy requests should be made pursuant to Board policy 2:250, *Access to District Public Records*.

#### **Board Policy Review and Monitoring**

The Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required. The Board may use an annual policy review and monitoring calendar.

#### **Superintendent Implementation**

The Board will support any reasonable interpretation of Board policy made by the Superintendent. If reasonable minds differ, the Board will review the applicable policy and consider the need for further clarification.

In the absence of Board policy, the Superintendent is authorized to take appropriate action.

Suspension of Policies

The Board, by a majority vote of members present at any meeting, may temporarily suspend a Board policy except those provisions that are controlled by law or contract. The failure to suspend with a specific motion does not invalidate the Board action.

LEGAL REF.: 105 ILCS 5/10-20.5.

CROSS REF.: 2:150 (Committees), 2:250 (Access to District Public Records), 3:40 (Superintendent)



## School Board

### Exhibit - PRESS Issue Updates

This procedure is for **PRESS** subscribers. For subscribers to **PRESS Plus**, IASB’s full-maintenance policy update service, the update instructions that arrive with a paid **PRESS Plus** subscription provide further guidance.

Actor	Action
Superintendent	<p>Manages the process for the Board to receive <b>PRESS</b> updates to policies.</p> <p>Manages the Board’s compliance with the Open Meetings Act. Ensures that, as appropriate, the agendas for the Board Policy Committee and School Board include discussion and list action to consider, adopt, or revise Board policies and Board exhibits.</p> <p>Manages the process for approving new or revised administrative procedures, administrative procedure exhibits, and changes to employee and student handbooks.</p> <p>Communicates all policy and administrative procedure revisions or adoptions, as appropriate, to staff members, parents, students, and community members.</p>
Superintendent or Superintendent’s Secretary	<p>Updates District’s <i>Roster</i> as follows:</p> <ol style="list-style-type: none"> <li>1. Go to <a href="http://www.iasb.com">www.iasb.com</a> and click on <b>MY ACCOUNT</b>.</li> <li>2. Log in using your email address and password: <ul style="list-style-type: none"> <li>• If you are signing in for the first time, your password is the 7-digit IASB ID number beginning with “2” that appears on all IASB mailing labels.</li> <li>• If you have already changed your password, use the unique password you created.</li> <li>• If you do not know your password, use the <i>forgot password</i> link.</li> </ul> </li> <li>3. Click on <b>districts you manage</b> and then the District name.</li> <li>4. Review and verify or change the District’s existing records. Ensure that all current board members, administrators, and anyone else on staff who accesses <b>PRESS</b> are listed with their current email addresses.</li> </ol>
Designated support staff	<p><b>To each member of the Policy Committee (or full Board):</b> Emails or otherwise distributes the following:</p> <ol style="list-style-type: none"> <li>1. <b>PRESS Online Information and Instructions</b> card;</li> <li>2. <b>PRESS Update Memo</b>;</li> <li>3. <b>PRESS Tutorial</b> video link at: <a href="http://www.iasb.com/policy">www.iasb.com/policy</a>;</li> <li>4. Committee worksheets; and</li> <li>5. Current District policy in relevant areas.</li> </ol> <p><b>To any other Board member or interested school official:</b> Emails or</p>

Actor	Action
	<p>otherwise distributes numbers 1 through 5, above.</p> <p>As appropriate, includes new and revised policies in the Board meeting packets.</p> <p>After a policy is adopted or revised, updates the District’s policy manual master electronic file and adds or updates adoption dates.</p> <p>Archives old policy.</p> <p>Follows district process for updating paper and online manuals.</p> <p>Considers distributing <b>PRESS Update Memo</b> to Building Principals.</p>
Policy Committee (or Full Board)	<p>Considers each <b>PRESS</b> update. Reviews all footnote changes.</p> <p>Decides which changes require School Board discussion and which are appropriate as consent agenda items.</p> <p style="padding-left: 40px;">The following are appropriate for the consent agenda: changes to the Legal References and Cross References, and minor policy edits that do not require Board discussion.</p> <p>Requests review of recommended revisions by the Board Attorney, as appropriate.</p> <p>Presents recommendations regarding <b>PRESS</b> updates to the Board at a regularly scheduled meeting.</p>
Full Board	<p>Conducts a first reading of the policies that are recommended to be updated.</p> <p>During the next regular meeting, conducts a second reading.</p> <p style="padding-left: 40px;">A second reading allows the Board to hear feedback from interested parties, including staff, parents, students, and community members; however, State law does not require two readings.</p> <p>After the second reading, consider and take action to approve the policies at a duly convened open meeting.</p>
Assistant Superintendents, Directors, Building Principals, and supervisory employees	<p>Reads <b>PRESS Update Memo (if applicable)</b>, adopted policies and follows the Superintendent’s process for updating administrative procedures, and changes to employee and student handbooks within their assigned building(s).</p>
Anyone	<p>For further clarification, view the online tutorial for <b>PRESS</b>, available at <a href="http://www.iasb.com/policy">www.iasb.com/policy</a>.</p>

## School Board

### Exhibit - Developing Local Policy

Actor	Action
Anyone (Superintendent, School Board member, staff, parent, student, community member, or Board Attorney)	Brings a concern that may necessitate a new policy or a current policy’s revision to the attention of the School Board.
Superintendent	<p>Confers with the Board Attorney as appropriate.</p> <p>Manages the Board’s compliance with the Open Meetings Act. Ensures that, as appropriate, the agendas for the Board Policy Committee and School Board include discussion and action to consider, adopt, or revise Board policies.</p> <p>Manages the process for approving new or revised administrative procedures, and revisions to employee and student handbooks.</p> <p>Communicates all policy and procedure revisions or adoptions as appropriate to staff members, parents, students, and community members.</p>
Policy Committee (or Full Board)	<p><b>First</b>, answers these questions to decide whether new policy language is needed:</p> <ol style="list-style-type: none"> <li>1. Does the IASB Policy Reference Manual provide guidance?</li> <li>2. Is the request something that should be covered in policy (i.e., Board work) or is it something that should be handled by the staff (i.e., staff work)?</li> <li>3. Is it already covered in policy? Checks for policies that cover similar or connected topics using tools such as search engines, Tables of Contents, cross references, and indexes.</li> </ol> <p><b>Second</b>, uses a 4-step process to draft new policy language:</p> <ol style="list-style-type: none"> <li>1. Frames the question and discusses the topic.</li> <li>2. Requests the Superintendent to provide research, including appropriate data, and input from others, such as, those who may be affected by the policy and those who will implement the policy.</li> <li>3. Assesses existing policy and decides whether new or revised policy language is needed.</li> <li>4. Drafts or requests the Superintendent or Board Attorney to draft language addressing the concern that aligns with the Board’s mission, vision, goals, and objectives.</li> </ol> <p><b>Third</b>, decides whether the new language should be included in an existing policy or added as a new policy. Assigns any new policy an appropriate location and number.</p> <p style="text-align: center;">The <b>PRESS</b> coding system reserves policy numbers ending in a ‘0’</p>

Actor	Action
	and '5' for <b>PRESS</b> material. Locally-developed District policies should use policy numbers ending in 2, 4, 6, or 8.
Full Board	<p>Conducts a first reading of the policy that is recommended for adoption or revision.</p> <p>During the next regular meeting, conducts a second reading.</p> <p>A second reading allows the Board to hear feedback from interested parties, including staff, parents, students, and community members; however, State law does not require two readings.</p> <p>After the second reading, consider and take action to approve the policies at a duly convened open meeting.</p>
Designated support staff	<p>After a policy is adopted or revised, updates the District's policy manual master electronic file and adds adoption dates.</p> <p>Archives previous version of revised policy.</p> <p>Follows district process for updating paper and online manuals.</p>
Assistant Superintendents, Directors, Building Principals, and supervisory employees	<p>Reads <b>PRESS Update Memo</b> (if applicable) and adopted policies and follows the Superintendent's process for updating administrative procedures, and changes to employee and student handbooks within their assigned building(s).</p>

**School Board**

**Exhibit - Policy Manual Updates**

Date \_\_\_\_\_

Policy Manual Holder: \_\_\_\_\_

Following are the recent School Board policy updates enacted by the Board. Please take a moment to update your manual copy, and sign and return the attached slip to \_\_\_\_\_.  
*designated support staff*

Code	Policy Title	Action

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**Return Slip**

Please complete the following information and return to \_\_\_\_\_ within two weeks.  
*designated support staff*

Location of Policy Manual \_\_\_\_\_

Signature of person responsible for updating \_\_\_\_\_

Date update was completed \_\_\_\_\_

Thank you for your cooperation.

Adopted by Northwestern C.U.S.D. #2, April 26, 2011

## School Board

### Access to District Public Records

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

### Freedom of Information Officer

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

### Definition

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

### Requesting Records

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

### Responding to Requests

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

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

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to five business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the

extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

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

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

### Fees

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

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

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

### Provision of Copies and Access to Records

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

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

### Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the School Board or State or federal law to make such a request. Unless its

retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

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

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

Adopted by Northwestern CUSD #2, November 11, 2016



## School Board

### Administrative Procedure - Access to and Copying of District Public Records

- A. Legal Citations and Definitions
- B. FOIA Compliance
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- D. Fee Schedule
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- F. Extensions of Time to Respond
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- I. Managing Requests from a Recurrent Requester
- J. Managing Voluminous Requests
- K. Denials
- L. Consultation with the Board Attorney

#### **A. Legal Citations and Definitions**

The legal requirements contained in this procedure are followed by a citation to the controlling statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Definitions are found in the Illinois Freedom of Information Act (FOIA, 5 ILCS 140/2). For easy reference, some definitions are re-printed in this procedure. The IASB reports on Ill. Public Access Counselor (PAC) opinions concerning FOIA are on its website at [Recent Decisions](#).

#### **B. FOIA Compliance**

The District's Freedom of Information Officer (FOIA Officer) implements the Board policy (2:250, *Access to District Public Records*) and has the duties, without limitation, listed below:

1. Manages the District's compliance with FOIA including without limitation, performing the following duties specified in FOIA, 5 ILCS 140/3.5:
  - a. Receives FOIA requests, ensures that the District responds to requests in a timely fashion, and issues responses to FOIA requests.
  - b. Develops a list of documents or categories of records that will be immediately disclosed upon request. See 2:250-E2, *Immediately Available Public Records and Web-Posted Reports and Records*.
  - c. Upon receiving a request for a public record, (a) notes the date the District received the written request; (b) computes the day on which the period for response will expire and makes a notation of that date on the written request; (c) maintains an electronic or paper copy of a written request, including all documents submitted with the request until the request has been complied with or denied; and (d) creates a file for the retention of the original request, a copy of the response, a record of written communications with the requester, and a copy of other communications.
2. Identifies other staff members to assist with FOIA compliance and delegates specific responsibilities to them. These individuals may include the information technology specialist and department heads.

3. Informs and/or trains staff members concerning their respective responsibilities regarding FOIA. This includes explaining the requirement that all FOIA requests must be immediately forwarded to the FOIA Officer, including those that are received via email.
4. Successfully completes the annual training program developed by the Public Access Counselor in the Attorney General's office. Each newly appointed FOIA Officer must successfully complete the training program within 30 days after assuming the position.

### **C. Availability and Posting Requirements**

Full access to the District's *public records* is available to any person as provided in FOIA. The FOIA Officer approves all requests for *public records* unless: (1) the requested material does not exist, (2) the requested material is exempt from inspection and copying by FOIA, or (3) complying with the request will be unduly burdensome after extending an opportunity to the requester to reduce the request to manageable proportions.

The FOIA Officer shall:

1. Prominently display at each administrative office and school, and post on the District website, if any, the following:
  - a. A brief description of the District, and
  - b. The methods for requesting information and District public records, directory information listing the FOIA Officer and where requests for public records should be directed, and any fees. 5 ILCS 140/4. This information must be copied and mailed if requested.
2. Maintain and make available for inspection and copying a reasonably current list of all types or categories of records under the District's control. 5 ILCS 140/5. The list below contains the categories of records kept by the District; some of the records within these categories are exempt and, therefore, will not be disclosed in response to a FOIA request.
  - a. Board governance, including without limitation, Board meeting calendar and notices, Board meeting agendas and minutes, Board policy
  - b. Fiscal and business management, including without limitation, levy resolution and certificate of tax levy, audit, line-item budget, grant documents, account statements, accounts payable list, contracts, legal notices, bidding specifications, requests for proposals
  - c. Personnel, including without limitation, employee contact information, salary schedules, staff handbook, collective bargaining agreements, personnel file material
  - d. Students and instruction, including without limitation, accountability documents, calendars, student handbooks, learning outcomes, student school records

### **D. Fee Schedule**

The FOIA Officer establishes a fee schedule (from time-to-time as appropriate) that complies with 5 ILCS 140/6, amended by P.A. 98-1129, including each of the following:

1. The fees, except when otherwise fixed by statute, must: (a) be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records, and (b) not exceed that maximum fee amount set by FOIA.
2. Statutory fees applicable to copies of public records when furnished in a paper format are not applicable to those records when furnished in an electronic format.

3. No fee is charged for the first 50 pages of black and white, letter or legal sized copies furnished to a requester.
4. The fee for black and white, letter or legal sized copies shall not exceed 15 cents per page.
5. If the District provides copies in color or in a size other than letter or legal, the fee may not be more than its actual cost for reproducing the records.
6. A fee reduction is available if the person requesting the record states a specific purpose for the request and indicates that a fee reduction is in the public interest by having as its principal purpose the general public's health, safety, welfare, or legal rights and is not for the principal purpose of personal or commercial benefit. In setting the reduction's amount, the FOIA Officer considers the amount of materials requested and the cost of copying them.
7. If a voluminous request is for electronic records and the responsive records are:
  - a. Not in a portable document format (PDF), the District charges up to \$20 for not more than 2 megabytes of data, up to \$40 for more than 2 but not more than 4 megabytes of data, and up to \$100 for more than 4 megabytes of data.
  - b. In a PDF, the District charges up to \$20 for not more than 80 megabytes of data, up to \$40 for more than 80 megabytes but not more than 160 megabytes of data, and up to \$100 for more than 160 megabytes of data.
  - c. In both a PDF and not in a PDF, the District separates the fees and charges the requester under both fee scales.
8. Unless the request is for a commercial purpose or a voluminous request, the costs of any search for and review of the records or other personnel costs associated with reproducing the records are not included in the fee calculation. 5 ILCS 140/6(a).

\* Section 6(a) states: "If a request is *not* a request for a *commercial purpose* or a *voluminous request*, a public body *may not* charge the requester for the costs of any search for and review of the records or other personnel costs associated with reproducing the records." (Emphasis added) This implies that a search and review fee may be charged when responding to a request for a *commercial purpose* or a *voluminous request*. However, Sec. 6(b) states that the search and review fee described in Sec. 6(f) may be charged *only to* someone making a *commercial request*. Sec. 6(f) contains the maximum amounts that may be charged for search and review but does not explain when they may be charged. The FOIA Officer will need to consult the Board Attorney.

When responding to a request for commercial purposes, as defined in 5 ILCS 140/2(c-10), the District charges:

- a. Up to \$10.00 for each hour spent by personnel in searching for or retrieving a requested record or examining the record for necessary reductions. No fee is charged for the first eight hours spent by personnel in searching for or retrieving a requested record. 5 ILCS 140/6(f).
- b. The actual cost of retrieving and transporting public records from an off-site storage facility when the public records are maintained by a third-party storage company under contract with the District. 5 ILCS 140/6(f).

Someone making a voluminous request may be charged the fees as described above upon the FOIA Officer's consult with the Board Attorney.

The FOIA Officer provides the requester with an accounting of all fees, costs, and personnel hours in connection with the request for public records under 7 and 8 above. 5 ILCS 140/6(a-5) and (f).

### **E. Response to FOIA Requests**

The FOIA Officer must:

1. Comply with or deny a request for inspection or copying within five business days of receiving a records request, unless the time for response is extended. 5 ILCS 140/3. He or she may use forms prepared by the Ill. Public Access Counselor available at: [foia.ilattorneygeneral.net/foia\\_formssampleletters.aspx](http://foia.ilattorneygeneral.net/foia_formssampleletters.aspx).
2. Redact any and all exempt portion(s) of requested records containing both exempt and non-exempt material and release the remaining material. 5 ILCS 140/7.
3. Comply with the Personnel Record Review Act, 820 ILCS 40/.
  - a. The response to a request for a disciplinary report, letter of reprimand, or other disciplinary action depends on the age of the responsive record.
    - 1) If the responsive record is more than four years old, the request must be denied unless the release is ordered in a legal action or arbitration. 5 ILCS 140/7.5(q); 820 ILCS 40/8.
    - 2) If the responsive record is four years old or less, it must be disclosed and the employee must be notified in writing (first class mail) or by email, if available, on or before the day any such record is released, unless notice is not required under the Personnel Record Review Act. 5 ILCS 140/7.5(q); 820 ILCS 40/7. A notice to the employee is not required if:
      - The employee specifically waived written notice as part of a written, signed employment application with another employer;
      - The disclosure is ordered to a party in a legal action or arbitration; or
      - Information is requested by a government agency as a result of a claim or complaint by an employee, or as a result of a criminal investigation by such agency.
  - b. A request for a performance evaluation(s) must be denied. 820 ILCS 40/11.

### **F. Extensions of Time to Respond**

The District FOIA Officer may extend the time for a response for any of the reasons stated in 5 ILCS 140/3(e)(i-vii), **quoted below**:

- (i) The requested records are stored in whole or in part at other locations than the office having charge of the requested records;
- (ii) The request requires the collection of a substantial number of specified records;
- (iii) The request is couched in categorical terms and requires an extensive search for the records responsive to it;
- (iv) The requested records have not been located in the course of routine search and additional efforts are being made to locate them;
- (v) The requested records require examination and evaluation by personnel having the necessary competence and discretion to determine if they are exempt from disclosure under Section 7 of FOIA or should be revealed only with appropriate deletions;

- (vi) The request for records cannot be complied with by the public body within the time limits prescribed by paragraph (c) of Section 3 of FOIA without unduly burdening or interfering with the operations of the public body; or
- (vii) There is a need for consultation, which shall be conducted with all practicable speed, with another public body or among two or more components of a public body having a substantial interest in the determination or in the subject matter of the request.

If an extension of time for a response is needed, the FOIA Officer must perform one of the following actions within five business days after receipt of the request:

1. Notify the requester that the District is extending its time for response for no longer than 5 business days from the original due date, and identify the reason for the delay and the date on which a response will be made. 5 ILCS 140/3(e) and (f); or
2. Confer with the requester in an attempt to reach an agreement on an extended compliance date. The agreement must be in writing. 5 ILCS 140/3(e).

### **G. Unduly Burdensome Requests**

Before invoking the *unduly burdensome* exemption, the FOIA Officer must confer with the requester in an attempt to reduce the request to manageable proportions. 5 ILCS 140/3(e) and (g). A request may be unduly burdensome due, for example, to the request's breadth. The FOIA Officer must explain to the requester in writing when a request continues to be unduly burdensome, specifying the reason why the request is unduly burdensome.

### **H. Requests for Commercial Purposes**

A request is for *commercial purposes*, according to 5 ILCS 140/2(c-10), if:

[T]he use of any part of a public record or records, or information derived from public records, in any form for sale, resale, or solicitation or advertisement for sales or services. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered to be made for a *commercial purpose* when the principal purpose of the request is (i) to access and disseminate information concerning news and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education.

The FOIA Officer responds to a request that appears to be for commercial purposes pursuant to 5 ILCS 140/3.1 by:

1. Asking the requester to identify if the record is for a commercial purpose. See 2:250-E1, *Written Request for District Public Records*. It is unlawful for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the District. 5 ILCS 140/3.1(c).
2. Responding to a request for records to be used for a commercial purpose within 21 working days after receipt. The response must be one of the following: (a) provide an estimate of the time required by the District to provide the records and an estimate of the fees, which the requester may be required to pay in full before copying the requested documents; (b) deny the request pursuant to one or more of the exemptions; (c) notify the requester that the request is unduly burdensome and extend an opportunity to attempt to reduce the request to manageable proportions; or (d) provide the records requested.

3. Complying with a request, unless the records are exempt from disclosure, within a reasonable period considering the size and complexity of the request, and giving priority to records requested for non-commercial purposes.
4. Collecting a fee as described in subsection **D.** above.

### **I. Managing Requests from a Recurrent Requester**

A request is from a *recurrent requester*, according to 5 ILCS 140/2(g), if:

[A] person that, in the 12 months immediately preceding the request, has submitted to the same public body (i) a minimum of 50 requests for records, (ii) a minimum of 15 requests for records within a 30-day period, or (iii) a minimum of seven requests for records within a seven-day period. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered in calculating the number of requests made in the time period in this definition when the principal purpose of the requests is (i) to access and disseminate information concerning new and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education.

For purposes of this definition, one *request* may identify multiple records to be inspected or copied.

The District complies with a request from a recurrent requester within a reasonable period considering the size and complexity of the record, unless the records are exempt from disclosure. 5 ILCS 140/3.2(c).

The FOIA Officer responds to a request from a recurrent requester by:

1. Notifying the requester within five business days after receiving a request from a recurrent requester (5 ILCS 140/3.2(b)) that:
  - a. The request is being treated as coming from a recurrent requester under 5 ILCS 140/2(g);
  - b. The reasons the request is being treated as coming from a recurrent requester;
  - c. The District will send an initial response within 21 business days after receipt of the request; and
  - d. The proposed FOIA responses that may be asserted pursuant to 5 ILCS 140/3.2(a). These are the same responses that the District can provide within 21 business days after receipt of a request.
2. Responding within 21 business days after receipt of a recurrent request with one of the following (5 ILCS 140/3.2(a)):
  - a. An estimate of the time required by the District to provide the records and an estimate of the fees, which the requester is required to pay in full before the District copies the requested documents;
  - b. A denial pursuant to one or more of the exemptions;
  - c. Notification that the request is unduly burdensome and extend an opportunity to attempt to reduce the request to manageable proportions; or
  - d. The records as requested.

### **J. Managing Voluminous Requests**

A *voluminous request*, according to 5 ILCS 140/2(h), means:

[A] request that:

- i. Includes more than five individual requests for more than five different categories of records or a combination of individual requests that total requests for more than five different categories of records in a period of 20 business days; or
- ii. Requires the compilation of more than 500 letter or legal-sized pages of public records unless a single requested record exceeds 500 pages. *Single requested record* may include, but is not limited to, one report, form, email, letter, memorandum, book, map, microfilm, tape, or recording.

According to 5 ILCS 140/2(h), a *voluminous request* “does not include a request made by news media and non-profit, scientific, or academic organizations if the principal purpose of the request is: (1) to access and disseminate information concerning news and current or passing events; (2) for articles of opinion or features of interest to the public; or (3) for the purpose of academic, scientific, or public research or education.”

The FOIA Officer responds to a voluminous request by:

1. Notifying the requester within five business days after receiving a voluminous request that:
  - a. The District is treating the request as a voluminous request under Section 3.6 of the Freedom of Information Act (FOIA).
  - b. The District is treating the request as voluminous for one of the following reasons:
    - 1) Includes more than five individual requests for more than five different categories of records or a combination of individual requests that total requests for more than five different categories of records in a period of 20 business days; or
    - 2) Requires the compilation of more than 500 letter or legal-sized pages of public records unless a single requested record exceeds 500 pages.
  - c. The requester must respond to the District within ten business days after this response is sent. The requester must specify whether the requester would like to amend the request in such a way that the District will no longer treat the request as a voluminous request.
  - d. If the requester does not respond within ten business days or if the request continues to be a voluminous request following the requester response, the District will respond to the request and assess any fees the District charges pursuant to Section 6 of FOIA.
  - e. The District has five business days after receipt of the requester’s response or five business days from the last day for the requester to amend the request, whichever is sooner, to respond to the request.
  - f. The District may request an additional ten business days to comply with the request.
  - g. The requester has the right to review the District’s determination by the public access counselor whose address and phone number follows:

Public Access Counselor  
Office of the Attorney General  
500 S. 2nd Street  
Springfield, Illinois 62706  
Phone: 1-877-299-3642
  - h. If the requester fails to accept or collect the responsive records, the District will still charge the requester for its response pursuant to Section 6 of FOIA and the requester’s

failure to pay will be considered a debt due and owing to the District and may be collected in accordance with applicable law.

2. Providing the requester ten business days from the date the District responded to amend the request in such a way that the District will no longer treat it as a voluminous request.
3. If a request continues to be a voluminous request following the requester's reply or the requester fails to reply, responding within the earlier of five business days after the District receives the requester's reply or five business days after the final day for the requester to reply to the District's notification. The District's response must:
  - a. Provide an estimate of the fees to be charged, indicating whether the District requires the person to pay in full before the District copies the requested documents;
  - b. Deny the request pursuant to one or more of the exemptions sent out in FOIA;
  - c. Notify the requester that the request is unduly burdensome and extend an opportunity to the requester to attempt to reduce the request to manageable proportions; or
  - d. Provide the records as requested.

The District may extend the time for responding by not more than five business days from the final date for the requester to reply to the District's notification for any of the reasons provided in subsection Section 3(e) of FOIA.

The requester and District may agree in writing to extend the time for compliance for a period to be determined by the parties.

#### **K. Denials**

The FOIA Officer will deny a FOIA request for any of the exemptions in 5 ILCS 140/7 or 7.5. He or she will comply with 5 ILCS 140/9 by:

1. Providing the requester with a written response containing: (a) the reasons for the denial, including a detailed factual basis for the application of any exemption claimed; (b) the names and titles or positions of each person responsible for the denial; and (c) information about his or her right to review by the Public Access Counselor (include the address and phone number for the Public Access Counselor), and to judicial review under 5 ILCS 140/11, amended by P.A. 99-586.
2. Specifying the exemption claimed to authorize the denial and the specific reasons for the denial, including a detailed factual basis and a citation to supporting legal authority when the denial is based on the grounds that the records are exempt under 5 ILCS 140/7.
3. Retaining copies of all denial notices in a single central office file that is open to the public and indexed according to the type of exemption asserted and, to the extent feasible, according to the types of records requested. 5 ILCS 140/9(b).

#### **L. Consultation with the Board Attorney**

The FOIA Officer may consult with the Board Attorney, as needed, for legal advice concerning compliance with FOIA, including without limitation:

1. Responding to specific requests,
2. Communicating with the Office of the Ill. Attorney General or Public Access Counselor, or
3. During any judicial proceeding.

LEGAL REF.: 5 ILCS 140/, Freedom of Information Act.



## School Board

### Administrative Procedure - Protocols for Record Preservation and Development of Retention Schedules

Legal Citations

Each legal requirement in this procedure is followed by a citation to the controlling rule and/or statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

<b>Actor</b>	<b>Action</b>
<p>All Staff Members and School Board Members</p>	<p>Maintain all records, as defined and required in the Illinois Local Records Act (LRA). No public record shall be destroyed except as allowed by the LRA.</p> <p>“<i>Public record</i> means any book, paper, map, photograph, born-digital electronic material, digitized electronic material, electronic material with a combination of digitized and born-digital material, or other official documentary material, regardless of physical form or characteristics, made, produced, executed or received by any agency or officer pursuant to law or in connection with the transaction of public business and preserved or appropriate for preservation by such agency or officer, or any successor thereof, as evidence of the organization, function, policies, decisions, procedures, or other activities thereof, or because of the informational data contained therein.” 50 ILCS 205/3.</p> <p>Do not destroy any District record, no matter its form, if it is subject to a litigation hold. F.R.C.P. 37(e).</p> <p>In federal lawsuits there is an automatic discovery of virtually all types of electronically created or stored data that might be relevant. Attorneys will generally notify their clients at the beginning of a legal proceeding to not destroy any electronic records that might be relevant. The receipt of a <i>litigation hold</i> or preservation letter from the Board’s attorney requires all potentially relevant electronic information to be identified, located, and preserved. This includes all email, e-documents, the tapes and servers of discarded systems, and backup data stored elsewhere.</p> <p>Whenever disposing of materials containing <i>personal information</i>, render the <i>personal information</i> unreadable, unusable, and undecipherable. 815 ILCS 530/40 and 44 Ill.Admin.Code §4000.40(b).</p> <p>The Personal Information Protection Act (815 ILCS 530/) contains mandates for disposing of materials containing personal information</p>

Actor	Action
	<p>(defined as an individual's name combined with social security number; driver's license number or State identification card number; financial account information, including without limitation, credit or debit card numbers; medical information; health information; or unique biometric data, including without limitation fingerprints). The Attorney General is authorized to impose a fine and bring court action for noncompliance. 815 ILCS 530/40, amended by P.A. 99-503, eff. 1-1-17.</p>
Superintendent	<p>Assign the following activities to the Records Custodian and Head of Information Technology (IT):</p> <ol style="list-style-type: none"> <li><b>1. Develop and maintain a protocol for preserving and categorizing District records;</b></li> <li><b>2. Develop and maintain a record retention and destruction schedule; and</b></li> <li><b>3. Develop protocols to implement a litigation hold.</b></li> </ol>
Records Custodian and Head of IT	<ol style="list-style-type: none"> <li><b>1. Develop and maintain a protocol for preserving and categorizing District records.</b></li> </ol> <p>Develop and maintain a list of all District records organized in categories and sub-categories, e.g., records relating to business, students, personnel, board meetings, etc. Align this list with the list of District records required by the Freedom of Information Act. 5 ILCS 140/5.</p> <p>Paper records may be easier to locate than electronic records. Electronic records will potentially exist in all of the available clouds, servers, tapes, hard drives, computers, and similar types of electronic devices (e.g., laptops, tablets, smart phones, voicemail, etc.).</p> <p>Prepare a description of how District records stored by means of electronic data processing may be obtained in a form understandable to persons lacking computer knowledge. 5 ILCS 140/5 and <i>Digital Reproduction</i>, 44 Ill.Admin.Code 4000.70 and <i>Management of Electronic Records</i>, 44 Ill.Admin.Code §4000.80.</p> <p>Such a description may include contact information for a person who can aid in obtaining records stored electronically.</p> <p>Provide for keeping only <i>records</i> and destroying non-records. Avoid filing non-record material with records. Determine what is a non-record, e.g., identical copies of documents maintained in the same file; extra copies of printed or processed materials (official copies of which are retained by the office); blank forms; and personal communications.</p> <p>The goal is to control excessive accumulation of material. Non-record material may be destroyed at any time. 50 ILCS 205/9.</p>

Actor	Action
	<p>Absent a litigation hold, email must be retained only when it contains: (1) evidence of the District’s organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. 50 ILCS 205/3. Email that is conversational, personal, or contains brainstorming may generally be deleted.</p> <p>A consistent email retention policy for use across the District ensures that the necessary emails are being retained and emails that are not required to be preserved are purged on a regular basis.</p> <p>Determine whether each sub-category of documents should be reproduced by photography (44 Ill.Admin.Code §4000.60), microphotographic and electronic microimaging processes (44 Ill.Admin.Code §4000.50), or digitized electronic format (44 Ill.Admin.Code §4000.70).</p> <p>Any public record may be reproduced in a microfilm or digitized electronic format and the analog/paper version destroyed, provided: (a) the records are reproduced on “a durable medium that accurately and legibly reproduces the original record in all details,” and “that does not permit additions, deletions, or changes to the original document images;” and (b) the Local Records Commission is notified when the original record is disposed of and also when the reproduced record is disposed of. Local Records Act, 50 ILCS 205/7.</p> <p>Use this web link to the Illinois Secretary State’s publication, <a href="#">Guidelines for Using Electronic Records</a> and 44 Ill.Admin.Code §§4000.APPENDIX A <i>Sustainable File Formats for Electronic Records - A Guide for Government Agencies</i> (<a href="http://www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996aR.html">www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996aR.html</a>) and 4000.APPENDIX B <i>Reliable Storage Media for Electronic Records - A Guide for Government Agencies</i> (<a href="http://www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996BR.html">www.ilga.gov/commission/jcar/admincode/044/04404000ZZ9996BR.html</a>).</p> <p>Identify and index the location of each category and sub-category of District records. Organize electronic record and data storage.</p> <p>The goal is to ensure that all documents, including electronically created ones, are retained for the required timeframes and are easy to retrieve and produce if necessary.</p> <p><b>2. Develop and maintain a record retention and destruction schedule for submission to the Superintendent and eventually to the Local Records Commission.</b></p> <p>Prepare a list of public records that: (1) are not needed for current</p>

Actor	Action
	<p>business, and (2) do not have sufficient administrative, legal, or fiscal value to warrant their further preservation. Stated differently, identify records that have no administrative, legal, or fiscal value, as this is the criteria the Commission uses to determine whether or not to authorize the records' destruction.</p> <p>Records that have no administrative, legal, or fiscal value may be destroyed according to provisions in the Local Records Act. 50 ILCS 205/10.</p> <p>Prepare a schedule for record destruction by identifying the length of time a record category or series warrants retention after it has been received or produced by the District.</p> <p>The ultimate goal is to obtain permission to destroy unnecessary public records. The Local Records Commission must approve the destruction of any public record. 50 ILCS 205/7, 44 Ill.Admin.Code Part 4000 (Local Records Commission for agencies comprising counties of less than 3,000,000 inhabitants); 44 Ill.Admin.Code Part 4500 (Local Records Commission of Cook County). See the Archives Department on the Secretary of State's website: <a href="http://www.cyberdriveillinois.com/departments/archives/databases/home.html">www.cyberdriveillinois.com/departments/archives/databases/home.html</a></p> <p>44 Ill.Admin.Code Part 4000.30 details the procedures for compiling and submitting lists and schedules of records for disposal.</p> <p>The School Code and other statutes (e.g., statutes of limitations) contain mandatory retention timelines. The Board's attorney should be consulted.</p> <p>The e-discovery rules provide a safe harbor for parties during a lawsuit that cannot provide information because it was destroyed as a result of routine practices. F.R.C.P. 37(e).</p> <p><b>3. Develop protocols to implement a litigation hold.</b></p> <p>Understand what a <i>litigation hold</i> is.</p> <p>A litigation hold refers to the notification made by the Board's attorney telling the District to preserve all information that may be relevant to current or anticipated litigation. While it may occur anytime in the legal process, it will usually occur during discovery, the pretrial phase of a lawsuit designed to compel the exchange of information between parties. A litigation hold triggers the need to immediately suspend destruction of electronic and other records relevant to the current or potential claim. F.R.C.P 37(e).</p> <p>Specify how to implement a litigation hold, i.e.:</p> <ul style="list-style-type: none"> <li>• Who can trigger a litigation hold?</li> </ul>

Actor	Action
	<ul style="list-style-type: none"> <li>• How is a litigation hold communicated?</li> <li>• Who should gather the records?</li> <li>• What records are subject to a litigation hold and who determines this?</li> <li>• In what format should records be gathered?</li> <li>• Where should records be gathered?</li> </ul> <p>Identify how to implement a litigation hold for all IT systems, including backup tapes, to ensure they are not deleted or overwritten as part of the normal tape rotation process.</p> <p>Prepare a map of potentially relevant data and otherwise assist the Board's attorneys in locating all potentially relevant information.</p>
Superintendent	<p>Submit new or revised record retention and destruction lists and schedules to the Local Records Commission for approval.</p> <p>Disseminate the record retention schedule, along with instructions, to all affected staff members and Board members.</p> <p>Immediately inform the Records Custodian and Head of IT whenever a record must be preserved because: (1) it may be relevant to present or future litigation, or (2) the Board Attorney has notified the District to preserve a record, including electronic information (<i>litigation hold</i>).</p> <p>Authorize and/or order the destruction of District records after ensuring that the following steps have been performed:</p> <ol style="list-style-type: none"> <li>1. The Local Records Commission approved a schedule for continuing authority to destroy District records after the expiration of the applicable period.</li> <li>2. Any record is retained and removed from the disposal list if it is or may be evidence in litigation, or is otherwise subject to a <i>litigation hold</i>.</li> <li>3. Thirty days prior to disposal or destruction of any records, regardless of physical format or characteristics, submit a Local Records Disposal Certificate to the Commission and dispose only after a copy of that certificate has been reviewed and approved by the Chairman and returned to the District. The original copy of that Local Records Disposal Certificate is kept in the files of the Commission, and the duplicate copy approved and returned by the Chairman must be retained by the District. Section 4000.40(c) of the rules of the Downstate Local Records Commission and Section 4500.40(c) of the rules of the Cook County Local Records Commission.</li> <li>4. In the case of records with scheduled retention of less than one year, a single Local Records Disposal Certificate for more than one</li> </ol>

Actor	Action
	<p>disposal event within a given year may be used. Local Records Disposal Certificates submitted with this intent must include a schedule of proposed records disposal in addition to the normally required information. The District must wait to dispose of records until receipt of approval from the Commission, as required in number 3, above. Section 4000.40(d) of the rules of the Downstate Local Records Commission and Section 4500.40(d) of the rules of the Cook County Local Records Commission.</p> <p>5. For records that have been damaged by water, fire, smoke, insects or vermin, mold or some other natural disaster that poses a health or safety risk to employees, the District may apply to the Commission for permission to dispose of those records ahead of their scheduled disposal date. The request must include a Local Records Disposal Certificate accompanied by the District's explanation of why the records need early disposal. The Commission may grant the request only after physically reviewing the damaged records. Section 4000.40(e) of the rules of the Downstate Local Records Commission and Section 4500.40(e) of the rules of the Cook County Local Records Commission.</p>
<p><b>Links to Web-based Record Management Resources:</b></p> <p><a href="#">Cook County Local Records Commission Meetings</a></p> <p><a href="#">Cook County Local Records Commission Rules (44 Ill Admin Code Title PART 4500)</a></p> <p><a href="#">Downstate Local Records Commission Meetings</a></p> <p><a href="#">Rules of the Downstate Local Records Commission (44 Ill Admin Code Title PART 4000)</a></p> <p><a href="#">Illinois School Student Records Act (105 ILCS 10)</a></p> <p><a href="#">Local Records Act (50 ILCS 205)</a></p> <p><a href="#">Local Records Disposal Certificate</a></p>	

LEGAL REF.: Federal Rules of Civil Procedure, Rules 16, 26 and 37.  
5 ILCS 140/, Freedom of Information Act.  
50 ILCS 205/, Local Records Act.  
105 ILCS 10/, Ill. School Student Records Act.  
815 ILCS 530/, Personal Information Protection Act.  
820 ILCS 40/, Ill. Personnel Record Review Act.  
44 Ill.Admin.Code Part 4000, Local Records Commission.  
44 Ill.Admin.Code Part 4500, Cook County Local Records Commission.

**School Board**

**Exhibit - Written Request for District Public Records**

All requests to inspect and/or to obtain a copy of a District record must be made in writing. This form is provided for convenience – its use is not required. Please submit all requests to the District’s Freedom of Information Officer. Copying fees, if any, must be paid before copies will be provided. The Freedom of Information Officer can give you an estimate of the copying fees, if any.

Name of individual(s) requesting District records	Email address		
Address	Telephone number		
City	State	Zip	Date of request

Please check if this request of records is being made for a commercial purpose. Section 2 of the Freedom of Information Act states: “*Commercial purpose* means the use of any part of a public record or records, or information derived from public records, in any form for sale, resale, or solicitation or advertisement for sales or services. For purposes of this definition, requests made by news media and non-profit, scientific, or academic organizations shall not be considered to be made for a *commercial purpose* when the principal purpose of the request is (i) to access and disseminate information concerning news and current or passing events, (ii) for articles of opinion or features of interest to the public, or (iii) for the purpose of academic, scientific, or public research or education.” Section 3.1 states: “It is a violation of this Act for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body.”

Please check if a fee waiver or reduction is being requested. Section 6 of the Freedom of Information Act states: “Documents shall be furnished without charge or at a reduced charge, as determined by the public body, if the person requesting the documents states the specific purpose for the request and indicates that a waiver or reduction of the fee is in the public interest. Waiver or reduction of the fee is in the public interest if the principal purpose of the request is to access and disseminate information regarding the health, safety and welfare or the legal rights of the general public and is not for the principal purpose of personal or commercial benefit.”

Please indicate your reason for requesting a fee waiver: \_\_\_\_\_

*Check if you are requesting:*

<b>Record description (Please be specific)</b>	Electronic Copy	Inspection	Copy

## School Board

### Exhibit - Immediately Available District Public Records and Web-Posted Reports and Records

*[For use by only those Districts that have websites.]*

The District’s Freedom of Information Officer designates the public records that are listed in this table as being immediately available to the public. The records that are asterisked are posted on the District’s website and may be immediately inspected, downloaded, printed, and/or copied. Any asterisked public record is also immediately available for inspection or copying upon request at the District’s administrative office during its regular business hours, provided any applicable fees are paid. Records without an asterisk will be provided within five business days as allowed by the Freedom of Information Act, provided any applicable fees are paid.

<b>Web-posted records and information</b> <i>(use of an * is explained in the paragraph above this table)</i>	<b>Web-posting statutory reference and special instructions</b>
<p>*Annual schedule of regular meetings for the current school year that are posted at the beginning of each calendar or fiscal year</p> <p>*Public notice of each Board meeting that is posted at least 48 hours before the meeting and remains posted until the meeting is concluded</p> <p>*Agenda of each regular meeting that is posted at least 48 hours before a meeting and remains posted until the meeting is concluded</p> <p><b>Note:</b> For school districts that do not post board meeting notices and/or agendas on a website (because they do not have a website maintained by a fulltime staff member), the notice and agenda must be continuously available for public review during the entire 48-hour period preceding the meeting</p>	<p>5 ILCS 120/2.02.</p>
<p>*Official open meeting minutes that are posted within ten days of the Board’s approval and remain posted for at least 60 days</p>	<p>5 ILCS 120/2.06(b).</p>
<p>*Description of the District and its records including:</p> <ul style="list-style-type: none"> <li>Summary of the District’s purpose</li> <li>Functional subdivisions</li> <li>Total amount of operating budget</li> <li>Number and location of all of its separate offices</li> <li>Approximate number of full and part-time employees (see also, salary and benefits information report for the Superintendent, administrators, and teachers, District’s Statement</li> </ul>	<p>5 ILCS 140/4.</p> <p>The District must prominently post the list at each administrative office and make it available for inspection and copying.</p>



<b>Web-posted records and information</b> <i>(use of an * is explained in the paragraph above this table)</i>	<b>Web-posting statutory reference and special instructions</b>
<p>of Affairs)</p> <p>Identification and membership of the Board</p> <p>Brief description of the methods whereby the public may request information and public records</p> <p>Directory information for the Freedom of Information Officer</p> <p>Address where requests for public records should be directed</p> <p>Fees</p>	
<p>*A hyperlink to an email address(es) for members of the public to communicate with members of the Board</p>	<p>50 ILCS 205/20.</p> <p>The hyperlink must be easily accessible from the District's home page.</p>
<p>Annual budget for current fiscal year, itemized by receipts and expenditures</p>	<p>105 ILCS 5/17-1.2.</p> <p>This may be accomplished using ISBE's School District Budget Form 50-36 or the summary pages from it.</p> <p>The District must notify its students' parents/guardians when the budget is web-posted along with its website address.</p>
<p>*District Report Card and a Report Card for each School (the Report Cards will be provided by ISBE by Oct. 31 of each year)</p>	<p>105 ILCS 5/10-17a, amended by P.A.s 100-364 and 100-448.</p> <p>Annually, no more than 30 calendar days after receiving the Report Cards from the State Superintendent, the District must: (1) present them at a regular Board meeting, (2) post them on the District's website, (3) make them available to a newspaper of general circulation serving the District, and (4) upon request, send them home to parents/guardians. 105 ILCS 5/10-17a(5).</p> <p>The District also must send a written notice home to parents/guardians stating: (1) that the Report Cards are available on the website, (2) the website's address, (3) that a printed copy will be sent upon request, and (4) the telephone number to request a printed copy. <u>Id.</u></p>
<p>*A list of all contracts in excess of \$25,000 and any contracts with an exclusive bargaining representative</p>	<p>105 ILCS 5/10-20.44.</p> <p>There is no statutory timeline for web-</p>

<b>Web-posted records and information</b> ( <i>use of an * is explained in the paragraph above this table</i> )	<b>Web-posting statutory reference and special instructions</b>
	posting. Each year, in conjunction with the submission of the Statement of Affairs to ISBE, before Dec. 1, the District must submit to ISBE an annual report on all contracts over \$25,000 awarded during the previous fiscal year.
*Contract(s) with any commercial driver training school(s) for driver education	105 ILCS 5/27-24.2, amended by P.A. 100-465. The District is required to web-post this document if it has a website. If the District has no website, it must make the contract available upon request.
Annual Statement of Affairs	105 ILCS 5/10-17. The District is not required to web-post this document. It must, annually by Dec. 1, submit the Statement to ISBE for posting on ISBE's website, have copies of the Statement available in the main administrative office, and publish a summary of the Statement in a newspaper of general circulation published in the District.
*Board policy, 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> *Information developed as a result of the evaluation and assessment of the bullying policy's outcomes and effectiveness	105 ILCS 5/27-23.7(b)(10) & (11).
*Board policy, 7:290, <i>Suicide and Depression Awareness and Prevention</i>	105 ILCS 5/2-3.166, added by P.A. 99-443.
*Administrator and Teacher Salary and Benefits Report (itemized salary report for the Superintendent and all administrators and teachers); <i>benefits</i> includes without limitation vacation days, sick days, bonuses, annuities, and retirement enhancements	105 ILCS 5/10-20.47. Annually on or before Oct. 1: (1) the information must be presented at a regular Board meeting and posted on the District's website, and (2) after the Board meeting at which the information was presented, the Report must be provided to ISBE.
*As an employer that participates in the Illinois Municipal Retirement Fund (IMRF), a compensation	5 ILCS 120/7.3. The report must be posted within six

<b>Web-posted records and information</b> ( <i>use of an * is explained in the paragraph above this table</i> )	<b>Web-posting statutory reference and special instructions</b>
<p>report for employees who have a total compensation package that exceeds \$75,000 per year; <i>total compensation package</i> means salary, health insurance, a housing allowance, a vehicle allowance, a clothing allowance, bonuses, loans, vacation days granted, and sick days granted</p> <p>As of <b>PRESS</b> Issue 96, IASB has not received a response from the Ill. Attorney General’s office to its request for guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., TRS participants.</p>	<p>business days after the District approves a budget. The District may choose to post a physical copy of this information at its principal office in lieu of posting the information directly on the website in which case it must post directions on the website for accessing that information.</p>
<p>*As an employer that participates in the Illinois Municipal Retirement Fund, a compensation report for employees who have a total compensation package that is equal to or in excess of \$150,000 per year; <i>total compensation package</i> means payment by the employer to the employee for salary, health insurance, a housing allowance, a vehicle allowance, a clothing allowance, bonuses, loans, vacation days granted, and sick days granted</p> <p>As of <b>PRESS</b> Issue 96, IASB has not received a response from the Ill. Attorney General’s office to its request for guidance concerning whether this requirement applies to employees who do not participate in IMRF, e.g., TRS participants.</p>	<p>5 ILCS 120/7.3.</p> <p>The report must be posted at least six days before the District approves an employee’s total compensation package that is equal to or in excess of \$150,000. The District may choose to post a physical copy of this information at its principal office in lieu of posting the information directly on the website in which case it must post directions on the website for accessing that information.</p>
<p>A description of activities to address intergroup conflict (an optional program authorized by Sec. 27-23.6)</p>	<p>105 ILCS 5/27-23.6(c).</p>
<p>*Names of Board members who have completed professional development leadership training</p>	<p>105 ILCS 5/10-16a requires the District to post on its website the names of all Board members who have completed professional development leadership training (required for board members taking office after 6-13-11). The web-posting may be expanded to log all Board members’ training and development activities.</p> <p>5 ILCS 120/1.05(b) and (c) require each Board member to complete training on the Open Meetings Act. After completing the training, each Board member must file a copy of their certificate of completion with the School Board.</p> <p>105 ILCS 5/24-16.5 requires each Board</p>

<b>Web-posted records and information</b> ( <i>use of an * is explained in the paragraph above this table</i> )	<b>Web-posting statutory reference and special instructions</b>
	member to complete a training program on performance evaluations before voting on a dismissal based on a performance evaluation pursuant to the Performance Evaluation Reform Act.
Immunization data reported to ISBE by each Nov. 15	105 ILCS 5/27-8.1(6). By Dec. 1, the District must annually make the immunization <i>data</i> that it must report to ISBE each year publicly available. The data, not its format, must be identical to the data reported to ISBE. Boards have control over the method(s) used to make this data publicly available. One method is to instruct the reader to ask for the data directly from ISBE.
Information on mental health issues and local treatment resources	The Ill. House of Representatives encouraged this in HR 478 (5-31-15).
All reliable assessments, scored by entities other than the District, that are administered in each of the District's schools.	105 ILCS 5/22-82(b), added by P.A. 99-590. These must be made available to parents and/or guardians through the District's Internet website or paper handouts.

Adopted by Northwestern CUSD #2 November 14, 2017

**School Board**

**Exhibit - Recurrent Requester Notification**

*The District Freedom of Information Officer completes this form on District letterhead.*

\_\_\_\_\_  
Name of record(s) requester

\_\_\_\_\_  
Date of receipt of request

\_\_\_\_\_  
Contact information

You are notified that your request for a District record(s) is being treated as a request from a recurrent requester, as defined in Section 2(g) of the Freedom of Information Act.

Your request is being treated as a request from a recurrent requester because, in the 12 months immediately preceding this request, you have submitted to the District one or more of the following:

- 1. A minimum of 50 requests for records
- 2. A minimum of 15 requests for records within a 30-day period
- 3. A minimum of seven requests for records within a 7-day period

You will be provided an initial response to your request for documents within 21 business days following the date the District received your request.

In that response, you will receive one of the following responses, whichever is appropriate:

- 1. An estimate of the time required by the District to provide the records requested and an estimate of the fees to be charged, which you must pay in full before the District copies the requested documents; or
- 2. A denial of the request pursuant to one or more of the exemptions set out in the Freedom of Information Act; or
- 3. A notification that the request is unduly burdensome and an extension of an opportunity for you to reduce the request to manageable proportions; or
- 4. Provision of the records requested.

\_\_\_\_\_  
Name of Freedom of Information Officer (Printed)

\_\_\_\_\_  
Telephone or email contact information

\_\_\_\_\_  
Freedom of Information Officer (Signature)

\_\_\_\_\_  
Date of Recurrent Requestor Notification

## School Board

### Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
6. Sexual harassment (State Officials and Employees Ethics Act, Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972)
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 (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq.
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 parents/guardians); this includes mediation.

### Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed 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 shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy 2:260, *Uniform Grievance Procedure*.

### Investigation

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

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, (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 of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time.

The Superintendent will keep the Board informed of all complaints.

If a complaint contains allegations involving the Superintendent, 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 his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days of 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, within 30 school business days after receiving the Complaint Manager's report, the Board shall mail its written decision to the Complainant and the accused by first class U.S. mail 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

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 the complaint process in this policy. If possible, the Superintendent will appoint two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

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

**Nondiscrimination Coordinator:**

\_\_\_\_\_

Name

\_\_\_\_\_

Address

\_\_\_\_\_

Email

\_\_\_\_\_

Telephone

**Complaint Managers:**

\_\_\_\_\_

Name

\_\_\_\_\_

Address

\_\_\_\_\_

Email

\_\_\_\_\_

Telephone

\_\_\_\_\_

Name

\_\_\_\_\_

Address

\_\_\_\_\_

Email

\_\_\_\_\_

Telephone



LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.  
Americans With Disabilities Act, 42 U.S.C. §12101 et seq.  
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.  
Equal Pay Act, 29 U.S.C. §206(d).  
Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.  
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.  
Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.  
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.  
State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a).  
105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-20.60, 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.  
Illinois Genetic Information Privacy Act, 410 ILCS 513/.  
Illinois Whistleblower Act, 740 ILCS 174/.  
Illinois Human Rights Act, 775 ILCS 5/.  
Victims' Economic Security and Safety Act, 820 ILCS 180/, 56 Ill.Admin.Code Part 280.  
Equal Pay Act of 2003, 820 ILCS 112/.  
Employee Credit Privacy Act, 820 ILCS 70/.  
23 Ill.Admin.Code §§1.240 and 200.40.

CROSS REF.: 2:105 (Ethics and Gift Ban), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 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), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

## School Board

### Administrative Procedure - Guidelines for Investigating Complaints and Allegations of Misconduct

As a general rule, all complaints should be investigated, even when the complainant requests that nothing be done or is anonymous.

#### **Step 1:** Before the Investigation

- A. School employees must immediately report a suspicion of child abuse or neglect to the Illinois Department of Child and Family Services in compliance with policy 5:90, *Abused and Neglected Child Reporting*. Reporting is required before proceeding further with the investigation.
- B. According to policy 2:260, *Uniform Grievance Procedure*, the Superintendent appoints at least two District Complaint Managers, one of each gender. A Complaint Manager investigates: (1) complaints filed under policy 2:260, *Uniform Grievance Procedure*, and (2) allegations of employee misconduct.
- C. The appropriate Building Principal or designee investigates all allegations of student misconduct.
- D. Anyone with a complaint or making an allegation of misconduct should be referred to a Complaint Manager of their choosing or a Building Principal without delay.
- E. A Complaint Manager or Building Principal (hereafter referred to as “investigator”) will investigate all complaints or allegations of misconduct, except that, depending on the circumstances, the Superintendent or School Board may appoint a special investigator. Whenever the Superintendent deems necessary an attorney may serve as a special investigator. The investigator should not have any involvement with the complainant or the alleged wrongdoer outside of the investigation. The Superintendent will ensure that investigators have sufficient authority and resources, including access to the School Board Attorney.
- F. The investigator should provide a fair opportunity for both sides to be heard.
- G. The investigator should begin by carefully reading the complaint. Next the investigator should review applicable Board policies, administrative procedures and manuals, laws, regulations, and collective bargaining agreements.
- H. The investigator should develop a plan, including:
  - Witness list
  - Order of interviews
  - Questions for witnesses
  - Physical evidence needed, e.g., records, documents, reports, photos, and letters
- I. The investigator should make logistical arrangements, e.g., determine interview location and the need for photographs and/or a video or audio recording.
- J. If the investigator encounters an issue with legal ramifications outside of his/her understanding, either before or during the investigation, he/she should consult the Board Attorney before proceeding further on that legal issue, as well as any other areas of the investigation it impacts.

## **Step 2: The Investigation**

- A. Typically, interview the complainant first, next the subject of the investigation, and, finally, all witnesses. The following applies to all interviews:
  - If possible, statements should be written, dated, and signed by the person being interviewed. Consider audio or video recording statements.
  - Ask open-ended questions and do not suggest answers to questions.
  - Record important details, essentially who, did what, to whom, when and how done and, if appropriate, why?
  - Be objective and nonjudgmental; do not prejudge an alleged wrongdoer's guilt. Never show outrage or dismay.
  - Ask for the names of any other witnesses.
  - Deal with emotional outbursts and anger by patiently explaining that details are needed for an accurate investigation.
  - If a witness cannot be interviewed, record the reason.
- B. While confidentiality should be maintained, do not make promises of confidentiality or anonymity. Only the Superintendent may promise confidentiality or anonymity.
- C. Keep the Superintendent informed, but do not discuss the investigation with Board members in order to avoid the appearance of prejudice or unfairness.
- D. Obtain copies of all necessary papers. Originals are not needed, but record how to get them.
- E. Collect physical evidence and photographs. Keep a record of when, and where, or from whom physical evidence was gathered.
- F. Document any information about the interview that is, or may become relevant, including the person's demeanor, gestures, accuracy of memory, and overall credibility.
- G. During the investigation, keep the investigation file separate from personnel or student record files. In a subsequent hearing, the opposing side may be able to view the investigation file. Records relating to a public body's adjudication (hearing) of employee grievances or disciplinary cases are exempt from Freedom of Information Act public records requests under 5 ILCS 140/7(1)(n). However, the exemption does not extend to the final outcome of cases in which discipline is imposed.

## **Step 3: Following the Investigation**

- A. Report to the Superintendent or designee the investigation results, that is, the matters investigated, facts, conclusions, and recommendations. Prepare a written report if requested.
  - Answer who, what, when, where, why, and how.
  - Factual findings are based on whether an incident's occurrence is more likely than not. Identify as many factual findings as possible to support a conclusion. In a "he said, she said" scenario, a decision can be based on the credibility of the parties and witnesses. Include in the report any findings that are inconclusive.
  - Make a determination regarding credibility of specific evidence, that is, how believable is it and why by explaining the basis for the determination. Credible evidence is capable of belief by a reasonable person.
- B. Be prepared to testify as to the fairness of the investigation, the authenticity of the evidence, and the contents of the investigation report.

Adopted by Northwestern C.U.S.D. #2, September 22, 2010

## School Board

### **Administrative Procedure - Nondiscrimination Coordinator and Complaint Manager**

The Nondiscrimination Coordinator directs the District's compliance with federal and State laws governing discrimination and harassment in the workplace. The Complaint Manager administers the complaint process in Board policy 2:260, *Uniform Grievance Procedure*.

#### **Superintendent Responsibilities**

- A. Appoints individuals to serve as a Nondiscrimination Coordinator and Complaint Manager whose skill set suggest they could effectively fulfill the responsibilities identified in this procedure. One individual may serve in both capacities. The Superintendent may serve in either capacity. If possible, at least 2 Complaint Managers are appointed, one of each gender.
- B. Identifies individuals to supervise the performance of the Nondiscrimination Coordinator and Complaint Manager. The supervisor must understand the responsibilities of each role and have authority to take action. If possible, a different individual is assigned to supervise each role as a control measure, e.g., the Human Resources Manager supervises the Nondiscrimination Coordinator's performance and the Superintendent supervises the Complaint Manager's performance.
- C. Requires each Nondiscrimination Coordinator and/or Complaint Manager to possess or obtain:
  1. In-depth knowledge of Board policies as well as rules and conduct codes for students and employees.
  2. General knowledge of State and federal laws concerning equal employment and educational opportunities.
  3. Ability to:
    - a. Communicate effectively, both orally and in writing, and to establish rapport with others;
    - b. Plan, implement, evaluate, and report activities conducted;
    - c. Be both consistent and flexible as circumstances warrant; and
    - d. Analyze, clarify, and mediate differences of opinion.
- D. Facilitates the effective performance of the Nondiscrimination Coordinator and Complaint Managers by:
  1. Providing them with clear expectations concerning their roles and responsibilities.
  2. Communicating to employees and students their functions and responsibilities.
  3. Providing them resources and professional development opportunities.
  4. Providing them access to the Board Attorney for legal advice concerning their responsibilities.

#### **Nondiscrimination Coordinator Responsibilities**

- A. Directs the District's efforts to provide equal employment and educational opportunities and prohibit the harassment of employees, students, and others. Manages compliance with Board policies 2:260, *Uniform Grievance Procedure*; 5:10, *Equal Employment Opportunity and Minority Recruitment*; 5:20, *Workplace Harassment Prohibited*; and 7:20, *Harassment of Students Prohibited*.

- B. Develops and manages a program that will fully inform all employees and students about the District's commitment to equal employment and educational opportunities and a harassment-free environment. A component of this program is to inform employees and students about Board policies and administrative procedures.
- C. Provides ongoing consultation, technical assistance, and information services regarding compliance requirements and programs.
- D. Assists the Human Resources Manager with monitoring compliance with the recordkeeping and notice requirements contained in federal and State laws concerning discrimination and harassment in schools and the workplace.
- E. Maintains grievance and compliance records and files.
- F. Makes recommendations for action by appropriate decision makers.
- G. Establishes a positive climate for nondiscrimination compliance efforts. This effort includes encouraging individuals to come forward with suggestions and complaints.

### **Complaint Manager Responsibilities**

- A. Implements and administers the grievance process contained in Board policy 2:260, *Uniform Grievance Procedure*.
- B. Manages complaints alleging a violation of any Board policy or procedure listed in the next section.
- C. Assists complainants and potential complainants by, among other things, providing consultation and information to them.
- D. Attempts to resolve complaints without resorting to the formal grievance process provided in Board policy 2:260, *Uniform Grievance Procedure*.
- E. Informs potential complainants, complainants, and witnesses that the District prohibits any form of retaliation against anyone who, in good faith, brings a complaint or provides information to the individual investigating a complaint.
- F. Receives formal complaints and notifies relevant individuals of the ensuing process.
- G. Investigates complaints or appoints a qualified individual to undertake the investigation on his or her behalf. Each complaint shall be investigated promptly, thoroughly, and impartially, and as confidentially as possible.
- H. For each formal complaint, prepares a comprehensive written report describing the: (a) complaint, (b) investigation, and (c) findings and recommendations. Provides the report to the Superintendent or School Board if the Superintendent is an alleged responsible party.
- I. Receives a request from a complainant to appeal the Superintendent's resolution of the complaint and promptly forwards all relevant material to the Board.
- J. Monitors compliance with all requirements and time-lines specified in Board policy 2:260, *Uniform Grievance Procedure*.

### **Applicable Policies and Procedures**

#### Section 2

2:260 Uniform Grievance Procedure

2:260-AP2 Administrative Procedure - Nondiscrimination Coordinator and Complaint Manager

### Section 5

- 5:10 Equal Employment Opportunity and Minority Recruitment
- 5:20 Workplace Harassment Prohibited
- 5:20-AP Administrative Procedure - Sample Questions for Conducting the Internal Sexual Harassment in the Workplace Investigation

### Section 6

- 6:120 Education of Children with Disabilities
- 6:140 Education of Homeless Children
- 6:140-AP Administrative Procedure - Education of Homeless Children
- 6:170 Title I Programs
- 6:260 Complaints About Curriculum, Instructional Materials, and Programs

### Section 7 - Students

- 7:10 Equal Educational Opportunities
- 7:20 Harassment of Students Prohibited
- 7:20-AP Administrative Procedure - Harassment of Students Prohibited
- 7:180 Preventing Bullying, Intimidation, and Harassment
- 7:190 Student Discipline

### Section 8 - Community Relations

- 8:70 Accommodating Individuals with Disabilities
- 8:110 Public Suggestions and Complaints

### **Resources**

U.S. Equal Employment Opportunity Commission, [www.eeoc.gov](http://www.eeoc.gov).

“Enforcement Guidances and Related Documents,” U.S. Equal Employment Opportunity Commission, [www.eeoc.gov/policy/guidance.html](http://www.eeoc.gov/policy/guidance.html).

“Sexual Harassment: It's Not Academic” U.S. Dept. of Education, Office for Civil Rights, [www.ed.gov/about/offices/list/ocr/docs/ocrshpam.html](http://www.ed.gov/about/offices/list/ocr/docs/ocrshpam.html).

“Frequently Asked Questions about Sexual Harassment,” U.S. Dept. of Education, Office for Civil Rights, [www.ed.gov/about/offices/list/ocr/qa-sex.html](http://www.ed.gov/about/offices/list/ocr/qa-sex.html).

“Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties,” Office for Civil Rights, [www.ed.gov/about/offices/list/ocr/docs/shguide.html](http://www.ed.gov/about/offices/list/ocr/docs/shguide.html).

“Q&A Regarding Title IX Procedural Requirements,” U.S. Dept. of Justice, [www.usdoj.gov/crt/cor/coord/TitleIXQandA.php](http://www.usdoj.gov/crt/cor/coord/TitleIXQandA.php).

Adopted by Northwestern C.U.S.D. #2, September 23, 2009

**IASB POLICY REFERENCE MANUAL  
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## **General School Administration**

### **Goals and Objectives**

The Superintendent directs the administration in the management of the School District and to facilitate the implementation of a quality educational program in alignment with School Board policy 1:30, *School District Philosophy*. Specific goals and objectives are to:

1. Provide educational expertise.
2. Plan, organize, implement, and evaluate educational programs that will provide for students' mastery of the Illinois Learning Standards.
3. Meet or exceed student performance and academic improvement goals established by the Board.
4. Develop and maintain channels for communication between the school and community.
5. Develop an administrative procedures manual and handbooks for personnel and students that are in alignment with Board policy.
6. Manage the District's fiscal and business activities to ensure financial health, cost-effectiveness, and protection of the District's assets.
7. Provide for the proper use, reasonable care, and appropriate maintenance of the District's real and personal property, including buildings, equipment, and supplies.

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-21.4, and 5/10-21.4a.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification), 2:130 (Board Superintendent Relationship), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 6:10 (Educational Philosophy and Objectives)



## **General School Administration**

### **Chain of Command**

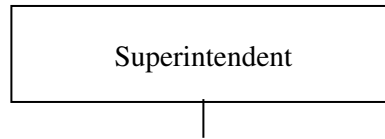
The Superintendent shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed except in unusual situations.

All personnel should refer matters requiring administrative action to the responsible administrator, and may appeal a decision to a higher administrative officer. Whenever possible, each employee should be responsible to only one immediate supervisor. When this is not possible, the division of responsibility must be clear.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:140 (Communications To and From the Board), 3:70 (Succession of Authority), 8:110 (Public Suggestions and Concerns)

**General School Administration**

**Exhibit - Organizational Chart for Administration**



## **General School Administration**

### **Superintendent**

#### Duties and Authority

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

#### Qualifications

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

#### Evaluation

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

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

#### Compensation and Benefits

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

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

CROSS REF: 2:20 (Powers and Duties of the School Board; Indemnification), 2:130 (Board-Superintendent Relationship), 2:240 (Board Policy Development), 3:10 (Goals and Objectives)

Adopted by Northwestern CUSD #2, November 11, 2016

## **General School Administration**

### **Administrative Personnel Other Than the Superintendent**

#### Duties and Authority

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

#### Qualifications

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

#### Evaluation

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

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

#### Administrative Work Year

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

#### Compensation and Benefits

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

The Board will consider the Superintendent's recommendations when setting compensation for individual administrators. These recommendations should be presented to the Board no later than the March Board meeting or at such earlier time that will allow the Board to consider contract renewal and nonrenewal issues.

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

LEGAL REF: 105 ILCS 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, 5/21B, and 5/24A.  
23 Ill.Admin.Code §§1.310, 1.705, and 50.300; and Parts 25 and 29.

CROSS REF: 3:60 (Administrative Responsibility of the Building Principal), 5:30 (Hiring Process and Criteria), 5:250 (Leaves of Absence)

Adopted by Northwestern CUSD #2, November 11, 2016

## **General School Administration**

### **Administrative Responsibility of the Building Principal**

#### Duties and Authority

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

#### Evaluation Plan

The Superintendent or designee shall implement an evaluation plan for Principals and Assistant Principals that complies with Section 24A-15 of the School Code and relevant Illinois State Board of Education rules. Using that plan, the Superintendent or designee shall evaluate each Building Principal and Assistant Principal. The Superintendent or designee may conduct additional evaluations.

#### Qualifications and Other Terms and Conditions of Employment

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

LEGAL REF.: 10 ILCS 5/4-6.2.  
105 ILCS 5/2-3.53a, 5/10-20.14, 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, and 5/24A-15.  
105 ILCS 127/.  
23 Ill.Admin.Code Parts 35 and 50, Subpart D.

CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 5:250 (Leaves of Absence)

**General School Administration**

**Exhibit - Reporting Requirements for Building Principals Concerning School Safety and Security**

The Building Principal shall comply with all State law reporting requirements for Principals. Compliance with the State law reporting requirements is required by Board policy 3:60, *Administrative Responsibility of the Building Principal*, in its mandate to “perform all duties as described in State law.” The specific statute identified in the following table should be checked for current requirements. This list of required reports may not be exhaustive.

<b>Mandated Reports Concerning School Safety and Security</b>	<b>Resources</b>
<p><b>A student or other person poses a clear and present danger to himself, herself, or others.</b></p> <p>This report is made to the Department of State Police within 24 hours after the Principal makes this determination.</p> <p>This report is required by the Firearm Concealed Carry Act, 430 ILCS 66/105 and 405 ILCS 5 /6-103.3, added by P.A. 98-63. The Principal may delegate making reports concerning students, but not otherwise.</p> <p><i>Clear and present danger</i> is defined in 430 ILCS 65/1.1, as a person who:</p> <ul style="list-style-type: none"> <li>(1) communicates a serious threat of physical violence against a reasonably identifiable victim or poses a clear and imminent risk of serious physical injury to himself, herself, or another person as determined by a physician, clinical psychologist, or qualified examiner; or</li> <li>(2) demonstrates threatening physical or verbal behavior, such as violent, suicidal, or assaultive threats, actions, or other behavior, as determined by a physician, clinical psychologist, qualified examiner, school administrator, or law enforcement official.</li> </ul> <p>State Police rules implementing this duty to report are found in 20 Ill.Admin.Code §1230.120(b), and state:</p> <ul style="list-style-type: none"> <li>b) Law enforcement officials and school administrators shall report determinations of a clear and present danger directly to the Department [Department of State Police]. The Department shall make a form and instruction for the reporting available to law enforcement officials and school</li> </ul>	<p>The State Police have posted information and instructions at:  <a href="http://www.isp.state.il.us/foid/foid-clear-present-danger.cfm">www.isp.state.il.us/foid/foid-clear-present-danger.cfm</a>.</p> <p>The reporting form is at:  <a href="http://www.isp.state.il.us/docs/2-649.pdf">www.isp.state.il.us/docs/2-649.pdf</a>.</p> <p>3:60, <i>Administrative Responsibility of the Building Principal</i></p> <p>7:340, <i>Student Records</i></p> <p>7:340-AP1, <i>School Student Records</i></p>



Mandated Reports Concerning School Safety and Security	Resources
<p>administrators on its website.</p> <p>1) Clear and present danger reporting shall be used by the Department to identify persons who pose an actual, impending, or imminent threat of substantial bodily harm to themselves or another person that is articulable and significant or who will be likely to act in a manner dangerous to public safety or contrary to the public interest if they were granted access to a weapon.</p> <p>2) Clear and present danger reporting shall be made consistent with the Family Educational Rights and Privacy Act (20 USC 1232g) to assist the Department with protecting the health and safety of the public by denying persons who present a clear and present danger from having lawful access to weapons.</p>	
<p><b>A student may be an abused or neglected child or, for a student aged 18 through 21, an abused or neglected individual with a disability.</b></p> <p>This report is made to the Ill. Department of Children and Family Services (DCFS) immediately upon suspicion or receipt of knowledge. The DCFS Child Abuse Hotline is 800/25-ABUSE or 217/524-2606.</p> <p>In addition to the Principal, all school personnel are required to make this report. A staff member should inform the Principal if he or she made a report; the Principal should inform the Superintendent of any report made.</p> <p>This report is required by the Abused and Neglected Child Reporting Act, 325 ILCS 5/4. A willful failure to make the report to DCFS is a crime.</p>	<p>Information and directions are available from the Department of Children and Family Services at:  <a href="http://www.state.il.us/dcfsc/child/index.shtml">www.state.il.us/dcfsc/child/index.shtml</a>.  5:90, <i>Abused and Neglected Child Reporting</i>  7:190-AP6, <i>Administrative Procedure - Guidelines for Investigating Sexting Allegations</i></p>
<p><b>Child pornography is discovered on electronic and information technology equipment.</b></p> <p>This report is made immediately to local law enforcement, or the National Center for Missing and Exploited Children’s CyberTipline 800/843-5678 or online at <a href="http://www.CyberTipline.com">www.CyberTipline.com</a>.</p> <p>According to 325 ILCS 5/4.5,</p> <p><i>Electronic and information technology equipment</i> means, equipment used in the creation, manipulation, storage, display, or transmission of data, including internet and intranet systems,</p>	<p>5:90, <i>Abused and Neglected Child Reporting</i></p>

<b>Mandated Reports Concerning School Safety and Security</b>	<b>Resources</b>
<p>software applications, operating systems, video and multimedia, telecommunications products, kiosks, information transaction machines, copiers, printers, and desktop and portable computers. (Italics added.)</p> <p>An electronic and information technology equipment worker or the worker's employer is required to make this report by 325 ILCS 5/4.5.</p>	
<p><b>Hazing resulted in bodily harm to any person.</b></p> <p>This report is required when a Principal or other school personnel or volunteer observes hazing.</p> <p>This report is made to the Superintendent or other supervising authority or, in the event of death or great bodily harm, to law enforcement. The statute does not provide a deadline for making the report, but making the report immediately is prudent.</p> <p>Failure to make this report is a crime. 720 ILCS 5/12C-50.1, added by P.A. 98-393.</p>	<p>5:90, <i>Abused and Neglected Child Reporting</i></p> <p>7:190, <i>Student Behavior</i></p>
<p><b>The person enrolling a student fails to provide a certified copy of the student's birth certificate within 30 days of enrolling the student.</b></p> <p>The Superintendent is required to make this report and designates the Principal to make it on his or her behalf. The report is made to local law enforcement.</p> <p>This report is required by the Missing Children Records Act (325 ILCS 50/) and the Missing Children Registration Law (325 I ILCS 55/).</p>	<p>7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p> <p>7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p>
<p><b>A drug violation occurred on school property, including any conveyance used to transport students, or within 1000 feet of the school.</b></p> <p>This report is made to the municipal police department or office of the county sheriff of the municipality or county where the school is located within 48 hours of becoming aware of the drug violation. The statute sets forth specific drug violations that will trigger this duty to report; however, best practice suggests reporting any drug violation. The Principal may delegate the making of this report.</p> <p>This report is required by the School Reporting of Drug Violations Act, 105 ILCS 127/.</p>	<p>3:60, <i>Administrative Responsibility of the Building Principal</i></p>
<p><b>The safety and welfare of students and teachers are threatened by illegal use of drugs and alcohol, by</b></p>	<p>7:190, <i>Student Behavior</i></p>

<b>Mandated Reports Concerning School Safety and Security</b>	<b>Resources</b>
<p><b>illegal use or possession of weapons, or by illegal gang activity.</b></p> <p>If this occurs, the Principal is required to utilize the resources of proper law enforcement agencies. 105 ILCS 5/10-21.4a, amended by P.A. 98-59.</p>	<p>3:60, <i>Administrative Responsibility of the Building Principal</i></p>
<p><b>Sex offender information is available.</b></p> <p>This report is made to the parents/guardians of students at either registration or parent-teacher conferences.</p> <p>Either a Principal or teacher may notify the parents/guardians that information about sex offenders is available on the Illinois State Police website.</p> <p>This report is required by the Sex Offender Community Notification Law, 730 ILCS 152/ and 154/.</p>	<p>4:170, <i>Safety</i></p> <p>4:175-AP1, <i>Criminal Offender Notification Laws; Screening</i></p> <p>4:175-AP1, E1, <i>Informing Parents/Guardians About Offender Community Notification Laws</i></p>
<p><b>A student committed a criminal offense.</b></p> <p>This report is made to local law enforcement agencies as part of a reciprocal reporting system between the School District and local law enforcement agencies. No specified time period is stated in the statute.</p> <p>A reciprocal reporting system is required by 105 ILCS 5/10-20.14.</p>	<p>2:150, <i>Committees</i></p> <p>7:190-AP3, <i>Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students</i></p>
<p><b>A person on school grounds possesses a firearm.</b></p> <p>This report is made to a local law enforcement agency immediately after receiving a report of a person on school grounds possessing a firearm. The Principal may delegate the making of this report.</p> <p>This report is required by 105 ILCS 5/10-27.1A.</p>	<p>7:190, <i>Student Behavior</i></p>
<p><b>A student engaged in aggressive behavior.</b></p> <p>This report is made to the parent/guardian of a student who engaged in aggressive behavior including, without limitation, bullying.</p> <p>This report is required by 105 ILCS 5/10-20.14. The report may be made by anyone in the District, but as the Principal is in charge of the building, the Principal or designee should make the report. No specific time period is stated in the statute.</p>	<p>7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i></p> <p>7:190, <i>Student Behavior</i></p> <p>7:190-E1, <i>Aggressive Behavior Reporting Letter and Form</i></p>

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## **General School Administration**

### **Succession of Authority**

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

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

**General School Administration**

**Administrative Procedure - Succession Plan**

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall be as stated below. If the first person on the succession list is unavailable, the second person shall be the responsible person, and so on, in order through the list. The designated individual shall communicate with the School Board President in cases of importance and/or emergency.

**Superintendent**

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**Building Principal**

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**IASB POLICY REFERENCE MANUAL  
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## Operational Services

### Fiscal and Business Management

The Superintendent is responsible for the School District's fiscal and business management. This responsibility includes annually preparing and presenting the District's statement of affairs to the School Board and publishing it before December 1 as required by State law.

The Superintendent shall ensure the efficient and cost-effective operation of the District's business management using computers, computer software, data management, communication systems, and electronic networks, including electronic mail, the Internet, and security systems. Each person using the District's electronic network shall complete an *Authorization for Access to the District's Electronic Network*.

### Budget Planning

The District's fiscal year is from July 1 until June 30. The Superintendent shall present to the Board, no later than the first regular meeting in August, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Illinois State Board of Education's *School District Budget Form*. To the extent possible, the tentative budget shall be balanced as defined by the State Board of Education guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by the State Board of Education guidelines.

### Preliminary Adoption Procedures

After receiving the Superintendent's proposed budget, the Board sets the date, place, and time for:

1. A public hearing on the proposed budget, and
2. The proposed budget to be available to the public for inspection.

The Board Secretary shall arrange to publish a notice in a local newspaper stating the date, place, and time of the proposed budget's availability for public inspection and the public hearing. The proposed budget shall be available for public inspection at least 30 days before the time of the budget hearing.

At the public hearing, the proposed budget shall be reviewed, and the public shall be invited to comment, question, or advise the Board.

### Final Adoption Procedures

The Board adopts a budget before the end of the first quarter of each fiscal year, September 30, or by such alternative procedure as State law may define. To the extent possible, the budget shall be balanced as defined by the State Board of Education; if not balanced, the Board will adopt a deficit reduction plan to balance the District's budget within three years according to State Board of Education requirements.

The Board adopts the budget by roll call vote. The budget resolution shall be incorporated into the meeting's official minutes. Board members' names voting *yea* and *nay* shall be recorded in the minutes.

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website; notify parents/guardians that it is posted and provide the website's address.
2. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year, certified by the District's Chief Fiscal Officer, with the County Clerk within 30 days of the budget's adoption.
3. Make all preparations necessary for the Board to timely file its Certificate of Tax Levy, including preparations to comply with the Truth in Taxation Act; file the Certificate of Tax Levy with the County Clerk on or before the last Tuesday in December. The Certificate lists the amount of property tax money to be provided for the various funds in the budget.
4. Submit the annual budget, a deficit reduction plan if one is required by State Board of Education guidelines, and other financial information to the State Board of Education according to its requirements.

Any amendments to the budget or Certificate of Tax Levy shall be made as provided in the School Code and Truth in Taxation Act.

Budget Amendments

The Board may amend the budget by the same procedure as provided for in the original adoption.

Implementation

The Superintendent or designee shall implement the District's budget and provide the Board with a monthly financial report that includes all deficit fund balances. The amount budgeted as the expenditure in each fund is the maximum amount that may be expended for that category, except when a transfer of funds is authorized by the Board.

The Board shall act on all interfund loans, interfund transfers, transfers within funds, and transfers from the working cash fund or abatements of it, if one exists.

LEGAL REF.: 35 ILCS 200/18-55 et seq.  
 105 ILCS 5/10-17, 5/10-22.33, 5/17-1, 5/17-1.2, 5/17-2A, 5/17-3.2, 5/17-11, 5/20-5, 5/20-8, and 5/20-10.  
 23 Ill.Admin.Code Part 100.

CROSS REF.: 4:40 (Incurring Debt), 6:235 (Access to Electronic Networks)

ADMIN. PROC.: 6:235-AP1, E1 (Student Authorization for Access to the District's Electronic Networks), 6:235-AP1, E2 (Staff Authorization for Access to the District's Electronic Network Access)

Adopted by Northwestern CUSD #2 November 14, 2017

## **Operational Services**

### **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:

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.

LEGAL REF.: 5 ILCS 179/, Identity Protection 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 by Northwestern CUSD #2 November 14, 2017

## Operational Services

### **Administrative Procedure - Protecting the Privacy of Social Security Numbers**

Much of the District’s collection, storage, use, and disclosure of social security numbers apply to employee records only. But limited exceptions may exist where a school district may need to ask students or their parents/guardians to provide social security numbers. When student social security numbers are involved, consult the Board attorney about the intersection of the Identity Protection Act (5 ILCS 179/), the Family Educational Rights and Privacy Act (20 U.S.C. §1232g), and the Ill. School Student Records Act (105 ILCS 10/).

<b>Actor</b>	<b>Action</b>
<p>Superintendent and business manager, and their designees</p>	<p>Identify the approved purposes for collecting SSNs, including:</p> <ol style="list-style-type: none"> <li>1. Employment matters, e.g., income reporting to IRS and the IL Dept. of Revenue, tax withholding, FICA, and Medicare.</li> <li>2. Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, and veterans’ programs.</li> <li>3. Filing insurance claims.</li> <li>4. Internal verification or administrative purposes.</li> <li>5. Other uses authorized and/or required by State law including, without limitation, in the following circumstances (5 ILCS 179/10(c)):                         <ol style="list-style-type: none"> <li>a. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities;</li> <li>b. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and</li> <li>c. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act.</li> </ol> </li> </ol> <p>Identify a method for documenting the need and purpose for the SSN before its collection. 5 ILCS 179/10(b)(1).</p> <p>Inform all employees of the District’s efforts to protect the privacy of SSNs. See Exhibit 4:15-E1, <i>Letter to Employees Regarding Protecting the Privacy of Social Security Numbers</i>.</p> <p style="padding-left: 40px;">While State law does not specifically require this step, the law contains mandates applicable to all employees that they need to know. Moreover, this letter provides an opportunity to increase awareness of the confidential nature of SSNs.</p> <p>Maintain a written list of each staff position that allows or requires access to SSNs.</p> <p style="padding-left: 40px;">The existence of a written list, even though not required, is important for recordkeeping and accountability purposes.</p> <p>Require that employees who have access to SSNs in the course of performing their duties be trained to protect the confidentiality of SSNs. 5 ILCS 179/35(a)(2).</p> <p>Direct that only employees who are required to use or handle information or documents that contain SSNs have access to such information or documents. 5 ILCS 179/35(a)(3).</p> <p>Require that SSNs requested from an individual be provided in a manner that</p>

Actor	Action
	<p>makes the SSN easily redacted if the record is otherwise required to be released as part of a public records request. 5 ILCS 179/35(a)(4).</p> <p>Require that, when collecting SSNs or upon request, a <i>statement of the purpose(s)</i> for which the District is collecting and using the SSNs be provided. 5 ILCS 179/35(a)(5). See Exhibit 4:15-E2, <i>Statement of Purpose for Collecting Social Security Numbers</i>.</p> <p>Require that, when employees who are required to use or handle information or documents that contain SSNs learn of a breach, they:</p> <ol style="list-style-type: none"> <li>1. Notify District administrators immediately, and</li> <li>2. Ensure that notifications to the proper individuals occur, including the notifications listed within the Illinois Attorney General’s guidance document on pages 7-11 at: <a href="http://www.illinoisattorneygeneral.gov/consumers/Security_Breach_Notification_Guidance.pdf">www.illinoisattorneygeneral.gov/consumers/Security_Breach_Notification_Guidance.pdf</a>.</li> </ol> <p>Enforce the requirements in Board policy 4:15, <i>Identity Protection</i>, and this procedure.</p>
Records Custodian and Head of Information Technology (IT)	<p>Develop guidelines for handling social security numbers in electronic systems. These guidelines should address:</p> <ol style="list-style-type: none"> <li>1. The display of SSNs on computer terminals, screens, and reports;</li> <li>2. The security protocol for storing SSNs on a device or system protected by a password or other security system and for accessing SSNs that are included in part of an electronic database;</li> <li>3. The security protocol for deleting SSNs that are stored in electronic documents or databases; and</li> <li>4. Alternate mechanisms for integrating data other than the use of SSNs.</li> </ol>
Staff Development Head	<p>Design and execute a training program on protecting the confidentiality of SSNs for employees who have access to SSNs in the course of performing their duties.</p> <p>The training should include instructions on the proper handling of information that contains SSNs from the time of collection through the destruction of the information. 5 ILCS 179/35(a)(2).</p>
Assistant Superintendents, Directors, Building Principals, and/or Department Heads	<p>Require each staff member whose position allows or requires access to SSNs to attend training on protecting the confidentiality of SSNs.</p> <p>Instruct staff members whose positions allow or require access to SSNs to:</p> <ol style="list-style-type: none"> <li>1. Treat SSNs as confidential information.</li> <li>2. Never publically post or display SSNs or require any individual to verbally disclose his or her SSN.</li> <li>3. Dispose of documents containing SSNs in a secure fashion, such as, by shredding paper documents and by deleting electronic documents as instructed by the IT Department.</li> <li>4. Use SSNs as needed during the execution of their job duties and in accordance with the training and instructions that they received.</li> </ol> <p>Instruct staff members whose positions do <u>not</u> require access to SSNs to notify a supervisor and/or the IT Department whenever SSNs are found in a document or other material, whether in paper or electronic form.</p>

Actor	Action
Freedom of Information Officer	Redact every SSN before allowing public inspection or copying of records responsive to a FOIA request. 5 ILCS 179/15.
Employees	<p>Do not collect, use, or disclose another individual's SSN unless directed to do so by an administrator.</p> <p><b>If the employee is in a position that requires access to SSNs:</b> Treat SSNs as confidential information and follow the instructions learned during training.</p> <p><b>If the employee is <u>not</u> in a position that requires access to SSNs:</b> Notify his or her supervisor and/or the IT Department whenever the employee comes across a document or other material, whether in paper or electronic form, that contain SSNs.</p>

**Operational Services**

**Exhibit - Letter to Employees Regarding Protecting the Privacy of Social Security Numbers**

*On District Letterhead*

Date

Re: Protecting the Privacy of Social Security Numbers (SSNs)

The Illinois Identity Protection Act, 5 ILCS 179/, contains requirements applicable to school districts and their employees. This letter’s purpose is to help you understand the protections and requirements of this law.

In implementing this law and the Board’s policy, I am seeking to:

1. Increase the awareness of the confidential nature of the SSN and the risk of identity theft related to unauthorized disclosure;
2. Have every employee understand that he or she is prohibited from collecting, displaying, or using another individual’s SSN unless authorized by a member of the District administrative staff; and
3. Ensure the use of consistent protocol regarding SSNs throughout the District.

I have copied below sections of the Identity Protection Act that must be followed by every school employee. I have also attached the School Board’s policy 4:15, *Identity Protection*. Please carefully read these documents. You will be contacted if you are scheduled to receive training on the protocol for collecting, using, maintaining, and disclosing SSNs.

An employee who has substantially breached the confidentiality of social security numbers may be subject to disciplinary action or sanctions up to and including dismissal, in accordance with District policy and procedures.

Sincerely,

Superintendent

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**Attachment #1: Relevant Sections from the Identity Protection Act, 5 ILCS 179/**

**Section 10. Prohibited Activities.**

- (a) Beginning July 1, 2010, no person or State or local government agency may do any of the following:
  - (1) Publicly post or publicly display in any manner an individual's social security number.
  - (2) Print an individual's social security number on any card required for the individual to access products or services provided by the person or entity.
  - (3) Require an individual to transmit his or her social security number over the Internet, unless the connection is secure or the social security number is encrypted.



- (4) Print an individual's social security number on any materials that are mailed to the individual, through the U.S. Postal Service, any private mail service, electronic mail, or any similar method of delivery, unless State or federal law requires the social security number to be on the document to be mailed. Notwithstanding any provision in this Section to the contrary, social security numbers may be included in applications and forms sent by mail, including, but not limited to, any material mailed in connection with the administration of the Unemployment Insurance Act, any material mailed in connection with any tax administered by the Department of Revenue, and documents sent as part of an application or enrollment process or to establish, amend, or terminate an account, contract, or policy or to confirm the accuracy of the social security number. A social security number that may permissibly be mailed under this Section may not be printed, in whole or in part, on a postcard or other mailer that does not require an envelope or be visible on an envelope without the envelope having been opened.
- (b) Except as otherwise provided in this Act, beginning July 1, 2010, no person or State or local government agency may do any of the following:
    - (1) Collect, use, or disclose a social security number from an individual, unless (i) required to do so under State or federal law, rules, or regulations, or the collection, use, or disclosure of the social security number is otherwise necessary for the performance of that agency's duties and responsibilities; (ii) the need and purpose for the social security number is documented before collection of the social security number; and (iii) the social security number collected is relevant to the documented need and purpose.
    - (2) Require an individual to use his or her social security number to access an Internet website.
    - (3) Use the social security number for any purpose other than the purpose for which it was collected.
  - (c) The prohibitions in subsection (b) do not apply in the following circumstances:
    - (1) The disclosure of social security numbers to agents, employees, contractors, or subcontractors of a governmental entity or disclosure by a governmental entity to another governmental entity or its agents, employees, contractors, or subcontractors if disclosure is necessary in order for the entity to perform its duties and responsibilities; and, if disclosing to a contractor or subcontractor, prior to such disclosure, the governmental entity must first receive from the contractor or subcontractor a copy of the contractor's or subcontractor's policy that sets forth how the requirements imposed under this Act on a governmental entity to protect an individual's social security number will be achieved.
    - (2) The disclosure of social security numbers pursuant to a court order, warrant, or subpoena.
    - (3) The collection, use, or disclosure of social security numbers in order to ensure the safety of: State and local government employees; persons committed to correctional facilities, local jails, and other law-enforcement facilities or retention centers; wards of the State; and all persons working in or visiting a State or local government agency facility.
    - (4) The collection, use, or disclosure of social security numbers for internal verification or administrative purposes.
    - (5) The disclosure of social security numbers by a State agency to any entity for the collection of delinquent child support or of any State debt or to a governmental agency to assist with an investigation or the prevention of fraud.

- (6) The collection or use of social security numbers to investigate or prevent fraud, to conduct background checks, to collect a debt, to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act, to undertake any permissible purpose that is enumerated under the federal Gramm-Leach-Bliley Act, or to locate a missing person, a lost relative, or a person who is due a benefit, such as a pension benefit or an unclaimed property benefit.
- (d) If any State or local government agency has adopted standards for the collection, use, or disclosure of social security numbers that are stricter than the standards under this Act with respect to the protection of those social security numbers, then, in the event of any conflict with the provisions of this Act, the stricter standards adopted by the State or local government agency shall control.

**Section 15. Public inspection and copying of documents.**

Notwithstanding any other provision of this Act to the contrary, a person or State or local government agency must comply with the provisions of any other State law with respect to allowing the public inspection and copying of information or documents containing all or any portion of an individual's social security number. A person or State or local government agency must redact social security numbers from the information or documents before allowing the public inspection or copying of the information or documents.

**Section 20. Applicability.**

- (a) This Act does not apply to the collection, use, or disclosure of a social security number as required by State or federal law, rule, or regulation.
- (b) This Act does not apply to documents that are recorded with a county recorder or required to be open to the public under any State or federal law, rule, or regulation, applicable case law, Supreme Court Rule, or the Constitution of the State of Illinois. Notwithstanding this Section, county recorders must comply with Section 35 of this Act.

**Section 25. Compliance with federal law.**

If a federal law takes effect requiring any federal agency to establish a national unique patient health identifier program, any State or local government agency that complies with the federal law shall be deemed to be in compliance with this Act.

**Section 30. Embedded social security numbers.**

Beginning December 31, 2009, no person or State or local government agency may encode or embed a social security number in or on a card or document, including, but not limited to, using a bar code, chip, magnetic strip, RFID technology, or other technology, in place of removing the social security number as required by this Act.

**Section 45. Violation.**

Any person who intentionally violates the prohibitions in Section 10 of this Act is guilty of a Class B misdemeanor.

**Operational Services**

**Exhibit - Statement of Purpose for Collecting Social Security Numbers**

This Statement of Purpose is being given to you because you have been asked by the School District to provide your social security number (SSN) or because you requested a copy of this Statement.

You are being asked for your SSN for one or more of the following reasons:

- Employment matters, e.g., income reporting to IRS and the IL Department of Revenue, tax withholding, FICA, or Medicare.
- Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, or veterans' programs.
- Filing insurance claims.
- Internal verification or administrative purposes.
- Other: \_\_\_\_\_

In addition, State law authorizes and/or requires the District to use or disclose your SSN in specified circumstances including, without limitation, in the following circumstances:

1. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities;
2. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and
3. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act.

If you have questions or concerns, please contact *[insert contact information]*.

## **Operational Services**

### **Exhibit - Statement for Employee Manual or District Website Describing the District's Purpose for Collecting Social Security Numbers**

The School District treats social security numbers (SSNs) confidentially. It uses SSNs for one or more of the following reasons:

1. Employment matters, e.g., income reporting to IRS and the IL Department of Revenue, tax withholding, FICA, or Medicare.
2. Verifying enrollment in various benefit programs, e.g., medical benefits, health insurance claims, or veterans' programs.
3. Filing insurance claims.
4. Internal verification or administrative purposes.

In addition, State law authorizes and/or requires the District to use or disclose SSNs in specified circumstances including, without limitation, in the following circumstances:

1. Disclosing SSNs to another governmental entity if the disclosure is necessary for the entity to perform its duties and responsibilities;
2. Disclosing SSNs pursuant to a court order, warrant, or subpoena; and
3. Collecting or using SSNs to investigate or prevent fraud, to conduct background checks, to collect a debt, or to obtain a credit report from a consumer reporting agency under the federal Fair Credit Reporting Act.

If you have questions or concerns, please contact *[insert contact information]*.

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## **Operational Services**

### **Fund Balances**

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money.

The School District seeks to maintain year-end fund balances no less than the range of 15-20 percent of the annual expenditures in each fund.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

## **Operational Services**

### **Revenue and Investments**

#### Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

#### Investments

The Superintendent shall either appoint a Chief Investment Officer or serve as one. The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law.

The Chief Investment Officer and Superintendent shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income.

#### Investment Objectives

The objectives for the School District's investment activities are:

1. Safety of Principal - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. Liquidity - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. Rate of Return - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. Diversification - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

#### Authorized Investments

The Chief Investment Officer may invest District funds in one or more of the following:

1. Bonds, notes, certificates of indebtedness, treasury bills, or other securities now or hereafter issued, that are guaranteed by the full faith and credit of the United States of America as to principal and interest.
2. Bonds, notes, debentures, or other similar obligations of the United States of America, its agencies, and its instrumentalities.

The term "agencies of the United States of America" includes: (i) the federal land banks, federal intermediate credit banks, banks for cooperative, federal farm credit banks, or any other entity authorized to issue debt obligations under the Farm Credit Act of 1971 and Acts

amendatory thereto, (ii) the federal home loan banks and the federal home loan mortgage corporation, and (iii) any other agency created by Act of Congress.

3. Interest-bearing savings accounts, interest-bearing certificates of deposit or interest-bearing time deposits or any other investments constituting direct obligations of any bank as defined by the Illinois Banking Act.
4. Short term obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (i) such obligations are rated at the time of purchase at one of the 3 highest classifications established by at least 2 standard rating services and that mature not later than 270 days from the date of purchase, (ii) such purchases do not exceed 10% of the corporation's outstanding obligations, and (iii) no more than one-third of the District's funds may be invested in short term obligations of corporations.
5. Money market mutual funds registered under the Investment Company Act of 1940, provided that the portfolio of any such money market mutual fund is limited to obligations described in paragraph (1) or (2) and to agreements to repurchase such obligations.
6. Interest-bearing bonds of any county, township, city, village, incorporated town, municipal corporation, school district, the State of Illinois, any other state, or any political subdivision or agency of the State of Illinois or any other state, whether the interest earned is taxable or tax-exempt under federal law. The bonds shall be (a) registered in the name of the municipality, county, or other governmental unit, or held under a custodial agreement at a bank, and (b) rated at the time of purchase within the 4 highest general classifications established by a rating service of nationally recognized expertise in rating bonds of states and their political subdivisions.
7. Short term discount obligations of the Federal National Mortgage Association or in shares or other forms of securities legally issuable by savings banks or savings and loan associations incorporated under the laws of this State or any other state or under the laws of the United States. Investments may be made only in those savings banks or savings and loan associations, the shares, or investment certificates that are insured by the Federal Deposit Insurance Corporation. Any such securities may be purchased at the offering or market price thereof at the time of such purchase. All such securities so purchased shall mature or be redeemable on a date or dates prior to the time when, in the judgment of the Chief Investment Officer, the public funds so invested will be required for expenditure by the District or its governing authority.
8. Dividend-bearing share accounts, share certificate accounts, or class of share accounts of a credit union chartered under the laws of this State or the laws of the United States; provided, however, the principle office of any such credit union must be located within the State of Illinois. Investments may be made only in those credit unions the accounts of which are insured by applicable law.
9. A Public Treasurers' Investment Pool created under Section 17 of the State Treasurer Act. The District may also invest any public funds in a fund managed, operated, and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company or use the services of such an entity to hold and invest or advise regarding the investment of any public funds.
10. The Illinois School District Liquid Asset Fund Plus.
11. Repurchase agreements of government securities having the meaning set out in the Government Securities Act of 1986, as now or hereafter amended or succeeded, subject to the provisions of said Act and the regulations issued there under. The government securities,

unless registered or inscribed in the name of the District, shall be purchased through banks or trust companies authorized to do business in the State of Illinois.

Except for repurchase agreements of government securities that are subject to the Government Securities Act of 1986, as now or hereafter amended or succeeded, the District may not purchase or invest in instruments that constitute repurchase agreements, and no financial institution may enter into such an agreement with or on behalf of the District unless the instrument and the transaction meet all of the following requirements:

- a. The securities, unless registered or inscribed in the name of the District, are purchased through banks or trust companies authorized to do business in the State of Illinois.
- b. The Chief Investment Officer, after ascertaining which firm will give the most favorable rate of interest, directs the custodial bank to “purchase” specified securities from a designated institution. The “custodial bank” is the bank or trust company, or agency of government, that acts for the District in connection with repurchase agreements involving the investment of funds by the District. The State Treasurer may act as custodial bank for public agencies executing repurchase agreements.
- c. A custodial bank must be a member bank of the Federal Reserve System or maintain accounts with member banks. All transfers of book-entry securities must be accomplished on a Reserve Bank’s computer records through a member bank of the Federal Reserve System. These securities must be credited to the District on the records of the custodial bank and the transaction must be confirmed in writing to the District by the custodial bank.
- d. Trading partners shall be limited to banks or trust companies authorized to do business in the State of Illinois or to registered primary reporting dealers.
- e. The security interest must be perfected.
- f. The District enters into a written master repurchase agreement that outlines the basic responsibilities and liabilities of both buyer and seller.
- g. Agreements shall be for periods of 330 days or less.
- h. The Chief Investment Officer informs the custodial bank in writing of the maturity details of the repurchase agreement.
- i. The custodial bank must take delivery of and maintain the securities in its custody for the account of the District and confirm the transaction in writing to the District. The custodial undertaking shall provide that the custodian takes possession of the securities exclusively for the District; that the securities are free of any claims against the trading partner; and that any claims by the custodian are subordinate to the District’s claims to rights to those securities.
- j. The obligations purchased by the District may only be sold or presented for redemption or payment by the fiscal agent bank or trust company holding the obligations upon the written instruction of the Chief Investment Officer.
- k. The custodial bank shall be liable to the District for any monetary loss suffered by the District due to the failure of the custodial bank to take and maintain possession of such securities.

12. Any investment as authorized by the Public Funds Investment Act, and Acts amendatory thereto. Paragraph 11 supersedes paragraphs 1-10 and controls in the event of conflict.

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer.



### Selection of Depositories, Investment Managers, Dealers, and Brokers

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last 2 sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency.

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government.

The District may consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including:

1. For financial institutions subject to the federal Community Reinvestment Act of 1977, the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the federal Community Reinvestment Act of 1977;
2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

### Collateral Requirements

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, 30 ILCS 235/. The Superintendent or designee shall keep the Board informed of collateral agreements.

### Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3 Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

### Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type.

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted.

### Ethics and Conflicts of Interest

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

LEGAL REF.: 30 ILCS 235/  
105 ILCS 5/8-7, 5/10-22.44, 5/17-1, and 5/17-11.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

Adopted by the Northwestern CUSD #2 April 16, 2014

## **Operational Services**

### **Incurring Debt**

The Superintendent shall provide early notice to the School Board of the District's need to borrow money. The Superintendent or designee shall prepare all documents and notices necessary for the Board, at its discretion, to: (1) issue State Aid Anticipation Certificates, tax anticipation warrants, working cash fund bonds, bonds, notes, and other evidence of indebtedness, or (2) establish a line of credit with a bank or other financial institution. The Superintendent shall notify the State Board of Education before the District issues any form of long-term or short-term debt that will result in outstanding debt that exceeds 75% of the debt limit specified in State law.

LEGAL REF.: 30 ILCS 305/2 and 352/1 et seq.  
50 ILCS 420/  
105 ILCS 5/17-16, 5/17-17, 5/18-18, and 5/19-1 et seq.

CROSS REF.: 4:10 (Fiscal and Business Management)

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## **Operational Services**

### **Insufficient Fund Checks**

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

LEGAL REF.: 810 ILCS 5/3-806.

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## **Operational Services**

### **Administrative Procedure - Insufficient Fund Checks**

The following will occur whenever any individual writes a check to the District that is not honored upon presentation to the respective bank or other depository institution for any reason:

1. The Superintendent or designee will contact the individual by telephone as soon as the check is returned to the District. The individual will be asked to pay the returned check and the \$25.00 returned check fee.
2. If the amount due is not paid after initial contact, the Superintendent or designee will send a letter by certified mail, return receipt requested, demanding payment within 30 days of mailing the letter.
3. If the amount due is not paid within 30 days of mailing the demand letter, the Superintendent or designee will contact the school attorney for further collection action.

## Operational Services

### **Administrative Procedure - Local Debt Recovery Program Implementation Procedures**

The following procedure implements the **Delinquent Debt Recovery** section in policy 4:45, *Insufficient Fund Checks and Debt Recovery*. The Superintendent must ensure that individuals or entities owing money to the District receive notice and due process before the debt is certified to the Illinois Office of the Comptroller (IOC) for an offset. The District cannot use the services of the IOC without first entering into an Intergovernmental Agreement (IGA) with it.

Implementing a uniform District-wide delinquent debt recovery process requires consultation with the Board Attorney. Making determinations about which delinquent debts to recover through the IOC’s Local Debt Recovery Program has not been litigated and raises many complex legal and practical issues.

Modify this procedure based upon the District’s specific implementation needs. It relies heavily upon Building Principals to (1) be uniformly trained and (2) train their building-level staff members who are responsible for collecting money owed to the school and/or the District.

Actor	Action
Superintendent	<p>Establishes a District-wide Delinquent Debt Recovery Committee to operate as a Superintendent committee. Considers including the following individuals on the Committee:</p> <ol style="list-style-type: none"> <li>1. District’s School Business Official(s) and District Bookkeeper,</li> <li>2. Building Principals (Building Principals are mandatory for the successful implementation of notice and due process), and</li> <li>3. Building-level staff members responsible for managing bills, collection and recording of payments, and fee waiver processing.</li> </ol> <p>Consults the Board Attorney about implementing a District-wide process for delinquent debt recovery with the goal of entering into an IGA with, and once entered into, certifying unsatisfied debts to the IOC for offset. Issues to address include, but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Aligning the delinquent debt recovery process to the District’s policy 4:140, <i>Waiver of Student Fees</i>. <b>Note:</b> The relevant staff must check the adopted board policy to ensure that this procedure and the student fee waiver policy, procedures and applications for fees are aligned. See f/n 1 of 4:140-AP, <i>Fines, Fees, and Charges - Waiver of Student Fees</i>.</li> <li>2. Uniform training for Building Principals about the District’s procedures for the recovery of delinquent debt.</li> </ol> <p>Ensures uniform District-wide training with the Board Attorney for the Delinquent Debt Recovery Committee about the requirements of the IOC’s debt recovery program.</p> <p>Informs Building Principals when delinquent debt should be referred to</p>

	<p>the District’s Business Office for recovery through the IOC. This includes training about types of debt: student, parent, vendor, etc., along with training about how to determine whether a particular delinquent debt should be pursued and ultimately recovered through the IOC. <b>Note:</b> These determinations may trigger the Constitution’s Equal Protection Clause. As a general rule, school officials can avoid constitutional problems and still recover delinquent debt by using uniform rules that do not discriminate against a specific group.</p> <p>Documents training for Building Principals about implementing District-wide delinquent debt recovery procedures.</p>
School Business Official or designee	<p>Manages the process to seek offset from the IOC pursuant to the IGA and District-wide delinquent debt recovery processes.</p>
Building Principal	<p>Requests permission from the Superintendent to consult the Board Attorney about implementing building-specific procedures that align with both (a) the District’s IGA with the IOC, and (b) policy 4:140, <i>Waiver of Student Fees</i>.</p> <p>Informs individuals or entities owing money to the District that their payments are overdue and need to be paid.</p> <p>Follows the District’s procedures and training for the recovery of delinquent debt.</p> <p>Ensures uniform training about the District’s procedures for the collection of debt for building-level staff members who manage bills, collection and recording of payments, and fee waiver processes.</p> <p>Documents training(s) about implementing District-wide delinquent debt recovery procedures for building-level staff who manage collection of debt owed to the District.</p> <p>Upon determining further recovery action is necessary, refers delinquent debt to the District’s Business Office.</p>

**Operational Services**

**Exhibit - Cover Page Documenting the Process to Seek Offset from the Illinois Office of the Comptroller (IOC)**

*This cover page documents the steps the District must take before recovering a delinquent debt through an offset (deduction) of a future payment the State makes to an individual responsible for the delinquent debt. An Intergovernmental Agreement (IGA) between the IOC and the District must be in place before the District may seek an offset to satisfy a delinquent debt. Consult the Board Attorney for assistance in implementing a District-wide delinquent debt recovery program that will satisfy the requirements necessary to enter into an IGA with the IOC, e.g., the Superintendent should ensure that the District uses a uniform process to seek offset from the IOC. After completing a step, the responsible staff person must record the date, initial the step, and put all material into the claim folder.*

**Confidential Inter-Office Information**

**Definitions**

*Business Office* means the District department that provides the District’s fiscal and business management.

*Change in status* means, without limitation, payments received other than through a successful offset, the filing of a bankruptcy petition, the death of the debtor, or the expiration of the ability for the debt to remain subject to an offset, as provided for in the Intergovernmental Agreement (IGA).

*Claim* means the demand for payment of a delinquent debt.

*Claim folder* means the folder containing material for an individual claim; it includes this cover page, the documentation of the Building Principal or designee’s notifications of debt and request(s) for payment, the Notice of Claim, relevant supporting information, and any material or explanation received from the Debtor.

*Debtor* means the person or entity responsible for satisfying a delinquent debt.

*IOC* means Illinois Office of the Comptroller.

*Notice of Claim* means Exhibit 4:45-E2, *Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge.*

*Offset* means a deduction of the amount of a debt owed to the District from a future payment that the State makes to an individual or entity that is responsible to satisfy the debt.

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Debtor	Contact information
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**When the District enters the IOC Program through an IGA, and the District decides a Claim will be referred to the IOC, the following steps will be documented:**

Step	Date	Initials
Building Principal sent written documentation referring a claim for further recovery proceedings. This documentation is placed in the claim folder.		
Superintendent or designee has inspected the Building Principal’s written documentation above and agrees that the claim should be referred for recovery through the IOC. <b>Note:</b> Consult the Board Attorney. Treating claims differently, i.e., referring some and not others, may trigger the Constitution’s Equal		



Step	Date	Initials
Protection Clause.		
District sent the Notice of Claim; certified mail, return receipt requested. <b>Note:</b> While certified mail is not required, it is a best practice.		
Receipt of certificated receipt showing delivery of the Notice of Claim on _____.		
Receipt of the Debtor's challenge to the claim. <i>If no challenge is received by the deadline in the Notice of Claim, send the claim folder to the Superintendent's office for review and continued processing.</i>		
Receipt of Debtor's written explanation and/or any documentation.		
Arrangements made for informal proceeding with Debtor; scheduled for _____. <input type="checkbox"/> Telephone or <input type="checkbox"/> In-person		
Informal proceeding held with Debtor. <input type="checkbox"/> Telephone or <input type="checkbox"/> In-person Attendees: _____ _____		
<p><b>Decision of the Business Office</b></p> <p>Business office <i>[name]</i> _____, found that the claim should be considered: <input type="checkbox"/> Satisfied or <input type="checkbox"/> Enforceable (<i>check boxes below that apply</i>).</p> <p><input type="checkbox"/> Debtor asserted waiver of student fees as a challenge to paying the claim.</p> <p><input type="checkbox"/> 4:140-E1, <i>Application for Fee Waiver</i> was provided to Debtor and documented in the claim folder.</p> <p><input type="checkbox"/> 4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i> is placed in folder.</p> <p><input type="checkbox"/> Debtor fee waiver request was: <input type="checkbox"/> Granted or <input type="checkbox"/> Denied. If denied, did Debtor appeal the denial? <input type="checkbox"/> Yes or <input type="checkbox"/> No. <b>Note:</b> Fee waivers satisfy a claim.</p>		
Business office <i>[name]</i> _____, forwarded the claim folder to the Superintendent's office.		
If the Business office found that the claim is satisfied, the Superintendent or designee notified the Debtor that the claim is considered satisfied. He or she closed this claim folder and checked the " <b>claim is satisfied</b> " box above.		
<p><b>Review by Superintendent or designee</b></p> <p>If the Business office found the debt to be enforceable, the Superintendent or designee independently reviewed the claim and made the following finding:</p> <p><input type="checkbox"/> <b>Satisfied.</b> Debtor sent a notification on _____.</p> <p><input type="checkbox"/> <b>Enforceable.</b> Debtor notified on _____ that the claim must be paid by _____ to void further collection efforts.</p>		
<p><b>Certification of Past Due Debt to the IOC</b></p> <p>The Superintendent or designee certifies the debt as required in the terms of the IGA between District and the IOC.</p>		

Step	Date	Initials
<p><b>Offset Processing with the IOC</b></p> <p>The Superintendent or designee updates a Debtor's records as required by the terms of the IGA between the District and the IOC.</p>		

**Operational Services**

**Exhibit - Notice of Claim and Intent to Seek Debt Recovery; Challenge; and Response to Challenge**

*Print on district letterhead or on form with district name and address.*

***The information in this Notice of Claim is confidential; disclosure is limited to staff members who have a business need to be informed.***

**Section 1 - Notice of Claim and Intent to Seek Payment of a Delinquent Debt.** *The District completes this section and sends the entire Notice of Claim to the person or entity that is the subject of the claim.*

To: \_\_\_\_\_  
Name Address

Our records show that you owe the School District \$\_\_\_\_\_ for: *[Describe the reason for the debt and date(s) incurred]* \_\_\_\_\_

**After attempts at the school-building level to notify you of this debt and obtain payment, your debt has been referred to the District’s Business Office. This debt is past due and legally enforceable.** Unless this debt is paid on or before \_\_\_\_\_, the District will seek collection to the fullest extent of the law. That means that you may see a decrease in a future payment(s) that the State makes to you by the amount of the debt that you owe the District, plus a recovery fee until your debt is paid.

You may challenge this claim any time before \_\_\_\_\_ by completing Section 2 below and returning this *Notice of Claim* to the Superintendent’s office. If you challenge the debt, you will be invited to an informal proceeding in which the District Business Office will describe the claim and you can explain why you believe the claim is invalid and/or the amount is wrong. A decision finding the debt enforceable will be automatically reviewed by me or my designee (who is not a subordinate of the individual making the enforceability finding).

\_\_\_\_\_  
Superintendent Date

**Section 2 - Challenge.** *The individual or entity who wants to challenge the claim must complete this section and return the entire Notice of Claim to the Superintendent’s office.*

**I am challenging the claim.** *Please check all that apply.*

- I am submitting with this Notice of Claim a written explanation of why I believe the claim is invalid or the amount is wrong.
- I would like to explain why I believe the claim is invalid or the amount is wrong during an informal proceeding by telephone or at a meeting in the District office.
- I am requesting a copy of this Challenge to my Notice of Claim.

\_\_\_\_\_  
Individual or entity challenging the claim Date

\_\_\_\_\_  
Contact Number

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**Section 3 - Findings.** *The Business Office completes this section and forwards the entire Notice of Claim to the Superintendent's office along with relevant supporting information and any material or explanation received from the individual or entity challenging the claim.*

The Business Office finds that this debt should be considered:  **Satisfied.**  
 **Enforceable.**

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Business Office

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Date

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**Section 4 - Review of Findings and Response to Challenge.** *The Superintendent or designee who reviewed the findings completes this section and sends a copy of the Notice of Claim to the person or entity who challenged the claim.*

- This debt is satisfied.**
- Your challenge is denied.** You must pay the debt by \_\_\_\_\_ to avoid further collection efforts.

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Superintendent

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Date

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**Section 5 - Certification of Past Due Debt to the Ill. Office of the Comptroller (IOC).** *The Superintendent or designee who reviewed the findings completes the process of certifying to the IOC Local Debt Recovery Program that the District has provided the Debtor with the due process necessary to begin the IOC Offset process pursuant to an existing Intergovernmental Agreement with the IOC.*

## **Operational Services**

### **Payment Procedures**

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

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

The Board authorizes the Superintendent or designee to establish revolving funds and a petty cash fund system for school cafeterias, lunchrooms, athletics, or similar purposes, provided such funds are maintained in accordance with Board policy 4:80, *Accounting and Audits*, and remain in the custody of an employee who is properly bonded according to State law.

LEGAL REF.: 105 ILCS 5/8-16, 5/10-7, and 5/10-20.19.  
23 Ill.Admin.Code §100.70.

CROSS REF.: 4:55 (Use of Credit and Procurement Cards), 4:60 (Purchases and Contracts),  
4:80 (Accounting and Audits)

Adopted by Northwestern C.U.S.D. #2, October 20, 2010

**Operational Services**

**Exhibit - School District Payment Order**

*This order authorizes the Treasurer to pay a School Board-approved bill or obligation before the meeting minutes are officially approved.*

Order Date: \_\_\_\_\_

The Treasurer, \_\_\_\_\_, of \_\_\_\_\_ School

District in \_\_\_\_\_ County, shall pay to the order of \_\_\_\_\_

\_\_\_\_\_ the sum of \$ \_\_\_\_\_, for \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

By order of the \_\_\_\_\_ School Board.

\_\_\_\_\_  
Board President Date \_\_\_\_\_

\_\_\_\_\_  
Secretary Date \_\_\_\_\_

## **Operational Services**

### **Use of Credit and Procurement Cards**

The Superintendent and employees designated by the Superintendent are authorized to use District credit and procurement cards to simplify the acquisition, receipt, and payment of purchases and travel expenses incurred on the District's behalf. Credit and procurement cards shall only be used for those expenses that are for the District's benefit and serve a valid and proper public purpose; they shall not be used for personal purchases. Cardholders are responsible for exercising due care and judgment and for acting in the District's best interests.

The Superintendent or designee shall manage the use of District credit and procurement cards by employees. It is the Board's responsibility, through the audit and approval process, to determine whether District credit and procurement card use by the Superintendent is appropriate.

In addition to the other limitations contained in this and other Board policies, District credit and procurement cards are governed by the following restrictions:

1. Credit and/or procurement cards may only be used to pay certain job-related expenses or to make purchases on behalf of the Board or District or any student activity fund, or for purposes that would otherwise be addressed through a conventional revolving fund.
2. The Superintendent or designee shall instruct the issuing bank to block the cards' use at unapproved merchants.
3. Each cardholder, other than the Superintendent, may charge no more than \$500 in a single purchase and no more than \$1000 within a given month without prior authorization from the Superintendent.
4. The Superintendent or designee must approve the use of a District credit or procurement card whenever such use is by telephone, fax, and the Internet. Permission shall be withheld when the use violates any Board policy, is from a vendor whose reputation has not been verified, or would be more expensive than if another available payment method were used.
5. The consequences for unauthorized purchases include, but are not limited to, reimbursing the District for the purchase amount, loss of cardholding privileges, and, if made by an employee, discipline up to and including discharge.
6. All cardholders must sign a statement affirming that they are familiar with this policy.
7. The Superintendent shall implement a process whereby all purchases using a District credit or procurement card are reviewed and approved by someone other than the cardholder or someone under the cardholder's supervision.
8. Cardholders must submit the original, itemized receipt to document all purchases.
9. No individual may use a District credit or procurement card to make purchases in a manner contrary to State law, including, but not limited to, the bidding and other purchasing requirements in 105 ILCS 5/10-20.21, or any Board policy.
10. The Superintendent or designee shall account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and shall ensure that it is used for the District's benefit.

LEGAL REF.: 105 ILCS 5/10-20.21.  
23 Ill.Admin.Code §100.70(d).

CROSS REF.: 4:50 (Payment Procedures), 4:60 (Purchases and Contracts), 4:80 (Accounting and Audits), 4:90 (Activity Funds), 5:60 (Expenses)

Adopted by Northwestern CUSD #2, November 11, 2016



## **Operational Services**

### **Administrative Procedure - Controls for the Use of District Credit and Procurement Cards**

This procedure implements, and is subject to, Board policy 4:55, *Use of Credit and Procurement Cards*. The business office shall oversee the following controls:

#### **Issue District credit and/or procurement cards to only authorized individuals.**

1. Require prior authorization before issuing a card to any individual.
2. Have cardholders sign 4:55-E, *Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards*.
3. Instruct cardholders:
  - a. In the proper use of cards, and;
  - b. How to document purchases, including the need to: (a) present an itemized receipt in addition to a credit or procurement card receipt for each item, (b) indicate the date, purpose, and nature of the charge on the receipt, and (c) identify the names of individuals for whom expenditures were incurred on the receipt.

#### **Monitor that credit and/or procurement cards are being used for appropriate purchases.**

1. Prohibit the use of District credit or procurement cards for personal expenses. Two problems prevent personal use pending later reimbursement – there is no guarantee of reimbursement and the practice is a *de facto* loan available only to certain employees.
2. Do not use cards that allow cash advances or cash back from purchases.
3. Establish reasonable credit limits for each purchase, transaction, and/or the balance total on each card. Reduce the limits on existing cards if necessary. Require prior authorization for purchases above these limits.
4. When a card is used for “emergency purposes,” require that the user clearly document the emergency situation that justified the need.
5. Block certain types of vendors or purchases using Merchant Category Codes – these categorize businesses by the products or services they provide. Request that the card issuer prohibit charges from dry cleaners, health or beauty spas, liquor stores, race tracks, casinos, churches, physicians, and other merchant categories the District will never use.
6. Perform scheduled and random analyses of individual cardholders. This includes examining the continued need for the card and the nature of purchases being made.
7. Perform scheduled and random analyses to determine whether Board policy is being followed.

#### **Safeguard District credit and procurement cards.**

1. Keep all cards in a secure location.
2. Issue cards only for the time period that they are needed.
3. Issue cards in the names of specific individuals to help maintain accountability.

4. Prohibit a card's use by anyone other than the individual to whom a card is issued.
5. Develop and follow procedures to cancel cards when lost or stolen and when individuals leave employment.
6. Cancel existing cards that are not needed or accounted for.
7. Review and update master credit card lists annually.

**Monitor credit and/or procurement card statements.**

1. Review statements and watch for suspicious activity, such as, unusual destinations or items, purchases from a vendor whose reputation has not been verified, or purchases that would have been less expensive if another available payment method had been used.
2. Have billing statements broken down by individual user.
3. Have a reconciliation process and timetable. This includes:
  - a. Reconciling credit card statements to itemized receipts and invoices;
  - b. Examining the documentation supporting purchases to ensure charges are authorized and reasonable;
  - c. Delegating approval, verification, and payment of bills to different individuals; and
  - d. Requiring someone other than the cardholder or an individual supervised by the cardholder to review and approve transactions.
4. In exceptional circumstances when the Superintendent approved a charge that would otherwise be disallowed, maintain a record documenting the Superintendent's approval as well as all other pertinent information about the charge.
5. Review all uses of a card via telephone, fax, and the Internet to be sure they were approved by the Superintendent or designee.
6. Establish a way of recouping inappropriate charges.
7. Do not use automatic payment deductions to pay credit or procurement card bills.
8. Pay bills on time to avoid paying fees and late charges.
9. Appropriately follow up on any discrepancies.
10. Verify that the items purchased were actually received.
11. Account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and verify that it was used for the District's benefit.

The following District employees will be issued District credit and/or procurement cards. Other District employees may use a District credit and/or procurement card after receiving specific authorization from the Superintendent.

Employment Position	Authorized Use and Other Limitations
Superintendent	Actual and necessary expenses incurred in the performance of the Superintendent's duties.  Expenses related to professional development.
Transportation Director	Expenses for maintaining and fueling District vehicles.
Assistant Superintendents	Actual and necessary expenses incurred in the performance of the

Employment Position	Authorized Use and Other Limitations
	<p>job duties.</p> <p>Expenses related to professional development.</p>
Building Principals	<p>Purchases of materials and supplies for his or her building that must be made quickly and/or are too small to process through the regular procedure.</p> <p>Expenses from student activity funds for educational, recreational, or cultural purposes.</p> <p>Expenses related to professional development.</p>

**Operational Services**

**Exhibit - Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards**

\_\_\_\_\_  
Cardholder's name

\_\_\_\_\_  
Cardholder's address

\_\_\_\_\_  
Position

\_\_\_\_\_  
Name of individual who authorized issuance of card.

I affirm that I am familiar with the Board's policy on using credit and procurement cards, that I understand my responsibilities regarding use of such cards, and that I agree to adhere to all requirements regarding such cards.

\_\_\_\_\_  
Cardholder's signature

\_\_\_\_\_  
Date

-----  
I provided a copy of this Statement along with a copy of the Board policy 4:55, *Use of Credit and Procurement Cards*, to the cardholder who signed this statement.

\_\_\_\_\_  
Office personnel

\_\_\_\_\_  
Date

DATED:

## Operational Services

### Purchases and Contracts

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable School Board policies.

#### Standards for Purchasing and Contracting

All purchases and contracts shall be entered into in accordance with State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts shall be approved or authorized by the Board.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items outside budget parameters require prior Board approval, except in an emergency.

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of \$25,000 must comply with the State law bidding procedure, 105 ILCS 5/10-20.21, unless specifically exempted.
2. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
3. Guaranteed energy savings must comply with 105 ILCS 5/19b-1 *et seq.*
4. Third party non-instructional services must comply with 105 ILCS 5/10-22.34c.
5. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with 105 ILCS 5/10-20.21. The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget.
6. Any contract to purchase food with a bidder or offeror must comply with 105 ILCS 5/10-20.21(b-10).
7. The purchase of paper and paper products must comply with 105 ILCS 5/10-20.19c and Board policy 4:70, *Resource Conservation*.
8. Each contractor with the District is bound by each of the following:
  - a. In accordance with 105 ILCS 5/10-21.9(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in 105 ILCS 5/10-21.9(c) and 5/21B-80(c) to have direct, daily contact at a District school or school-related activity with one or more student(s); (2) prohibits any of the contractor's employees from having direct, daily contact with one or more students if the employee was found guilty of any offense

in 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense; and (3) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her.

- b. In accordance with 105 ILCS 5/24-5: (1) concerning each employee who begins providing services in the District after June 16, 2014, provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease if the employee will have direct, daily contact with one or more student(s); and (2) require any new or existing employee who has and will have direct, daily contact with one or more student(s) to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Illinois Department of Public Health rules or order of a local health official.

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

LEGAL REF.: 105 ILCS 5/10-20.19c, 5/10-20.21, 5/10-21.9, 5/10-22.34c, 5/19b-1 et seq., and 5/24-5.  
820 ILCS 130/.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150 (Facility Management and Building Programs), 4:175 (Convicted Child Sex Offender; Screening; Notifications)

Adopted by Northwestern CUSD #2, November 11, 2016

## Operational Services

### Administrative Procedure - Purchases

The Board Attorney should be consulted, as needed, regarding the legal requirements presented by this administrative procedure as well as before a contract is presented to the Board.

#### Requirements for Purchases and Contracts

- A. Each of the following requirements describes the type of purchase and/or contract to which it applies; requirements in Sections B and C may also apply to a specific purchase or contract.
1. All purchases of goods or services must be made through the use of contracts or purchase orders, except for those purchases made from petty cash funds or the Imprest Fund, or as otherwise specifically authorized by the Superintendent.
  2. Illinois Use Tax Act compliance (105 ILCS 5/10-20.21(b) and 35 ILCS 105):
    - a. Persons bidding for and awarded a contract, and all affiliates of the person, must collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provision of the Illinois Use Tax Act.
    - b. All bids and contracts must include: (1) a certification that the bidder or contractor is not barred from bidding for or entering into a contract, and (2) an acknowledgment that the Board may declare the contract void if the certification is false.
  3. All entities seeking to enter into a contract with the District must provide written certification to the District that it will provide a drug free workplace by complying with the Illinois Drug Free Workplace Act, 30 ILCS 580. All contractors must comply with the notification mandates and other requirements in the Illinois Drug Free Workplace Act. "Contractor" is defined in the Illinois Drug Free Workplace Act as "a corporation, partnership, or other entity with 25 or more employees at the time of letting the contract, or a department, division, or unit thereof, directly responsible for the specific performance under a contract of \$5,000 or more."
  4. Before soliciting bids or awarding a contract for supplies, materials, equipment, or services, a certified education purchasing contract that is already available through a State education purchasing entity (as defined in the Education Purchasing Program, Article 28A of the School Code), may be considered as a bid. 105 ILCS 5/10-20.21(d).
  5. All contracts must include provisions required by State or federal law, as applicable. Topics commonly requiring a provision include equal opportunity employment, prevailing wage, minimum wage, and performance bond.
  6. The procurement of architectural, engineering, and land surveying services is governed by the Local Government Professional Services Selection Act, 50 ILCS 510/, implemented by 2:170-AP, *Administrative Procedure - Qualified Based Selection*.
  7. A list must be posted on the District's website, if any, of all contracts in excess of \$25,000 and any contract with an exclusive bargaining representative. 105 ILCS 5/10-20.44.
  8. Each contractor with the District must comply with 105 ILCS 5/10-21.9(f) and agree to: (a) not allow any of its employees to have direct, daily contact with one or more students if the employee was found guilty of any offense listed in 105 ILCS 5/10-21.9(c) or 5/21B-80(c); (b)

prohibits any its employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee's sentence for the criminal offense ; (c) require each of its employees who will have direct, daily contact with one or more student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her; and (d) reimburse the District for the cost of the fingerprint-based criminal history records check that the District obtains on each employee of a contractor who will have direct, daily contact with a student(s). See 4:60-AP3, *Criminal History Records Check of Contractor Employees*.

9. Each contractor with the District must comply with 105 ILCS 5/24-5 and agree: (a) concerning each employee who begins providing services in the District after June 16, 2014 who will have direct, daily contact with one or more student(s), to provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and (b) to require any new or existing employee who has and will have direct, daily contact with one or more student(s) to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Illinois Department of Public Health rules or order of a local health official.
  10. Any contract to purchase food with a bidder or offeror must comply with 105 ILCS 5/10-20.21(b-10) (food donations).
- B. To the extent feasible, the following govern all purchases and/or the award of contracts for supplies, materials, or work, and/or contracts with private carriers for transporting students, involving: (a) an expenditure of \$25,000 or less, or (b) in an emergency, an expenditure in excess of \$25,000, provided such expenditure is approved by three-quarters of the Board. See 105 ILCS 5/10-20.21 (3/4s of the Board must approve an emergency expenditure in excess of \$25,000 when the bidding process is not used) and 5/29-6.1 (time limitations for transportation contracts).
1. Telephone quotations, verbal quotations, or catalog prices are used to purchase materials that are needed urgently, or small quantity orders.
  2. Written quotations are used to purchase materials or services when time requirements allow. Whenever possible, quotations should be received from at least two competitors. The Superintendent or designee may negotiate with vendors at any time, including after receiving quotations.
- C. The following govern all purchases and/or the award of contracts involving an expenditure in excess of \$25,000 for supplies and materials or work. 105 ILCS 5/10-20.21(a).
1. Contracts are awarded to the lowest responsible bidder, considering conformity with specifications, terms of delivery, quality and serviceability, except contracts or purchases for:
    - a. Services of individuals possessing a high degree of professional skill where the ability or fitness of the individual plays an important part;
    - b. Printing of finance committee reports and departmental reports;
    - c. Printing or engraving of bonds, tax warrants, and other evidences of indebtedness;
    - d. Purchase of perishable foods and perishable beverages;
    - e. Materials and work that have been awarded to the lowest responsible bidder after due advertisement, but due to unforeseen revisions, not the fault of the contractor for materials and work, must be revised causing expenditures not in excess of 10% of the contract price;



- f. Maintenance or servicing of, or provision of repair parts for, equipment which are made with the manufacturer or authorized service agent of that equipment where the provision of parts, maintenance, or servicing can best be performed by the manufacturer or authorized service agent;
  - g. Use, purchase, delivery, movement, or installation of data processing equipment, software, or services and telecommunications and interconnect equipment, software, and services;
  - h. Duplicating machines and supplies;
  - i. Natural gas when the cost is less than that offered by a public utility;
  - j. Equipment previously owned by some entity other than the District itself;
  - k. Repair, maintenance, remodeling, renovation, or construction, or a single project involving an expenditure not to exceed \$50,000 and not involving a change or increase in the size, type, or extent of an existing facility;
  - l. Goods or services procured from another governmental agency;
  - m. Goods or services that are economically procurable from only one source, such as for the purchase of magazines, books, periodicals, pamphlets and reports, and for utility services such as water, light, heat, telephone, or telegraph;
  - n. Emergency expenditures when such an emergency expenditure is approved by three-quarters of the members of the Board;
  - o. Goods procured through an education master contract, as defined in the Education Purchasing Program, Article 28A of the School Code; and
  - p. Providing for the transportation of students, which contracts must be advertised in the same manner as competitive bids and awarded by first considering the bidder(s) most able to provide safety and comfort for the students, stability of service, and any other factors set forth in the request for proposal regarding quality of service, and then price.
2. Competitive bidding process:
- a. An invitation for bids is advertised, where possible, by public notice at least ten days before the bid date in a newspaper published in the District, or if no newspaper is published in the District, in a newspaper of general circulation in the area of the District. 105 ILCS 5/10-20.21(a).
  - b. The following information should be included in the advertisement for bids:
    - 1) A description of the materials, supplies, or work involved;
    - 2) Completion or delivery date requirements;
    - 3) Requirements for bids, bonds, and/or deposits;
    - 4) Requirements for performance, labor, and material payment bonds;
    - 5) Date, time, and place of the bid opening;
    - 6) The approximate time period between the opening of bids and the award of the contract; and
    - 7) Any other useful information.
  - c. If specifications are available, the advertisement for bids describes where they may be obtained and/or inspected.
  - d. All bids must be sealed by the bidder. 105 ILCS 5/10-20.21(a).
  - e. A Board member or District employee opens the bids at a public bid opening at which time the contents are announced. 105 ILCS 5/10-20.21(a). With the exception of bids for

construction purposes, bids may be communicated, accepted, and opened electronically. The following safeguards apply to an electronic bid opening (105 ILCS 5/10-20.21):

- 1) On the date and time of a bid opening, the primary person conducting the electronic bid process shall log onto a specified database using a unique username and password previously assigned to the bidder to allow access to the bidder's specific bid project number.
  - 2) The specified electronic database must be on a network that: (i) is in a secure environment behind a firewall; (ii) has specific encryption tools; (iii) maintains specific intrusion detection systems; (iv) has redundant systems architecture with data storage back-up, whether by compact disc or tape; and (v) maintains a disaster recovery plan.
- f. Each bidder is given at least three days' notice of the time and place of the bid opening. 105 ILCS 5/10-20.21(a).
- g. Conduct that promotes deception and collusion during the bidding process is prohibited and may violate the Ill. Criminal Code, 720 ILCS 5/33E-1 et seq. Examples include interference with public contracting, bid-rigging, and acquisition or disclosure of bidding information by a public official.
3. Following the opening of bids, the Superintendent (and Board Attorney, if needed) determines the lowest responsible bidder and verifies the bidders' qualifications. Contracts are awarded at a properly called open meeting of the Board. If the Superintendent recommends a bidder other than the lowest bidder, the Superintendent must provide the Board with the factual basis for the recommendation in writing. The Board, if it accepts a bid from a bidder other than the lowest, records the factual basis for its decision in its minutes. A contract arises only when the Board votes to accept a bid, although written notice of the award will later be given to the successful bidder.
  4. Notwithstanding the foregoing, the District is relieved from bidding when making joint purchases with other public entities in compliance with the Governmental Joint Purchasing Act (30 ILCS 525/0.01).

LEGAL REF.: 30 ILCS 580/, Ill. Drug Free Workplace Act.  
50 ILCS 510/, Local Government Professional Services Selection Act.  
105 ILCS 5/10-20.21 and 5/10-20.44.

**Operational Services**

**Administrative Procedure - Third Party Non-Instructional Contracts**

When completed, this procedure documents that the requirements in 105 ILCS 5/10-22.34c have been fulfilled thereby allowing the School Board to approve a contract for third party non-instructional services currently performed by any employee or bargaining unit member. However, these conditions are not mandatory for the Board to enter into a contract, of no longer than 3 months in duration, with a third party for non-instructional services currently performed by an employee or bargaining unit member for the purpose of augmenting the current workforce in an emergency situation that threatens the safety or health of the District’s students or staff, provided that the Board meets all of its obligations under the Illinois Educational Labor Relations Act.

Name of proposed contractor: \_\_\_\_\_

Name and description of proposed contract for third party non-instructional services: \_\_\_\_\_

\_\_\_\_\_

Effective date of proposed contract: \_\_\_\_\_

Each of the following conditions must be checked to document that it was present or fulfilled:

- Any lay-off resulting from entering into the contract for third party non-instructional services will comply with the applicable collective bargaining agreement and/or Board policy 5:290, *Employment Terminations and Suspensions*.
- The proposed contract will not be entered into or become effective during the term of an applicable collective bargaining agreement covering any employees who perform the non-instructional services.
- The proposed contract will take effect upon or after the expiration of an existing collective bargaining agreement.
- The proposed contractor has submitted a bid that includes the following:
  - A. Evidence of liability insurance in scope and amount equivalent to the liability insurance provided by the Board pursuant to 105 ILCS 5/10-22.3;
  - B. A benefits package for the third party’s employees who will perform the non-instructional services comparable to the benefits package provided to District employees who perform those services;
  - C. A list of the number of employees who will provide the non-instructional services, the job classifications of those employees, and the wages the proposed contractor will pay those employees;
  - D. A minimum 3-year cost projection, using generally accepted accounting principles, and which the proposed contractor is prohibited from increasing if the bid is accepted by the Board, for each and every expenditure category and account for performing the non-instructional services;

- E. Composite information about the criminal and disciplinary records, including alcohol or other substance abuse, Department of Children and Family Services complaints and investigations, traffic violations, and license revocations or any other licensure problems, of any employees who may perform the non-instructional services, provided that the individual names and other identifying information of employees need not be provided with the submission of the bid, but must be made available upon request of the Board; and
  - F. An affidavit, notarized by the president or chief executive officer of the proposed contractor, that each of its employees has completed a criminal background check as required by 105 ILCS 5/10-21.9 within 3 months prior to submission of the bid, provided that the results of such background checks need not be provided with the submission of the bid, but must be made available upon request of the Board.
- The following is attached or otherwise available: a cost comparison, using generally accepted accounting principles, of each and every expenditure category and account that the District projects it would incur over the term of the contract if it continued to perform the non-instructional services using its own employees with each and every expenditure category and account that is projected the proposed contractor would incur if it performed the non-instructional services.
- The Board reviewed and considered all bids by third parties to perform the non-instructional services in open session of a regularly scheduled Board meeting, unless the exclusive bargaining representative of the employees who perform the non-instructional services, if any such exclusive bargaining representative exists, agreed in writing that such review and consideration could take place in open session at a specially scheduled Board meeting.
- Date of Board meeting: \_\_\_\_\_
- Each of the following occurred:
1. A minimum of one public hearing, conducted by the Board prior to a regularly scheduled Board meeting, to discuss the proposed contract was held before the Board entered such contract.  
Date of hearing: \_\_\_\_\_
  2. The Board provided notice to the public of the date, time, and location of the first public hearing on or before the initial date that bids to provide the non-instructional services are solicited or a minimum of 30 days prior to entering into such a contract, whichever provides a greater period of notice.  
Date and manner of notice: \_\_\_\_\_
- The proposed contract contains provisions requiring the proposed contractor to offer available employee positions pursuant to the contract to qualified School District employees whose employment is terminated because of the contract.
- The proposed contract contains provisions requiring the proposed contractor to comply with a policy of nondiscrimination and equal employment opportunity for all persons and to take affirmative steps to provide equal opportunity for all persons.

**Administrative Procedure - Criminal History Records Check of Contractor Employees**

Actor	Action
<p>Firm contracting with the District, referred to herein as “contractor”</p>	<p>Prohibits any of the contractor’s employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in 105 ILCS 5/10-21.9(c) or 5/21B-80(c), amended by P.A. 99-667.</p> <p>Prohibits any of the contractor’s employees from having direct, daily contact with one or more students if the employee was found guilty of any offense in 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee’s sentence for the criminal offense.</p> <p>Requires each employee who will have direct, daily contact with student(s) to cooperate during the District’s fingerprint-based criminal history records check on him or her. 105 ILCS 5/10-21.9(f).</p> <p>Reimburses the District for the cost of the fingerprint-based criminal history records check that the District obtains on each employee of a contractor who will have direct, daily contact with student(s).</p>
<p>Superintendent or designee</p>	<p>Requires that the following paragraph be included in each contract with any firm whenever any employee of the firm will have direct, daily contact with one or more students.</p> <p style="padding-left: 40px;">The contractor shall not send to any school building or school property any employee or agent who has been convicted of a crime listed in 105 ILCS 5/10-21.9(c) and/or 5/21B-80(c), as amended from time to time, or who is listed in the Illinois Sex Offender Registry or the Illinois Murderer and Violent Offender Against Youth Registry. The contractor shall not send to any school building or school property any employee or agent who has been convicted of a crime listed in 105 ILCS 5/21B-80(b) (certain drug offenses) until seven years following the end of the employee’s sentence for the criminal offense. The contractor shall make every employee who will have direct, daily contact with one or more students available to the District for the purpose of submitting to a fingerprint-based criminal history records check. The check shall occur before any employee or agent is sent to any school building or school property. The contractor will reimburse the District for the cost of each check. The District must also provide a copy of the report to the individual employee of the contractor, but is not authorized to release it to the contractor. Additionally, at least quarterly, the contractor shall check if any of its</p>

Actor	Action
	<p>employees or agents having direct, daily contact with one or more students is listed on the Illinois Sex Offender Registry or the Illinois Murderer and Violent Offender Against Youth Registry.</p> <p>Completes the required forms to request a fingerprint-based criminal history record check on each contractor's employee who will have direct, daily contact with one or more students. 105 ILCS 5/10-21.9(f). See 5:30-AP2, <i>Investigations</i>. Screens the individual's name and address against the: (1) Illinois Sex Offender Registry, <a href="http://www.isp.state.il.us/sor/">www.isp.state.il.us/sor/</a>, and (2) the Violent Offender Against Youth Registry maintained by the Ill. State Police, <a href="http://www.isp.state.il.us/cmvo/">www.isp.state.il.us/cmvo/</a>.</p> <p>Whenever a contractor sends an employee who will have direct, daily contact with a student(s) to the District for the first time, <b>ASKS</b> the contractor:</p> <ol style="list-style-type: none"> <li>1. Will this employee be assigned to more than one school district? <b>IF YES</b>, may request the applicable Regional Superintendent to be responsible for obtaining a fingerprint-based criminal history records check and checking the Statewide Sex Offender Database for each such employee. The Regional Superintendent is required to promptly report to the District any information concerning the employee's record of conviction and identification as a sex offender. 105 ILCS 5/10-21.9(f).</li> <li>2. Has another Illinois school district already conducted a fingerprint-based criminal history records check on the employee within the last year? <b>IF YES</b>, may request a copy of it for that contractor's employee from the school district where the contractor's employee worked or works. The District may rely on a check done by another district within the last year. 105 ILCS 5/10-21.9(h).</li> </ol> <p><b>Note:</b> State law does not define "within the last year."</p> <p>Upon a request from any school, school district, community college district, or private school for a copy of a fingerprint-based criminal history records check for an employee of a contractor, <b>FIRST</b> determines if the District conducted the check within the last year. <b>IF YES</b>, provides a copy of it to the requesting entity. 105 ILCS 5/10-21.9(h).</p> <p><b>Note:</b> An immunity provision, contained in 20 ILCS 2635/7(A)(3), makes the District not liable to an individual for its reasonable actions taken in reliance on the individual's criminal history records information (CHRI) report. The District will lose the immunity if it was notified by the individual or by the ISP that the CHRI report is inaccurate or incomplete.</p>

Cross Reference and Resource

1. ISBE's non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at:  
[www.isbe.net/pdf/guidance\\_chr.pdf](http://www.isbe.net/pdf/guidance_chr.pdf).
2. **Criminal History Records Check** in 5:30-AP2, *Investigations*.

## **Operational Services**

### **Exhibit - Notice to Contractors**

*On District letterhead*

Notice to contractor:

You are receiving this notice because you may or will be performing “public works” for the School District as that term is defined in Section 2 of the Illinois Prevailing Wage Act (820 ILCS 130).

This notice applies to the “public works” described as: \_\_\_\_\_ .

The Prevailing Wage Act requires contractors and subcontractors to pay laborers, workers, and mechanics performing services on public works projects no less than the “prevailing rate of wages” (hourly cash wages plus fringe benefits) in the county where the work is performed. Any prevailing rate of wages as they are revised by the Dept. of Labor shall apply to this contract. You are notified that any rate changes to the prevailing wage rate are available on the Dept.’s official website. For information regarding current prevailing wage rates, please see the Illinois Department of Labor’s website at: [www.state.il.us/agency/idol/rates/rates.HTM](http://www.state.il.us/agency/idol/rates/rates.HTM).

All contractors and subcontractors rendering services for the “public works” must comply with all requirements of the Prevailing Wage Act, including but not limited to, all wage, notice, and record-keeping duties.

The above paragraph was or will be included in the project specifications and the contract. 820 ILCS 130/4(a-1). If the work is awarded without a public bid, contract, or project specification, the notice was or will be included in the purchase order related to the work or in a separate document, such as this notification. 820 ILCS 130/4(a-2).

Adopted by the Northwestern CUSD #2, December 19, 2012



## **Operational Services**

### **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) 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.
4. Adherence to energy conservation measures.

LEGAL REF.: 105 ILCS 5/10-20.19c.

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

## Operational Services

### Administrative Procedure - Resource Conservation

#### Definitions

*De-inked stock* - Paper that has been processed to remove inks, clays, coatings, binders, and other contaminants.

*High grade printing and writing papers* - Includes offset-printing paper, duplicator paper, writing paper (stationery), tablet paper, office paper, note pads, xerographic paper, envelopes, form bond including computer paper and carbonless forms, book papers, bond papers, ledger paper, book stock, and cotton fiber papers.

*Paper and paper products* - High-grade printing and writing papers, tissue products, newsprint, unbleached packaging, and recycled paperboard.

*Postconsumer material* - Only those products generated by a business or consumer, that have served their intended end uses, and that have been separated or diverted from solid waste; wastes generated during the production of an end product are excluded. Postconsumer material includes:

- Paper, paperboard, and fibrous waste from retail stores, office buildings, homes and so forth, after the waste has passed through its end usage as a consumer item, including used corrugated boxes, old newspapers, mixed-waste paper, tabulating cards, and used cordage; and
- All paper, paperboard, and fibrous wastes that are diverted or separated from the municipal waste stream.

*Recovered paper material* - Paper waste generated after the completion of the papermaking process, such as postconsumer material, envelope cuttings, bindery trimmings, printing waste, cutting and other converting waste, butt rolls, and mill wrappers, obsolete inventories, and rejected unused stock. "Recovered paper material," however, does not include fibrous waste generated during the manufacturing process such as fibers recovered from waste water or trimmings of paper machine rolls (mill broke), or fibrous by-products of harvesting, extraction or woodcutting processes, or forest residues such as bark. Recovered paper material includes:

- Postconsumer material;
- Dry paper and paperboard waste generated after completion of the papermaking process (that is, those manufacturing operations up to and including the cutting and trimming of the paper machine reel into smaller rolls or rough sheets), including envelope cuttings, bindery trimmings, and other paper and paperboard waste resulting from printing, cutting, forming and other converting operations, or from bag, box, and carton manufacturing, and butt rolls, mill wrappers, and rejected unused stock; and
- Finished paper and paperboard from obsolete inventories of paper and paperboard manufacturers, merchants, wholesalers, dealers, printers, converters or others.

*Recycled paperboard* - Includes paperboard products, folding cartons and pad backings.

*Tissue products* - Includes toilet tissue, paper towels, paper napkins, facial tissue, paper doilies, industrial wipers, paper bags, and brown papers. These products shall also be unscented and shall not be colored.

*Unbleached packaging* - Includes corrugated and fiber storage boxes.

## Procurement Procedures and Specifications for Products and Supplies

Procurement procedures and specifications for products and supplies shall be periodically reviewed to ensure that the District is: (a) purchasing products and supplies that are reusable, durable, or made from or contain recycled materials, if economically and practically feasible, and (b) giving preference to products and supplies containing the highest amount of recycled material and that are consistent with the effective use of the product or supply, if economically and practically feasible.

## Recycled Paper and Paper Products Purchases

I. Whenever economically and practically feasible, recycled paper and paper products shall be purchased according to the following minimum percentages of the District's total dollar value of paper and paper products:

Beginning July 1, 2014	50%
Beginning July 1, 2020	75%

All paper purchased for publishing student newspapers must be recycled newsprint. Paper and paper products purchased from private sector vendors pursuant to printing contracts are exempted from this requirement.

II. Wherever economically and practically feasible, recycled paper and paper products shall contain postconsumer or recovered paper materials as follows:

- Recycled high grade printing and writing paper shall contain at least 50% recovered paper material and shall consist of the following percentages of deinked stock or postconsumer material on the dates listed:  
Beginning July 1, 2014 50%
- Recycled tissue products shall contain at least 45% postconsumer material.
- Recycled newsprint shall contain at least 80% postconsumer material.
- Recycled unbleached packaging shall contain at least 55% postconsumer material.
- Recycled paperboard shall contain at least 95% postconsumer material.

These regulations do not apply to art materials, nor to any newspapers, magazines, textbooks, library books or other copyrighted publications that are purchased or used by the District or any school or attendance center within the District, or that are sold in any school supply store operated by or within any such school or attendance center.

## Solid Waste Reduction

The Superintendent will appoint a team of interested individuals representing various District departments to direct the District's efforts to achieve, before July 1, 2020, at least a 50% reduction in the amount of solid waste that the District generates. The team shall:

1. Periodically review methods and procedures to reduce solid waste generated by academic, administrative, and other institutional functions. These procedures must be designed to, when economically and practically feasible, recycle the District's waste stream, including without limitation landscape waste, computer paper, and white office paper.
2. Identify indicators to monitor the District's progress toward achieving the solid waste reduction goal. As necessary, the procedures and methods shall be adjusted and refined.
3. Make periodic progress reports to the Superintendent or designee.

The team shall devise and oversee methods for making the following activities part of the District culture:

1. Staff members actively pursue waste reduction and prevention activities. Examples include:
  - a. Printing and copying individual documents on both sides of the page.
  - b. Setting computer software for default two-sided printing including word processing, spreadsheets, electronic mail, and others.
  - c. Printing or copying only the pages needed.
  - d. Routing memos and newsletters.
  - e. Providing trays to collect and reuse one-sided paper.
  - f. Reducing unwanted mail and eliminate excess mailings.
2. Staff members and students seek to reuse or recycle materials to divert them from the waste stream whenever possible.
3. A training plan instructs staff members and students in waste reduction and recycling practices.
4. The District's solid waste reduction program is publicized and its benefits are emphasized, including cost savings by lowering supply acquisition and disposal costs.
5. An incentive program to reduce solid waste exists, e.g., through school recognition programs.
6. Staff and students are encouraged to be innovative and suggest improvements to procedures and practices.

LEGAL REF.: 105 ILCS 5/10-20.19c.

## **Operational Services**

### **Accounting and Audits**

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing*, as adopted by the 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, 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 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 shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

#### **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.

#### **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.

#### **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 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. Bank accounts for revolving funds are limited to a maximum balance of \$500.00. 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. All checks issued by the School District must be signed by either the Treasurer or Board President, except that checks from an account containing student activity funds and revolving accounts may be signed by the respective account custodian.

### Internal Controls

The Superintendent 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 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 (Activity Funds)

Adopted by Northwestern CUSD #2 November 14, 2017

## Operational Services

### Administrative Procedure - Checklist for Internal Controls

The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented. This includes:
  - No check is issued without pre-approved documentation for the expenditure pursuant to the Local Government Travel Expense Control Act, 50 ILCS 150/10, added by P.A. 99-604, e.g., 2:125-E1, *Board Member Expense Reimbursement Form*; 2:125-E2, *Board Member Estimated Expense Approval Form*; 5:60-E1, *Employee Expense Reimbursement Form*; and 5:60-E2, *Employee Estimated Expense Approval Form*.
  - No bank account is opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number without pre-approved documentation.
  - No credit or procurement card is assigned to an individual without pre-approved documentation. All use of a credit or procurement card must be in compliance with Board policy 4:55, *Use of Credit and Procurement Cards*, and administrative procedure 4:55-AP, *Controls for the Use of District Credit and Procurement Cards*.
  - Every receipt to and expenditure from a revolving fund and a petty cash fund are supported with clear documentation and otherwise comply with Board policies 4:50, *Payment Procedures*, and 4:80, *Accounting and Audits*.
  - A record is made of all checks issued and all payments made by credit or procurement cards that includes descriptive information sufficient to allow assignment of the appropriate code.
2. Financial records and data must be accurate and complete. This includes:
  - Data entries are timely made.
  - Cash handling is properly recorded.
  - Checks are sequentially numbered and missing checks are accounted for.
  - Financial reporting deadlines are followed.
3. Accounts payable must be accurate and punctual. This includes:
  - Payments are made on a timely basis.
  - A thorough explanation is provided for any over/underpayments.
  - Payroll and benefits are reviewed and continually updated.
4. District assets must be protected from loss or misuse.
  - The District implements a Fraud, Waste, and Abuse Awareness Program. See 4:80-AP2, *Fraud, Waste and Abuse Awareness Program*.
  - Valuable technology assets are safeguarded from theft or loss.
  - A backup and recovery system is developed for electronic systems.
  - Only authorized individuals have access to various systems.
  - Passwords are kept secure and frequently changed.
  - Keys are kept secure and accounted for.

- District property is not *borrowed* or otherwise used for private purposes.
  - District personal property having a monetary value (excluding, for example, trash, out-dated equipment, consumed consumables, and spoilage) is discarded only with the Board's prior approval.
5. Incompatible duties should be segregated, if possible. This includes:
- Transaction approval is separated from disbursement approval duties, as well as record-keeping duties so that no single individual or two individuals control all phases of the claim payment process.
  - Reconciliation of checking accounts and credit cards is performed by an individual who does not have check-writing authority, and if possible, by someone who does not record checks and credit card payments in the District's books.
  - Other controls are used if segregation of duties is impossible.
6. Accounting records are periodically reconciled. This includes:
- All accounts are balanced monthly.
  - All statements from checking accounts and credit cards are reconciled monthly.
  - Expenses are verified against receipts.
  - Out-of-balance conditions are investigated.
7. Equipment and supplies must be safeguarded. This includes:
- Inventories are periodically taken and inspections are frequently made.
  - A reliable record is kept identifying what technology assets have been provided to specific employees.
  - Access to supplies is limited and controlled.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
- Responsibilities match job descriptions.
  - If required by State law, staff members are appropriately bonded.
  - Staff members are held accountable for complying with Board policies and administrative processes or procedures that have been established to safeguard the District's financial condition.
  - Staff members are appropriately trained and evaluated.
  - Staff members are encouraged to notify their supervisors or the Superintendent of risks, losses, and/or concerns.
9. Any unnecessary weaknesses or financial risks must be promptly corrected. This includes:
- Internal control concerns raised by the District's independent auditor in connection with the annual financial audit or by the Ill. State Board of Education in connection with its administration of the Grant Accountability and Transparency Act or a monitoring visit are properly addressed.
  - Internal or external auditors are annually engaged to assess risk and/or test existing internal controls for those areas not included within the scope of the annual financial audit; concerns are promptly addressed.



## **Operational Services**

### **Activity Funds**

The School Board, upon the Superintendent or designee's recommendation, establishes student activity funds to be managed by student organizations under the guidance and direction of a staff member for educational, recreational, or cultural purposes.

The Superintendent or designee shall be responsible for supervising student activity funds in accordance with Board policy, 4:80, *Accounting and Audits*; State law; and the Illinois State Board of Education rules for student activity funds. The Board will appoint a treasurer for each fund to serve as the fund's sole custodian and be bonded in accordance with the School Code. The treasurer shall have all of the responsibilities specific to the treasurer listed in the Illinois State Board of Education rules for school activity funds, including the authority to make loans between activity funds.

Unless otherwise instructed by the Board, a student activity fund's balance will carry over to the next fiscal year. An account containing student activity funds that is inactive for 12 consecutive months shall be closed and its funds transferred to another student activity fund or authorized fund with a similar purpose.

LEGAL REF.: 105 ILCS 5/8-2 and 5/10-20.19.  
23 Ill.Admin.Code §§100.20 and 100.80.

CROSS REF.: 4:80 (*Accounting and Audits*), 7:325 (*Student Fundraising Activities*)

## Operational Services

### Insurance Management

The Superintendent shall recommend and maintain all insurance programs that provide the broadest and most complete coverage available at the most economical cost, consistent with sound insurance principles.

The insurance program shall include each of the following:

1. Liability coverage to insure against any loss or liability of the School District and the listed individuals against civil rights damage claims and suits, constitutional rights damage claims and suits, and death and bodily injury and property damage claims and suits, including defense costs, when damages are sought for negligent or wrongful acts allegedly committed in the scope of employment or under the Board's direction or related to any mentoring services provided to the District's certified staff members; School Board members; employees; volunteer personnel authorized by 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b; mentors of certified staff members authorized in 105 ILCS 5/21A-5 et seq. (new teacher), 105 ILCS 5/2-3.53a (new principal), and 2-3.53b (new superintendents); and student teachers.
2. Catastrophic accident insurance at the mandated benefit level for student athletes in grades 9 through 12 who sustain an accidental injury while participating in school-sponsored or school-supervised interscholastic athletic events sanctioned by the Illinois High School Association that results in medical expenses in excess of \$50,000.
3. Comprehensive property insurance covering a broad range of causes of loss involving building and personal property. The coverage amount shall normally be for the replacement cost or the insurable value.
4. Workers' Compensation to protect individual employees against financial loss in case of a work-related injury, certain types of disease, or death incurred in an employee-related situation.

### Student Insurance

The Board shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage, and any contract is between the parents/guardians and the company.

LEGAL REF.: Consolidated Omnibus Budget Reconciliation Act, P. L. 99-272, ¶ 1001, 100 Stat. 222, 4980B(f) of the I.R.S. Code, 42 U.S.C. §300bb-1 et seq.  
 105 ILCS 5/10-20.20, 5/10-22.3, 5/10-22.3a, 5/10-22.3b, 5/10-22.3f, 5/10-22.34, 5/10-22.34a, 5/10-22.34b, and 5/22-15.  
 215 ILCS 5/.  
 750 ILCS 75/.  
 820 ILCS 305/.

## Operational Services

### 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 School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) 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 hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. 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. 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.

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 Illinois Department 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. The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving.

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

The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection procedure to ensure 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.

- LEGAL REF.: Elementary and Secondary Education Act, 20 U.S.C. §6312(c)(5)(B).  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
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, 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 §440-3.
- CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 5:120 (Employee Ethics;  
Conduct; and Conflict of Interest), 5:280 (Educational Support Personnel -  
Duties and Qualifications), 6:140 (Education of Homeless Children), 6:170 (Title  
I Programs), 7:220 (Bus Conduct)
- ADMIN. PROC.: 4:110-AP2 (Bus Driver Communication Devices; Pre-Trip and Post-Trip  
Inspection; Bus Driving Comments), 4:110-AP3 (School Bus Safety Rules),  
4:110-E (Emergency Medical Information for Students Having Special Needs or  
Medical Conditions Who Ride School Buses), 6:140-AP (Education of Homeless  
Children)

Adopted by Northwestern CUSD #2 November 14, 2017

## Operational Services

### Administrative Procedure - School Bus Post-Accident Checklist

#### Driver Post-Accident Procedures

1. The first consideration is whether it is safer to evacuate the students or to have them remain on the bus. 23 Ill.Admin.Code §1.510(I)(1).
2. Immediately notify the pre-designated emergency and police services, and administer first aid. As soon as possible, notify the District or transportation office.
3. When notifying the District or transportation office, give the following information:
  - Seriousness of the accident
  - Location and time of incident
  - Bus number and route number
  - School
  - Number of students on board
  - Extent of any injuries
  - Weather/road conditions
  - Any other pertinent information
4. Never leave your vehicle, either to check traffic or set out reflectors, when children are on board. Stay with the children until help arrives. Do not release any student, even to parents, unless instructed to do so by the District or transportation office.
5. Set out reflectors, flares, flags, etc. only when the safety of all children is secure.
6. Stay vigilant for the continued safety of everyone at the scene and:
  - Never** attempt to direct traffic.
  - Never** move the vehicle before the police arrive, unless absolutely necessary to avoid a traffic hazard.
  - Never** discuss liability or fault, or sign anything until someone from the District or transportation office arrives.
  - Never** move an injured person unless the person's life is in jeopardy.
7. If your vehicle strikes an animal (pet), continue until it is safe to stop, keeping in mind that the sight of an injured pet could upset the children on the bus. Park the vehicle and radio or call the District or transportation office with the information. The office will notify the proper authorities.
8. The District or transportation office, when notifying the school, may suggest that personnel follow-up with students to minimize trauma or emotional after-effects.

#### Information Gathering

While at the accident scene the driver and/or transportation supervisor shall:

1. Obtain the name and age of every passenger on the bus.
2. Obtain the name and address of all witnesses.
3. Regarding other vehicles involved in the accident, obtain the:
  - Other drivers' names

Other drivers' license numbers  
Other drivers' addresses and phone numbers  
Make, model, year, and license plate numbers of other involved vehicles  
Other drivers' insurance carrier information  
Name, address, and phone numbers of passengers in other involved vehicles

#### District or Transportation Office Responsibilities

1. Confirm that police and emergency services as appropriate were notified. An ambulance need not be called to the accident scene unless there are obvious injuries or complaints.
2. Send a transportation supervisor to the accident scene to assist the bus driver.
3. Arrange for the parents of children on the bus to be contacted.
4. Arrange alternate transportation for the children.
5. Contact the District's insurance carrier as soon as possible and follow its instructions.
6. Help the bus driver complete accident report forms, including insurance forms. Complete ISBE's *School Bus Accident Report*, [www.isbe.net/Documents/50-26\\_school\\_bus\\_accident.pdf](http://www.isbe.net/Documents/50-26_school_bus_accident.pdf), and forward to the Regional Superintendent immediately after any accident.
7. Obtain any accident reports completed by third parties, including police reports.

#### Post-Accident Alcohol and Drug Testing

1. This section's provisions are required by 49 C.F.R. §382.303. For drug and alcohol testing requirements, see policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*; and administrative procedure 5:285-AP, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.
2. School bus drivers shall be provided the necessary post-accident alcohol and drug testing information, procedures, and instructions before operating a bus.
3. As soon as practicable after an accident involving a school bus, the driver shall be tested for alcohol and controlled substances if:
  - a. The accident involved the loss of human life;
  - b. The driver receives a citation for a moving traffic violation arising from the accident; or
  - c. A law enforcement officer directs that such a test be given. 625 ILCS 5/6-516.
4. If a required alcohol test is **not** administered:
  - a. Within 2 hours, the District must prepare and maintain a file or record stating why the test was not properly administered.
  - b. Within 8 hours, the District shall cease attempts to administer an alcohol test and shall prepare the same record.
5. If a required controlled substance test is **not** administered within 32 hours, the District shall cease attempts to administer the test, and shall prepare and maintain a file or record stating why the test was not properly administered.
6. No driver required to take a post-accident alcohol test shall use alcohol for 8 hours following the accident, or until undergoing a post-accident alcohol test.

#### Vehicle Inspection

Following an accident, each damaged bus component must be inspected before the bus is returned to service. 625 ILCS 5/13-109.

## Operational Services

### Administrative Procedure - Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; and Bus Driving Comments

#### Bus Driver Communication Devices

State law prohibits a school bus driver from operating a school bus while using a cellular radio telecommunication device. It requires each school bus to contain either an operating cellular radio telecommunication device or two-way radio while the school bus driver is in possession of the school bus. The cellular radio telecommunication device or two-way radio must be turned on and adjusted in a manner that would alert the driver of an incoming communication request. 625 ILCS 5/12-813.1.

Bus drivers may still have cell phones although they are prohibited from using cell phones for anything, including personal use, while operating a bus except: (1) in an emergency situation to communicate with an emergency response operator; a hospital; a physician's office or health clinic; an ambulance service; a fire department, fire district, or fire company; or a police department; (2) in the event of a "mechanical breakdown or other mechanical problem;" (3) to communicate with school authorities or their designees about bus operation or the welfare and safety of any passengers on the bus; or (4) when the bus is parked. 625 ILCS 5/12-813.1(c).

#### Bus/Vehicle Pre-Trip and Post-Trip Inspection

All school bus drivers, whether employed by the School District or private sector school bus company, shall perform each of the following:

1. Comply with the applicable pre-trip inspection of the mechanical and safety equipment on the school bus listed on the *School Bus Driver Pre-Trip Inspection Form* (92 Ill.Admin.Code §§458.1030 and 458.Illustration A, *School Bus Driver's Pre-Trip Inspection Form*). **Note:** 92 Ill. Admin. Code §458.1030(u) requires any variations from the form to be approved by the Dept. of Transportation by calling 217/785-3031 or writing to:
  - Vehicle-Inspection Unit Manager
  - Ill. Dept. of Transportation, Div. of Traffic Safety
  - 1340 North 9th St.
  - P.O. Box 19212
  - Springfield, IL 62794-9212
2. Test the cellular radio communication device or two-way radio and ensure that it is functioning properly before the bus is operated. 625 ILCS 5/12-816.
3. Perform a visual sweep for children or other passengers at the end of a route, work shift or workday by:
  - a. Activating interior lights of the school bus to assist the driver in searching in and under each seat (625 ILCS 5/12-816(c)), and
  - b. Walking to the rear of the school bus/vehicle checking in and under each seat (625 ILCS 5/12-816(b)).

If a mechanical post-trip inspection reminder system is installed, the driver shall comply with the requirements of that system. 625 ILCS 5/12-816(d).

### Bus Driving Comments

Each school bus and multifunction school activity bus shall display a sign at the rear, with letters and numerals readily visible and readable, in the following form:

TO COMMENT ON MY DRIVING, CALL *[insert District area code and telephone number]*

Driving comments shall be accepted in the following manner:

1. Calls to comment on school bus driving shall be directed to the Superintendent or designee.
2. The Superintendent or designee shall conduct an internal investigation of the events that led to each complaint. Required for districts that own school buses by 625 ILCS 5/12-821(c)(1).
3. The Superintendent or designee shall inform the commenting party of the results of any investigation and the action, if any, taken to remedy the situation. Required for districts that own school buses by 625 ILCS 5/12-821(c)(2).

Adopted by Northwestern CUSD #2 November 14, 2017



## Operational Services

### Food Services

Good nutrition shall be promoted in the District's meal programs and in other food and beverages that are sold to students during the school day. The Superintendent shall manage a food service program that complies with this policy and is in alignment with School Board policy 6:50, *School Wellness*.

Food or beverage items sold to students as part of a reimbursable meal under federal law must follow the nutrition standards specified in the U.S. Dept. of Agriculture rules that implement the National School Lunch and Child Nutrition Acts. Schools being reimbursed for meals under these laws are *participating schools*.

The food service program in participating schools shall comply with the nutrition standards specified in the U.S. Dept. of Agriculture's *Smart Snacks rules* when it offers competitive foods to students on the school campus during the school day. *Competitive foods* are all food and beverages that are offered by any person, organization or entity for sale to students on the school campus during the school day that are not reimbursed under programs authorized by federal law. The food service programs in participating schools shall also comply with any applicable mandates in the Illinois State Board of Education's School Food Service rules implementing these federal laws and the Ill. School Breakfast and Lunch Program Act.

All revenue from the sale of any food or beverages sold in competition with the School Breakfast Program or National School Lunch Program to students in food service areas during the meal period shall accrue to the nonprofit school lunch program account.

LEGAL REF.: Russell B. National School Lunch Act, 42 U.S.C. §1751 et seq.  
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.  
7 C.F.R. Parts 210 and 220, Food and Nutrition Service.  
105 ILCS 125/.  
23 Ill.Admin.Code Part 305, School Food Service.

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:50 (School Wellness)

## Operational Services

### Administrative Procedure - Food Services; Competitive Foods; Exemptions

This procedure applies only to schools that participate in federal meal reimbursement programs (7 C.F.R. Part 210; 23 Ill.Admin.Code Part 305). They are *participating schools*.

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in 7 C.F.R. §210.11, unless they are exempted by 23 Ill. Admin.Code §305.15(a).

#### Definitions

*Competitive foods* are all food and beverages that are offered by any person, organization or entity for sale to students on the school campus during the school day that are not reimbursed under programs authorized by federal law (7 C.F.R. §210.11(a)(2); 23 Ill. Admin.Code §305.5). Competitive foods do not include foods offered during after-school athletics or extracurricular events, or weekend events. *School campus* means all areas of the property under the jurisdiction of the participating school that are accessible to students during the school day (23 Ill.Admin.Code §305.5). *School day* means the period of time from midnight before the start of the official school day until 30 minutes after the end of the official school day (23 Ill.Admin.Code §305.5).

*Exempted fundraising day* (EFD) means a school day on which foods and/or beverage items not meeting the “general nutrition standards for competitive foods” may be sold to students on the school campus (7 C.F.R. §210.11 (b)(4); 23 Ill.Admin.Code §305.5).

#### Competitive Foods

Competitive foods and beverage items sold during the school day must meet the requirements listed at 7 C.F.R. §210.11 (c)-(m).

All revenue from the sale of competitive foods sold to students in the food service areas during meal periods shall accrue to the nonprofit school lunch program account (23 Ill.Admin.Code §305.15(e)).

#### Exempted Fundraising Days

EFD foods and/or beverages may not be sold in competition with school meals in the food service area during meal periods (7 C.F.R. §210.11 (b)(4)). In schools with grades 9-12, only 9 or fewer EFDs are allowed. In schools with grades 8 and below, EFDs are prohibited (23 Ill.Admin.Code §305.15(b)(1)-(3)).

To request an EFD, the Superintendent or designee for the participating school must be contacted. He or she will (1) explain the District’s process and criteria for reviewing and approving or denying an EFD request, and (2) provide any written documents to assist with the EFD request. The Superintendent or designee must maintain a list of all EFDs held and retain them for at least 3 years (7 C.F.R. 210.9(b)(17) and 23 Ill.Admin.Code §305.15(c)(3)).

LEGAL REF.:       42 U.S.C. §1779, 7 C.F.R. §210.11.  
                          23 Ill.Admin.Code Part 305, School Food Service.

## **Operational Services**

### **Free and Reduced-Price Food Services**

#### Notice

The Superintendent shall be responsible for implementing the District's free and reduced-price food services policy and all applicable programs.

#### Eligibility Criteria and Selection of Children

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education.

#### Notification

At the beginning of each school year, by letter, the District shall notify students and their parents/guardians of: (1) eligibility requirements for free and reduced-price food service; (2) the application process; (3) the name and telephone number of a contact person for the program; and (4) other information required by federal law. The Superintendent shall provide the same information to: (1) informational media, the local unemployment office, and any major area employers contemplating layoffs; and (2) the District's website (if applicable), all school newsletters, or students' registration materials. Parents/guardians enrolling a child in the District for the first time, any time during the school year, shall receive the eligibility information.

#### Nondiscrimination Assurance

The District shall avoid publicly identifying students receiving free or reduced-price meals and shall use methods for collecting meal payments that prevent identification of children receiving assistance.

#### Appeal

A family may appeal the District's decision to deny an application for free and reduced-price food services or to terminate such services as outlined by the U.S. Department of Agriculture in 7 C.F.R. §245.7, Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools. The Superintendent shall establish a hearing procedure for adverse eligibility decisions and provide by mail a copy of them to the family. The District may also use these procedures to challenge a child's continued eligibility for free or reduced-price meals or milk.

During an appeal, students previously receiving food service benefits shall not have their benefits terminated. Students who were denied benefits shall not receive benefits during the appeal.

The Superintendent shall keep on file for a period of three years a record of any appeals made and the hearing record. The District shall also maintain accurate and complete records showing the data and method used to determine the number of eligible students served free and reduced-price food services. These records shall be maintained for three years.

LEGAL REF.: U.S. Dept. of Agriculture, Food and Nutrition Service, National School Lunch Program, 7 C.F.R. Part 210.  
U.S. Dept. of Agriculture, Food and Nutrition Service, Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools, 7 C.F.R. Part 245.  
105 ILCS 125/ and 126/.  
23 Ill.Admin.Code §305.10 et seq.

Adopted by Northwestern CUSD #2, November 11, 2016

## **Operational Services**

### **Waiver of Student Fees**

The Superintendent will recommend to the School Board a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay for the loss of or damage to school books or other school-owned materials.

Fees for textbooks, other instructional materials, and driver education are waived for students who meet the eligibility criteria for a fee waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees, the Superintendent will recommend to the Board which additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

### **Notification**

The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE) rule and that provisions for assisting parents/guardians in completing the application are available.

### **Eligibility Criteria**

A student shall be eligible for a fee waiver when the student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program.

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

### **Verification**

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees in accordance with State law requirements. The Superintendent or designee may require family income verification at the time an individual applies for a fee waiver and anytime thereafter, but not more often than once every 60 calendar days. The Superintendent or designee shall not use any information from this or any independent verification process to determine free or reduced-price meal eligibility.

If a student receiving a fee waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

### Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

LEGAL REF.: 105 ILCS 5/10-20.13, 5/10-22.25, 5/27-24.2, and 5/28-19.2.  
23 Ill.Admin.Code §1.245 [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct)

**Operational Services**

**Administrative Procedure - Fines, Fees, and Charges - Waiver of Student Fees**

Actor	Action
<p>Superintendent or designee</p>	<p>Prepares and recommends to the School Board a list of school fees to be charged to students for the use of textbooks, consumable materials, field trips, extracurricular activities, graduation fees, and similar items. See 23 Ill.Admin.Code §1.245(a) for a definition of <i>school fees</i>.</p> <p><b>Initial notice:</b> For all students enrolling in the District for the first time, notifies their parents/guardians that the District will waive school fees for persons unable to afford them in accordance with policy 4:140, <i>Waiver of Student Fees</i>. 23 Ill.Admin.Code §1.245(c)(2)(A).</p> <p style="padding-left: 40px;">The initial notice must at least describe: (1) the Board’s policy, including the criteria and other circumstances under which the District will waive school fees; (2) the school fees subject to a waiver; (3) the procedure to apply for a fee waiver, including the availability of a fee waiver request form and the documents whose use is required by the District in verifying income; and (4) the dispute resolution procedure. 23 Ill.Admin.Code §1.245(c)(2)(A).</p> <p><b>Annual notice:</b> Includes a notice with the first statement sent to parents/guardians who owe school fees that the District will waive school fees for persons unable to afford them in accordance with policy 4:140, <i>Waiver of Student Fees</i>.</p> <p style="padding-left: 40px;">The annual notice must include a description of the fee waiver application process or the name, address and telephone number of the person to contact for information concerning a fee waiver. 23 Ill.Admin.Code §1.245(c)(2)(B).</p> <p>Determines whether the required inclusions in these notices will be satisfied by providing parents/guardians with a written copy of Board policy 4:140, <i>Waiver of Student Fees</i>, and form 4:140-E1, <i>Application for Fee Waiver</i>.</p>
<p>Parent(s)/Guardian(s) seeking a school fee waiver</p>	<p>Completes 4:140-E1, <i>Application for Fee Waiver</i>, and returns it to the Building Principal along with documents that will verify the family’s income, such as, payroll stubs, tax returns, or evidence of receipt of food stamps or Temporary Assistance for Needy Families. 23 Ill.Admin.Code §1.245(d).</p> <p>May apply for a waiver of school fees by completing 4:140-E1, <i>Application for Fee Waiver</i>, at any time.</p>
<p>Building Principal or designee</p>	<p>Determines the student’s eligibility for fee waiver based on policy 4:140, <i>Waiver of Student Fees</i>.</p>

	<p>Notifies the parent(s)/guardian(s) within 30 calendar days if their <i>Application for Fee Waiver</i> is denied. 23 Ill.Admin.Code §1.245(c)(3).</p> <p>A rejection notice must include: (1) the reason for the denial; (2) a notification of their right to appeal as well as the appeal process and timelines (4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>); and (3) a statement that they may reapply at anytime if circumstances change. 23 Ill.Admin.Code §1.245(c)(3)(A).</p> <p>Ensures that any completed 4:140-E1, <i>Application for Fee Waiver</i>, and the 4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>, are confidentially treated and maintained. 23 Ill.Admin.Code §1.245(f).</p>
Parent(s)/Guardian(s) seeking a school fee waiver	<p>May appeal the denial of a fee waiver request.</p> <p>If desired, meets with the person who will decide the appeal in order to explain why the fee waiver should be granted. 23 Ill.Admin.Code §1.245(c)(3)(B).</p>
Superintendent or designee	<p>Contacts the parent(s)/guardian(s) to determine if they want to meet to explain why the fee waiver should be granted. 23 Ill.Admin.Code §1.245(c)(3)(B). If so, meets with the parent(s)/guardian(s) at a prearranged date and time.</p> <p>Ensures that the person who decides the appeal is not the person who initially denied the fee waiver or a subordinate of this person. 23 Ill.Admin.Code §1.245(c)(3)(B).</p> <p>Responds in writing to the parent/guardian's appeal within 30 calendar days of receipt of the appeal. 23 Ill.Admin.Code §1.245(c)(3)(B).</p> <p>Ensures that no discrimination or punishment of any kind, including the lowering of grades or exclusion from classes, is exercised against a student whose parent(s)/guardian(s) are unable to purchase required textbooks or instructional materials or to pay required fees. 105 ILCS 5/28-19.2.</p>

Adopted by Northwestern C.U.S.D. #2, September 22, 2010



**Operational Services**

**Exhibit - Application for Fee Waiver**

*This application for a school fee waiver is completely independent from the District process for determining eligibility for free meals. The information must be provided for your application to be considered. Submit completed application and income verification documents to the Building Principal.*

---

Student's Name *(please print)* \_\_\_\_\_ School \_\_\_\_\_

---

Parent/Guardian Name *(please print)* \_\_\_\_\_

---

Address *(please print)* \_\_\_\_\_

1. The student named above lives in my household?  Yes  No
2. Total number of people living in my home \_\_\_\_\_
3. Total gross annual household income (before deductions) from all people living in my home \$ \_\_\_\_\_

Income includes all:

- Compensation for services, wages, salary, commissions or fees;
- Net income from self-employment;
- Social Security;
- Dividends or interest on savings or bonds or income from estates or trusts;
- Net rental income;
- Public assistance or welfare payments;
- Unemployment compensation;
- Government civilian employee or military retirement, or pensions or veterans payments;
- Private pensions or annuities;
- Alimony or child support payments;
- Regular contributions from persons not living in the household;
- Net royalties; and
- Other cash income (including cash amounts received or withdrawn from any source including savings, investments, trust accounts and other resources).

4. My household meets the federal income guidelines for free meals (attached)?  Yes  No  
 See [www.isbe.net/nutrition/htmls/data.htm#income](http://www.isbe.net/nutrition/htmls/data.htm#income).

If you answered "No" to any of the previous questions, please indicate the reason(s) you are applying for a waiver of school fees.

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Income Verification for Fee Waiver

You must present one of the following documents to verify income:

- |  |                                       |
|--|---------------------------------------|
| Two current pay stubs for all working members of the household | Disability statement showing benefits |
| Unemployment statement showing benefits                        | Current tax returns                   |
| Medicaid Card showing case number                              | Foster placement papers               |
| Direct Certification letter from the State of Illinois         | Food Stamp Evidence                   |
| Temporary Food assistance for needy families                   |                                       |

You may be requested to provide updated income verification at any time, but no more often than once every 60 calendar days.

Supplying false information to obtain a fee waiver is a Class 4 felony (720 ILCS 5/17-6).

I attest that the statements made herein are true and correct.

---

Parent/Guardian (*signature*)

---

Date

Adopted by Northwestern C.U.S.D. #2, September 22, 2010

**Operational Services**

**Exhibit - Response to Application for Fee Waiver, Appeal, and Response to Appeal**

**Response to Application for Fee Waiver** *(To parents/guardians)*

\_\_\_\_\_  
Student's Name *(please print)* School

Request granted     Request denied for the following reason(s):

\_\_\_\_\_  
\_\_\_\_\_

**If your request was denied**, you may appeal in writing by completing the following portion of this form and submitting it to the Superintendent. If you appeal this decision, you have the right to meet with the Superintendent or designee to explain why the fee waiver should be granted. You may reapply at any time if circumstances change.

\_\_\_\_\_  
Building Principal Date

**Appeal of the Denial of a Fee Waiver** *(To be submitted to the Superintendent)*

- I am exercising my right to appeal the Building Principal's denial of my request to waive the school student fee described above.
- I would like to explain why the fee waiver should be granted during a telephone conversation or during a meeting with the person who will decide my appeal. *(If you check this box, someone from the Superintendent's office will contact you to make arrangements.)*

\_\_\_\_\_  
Parent/Guardian *(please print)* Telephone Number

\_\_\_\_\_  
Signature Date

The Superintendent's office will notify you of the results of your appeal in approximately 14 calendar days.

**Response to Appeal of the Denial of a Fee Waiver** *(To parent/guardians)*

- I have reviewed your appeal.
- Request granted     Request denied for the following reason(s):

\_\_\_\_\_  
Superintendent Date

Adopted by Northwestern C.U.S.D. #2, September 22, 2010

**Operational Services**

**Exhibit - Resolution to Increase Driver Education Fees**

WHEREAS, Section 27-24.2 of the School Code provides that the School District may charge a reasonable fee, not to exceed \$50, to students who participate in a driver education course;

WHEREAS, the Illinois General Assembly amended that same section of the School Code in P.A. 97-145 to allow a school board to increase the fee to an amount not to exceed \$250 by school board resolution following a public hearing on the increase, provided that the fee is waived for students who are unable to pay for the course;

WHEREAS, the School Board held a public hearing to increase the driver education course fee to an amount not to exceed \$250 on \_\_\_\_\_ [date] \_\_\_\_\_;

WHEREAS, the Board already waives the driver education course fees for students who are unable to pay (Board policy 4:140, *Waiver of Student Fees*);

WHEREAS, the Administration provided evidence at the hearing that a fee of \$250 for each student taking the driver education course when added to the reimbursement from the State for driver education will not exceed the total cost of the driver education program in any year;

THEREFORE, BE IT RESOLVED, that the School Board hereby increases the driver education fee to an amount not to exceed \$250.00, effective on \_\_\_\_\_ [date] \_\_\_\_\_, and waives the increased fee for any student who is unable to pay for the course according to the provisions in Board policy 4:140, *Waiver of Student Fees*.

Attested by: \_\_\_\_\_  
Board President

Attested by: \_\_\_\_\_  
Board Secretary

Adopted by the Northwestern CUSD #2, January 18, 2012

## **Operational Services**

### **Facility Management and Building Programs**

The Superintendent shall manage the District's facilities and grounds as well as facility construction and building programs in accordance with the law, the standards set forth in this policy, and other applicable School Board policies. The Superintendent or designee shall facilitate: (1) inspections of schools by the Regional Superintendent and State Fire Marshal or designee, and (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district.

#### **Standards for Managing Buildings and Grounds**

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. Prior Board approval is needed for all renovations or permanent alterations to buildings or grounds when the total cost will exceed \$12,500, including the cost equivalent of staff time. This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

#### **Standards for Green Cleaning**

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

#### **Standards for Facility Construction and Building Programs**

As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Illinois State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.
6. Meet requirements on the accessibility of school facilities to disabled persons as specified in State and federal law.
7. Provide for low maintenance costs, energy efficiency, and minimal environmental impact.

#### **Naming Buildings and Facilities**

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility. Any request to name or rename an existing facility should be

submitted to the Board. When a facility is to be named or renamed, the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board. The Board will make the final selection. The Superintendent or designee may name a room or designate some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using the process in this policy.

LEGAL REF.: 42 U.S.C. §12101 et seq., Americans with Disabilities Act of 1990, implemented by 28 C.F.R. Parts 35 and 36.  
20 ILCS 3130/, Green Buildings Act.  
105 ILCS 5/2-3.12, 5/10-20.49, 5/10-22.36, 5/10-20.60 (P.A. 100-163, final citation pending), and 5/17-2.11.  
105 ILCS 140/, Green Cleaning Schools Act.  
105 ILCS 230/, School Construction Law.  
410 ILCS 25/, Environmental Barriers Act.  
820 ILCS 130/, Prevailing Wage Act.  
23 Ill.Admin.Code Part 151, School Construction Program; Part 180, Health/Life Safety Code for Public Schools; and Part 2800, Green Cleaning for Elementary and Secondary Schools.  
71 Ill.Admin.Code Part 400, Ill. Accessibility Code.

CROSS REF.: 2:150 (Committees), 2:170 (Procurement of Architectural, Engineering, and Land Surveying Services), 4:60 (Purchases and Contracts), 8:70 (Accommodating Individuals with Disabilities)

Adopted by Northwestern CUSD #2 November 14, 2017

## Operational Services

### Environmental Quality of Buildings and Grounds

The Superintendent shall take all reasonable measures to protect: (1) the safety of District personnel, students, and visitors on District premises from risks associated with hazardous materials, and (2) the environmental quality of the District's buildings and grounds. Before pesticides are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, 225 ILCS 235/, and the Lawn Care Products Application and Notice Act, 415 ILCS 65/.

- LEGAL REF.:        29 C.F.R. §1910.1030, Occupational Exposure to Bloodborne Pathogens, as adopted by the Illinois Department of Labor, 56 Ill.Admin.Code §350.300(c).  
                          29 C.F.R. §1910.1200, Occupational Safety and Health Administration Hazard Communication Standards, as adopted by 820 ILCS 255/1.5, Toxic Substances Disclosure to Employees Act.  
                          20 ILCS 3130/, Green Buildings Act.  
                          105 ILCS 5/10-20.17a; 5/10-20.48; 135/; and 140/, Green Cleaning School Act.  
                          225 ILCS 235/, Structural Pest Control Act.  
                          415 ILCS 65/, Lawn Care Products Application and Notice Act.  
                          820 ILCS 255/, Toxic Substances Disclosure to Employees Act. (*inoperative*)  
                          23 Ill.Admin.Code §1.330, Toxic Materials Training.
- CROSS REF.:        4:150 (Facility Management and Building Programs), 4:170 (Safety)

## **Operational Services**

### **Administrative Procedure - Environmental Quality of Buildings and Grounds**

#### Hazardous and/or Infectious Materials

The Buildings and Grounds Supervisor is responsible for the District's compliance with State and federal law concerning toxic, hazardous, and/or infectious materials. This includes requirements in the federal Occupational Safety and Health Administration (OHSA) *Hazard Communication Standards* (29 C.F.R. §1910.1200), adopted by the State Toxic Substances Disclosure to Employees Act (820 ILCS 255/, otherwise inoperative). See information on OHSA's website at [www.osha.gov/dsg/hazcom/index.html](http://www.osha.gov/dsg/hazcom/index.html).

#### Pesticide Application on School Grounds

The Buildings and Grounds Supervisor is responsible for compliance with the Lawn Care Products Application and Notice Act (415 ILCS 65/3) and shall:

1. Provide an annual schedule of pesticide application to the supervisor of each District building.
2. In coordination with the supervisor of each District building (including each Building Principal), notify employees and students and their parents/guardians in each building. The notification must:
  - a. Be provided at least 4 business days before a pesticide application on school grounds.
  - b. Be written or by telephone. If written, the notice may be included in newsletters, calendars, or other correspondence currently being published.
  - c. Identify the intended date of the application.
  - d. Provide the name and telephone contact number for the Buildings and Grounds Supervisor or other school personnel responsible for the pesticide program.

An exception to this notification is permitted if there is an imminent threat to health or property, in which case the Lawn Care Products Application and Notice Act shall control. If such a situation arises, the Building and Grounds Supervisor must sign a statement describing the circumstances that gave rise to the health threat and ensure that written or telephonic notice is provided as soon as practicable.

#### Pesticide Application in School Buildings and Structures

The Buildings and Grounds Supervisor is responsible for compliance with the requirements in the Structural Pest Control Act (225 ILCS 235/) and shall:

1. Provide an annual schedule of pesticide application to the supervisor of each District building.
2. In coordination with the supervisor of each District building (including each Building Principal):
  - a. Maintain a registry of all employees and parents/guardians of students.
  - b. Notify those employees and parents/guardians of students before pesticides are applied in or on each building. The notification must:
    - i. Be provided at least 2 business days before a pesticide application in or on school buildings.
    - ii. Be written. The notice may be included in newsletters, bulletins, calendars, or other correspondence currently being published.



- iii. Identify the intended date of the application.
- iv. Provide the name and telephone contact number for the Buildings and Grounds Supervisor or other school personnel responsible for the pesticide program.

An exception to this notification is permitted if there is an imminent threat to health or property, in which case the Structural Pest Control Act shall control. If such a situation arises, the Building and Grounds Supervisor must sign a statement describing the circumstances that gave rise to the health threat and ensure that written notice is provided as soon as practicable.

The Buildings and Grounds Supervisor is responsible for the District's integrated pest management program and the District's compliance with the Structural Pest Control Act (225 ILCS 235/).

- Applicable if the Superintendent determines that an integrated pest management program is economically feasible:*

The Buildings and Grounds Supervisor or designee shall: (1) develop and implement a program incorporating the Department of Public Health guidelines; (2) notify the Department, on forms provided by the Department, that a program is being implemented; (3) repeat the notification every 5 years after the initial notification; and (4) keep copies of all notifications and all written integrated pest management program plans.

- Applicable if the Superintendent determines that adopting an integrated pest management program is not economically feasible because such adoption would result in an increase in pest control costs:*

The Buildings and Grounds Supervisor or designee shall: (1) notify the Department, on forms provided by the Department, that the development and implementation of an integrated pest management program is not economically feasible; (2) include in the notification the projected pest control costs for the term of the pest control program and projected costs for implementing a program for that same time period; (3) repeat this notification every 5 years after the initial notification until a program is developed and implemented; and (4) attend a training course, approved by the Department, on integrated pest management and repeat attendance every 5 years thereafter until a program is developed and implemented in the District's schools.

The Buildings and Grounds Supervisor or designee shall maintain copies of all notifications that are required by the Structural Pest Control Act and provide the Building Principal(s) or designee(s) sufficient information to allow him/her/them to inform all parents/guardians and school employees at least once each school year that the District has met its notification requirements.

Training and Necessary Equipment

Each Building Principal and noncertificated staff supervisor shall ensure that all staff members under his or her supervision receive training on the safe handling and use of hazardous materials as required by 105 ILCS 5/10-20.17a. Emergency response and evacuation plans must be a part of the training.

Before an employee is given an assignment where contact with blood or bodily fluids or other hazardous material is likely, the employee must be provided the necessary training, including training in the universal precautions and other infection control measures to prevent the transmission of communicable diseases and/or to reduce potential health hazards as required by 23 Ill.Admin.Code §1.330. The appropriate supervisor shall maintain an attendance record of an employee's participation in the training.

### Substitute Non-Hazardous Materials

District staff shall comply with State law governing toxic art supplies in schools, 105 ILCS 135/. This includes substituting non-hazardous material for hazardous substances whenever possible and minimizing the quantity of hazardous substances stored in school facilities. No art or craft material containing a toxic substance shall be ordered or purchased for use through grade 6; material containing toxic substances may be used in grades 7 through 12 only if properly labeled according to State law.

### Infectious Materials

The Buildings and Grounds Supervisor shall prepare and distribute to all employees an Occupational Exposure Control Plan to eliminate or minimize occupational exposure to potentially infectious materials. The Plan shall comply with the Bloodborne Pathogens Standards adopted by State and federal regulatory agencies and an updated copy given to the Superintendent annually. The Plan shall address the following issues:

1. Exposure determination. Positions that do not subject the employee to occupational exposure are generally exempt from the Plan and the Standards.
2. Implementation schedule specifying how and when risks are to be reduced. The Standards are very specific on risks reduction, e.g., Universal Precautions must be followed; engineering and work practice controls are specified (hand washing, restricted food areas); personal protection equipment must be provided; housekeeping requirements are specified (regulated waste disposal and laundry); vaccination requirements (all employees who have occupational exposure must be offered, at employer expense, the hepatitis B vaccine and vaccination series); communication of hazards to employees through labeling and training; and recordkeeping.
3. Process for ensuring that all medical evaluations and procedures, including the hepatitis B vaccine and vaccination series and post-exposure evaluation and follow-up, are available as required by law.
4. Procedures for evaluating an exposure incident.

### Emergency Response Plan

The Building Principal shall ensure that proper procedures for the cleanup of potentially hazardous material spills are followed including the following:

1. A building custodian is responsible for the actual cleanup,
2. Personal protective equipment, chemical neutralization kits, and absorbent material are available in each building at all times, and
3. Spill residue is placed in containers designated for such purpose and disposed of in compliance with local, State, and federal law.

### Evacuation

The Building Principal shall ensure compliance with the School Safety Drill Act, 105 ILCS 128/. This includes, among other things, ensuring that evacuation rules are posted in each room and discussed with each class using the room during the first days of the school year. The evacuation rules indicate the primary and alternate exits and the evacuation area to which students should proceed upon leaving the building.

The Building Principal shall conduct evacuation drills according to School Board policy 4:170, *Safety*, and administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*.

- LEGAL REF:
- 29 C.F.R. §1910.1030, Occupational Exposure to Bloodborne Pathogens, adopted by the Ill. Department of Labor at 56 Ill.Admin.Code §350.300.
  - 29 C.F.R. §1910.1200, Occupational Safety and Health Administration Hazard Communication Standards, adopted by 820 ILCS 255/1.5, Toxic Substances Disclosure to Employees Act.
  - 105 ILCS 5/10-20.17a, Hazardous Materials Training; 5/10-20.46, Compliance with Chemical Safety Acts; 135/, Toxic Art Supplies in School Act; and 140/, Green Cleaning School Act.
  - 225 ILCS 235/, Structural Pest Control Act.
  - 415 ILCS 65/, Lawn Care Products Application and Notice Act.
  - 23 Ill.Admin.Code §1.330, Toxic Materials Training.

## **Operational Services**

### **Safety**

#### **Safety and Security**

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan(s) addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

#### **School Safety Drill Plan**

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act (105 ILCS 128/):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.
2. One bus evacuation drill.
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement drill to address a school shooting incident.

#### **Annual Review**

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act (105 ILCS 128/) and the Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education (29 Ill.Admin.Code Part 1500).

#### **Automated External Defibrillator (AED)**

The Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The

plan shall provide for at least one automated external defibrillator (AED) to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District. The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH. This policy does not create an obligation to use an AED.

#### Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

#### Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

#### Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education.
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

#### Lead Testing in Water

The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Illinois Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.

#### Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.

LEGAL REF.: 105 ILCS 5/10-20.2, 5/10-20.56, 5/18-12, and 5/18-12.5.  
105 ILCS 128/, School Safety Drill Act, implemented by 29 Ill.Admin.Code Part  
1500.  
210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act.  
225 ILCS 320/35.5, Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening;  
Notifications), 4:180 (Pandemic Preparedness), 5:30 (Hiring Process and  
Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations  
with Other Organizations and Agencies)

Adopted by Northwestern CUSD #2 November 14, 2017

## Operational Services

### **Administrative Procedure - Comprehensive Safety and Crisis Program**

- A. Safety Team
- B. Personal Injury Prevention
- C. Site Based Safety Plan
- D. School Safety Drill Program
- E. Bomb Threat Plan
- F. Fire Emergency Procedures
- G. Natural Disasters (Tornadoes, Thunderstorms, Severe Winds, Earthquakes)
- H. Weapons and Explosives on Campus
- I. Emergency Aid
- J. Managing a Crisis After the Earliest Stages Are Over
- K. Managing Communications About a Crisis
- L. Required Notices

#### **A. Safety Team**

The Superintendent appoints:

1. An administrator to be the District's Safety Program Coordinator, and
2. Representatives of all support and professional staff to be on the Superintendent's Safety Team.

The Safety Program Coordinator manages the District's safety and crisis efforts. The Safety Team: (1) advises and assists the Superintendent on safety and crisis issues, (2) monitors the District's safety control measures, (3) reviews and updates safety efforts based on accident or inspection reports, reports of unsafe conditions or practices, and complaints and suggestions, and (4) prepares the staff for a crisis through communication and training.

The Safety Program Coordinator chairs the Safety Team meetings. The meetings are held as determined by the Safety Program Coordinator. The following matters are suggested agenda items:

- Previous action items
- Review of accidents since previous meeting
- Prevention recommendations
- Recommendations from anonymous employees
- Staff member suggestions
- Recommended safety program revisions
- Recommendations from accident investigation reports
- Safety training recommendations
- Committee members input

#### **B. Personal Injury Prevention**

The Safety Program Coordinator and Safety Team shall supervise an on-going program for identifying and evaluating unreasonable risks, that includes monitoring whether:

1. Students are appropriately supervised.
2. Facilities and equipment that would pose an unreasonable risk to students (such as laboratory and climbing equipment) are kept locked.

3. Staff members are trained to recognize dangerous conditions.
4. Proper student behavior is maintained.
5. Substitute instructors are competent to teach an activity.
6. Teachers and coaches evaluate each student's capacity to do a specific activity without exposing the student to an unreasonable risk of injury.
7. Activities are appropriately demonstrated. Instructions are appropriate and clear and safety rules are emphasized. Proper teaching progressions are followed. Teachers and coaches reasonably match student competitors.
8. Students are warned of the specific dangers of incorrectly performing an activity and the warning is documented.
9. Appropriate behavior toward strangers is explained.
10. Facilities and equipment are properly maintained, well lit, and periodically inspected. Aisles, walkways, and stairs are kept clear and free of obstacles. Floors are kept dry. Unused or outdated equipment is removed. Repairs, routine maintenance, and inspections are documented.
11. Staff members are encouraged to report equipment or facilities that are inappropriate, in need of repair, or defective. As an example, equipment that fits improperly or fails to properly protect students is inappropriate.
12. Notices from staff members that equipment or facilities are inappropriate, in need of repair, or defective are properly investigated.
13. Warning signs or labels are properly displayed and safety rules are posted.
14. Protective eye devices are provided and worn by all students, teachers, and visitors when participating in or observing any activity that may be hazardous to unprotected eyes (105 ILCS 115/1, 23 Ill.Admin.Code §1.420(s)).

### **C. Site Based Safety Plan**

Under the direction of the Safety Program Coordinator, each Building Principal or designee shall annually gather the following documents for a site based safety plan. If a document cannot be found or needs revision in order to comply with the District's Comprehensive Safety Plan, the Building Principal or designee shall confer with the Safety Program Coordinator to create or revise the document. The Principal or designee shall make the plan available in the building's main office.

Each plan shall include the following:

1. Building evacuation plans. The Principal or designee shall: (1) keep a comprehensive evacuation map - describing main and alternate routes - in the main office, (2) post signs containing main and alternative evacuation routes for each occupied area in a conspicuous place, preferably near the exit, (3) prepare evacuation plans for outdoor areas (playgrounds and stadiums), and (4) keep all staff informed of the evacuation plans.
2. Safety drills. The Principal shall schedule and execute evacuation drills as per the School Safety Drill Act, 105 ILCS 128/, School Board policy 4:170, *Safety*, and this procedure.



3. Building information packet. This packet will include facts on the number and names of staff and students, as well as a building map. The Principal or designee shall give a copy of the map to local law enforcement, the fire department, and emergency medical services.
4. Tornado response plan, including a map showing tornado wall locations (105 ILCS 128/25).
5. A map giving the location of first aid kits, AEDs, and fire extinguishers.
6. The safety equipment's maintenance schedule and persons responsible for performing.
7. An emergency early dismissal plan.
8. A map or plan describing the areas to be used in the event of a crisis for triage, emergency helicopter landing, media center, non-victim students, and parents.
9. A plan for receiving tips, e.g., a hot line for students to call with anonymous tips.
10. A plan for student supervision.
11. A safety patrol plan (105 ILCS 5/10-22.28).
12. Bicycle use rules.
13. Roadway and parking rules.
14. Procedures on student illness and injuries (23 Ill.Admin.Code §530).
15. A plan for giving students instructions on safe school bus riding practices, including the operation and use of the emergency door and windows (as a means of escape), seat belts, and fire extinguisher (105 ILCS 5/10-20.14).
16. Safety-related administrative procedures and forms.

#### **D. School Safety Drill Program**

The School Safety Drill Act (105 ILCS 128/) and any implementing State administrative rules contain the requirements for the District's safety drills and shall supersede this procedure in the event of a conflict.

During each academic year, each school building that houses school children must conduct a minimum of:

1. Three school evacuation drills,
2. One bus evacuation drill, and
3. One severe weather and shelter-in-place drill.

When contacted by the appropriate local law enforcement agency with a request to conduct and participate in a law enforcement drill, the Superintendent or appropriate designee must conduct a law enforcement drill during the academic year. The law enforcement drill must be conducted according to the District's comprehensive safety and crisis plan and it may be conducted on days and times that students are not present in the building but must occur.

The Building Principal shall keep the Superintendent or designee informed as to the status of the drills. Each of these drills is described below:

**School evacuation drills** - These drills prepare students and personnel for situations that occur when conditions outside of a school building are safer than inside a school building. Evacuation may be necessary, depending on the circumstances, in the event of fire, presence of suspicious items, incidents involving hazardous materials, and bomb threats.

The appropriate local fire department or district participates in one school evacuation drill, unless waived as provided below. A date is selected according to the following timeline:

- No later than September 1 of each year, each local fire department or fire district must contact the Building Principal in order to make arrangements.
- No later than September 14 of each year, the Building Principal or designee and the local fire department or fire district may agree to waive the provisions concerning participation by the local fire department or district in a school evacuation drill.
- No later than September 15 of each year, each Building Principal or designee must contact the responding local fire official and propose to the local fire official 4 dates within the month of October, during at least 2 different weeks of October, on which to hold the drill. The fire official may choose any of the 4 available dates, and if he or she does so, the drill occurs on that date.
- Alternatively, the Building Principal or designee and the local fire official may, by mutual agreement, set any other date for the drill, including a date outside of the month of October.
- If the fire official does not select one of the 4 offered dates in October or set another date by mutual agreement, the school does not need to include the local fire service in one of its mandatory school evacuation drills.

After a drill in which the local fire service participated, the Building Principal should request certification from the local fire service that the school evacuation drill was conducted. Additional school evacuation drills for fire incidents may involve the participation of the appropriate local fire department or district. In addition, schools may conduct additional school evacuation drills to account for other evacuation incidents, including without limitation suspicious items or bomb threats.

**Bus evacuation drill** - This drill prepares students and school personnel for situations that occur when conditions outside of the bus are safer than inside the bus. Evacuation may be necessary, depending on the circumstances, in the event of a fire, presence of suspicious items, and incidents involving hazardous materials.

This drill shall be accounted for in the curriculum in all public schools and in all other educational institutions in this State that are supported or maintained, in whole or in part, by public funds and that provide instruction in any of the grades kindergarten through 12. This curriculum shall also include instruction in safe bus riding practices for all students. Schools may conduct additional bus evacuation drills.

**Severe weather and shelter-in-place drill** - This drill prepares students for situations involving severe weather emergencies or the release of external gas or chemicals. Severe weather and shelter-in-place drills must address and prepare students and school personnel for possible tornado incidents. Other drills shall be based on the needs and environment of particular communities, including severe weather (such as, tornadoes, shear winds, lightning, and earthquakes), incidents involving hazardous materials, and incidents involving weapons of mass destruction.

When contacted by the appropriate local law enforcement agency with a request to conduct and participate in a law enforcement drill, the Superintendent or appropriate designee must conduct a law enforcement drill during the academic year.

**Law enforcement drill** - This drill prepares students and school personnel for situations calling for the involvement of law enforcement when conditions inside a school building are safer than outside of a school building and it is necessary to protect building occupants from

potential dangers in a school building. Law enforcement drills may involve situations that call for the reverse-evacuation or the lock-down of a school building. Incidents requiring a lock-down may include shooting incidents, bomb threats, suspicious persons, and incidents involving hazardous materials. All such drills must be conducted according to this administrative procedure, 4:170-AP1, *Comprehensive Safety and Crisis Program*, with the participation of the appropriate law enforcement agency. A law enforcement drill may be conducted on days and times when students are not present in the school building.

After a drill in which the local law enforcement participated, the Building Principal should request a certification from the local law enforcement that the law enforcement drill was conducted.

**Annual Review.** The School Board or its designee will annually review each school building's emergency and crisis response plans, protocols, and procedures, as well as each building's compliance with the school safety drill program.

#### **E. Bomb Threat Plan**

Any bomb threat is treated as a danger to all persons in a school building. Staff members shall follow these procedures when a bomb threat is made:

1. The secretary or any person taking the telephone call will attempt to gain as much information as possible from the caller, i.e., the bomb's location, type, when it will explode, and the caller's name, sex, age, and voice tone.
2. The main office will immediately call 911.
3. The main office will immediately advise the Building Principal or designee of the situation. The Building Principal or designee shall announce a "**Code Yellow**" over the public address system to notify the staff a bomb threat was received. All two-way radios should be immediately shut off.
4. The Building Principal will sound the fire alarm and evacuate the building(s).
5. Staff members should note any "**strange**" boxes or packages. **Do not touch anything suspicious.** Report any such item to law enforcement after you have left the building.
6. The Building Principal or designee shall notify the Superintendent's office; the Superintendent's office shall notify the Safety Program Coordinator.
7. The Building Principal shall check to ensure everyone has left the building(s).
8. Staff members shall account for everyone by making a roll call check. Names of missing students or staff members will be relayed to the Building Principal.
9. Staff members shall escort the students to a predetermined waiting area that is a safe distance from the school and wait for further instructions.
10. The Building Principal shall assist the police, fire, and public safety officials as needed.
11. After a bomb search is completed, the Building Principal, Safety Program Coordinator, Superintendent, and local law enforcement will determine if the building should be re-entered.
12. If the school cannot be re-entered, the students will be moved to the closest available facility that can safely house them.

13. When a bomb threat is made before lunch, the Building Principal or designee shall coordinate with the food service department to arrange for an alternative lunch plan.
14. If the decision is made to move students to an alternate school, the Building Principal or designee shall so notify the transportation department. Buses will be used if the school is beyond walking distance or if there is inclement weather.
15. The transportation department will make arrangements to have the evacuated students picked up at the regular release time, at the alternate site, by the normal route school buses.
16. When a bomb threat is made during inclement weather, the Building Principal or designee shall notify the transportation department to supply buses for temporary shelters. This should not delay the school's evacuation.
17. No one shall re-enter the building unless the "**All Clear**" is sounded by the Building Principal. No electronic devices shall be used to recall students into the building.

#### **F. Fire Emergency Procedures**

The following emergency actions shall be taken by the appropriate staff member:

1. Pull the fire alarm immediately if you have any reason to suspect a fire may be in the building. If possible, notify the main office, giving as many details as possible.
2. The main office will immediately call 911.
3. The main office will immediately advise the Building Principal or designee of the situation.
4. The Building Principal will sound the fire alarm and evacuate the building(s).
5. The Building Principal or designee shall notify the Superintendent's office; the Superintendent's office shall notify the Safety Program Coordinator.
6. Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.
7. When the fire alarm is heard:
  - a. Teachers and supervisors shall be sure that all windows and doors are closed and lights are turned off in their rooms. They should pick-up their class register and grade book and then lead students out of the building according to the evacuation route.
  - b. Teachers and supervisors shall immediately check the class register to be sure all students are present. If a student is absent who was present before the evacuation, notify the Principal or fire official immediately.

#### **G. Natural Disasters (Tornadoes, Thunderstorms, Severe Winds, Earthquakes)**

A natural disaster includes severe weather situations, tornadoes, hazardous material accidents, floods, and earthquakes. The following emergency procedures should be taken:

1. The Building Principal or main office staff will alert staff - the signal is "**Tornado Tone.**"
2. Teachers shall step into the halls to immediately clear them by directing students to the classroom.
3. While in the room, all teachers and students are to maintain sheltered positions.
4. Call 911 if emergency responders are needed.

5. Render first aid, if necessary.
6. The Building Principal or designee will direct designated “couriers” to each classroom notifying the teacher/staff of the situation.
7. Unless the situation requires evacuation, all doors will remain locked and personnel and students will remain stationary until the “**All Clear**” is sounded by the Building Principal.

## **H. Weapons and Explosives on Campus**

Any report of a person armed with a weapon or explosive on campus is a “**Code Red**,” i.e., all doors are locked in offices, classrooms, and halls. The following emergency actions shall be taken by the appropriate staff member:

1. Notify the main office immediately if you have any reason to believe that a weapon or explosive is on school grounds. Give the main office as many details as possible (where, who is involved, type of weapon, and if anyone is injured or is currently being threatened or being held hostage).
2. The main office will immediately call 911.
3. The main office will immediately advise the Building Principal or designee of the situation. The Building Principal or designee shall announce a “**Code Red**” over the public address system to notify staff members to lock all doors.
4. If possible, move students safely away from the armed person. Remain calm while sending people to safety. Do not panic students by telling them that the person is armed.
5. When a “**Code Red**” is called:
  - a. Lock your classroom door, and, if it is your responsibility to do so, lock the hallway doors. Keep your students away from doors. If you hear a weapon fired, tell your students to immediately duck and cover. Remain this way until the Principal sounds the “**All Clear**” or until you are evacuated from your room by law enforcement.
  - b. If you are not in a classroom, move your students to the closest securable room and lock it down.
  - c. If you cannot get to a classroom before shots are fired, have all students duck and cover behind any available barrier or drop and cover if there is nothing to hide behind. Direct them to move to a protected area as soon as possible.
6. The Building Principal or designee shall notify the Superintendent’s office; the Superintendent’s office shall notify the Safety Program Coordinator.
7. School nurses and/or other staff give first aid for victims until emergency medical services takes over. If possible, identify injured students by using name tags or markers on their wrists or ankles.
8. **Note:** If any site becomes involved in a hostage situation, the primary concern is the safety of students and staff. Individuals who take hostages are frequently emotionally disturbed or in a state of panic and the key to dealing with them is to make every attempt to avoid upsetting them any further. Communication must be handled in a non-threatening, non-joking manner. Always remember that it may take very little to cause such persons to become violent.
9. **Note:** Drive-by-shootings usually happen very quickly. The perpetrators of drive-by-shootings usually leave the scene instantly. Staff members who witness such incidents

should, without putting themselves into danger, attempt to get as precise a description of the vehicle as possible.

**I. Emergency Aid**

The Safety Program Coordinator shall supervise an on-going program for the provision of first-aid and emergency care (see 23 Ill.Admin.Code §1.530), that includes at a minimum the following components:

1. First-aid and CPR courses are offered to staff members.
2. Staff members are told how to summon emergency medical care.
3. Adequate first-aid and emergency care equipment are readily accessible, conspicuously marked, and periodically inspected.
4. The District’s administrative procedure 4:170-AP6, *Plan for Responding to a Medical Emergency at a Physical Fitness Facility*, is fully implemented.
5. Each participant in an extracurricular sport must present a completed Certificate of Physical Fitness for Athletics. Parents/guardians are required to report any serious health problem their child might have experienced.
6. Written accident reports are completed by the person having supervision over the student at the time of the accident and shall be immediately sent to the Building Principal who will forward a copy to the Superintendent.
7. An injured student will take priority over everything else. The person having supervision over an injured student shall immediately notify the parents/guardians.

**Emergency Phone Numbers:**

Safety Coordinator	_____
Poison Control	_____
Hospital	_____
Fire, Police, Ambulance	<u>911</u>

**J. Managing a Crisis After the Earliest Stages Are Over**

1. The Safety Program Coordinator and Safety Team shall:
  - a. Advise the Superintendent whether or not to maintain normal schedules or dismiss early. This decision will depend on the extent of the crisis and may vary from class to class, or school to school. Formulate plans if school is to be dismissed early.
  - b. Communicate with school counselors.
  - c. Help the designated spokesperson (see “Managing Communications About a Crisis,” below) prepare announcements to: (1) students and teachers, (2) telephone inquiries, (3) parents/guardians, and (4) the media.
  - d. Help the designated spokesperson (see “Managing Communications About a Crisis,” below) prepare a memo to all teachers giving the facts about the crisis and instructions on how to share the information with students, as well as suggestions for assisting students. This memo may also invite the staff to a meeting after school. Also, facilitate a way for the teachers to share their insights, concerns and other pertinent information.

- e. Help the designated spokesperson (see “Managing Communications About a Crisis,” below) prepare a letter to parents/guardians. Include specific factual information about the event; information about how the District is handling the crisis, phone numbers for contact people; information about community resources, including phone numbers and titles of resource books. Some parents/guardians will need to be contacted by phone, particularly if their child’s reaction is severe.
  - f. Supervise pre-designated rooms for media, family, etc.
  - g. Arrange for responsible adults to ride buses in the vacant victims’ seats for the rest of the week.
2. The school counselor, school psychologist, and/or social worker shall:
- a. Stay in close contact with the Safety Team and follow its requests.
  - b. Identify high-risk students, staff, and parents likely to be most affected by the news (e.g., due to relationship with victim, personal history with similar crisis, recent confrontations with affected students, staff member spouses). Target these individuals for extra support.
  - c. Gather and inform closest friends of the victims. Provide support and information to them before the general announcement is made. If certain close friends are absent, assure that a supportive adult gives the news to them. Try to make sure that students who are closest to the victims are picked up by parents at school.
  - d. Provide individual and group counseling as needed.
  - e. Contact parents of affected students with suggestions for support and further referrals. Keep records of affected students and provide follow-up services.
  - f. Establish a self-referral procedure. Make referral forms available.
  - g. Review and distribute open-ended questions to assist teachers with classroom discussion.
3. The Building Principal or designee shall:
- a. Support response efforts, be available for consultation, and defer to the Safety Program Coordinator and/or Superintendent. Overall, the Building Principal should be visible, available, and supportive.
  - b. Notify feeder schools so they can prepare siblings and other students regarding the crisis.
  - c. Provide direction for teachers.
  - d. Contact family of the deceased and inform staff and students about funeral arrangements.
4. Teachers shall:
- a. Provide available information to students and lead classroom discussions, when warranted, that focus on coping. Answer questions without providing unnecessary details. Recognize and honor the various religious beliefs that may help students to cope. Be understanding and receptive to students’ expressions of various emotions.
  - b. Be careful of TV broadcasts in the classroom. Live newscasts can be traumatizing, especially if the students are still at school.
  - c. Identify students who need counseling and refer them to counseling personnel.
  - d. Provide activities to reduce trauma, such as artwork, music, and writing.

- e. Alter the curriculum as needed.
  - f. Discuss funeral procedures when appropriate.
  - g. Know how to get assistance from other professionals should the need arise.
5. The school nurse shall, after all injured students are stabilized and being provided emergency medical services care:
- a. Monitor reactions of traumatized children.
  - b. Inform teachers and children about physical manifestations of grief.
6. Provision for on-going opportunities to deal with the crisis include:
- a. Have additional support staff and outside professionals available.
  - b. Make resources available to teachers who will be dealing with students' reactions.
  - c. Provide a list of suggested readings to teachers, parents, and students.
  - d. Amend crisis response procedures as necessary.
  - e. Write thank-you notes to anyone who provided (or is still providing) support.
  - f. Be alert on crisis anniversaries and holidays. Often students will experience an "anniversary" grief reaction the following month or year on the date of the crisis, or when similar crises occur that remind them of the original crisis. Holidays are often difficult for students who have experienced loss.
  - g. Support and explain the hospital's visitation policy.
  - h. After one week, consider raising the flag back to full mast. Remove the flowers, cards, displays, etc. and get the building back to normal.

#### **K. Managing Communications About a Crisis**

The Safety Program Coordinator, with assistance from the Safety Team, is responsible for compiling information and preparing communications concerning a crisis. Staff members having information should provide it to the Safety Program Coordinator or a Safety Team member. **The Safety Program Coordinator or designee serves as the designated spokesperson.** All District communication should come from this source to ensure accuracy and creditability.

All staff members are requested to refrain from spreading information about a crisis unless the information is from the Safety Program Coordinator or designated spokesperson.

Office staff members are not to repeat or give any information within or outside the school unless specifically instructed to do so. They are to direct inquiries to the designated spokesperson.

The designated spokesperson shall make every effort to give the maximum amount of verified information to staff members, students' family members, and the media as quickly as possible. If the media makes reporting errors, the spokesperson should name the specific reporting agency in correcting the facts.

Everyone in the school community can positively affect a crisis situation by:

1. Staying calm and helping to bring the situation under control.
2. Avoid speculating as to the incident's cause.
3. Avoid allocating blame.



4. Helping school and law enforcement officials gather the facts - who, what, where, when, why, how, and what's next.
5. Being truthful.
6. Deferring all media requests to the designated spokesperson.
7. Comforting and supporting each other.

**L. Required Notices**

A school staff member shall immediately notify the office of the Building Principal if he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision; (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident; or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Adopted by Northwestern CUSD #2 April 2009

**Operational Services**

**Exhibit - Accident or Injury Form**

*The supervisory staff member must complete this form for submission to the Superintendent whenever any person, student, or adult, is injured on District property or at a District sponsored event.*

Name of injured person \_\_\_\_\_

Age \_\_\_\_\_  Male  Female Telephone \_\_\_\_\_

Address \_\_\_\_\_

Class, activity, or event \_\_\_\_\_

Accident location \_\_\_\_\_

Accident date \_\_\_\_\_ Time of accident \_\_\_\_\_

How did the accident occur? (Describe sequence of events) \_\_\_\_\_

\_\_\_\_\_

Emergency contact notified?  Yes  No If no, explain why: \_\_\_\_\_

\_\_\_\_\_

If yes, provide the following:

Contact name \_\_\_\_\_ Relationship \_\_\_\_\_

Time and method of contact \_\_\_\_\_ By whom \_\_\_\_\_

**Witnesses Information**

Name	Address	Telephone

First aid administered?  Yes  No

If yes, describe first aid administered and by whom: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Name of Supervisor (*please print*)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Operational Services**

### **Exhibit - Memo to Staff Members Regarding Contacts by Media About a Crisis**

If the media attempts to contact you about a death or other crisis, please follow these guidelines:

1. It is perfectly correct to tell a reporter that you would rather not comment on the incident especially if it has been an emotional strain. Rather than shouting “No comment” (which sounds like you are trying to hide something), say something like, “this incident has affected the school community greatly and I would prefer to not comment on it.” One should then refer the reporter to the Safety Program Coordinator or the designated spokesperson.
2. According to School Board policy and the Family Educational Rights and Privacy Act, the only information about a student that the school is allowed to release is a verification of his or her attendance at the school. If the parents give permission, certain general information (address, date and place of birth, participation in sports or activities, awards received, etc.) may also be released. In the event of parental approval, that information will be given to the media by the Superintendent or the designated spokesperson.
3. Comments such as the following should be avoided: “He was a B student,” “She was having trouble in class and I had referred her to the social worker last week,” and, of course, “He was constantly in trouble for dealing drugs and smoking on school grounds.” For the most part, it is better to avoid comments about individual students. If a reporter persists with these questions, say something like, “Board policy prohibits me from commenting on any student. Furthermore, I do not wish to infringe upon the family’s right to privacy.”
4. If you are comfortable with it, you may make comments about how the crisis has affected you individually. If the incident involved an athlete, the coach might say, “\_\_\_\_\_’s death is very tragic and the team and I will miss him.”
5. You may also address actions the school is taking to deal with the situation. For example, “Although this is a terrible situation, we are fortunate to have a crisis plan to counsel students and faculty who are understandably upset.”
6. Do not agree to set up interviews with students. All requests for interviews should be directed to the Safety Program Coordinator or the designated spokesperson.
7. Do not speculate or comment on the cause of death, especially in an apparent suicide or murder. Tell reporters that information on the death should be obtained from the police department.
8. Remember, you do not have to answer any questions. Simply refer all reporters to the Safety Program Coordinator or the designated spokesperson.

## Operational Services

### Administrative Procedure - Routine Communications Concerning Safety and Security

This procedure’s purpose is to identify and organize the District’s routine communications to stakeholders regarding safety and security. These routine communications are an integral part of the District’s coordinated communication system. Communications to stakeholders that do not concern safety or security are organized with their respective topics.

<b>Form, Memo, or Letter</b>	<b>Explanation</b>
<p>4:15-E1 - <i>Letter to Employees Regarding Protecting the Privacy of Social Security Numbers</i></p> <p>4:15-E2 - <i>Statement of Purpose for Collecting Social Security Numbers</i></p> <p>4:15-E3 - <i>Statement for Employee Manual or District Website Concerning the District’s Purpose for Collecting Social Security Numbers</i></p>	<p>Board policy makes the Superintendent responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. The letter informs staff members about their obligation to protect the privacy of social security numbers. 4:15-E2 and 4:15-E3 fulfill the requirement in the Identity and Protection Act to provide a statement of the purposes for which the District is collecting and using social security numbers.</p>
<p>4:110-E - <i>Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses</i></p>	<p>The parent/guardian of a student with special needs or medical conditions completes this form to provide information to bus drivers and emergency medical technicians. One copy is kept at the school and another copy on the student’s school bus in a secure location. 105 ILCS 5/10-20.35 encourages, but does not require, this communication.</p>
<p>4:170-AP1, E1 - <i>Accident or Injury Form</i></p>	<p>This form documents an accident or injury. It provides useful information for examining and evaluating risks. Many insurance companies require completion of their own forms.</p>
<p>4:170-AP1, E2 - <i>Memo to Staff Members Regarding Contacts by Media About a Crisis</i></p>	<p>This memo is intended to encourage staff members to refer questions from the media to the District spokesperson to avoid disseminating incomplete or inaccurate information, or unintentionally violating student privacy rights.</p>
<p>4:170-AP2, E1 - <i>Letter to Parents/Guardians Regarding Student Safety</i></p>	<p>This letter is intended to gain the support and cooperation of parents/guardians concerning the District’s safety and security plan. It should align with 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>.</p>
<p>4:170-AP2, E2 - <i>Letter to Parents/Guardians Regarding Educational Programs About the Dangers of</i></p>	<p>This letter informs parents/guardians about: (1) the dangers of underage drinking, (2) the prohibition on serving alcohol to minors, and (3) the punishment for violating these laws. House Resolution 98-162</p>

Form, Memo, or Letter	Explanation
<i>Underage Drinking</i>	encourages, but does not require, this communication.
4:170-AP2, E3- <i>Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers</i>	This letter informs parents/guardians about social media apps that can be harmful and disruptive. It describes <i>hyperlocal</i> social media apps, e.g., YikYak, that use GPS on cell phones to target groups in specific areas and <i>temporary</i> social media apps that offer a false sense of anonymity or a false belief that content <i>disappears</i> after a certain set time limit, e.g., <i>ask.fm</i> and <i>Snapchat</i> .
4:170-AP6, E1 - <i>School Staff AED Notification Letter</i>	This letter informs staff members of AED locations and instructions for responding to medical emergencies, as required by 77 Ill.Admin.Code §527.800(b).
4:170-AP6, E2 - <i>Notification to Staff and Parents/Guardians of CPR and AED Video</i>	This notification informs parents/guardians and staff of the training video on hands-only cardiopulmonary resuscitation and automated external defibrillators available on the Ill. High School Association's website. Required by 105 ILCS 25/1.10, added by P.A. 98-305.
4:175-AP1, E1 - <i>Informing Parents/Guardians About Offender Community Notification Laws</i>	This notification informs parents/guardians that information about sex offenders and violent offenders against youth is available on the Ill. State Police's website. It is provided during school registration or parent-teacher conferences, as required by 730 ILCS 152/.
6:235-AP1 - <i>Acceptable Use of the District's Electronic Networks</i> 6:235-AP1, E1 - <i>Student Authorization for Access to the District's Electronic Networks</i> 6:235-AP1, E2 - <i>Staff Authorization for Access to the District's Electronic Networks</i> 6:235-E3 - <i>Online Privacy Statement</i>	Internet safety is promoted by wide distribution of the District's rules and guidelines.
6:235-E4 - <i>Keeping Yourself and Your Kids Safe on Social Networks</i>	Many parents/guardians are unaware that the Children's Online Privacy Protection Act gives them control over the types of information that websites can collect from their children. This document's purpose is to provide information to parents/guardians about this Act.
6:250-E - <i>Resource Person and Volunteer Information Form and Waiver of Liability</i>	Board policy makes the Superintendent responsible for establishing procedures for securing and screening resource persons and volunteers. This form is completed by an individual who wants to be a resource person and/or volunteer in a school.
7:180-AP1, E2 - <i>Be a Hero by Reporting Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit's purpose is to encourage reporting by both witnesses and victims.

Form, Memo, or Letter	Explanation
7:180-AP1, E3 - <i>Memo to Staff Regarding Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs staff members about the District's anti-bullying program and its expectations of staff members.
7:180-AP1, E4 - <i>Memo to Parents/Guardians Regarding Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This exhibit informs parents/guardians of the District's anti-bullying program and encourages them to help the District identify students who are being bullied.
7:180-AP1, E5 - <i>Report Form for Bullying</i>	The District's anti-bullying program seeks to stop bullying and school violence. This form is completed by the bullying target, witness, or other person and submitted to the Building Principal's office. Its purpose is to expedite bullying reports.
7:185-E - <i>Memo to Parents/Guardians Regarding Teen Dating Violence</i>	This memo informs students and their parents/guardians about the Board's policy prohibiting teen dating violence. Required by 105 ILCS 110/3.10(b)(5).
4:170-AP2, E4 - <i>Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i>	Informing parents/guardians about sexting may help gain their support and cooperation to end sexting and its resulting disruption to the educational environment.
7:270-E - <i>School Medication Authorization Form</i>	This form offers a systematic process for parents/guardians to provide notice and instructions to the school nurse or other staff member regarding medications, asthma inhalers, and/or epinephrine auto-injectors.
7:280-E3 - <i>Preventing Staphylococcal Infections for Schools</i>	This exhibit contains information for students and their parents/guardians and staff members concerning preventing staphylococcal infections in schools.
7:300-E1 - <i>Agreement to Participate</i>	This exhibit documents that a student athlete and his or her parent/guardian were informed about the risks inherent in sports and received IHSA's: (1) information about performance enhancing substances testing program, and (2) Concussion Information Sheet. It also asks the parent/guardian for emergency contacts.
7:300-E2 - <i>Certificate of Physical Fitness for Participation in Athletics</i>	This certificate provides documentation that the parent/guardian believes that his or her student athlete is in good health and capable of participating in the sport or activity. The parent/guardian also provides a short medical history and current medications for the student athlete.
7:300-E3 - <i>Authorization for Medical Treatment</i>	Parents/guardians sign this form to authorize medical treatment of their child who is a student athlete.
8:30-E1 - <i>Letter to Parent Regarding Visits to School by Child Sex</i>	This exhibit informs parents/guardians that State law restricts when a child sex offender may be on school

<b>Form, Memo, or Letter</b>	<b>Explanation</b>
<i>Offenders</i>	property. It provides instructions to any parent/guardian who is a child sex offender.
<i>8:30-E2 - Child Sex Offender's Request for Permission to Visit School Property</i>	A child sex offender uses this exhibit to request permission to visit school property. He or she must provide the reason(s) for seeking permission to visit school property.

**Operational Services**

**Exhibit - Letter to Parents/Guardians Regarding Student Safety**

*On District letterhead*

Date

Re: Student Safety

Dear Parents/Guardians:

Student safety is our District’s top priority. Our District has developed a *Comprehensive Safety and Security Plan*. In addition to physical safety, the District is concerned with students’ emotional well-being and will help students cope with an emergency or disaster and its aftermath. The following outlines our emergency and disaster response plans.

School Emergency Operations Plan (EOP)

The District has plans for all four phases of emergency and disaster management:

1. Prevention - the capabilities needed to avoid, deter, or stop an incident.
2. Preparation - the capabilities needed to: (a) protect students, teachers, staff, visitors, networks, and property against threats or hazards, and (b) mitigate the likelihood of an incident or to reduce the impact of one.
3. Response - the capabilities needed to stabilize an incident, save lives, establish a safe and secure environment, and facilitate the transition to recovery.
4. Recovery - the capabilities needed to restore the learning environment.

These phases are covered in each school Emergency Operations Plan. In addition, the District has a District Safety Coordinator and each school has a Safety Team. State law requires the District to annually review its plans.

Communications to Stakeholders

The District will share emergency information via its website, information hotline, the media, and/or telephone contact.

Emergency Responses

Emergency responses will depend on the circumstances and may include lockdown or evacuation. During a lockdown, no one may enter or leave the building until it is safe to do so. For evacuation purposes, each school has at least one off-campus site where students and staff assemble to be accounted for and temporarily housed.

In the unlikely event an emergency response is needed at your child’s school, staff members will be busy supervising students. We will attempt to provide information through the District’s information hotline, \_\_\_\_\_, and/or website \_\_\_\_\_.

If students are evacuated, students at \_\_\_\_\_ School will go to \_\_\_\_\_ . You may pick up your child at this location after notifying the school official in charge. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home.



Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, please follow the instructions of the District Safety Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the District office or your child's Principal. In the meantime, thank you for your cooperation and support.

Website Address: \_\_\_\_\_

Information Hotline Number: \_\_\_\_\_

Sincerely,

Superintendent

## Operational Services

### Exhibit - Letter to Parents/Guardians Regarding Educational Programs About the Dangers of Underage Drinking

*On District letterhead*

Date

Re: Underage Drinking

Dear Parent(s)/Guardian(s):

A child's wellbeing in and out of school is important to us. One area of concern for parents/guardians and educators across the country is underage drinking. Alcohol use can cause destructive behavior that has consequences for a child's health, behavior, and school performance regardless of when and where consumption takes place. It can also lead to increases in risky behavior.

According to the National Institute of Health (NIH), in cases of alcohol-involved drivers, the rate of fatal crashes for drivers between 16 and 20 years old is more than twice that for drivers older than 20. The NIH and the Centers for Disease Control and Prevention indicate that regular alcohol consumption by minors also corresponds to increased rates of suicide, sexual assault, high-risk sex, fighting, crime, and alcohol dependence. No one fully understands the lifetime consequences of alcohol consumption on the developing brain, but studies have shown weakened memory and worsening of school performance due to increased truancy and learning impairments.

It is illegal for any person under 21 years of age to acquire, possess, or consume alcoholic beverages. District policies prohibit alcohol use by students. District policies also prohibit children from (a) alcohol use, possession, distribution, purchase, or sale at school or school functions, and (b) attending school or school functions under the influence of alcohol. Below is a listing of some relevant Illinois laws that apply to underage drinking.

#### Zero Tolerance

Any person under the age of 21 who has consumed alcohol and operated or been in actual physical control of a motor vehicle may be requested to submit to tests to determine alcohol content. If that person refuses the test or has an alcohol concentration greater than .00, his or her driver's license will be suspended for 3 months to one year (625 ILCS 5/11-501.1(c)).

#### Consumption of Alcohol by Minor

Consumption of alcohol by a minor is a Class C misdemeanor. Minors convicted of alcohol possession in a public space face up to six months in jail and a \$500 fine, plus court costs and court-ordered evaluations and counseling. If a person under the age of 21 pleads guilty to, or is found guilty of, consuming alcohol while under the age of 21, he or she will lose his or her driving privileges for at least 3 months, even if the person was not driving, and even if he or she gets court supervision (a non-conviction sentence) (235 ILCS 5/10-1(e) and 625 ILCS 5/6-206(a)(43)).

#### Fake Identification

Conviction for using a fake ID to obtain alcohol is a Class A misdemeanor. Punishment carries a fine of not less than \$500 and requires at least 25 hours of community service. It may also affect driving

privileges. If possible, any community service must be performed for an alcohol abuse prevention program (235 ILCS 5/6-16(a)(i) and 625 ILCS 5/6-206(a).

#### Criminal Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who furnishes alcohol to a minor, or who allows his or her residence to be used for the unlawful possession or consumption of alcohol by minors, may be charged with a Class A misdemeanor punishable by a fine and/or jail for up to 1 year. Where a violation directly or indirectly results in great bodily harm or death to any person, the crime is a class 4 felony, punishable by 1 to 3 years in prison and up to a \$25,000 fine (235 ILCS 5/6-16(a-1).

#### Civil Liability for Parent(s)/Guardian(s)

Any parent/guardian or other adult who provides alcohol (such as at a home party) may be liable in a civil action for monetary damages totaling up to \$100,000. The action may be sought by someone who suffers personal injury, loss of support, or property loss through the actions of an intoxicated minor whose intoxication resulted from a parent/guardian or another adult giving the minor alcohol (235 ILCS 5/6-21).

#### Driving Under the Influence (DUI)

Driving while under the influence of alcohol is a Class A misdemeanor punishable by fine and/or jail for up to one year. By driving a motor vehicle anywhere in Illinois, a person gives *implied consent* to a test to determine the alcoholic/drug content of his/her blood. If a person refuses to submit to the test, his/her license will automatically be suspended (625 ILCS 5/11-501).

#### Illegal Transportation of Open Liquor

It is unlawful for any person to transport, carry, possess, or have any alcoholic liquor within the passenger area of any motor vehicle except in the original container and with the seal unbroken (625 ILCS 5/11-502).

In conclusion, our District encourages you to talk with your child and partner with the school community to prevent underage drinking by our students. For more information on underage drinking and how to talk to your child about it, please see the following links:

[pubs.niaaa.nih.gov/publications/MakeADiff\\_HTML/makediff.htm](http://pubs.niaaa.nih.gov/publications/MakeADiff_HTML/makediff.htm)

[www.centurycouncil.org/underage-drinking/parents](http://www.centurycouncil.org/underage-drinking/parents)

[www.samhsa.gov/underagedrinking/](http://www.samhsa.gov/underagedrinking/)

Sincerely,

Superintendent

## Operational Services

### Exhibit - Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers

*On District letterhead or via the District's electronic communications management system*

Date

Re: Disruptive Social Media Apps; Dangers

Dear Parents/Guardians:

Staying on top of social media trends is important for parents/guardians. The District wants you to be aware that the following social media apps have the potential to disrupt the school environment by becoming a platform for bullying, unlawful behaviors, and other dangers.

- *Hyperlocal* social media apps, e.g., *YikYak*, present safety and security concerns for our students. Hyperlocal apps use GPS on cell phones to target groups in specific areas.
- *Temporary* social media apps, e.g., *ask.fm*, *Snapchat*, *Burn Note*, *Whisper*, and *Secret*, often present a false belief of anonymity. Temporary apps allow people to send messages and images that self-destruct after a set window of time.

Children need to understand that their online choices are important. Content never truly goes away and no one online is anonymous. Law enforcement agencies have the ability to pinpoint users and content creators, and they do investigate crimes involving the Internet and social media app usage.

The District encourages you to review the resources below and talk with your children. Let's partner together to help children understand how their digital footprints affect their and others' futures. As you discuss this topic with your child, please remind him or her how to report his or her concerns:

1. Tell your child to take a screen shot (if possible) or video (when screen shot not possible), of the content and show you or another trusted adult. Always encourage open conversations about what is happening online. When age-appropriate, discuss that possession and forwarding of sexted images violates federal and state child pornography laws.
2. Use the reporting mechanisms within the social media apps.
3. When a situation begins to disrupt your child's education, report it to your child's school.

#### **Resources about Social Media Apps and Protecting Your Child Online**

[www.ParentingTodaysKids.com](http://www.ParentingTodaysKids.com), educates parents/guardians to help them close the technology gap that may exist between themselves and their children.

[www.commonsensemedia.org/](http://www.commonsensemedia.org/), discusses apps, movies, and more! Type in the app you want to learn more about, and this website will summarize it for you.

[cell-phone-parental-control-software-review.toptenreviews.com/learning-center.html](http://cell-phone-parental-control-software-review.toptenreviews.com/learning-center.html), reviews recent electronic device monitoring software (current as of May 2014).

Sincerely,

Building Principal

## Operational Services

### Exhibit - Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting

*On District letterhead*

Re: Preventing and Reducing Incidences of Sexting

Dear Parent(s)/Guardian(s):

Many parents are unfamiliar with *sexting*. It is generally defined as sending, sharing, viewing, receiving or possessing *indecent visual depictions* of oneself or another person using a cell phone. A student will be disciplined for sexting at school.

Discussing sexting and its legal and social consequences with your children may prevent and reduce incidences of it at school and elsewhere. A recent survey revealed that about 20 percent of teen boys and girls have sent sext messages. It can cause enormous emotional pain for the students involved, often with legal implications. The following talking points from the American Academy of Pediatrics may help start the discussion:

- Introduce the issue as soon as a child is old enough to have a cell phone. Even if the issue hasn't directly impacted your school building's community, ask "have you heard of sexting?" "Tell me what you think it is." Learn what your child's understanding is and add an age appropriate explanation. For more information about starting age appropriate discussions, see *The New Problem of Sexting* subhead on the American Academy of Pediatrics website at: [www.aap.org/advocacy/releases/june09socialmedia.htm](http://www.aap.org/advocacy/releases/june09socialmedia.htm).
- Make sure children of all ages understand that the District's student discipline policy prohibits sexting at school, and that it is further punishable in Illinois through the Juvenile Court Act and The Criminal Code of 2012.
- Collect cell phones at gatherings of tweens and teens. Experts have noted that peer pressure can play a major role in sexting, with attendance at parties being a major contributing factor.
- Monitor the media for stories about sexting that illustrate the consequences for both senders and receivers of these images. Ask "Have you seen this story?" "What did you think about it?" "What would you do if you were this child?"
- Rehearse ways your child can respond if asked to participate in sexting.

For more information on sexting and how to talk to your children about it, please see the following links:

[www.aap.org/advocacy/releases/june09socialmedia.htm](http://www.aap.org/advocacy/releases/june09socialmedia.htm);  
[www.education.com/magazine/article/child-sexting-parents/](http://www.education.com/magazine/article/child-sexting-parents/);  
[www.athinline.org](http://www.athinline.org).

Sincerely,

Superintendent

## Operational Services

### Administrative Procedure - School Bus Safety Rules



The Building Principal shall distribute the following rules to all students. Those students not qualifying for school bus transportation to and from school should receive a copy because they may from time-to-time be transported to school activities by school bus.

1. Dress properly for the weather. Make sure all drawstrings, ties, straps, etc. on all clothing, backpacks and other items, are shortened or removed to lessen the likelihood of them getting caught in bus doors, railings or aisles.
2. Arrive on time at the bus stop and stay away from the street while waiting for the bus.
3. Stay away from the bus until it stops completely and the driver signals you to board. Enter in single file without pushing. Always use the handrail.
4. Take a seat right away and remain seated facing forward. Keep your hands, arms, and head inside the bus.
5. Help keep the bus neat and clean. Keep belongings out of the aisle and away from emergency exits. Eating and drinking are not allowed on the bus.
6. Always listen to the driver's instructions. Be courteous to the driver and other students. Sit with your hands to yourself and avoid making noises that would distract the driver or bother other passengers. Remain seated, keeping your hands, arms, and head inside the bus at all times.
7. Wait until the bus pulls to a complete stop before standing up. Use the handrail when exiting the bus.
8. Stay out of the danger zone next to the bus where the driver may have difficulty seeing you. Take five giant steps away from the bus and out of the danger zone, until you can see the driver and the driver sees you. Never crawl under a bus.
9. If you must cross the street after you get off the bus, wait for the driver's signal and then cross in front of the bus. Cross the street only after checking both ways for traffic.
10. Never run back to the bus, even if you dropped or forgot something.

## Operational Services

### Administrative Procedure - National Terrorism Advisory System

The National Terrorism Advisory System (NTAS) replaced the Homeland Security Advisory System (HSAS). The HSAS was a color-coded scale in which each color corresponded to a particular risk of terrorist attack. Instead of a color-coded scale, NTAS provides information that is specific to a credible threat.

#### Posting of NTAS Alerts

NTAS Alerts are only issued when credible information is available. NTAS Alerts are announced by the Secretary of Homeland Security, and are posted at [www.dhs.gov/alerts](http://www.dhs.gov/alerts). Additionally, the Department of Homeland Security distributes the alerts to the news media and across its social media channels.

#### Levels of Information Available

Depending on the circumstances, the NTAS Alert may include information pertaining to the threat’s nature, the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate, or respond to the threat. NTAS Alerts carry an expiration date and will be automatically cancelled on that date. Updates to an Alert, as well the cancellation of an Alert, will be distributed in the same way as the original Alert.

#### Threat Levels

NTAS Alerts will state whether a threat is *elevated* or *imminent* as follows:

A threat is *elevated* if there is no specific information about the timing or location.

A threat is *imminent* if the threat is believed to be impending or occurring very soon.

#### District Response Measures

The following position is responsible for tracking NTAS Alerts and disseminating NTAS Alerts that merit administrative review: \_\_\_\_\_.

After receiving an NTAS Alert, each administrator shall review the information contained in it and determine what response measures, if any, should be taken. To determine the appropriate response, the administrator should gauge the threat to District activities for which he or she is responsible and examine the suggested response measures below. Administrators should strongly consider closing the school whenever there is an *imminent* threat to the District.

<b>Risk Level to District as Determined by District Administrators after Reviewing an NTAS Alert</b>	<b>Potential Response Measures in Addition to Those Suggested by the NTAS Alert</b>
Low or general risk of terrorist attack	Response measures: Update the school emergency operations plan, specifically the emergency and disaster response procedures. Coordinate emergency plans with county, State, and federal agencies.

Risk Level to District as Determined by District Administrators after Reviewing an NTAS Alert	Potential Response Measures in Addition to Those Suggested by the NTAS Alert
	<p>Instruct employees and students to report suspicious activities or persons to the administrative office.</p> <p>Conduct emergency and disaster response training for employees at all levels.</p> <p>Implement visitor control procedures.</p> <p>Inventory emergency supplies and equipment.</p> <p>Maintain current emergency communication lists.</p> <p>Review parent/guardian notification procedures.</p> <p>Disseminate emergency communications methods and resources (i.e., where to get information) to employees, parents, and community.</p>
Significant risk of terrorist attack	<p>In addition to the measures listed above, the following responses may be instituted:</p> <ul style="list-style-type: none"> <li>Assess increased risk with public safety officials.</li> <li>Review schools' emergency operations plan with all staff.</li> <li>Reassess facility security measures, e.g., lock exterior doors.</li> <li>Limit visitor access to school.</li> <li>Update employee and student emergency contact numbers.</li> <li>Test alternative communication capabilities.</li> <li>Test parent/guardian notification procedures.</li> </ul>
High risk of terrorist attack	<p>In addition to the measures listed above, the following responses may be instituted:</p> <ul style="list-style-type: none"> <li>Take additional precautions at public events, e.g., hiring additional security staff, restricting public access, or canceling the event.</li> <li>Review field and class trip decisions.</li> <li>Designate an alternative communications center located off school property.</li> <li>Increase communication with parents/guardians and community via website and email distribution.</li> <li>Inform parents/guardians of procedures to reunite children with parents/guardians should schools close mid-day.</li> </ul>
Severe risk of terrorist attack	<p>In addition to the measures listed above, the following measures may be instituted:</p> <ul style="list-style-type: none"> <li>Assess threat circumstances to determine status of school openings and closings.</li> <li>Address critical emergency needs under the direction of public safety officials.</li> <li>Review and communicate parent-child reunification process.</li> <li>Increase building security throughout the school system.</li> <li>Continue staff, parent, and community communication.</li> </ul> <p>If school is open:</p>



Risk Level to District as Determined by District Administrators after Reviewing an NTAS Alert	Potential Response Measures in Addition to Those Suggested by the NTAS Alert
	Cancel outside activities and field trips. Curtail regular and/or extracurricular bus service. Prohibit visitor access. Request police department to increase patrols around school. Prohibit parking near buildings. In case of a building lockdown, ensure each school building has a reasonable supply of food, drinking water, medical supplies, back-up communication equipment, generator, batteries, etc.

To access NTAS Alerts please refer to the following link:

NTAS Alert Website: [www.dhs.gov/alerts](http://www.dhs.gov/alerts)

To sign up to receive NTAS Alerts via email:

[public.govdelivery.com/accounts/USDHS/subscriber/new?topic\\_id=USDHS\\_164](http://public.govdelivery.com/accounts/USDHS/subscriber/new?topic_id=USDHS_164)

To add NTAS Alerts to a website:

[www.dhs.gov/files/programs/ntas-developer-resources.shtm](http://www.dhs.gov/files/programs/ntas-developer-resources.shtm)

For further information on the NTAS please refer to the following links:

[www.dhs.gov/files/programs/ntas.shtm](http://www.dhs.gov/files/programs/ntas.shtm)

[www.dhs.gov/files/publications/ntas-public-guide.shtm](http://www.dhs.gov/files/publications/ntas-public-guide.shtm)

[www.dhs.gov/files/publications/ntas-questions-answers.shtm](http://www.dhs.gov/files/publications/ntas-questions-answers.shtm)

For a sample NTAS Alert please refer to the following link:

[www.dhs.gov/xlibrary/assets/ntas/ntas-sample-alert.pdf](http://www.dhs.gov/xlibrary/assets/ntas/ntas-sample-alert.pdf)

## Operational Services

### Administrative Procedure - Unsafe School Choice Option

Illinois public school districts must comply with the following two statutes: (1) 105 ILCS 5/2-3.134 requires ISBE to maintain data and publish a list of persistently dangerous schools, and (2) 105 ILCS 5/10-21.3a requires each school board to adopt a policy governing the transfer of students within the district from a persistently dangerous school to another public school in the district. Board policy 4:170, Safety, fulfills this requirement with its section on **Unsafe School Choice Option**.

This procedure implements the policy. It incorporates guidance issued by the U.S. Department of Education (DOE), *Unsafe School Choice Option, Non-Regulatory Guidance*, [www2.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf](http://www2.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf), when NCLB was in effect. NCLB was repealed. A new law took its place called the Every Student Succeeds Act (ESSA), which amended ESEA on December 10, 2015. ESEA, as amended by ESSA, still requires states to implement an unsafe school choice option; however, the DOE has not updated its guidance to be consistent with this new law. This procedure incorporates DOE guidance to the extent that it is consistent with the new law. Frequent ESSA implementation guidance is expected as states implement the new law.

#### Unsafe School Choice Option for Students in Persistently Dangerous Schools

<b>Actor</b>	<b>Action</b>
ISBE	Identifies each Illinois school that is a <i>persistently dangerous school</i> as defined in 105 ILCS 5/10-21.3a(b) (attached).  <i>As of May 2014, ISBE has not identified a <i>persistently dangerous school</i>.</i>
Building Principal or designee	Within ten calendar days of identification, or longer time if necessary, notifies by U.S. mail, the parents/guardians of students attending a <i>persistently dangerous school</i> , of that school's status as <i>persistently dangerous</i> .
Superintendent	Keeps the Board informed as appropriate. Determines which, if any, schools will receive students assigned to a <i>persistently dangerous school</i> .  The recipient school may be a public charter school. If a recipient school is not available in the District, the Superintendent will explore other appropriate options, e.g., intergovernmental agreements with another district to accept transfer students. The needs and preferences of affected students and parents/guardians will be considered.  Develops and implements a corrective action plan.
Building Principal or designee	Within 20 calendar days of identification, or longer time if necessary, informs parents/guardians of the following: 1. The status of the corrective action plan; and 2. The identities of any available school or public charter school into which students may transfer.
Parents/guardians	As soon as possible after being informed of the unsafe school choice

Actor	Action
	option, confers with the Building Principal concerning whether to exercise the transfer option.
Building Principal or designee	Executes any requested transfers as soon as possible. Transfers will be in effect at least while the original school is identified as <i>persistently dangerous</i> . When determining the transfer length, the Principal considers the student’s educational needs as well as other factors affecting the student’s ability to succeed if returned to the transferring school.
Superintendent or designee	Upon corrective action plan’s completion, requests that ISBE remove the school from the list of <i>persistently dangerous schools</i> .

Unsafe School Choice Option for Any Student Who Is a Victim of a Violent Criminal Offense Occurring on School Grounds During Regular School Hours or During a School-Sponsored Event

Actor	Action
Building Principal or designee	Notifies the Superintendent that a student was a victim of a violent crime, as defined by 725 ILCS 120/3 (attached), occurring on school grounds during regular school hours or during a school-sponsored event.
Superintendent	<p>As soon as possible, determines which, if any, schools are available recipients for a student who was a victim of a violent crime while in school or on school grounds.</p> <p>The recipient school may be a public charter school.</p> <p>If a recipient school is not available in the District, the Superintendent will explore other appropriate options, e.g., an agreement with a neighboring district to accept the student.</p> <p>The needs and preferences of the affected student and his or her parents/guardians shall be considered.</p> <p>Keeps the Board informed as appropriate.</p>
Building Principal or designee	As soon as possible, notifies the student’s parents/guardians that the student may transfer to another school, provided another school is available.
Parents/guardians	As soon as possible after being informed of the unsafe school choice option, confers with the Building Principal concerning whether to exercise the transfer option.
Building Principal or designee	Executes any requested transfer as soon as possible. When determining the transfer length, considers the student’s educational needs as well as other factors affecting the student’s ability to succeed if returned to the transferring school.

\*\*\*\*\*

**Definitions for “Persistently Dangerous School”**  
105 ILCS 5/10-21.3a

**§10-21.3a(b).** In order to be considered a persistently dangerous school, the school must meet all of the following criteria for 2 consecutive years:

1. Have greater than 3% of the students enrolled in the school expelled for violence-related conduct;
2. Have one or more students expelled for bringing a firearm to school as defined in 18 U.S.C. 921;
3. Have at least 3% of students enrolled in the school exercise the individual option to transfer schools pursuant to subsection (c) of this section. [105 ILCS 5/10-21.3a(c), see the second section of this procedure]

### **Definitions for “Crime Victim” and “Violent Crime”**

725 ILCS 120/3 (current as of October 2016)

§ 3. The terms used in this Act, unless the context clearly requires otherwise, shall have the following meanings:

(a) "**Crime victim**" and "**victim**" mean (1) a person physically injured in this State as a result of a violent crime perpetrated or attempted against that person or (2) a person who suffers injury to or loss of property as a result of a violent crime perpetrated or attempted against that person or (3) a single representative who may be the spouse, parent, child or sibling of a person killed as a result of a violent crime perpetrated against the person killed or the spouse, parent, child or sibling of any person granted rights under this Act who is physically or mentally incapable of exercising such rights, except where the spouse, parent, child or sibling is also the defendant or prisoner or (4) any person against whom a violent crime has been committed (5) any person who has suffered personal injury as a result of a violation of Section 11-501 of the Illinois Vehicle Code, or of a similar provision of a local ordinance, or of Section 9-3 of the Criminal Code of 1961 or the Criminal Code of 2012 or (6) in proceedings under the Juvenile Court Act of 1987, both parents, legal guardians, foster parents, or a single adult representative of a minor or person with a disability who is a crime victim.

(c) "**Violent Crime**" means any felony in which force or threat of force was used against the victim, or any offense involving sexual exploitation, sexual conduct or sexual penetration, or a violation of Section 11-20.1, 11-20.1B, or 11-20.3 of the Criminal Code of 1961 or the Criminal Code of 2012, domestic battery, violation of an order of protection, stalking, or any misdemeanor which results in death or great bodily harm to the victim or any violation of Section 9-3 of the Criminal Code of 1961 or the Criminal Code of 2012, or Section 11-501 of the Illinois Vehicle Code, or a similar provision of a local ordinance, if the violation resulted in personal injury or death, and includes any action committed by a juvenile that would be a violent crime if committed by an adult. For the purposes of this paragraph, "personal injury" shall include any Type A injury as indicated on the traffic accident report completed by a law enforcement officer that requires immediate professional attention in either a doctor's office or medical facility. A Type A injury shall include severely bleeding wounds, distorted extremities, and injuries that require the injured party to be carried from the scene.

## Operational Services

### **Administrative Procedure - Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED**

The following operations implement School Board policy 4:170, *Safety*, requiring a plan for responding to medical emergencies at a physical fitness facility. These operations shall be completed consistent with the Physical Fitness Facility Medical Emergency Procedures Act, 210 ILCS 74/, and the Illinois Department of Public Health Rules, Part 527, Physical Fitness Medical Emergency Preparedness Code. Any definitions of terms found in this Act and IDPH implementing rules are used as the definitions of those terms in this procedure. 77 Ill.Admin.Code Part 527.

<b>Actor</b>	<b>Action</b>								
<p>Superintendent or designee</p>	<p>Appoints a staff member to coordinate the operations in this Procedure who will be known as the <i>Plan Coordinator</i>.</p> <p>Plan Coordinator:</p> <p>_____</p> <p style="display: flex; justify-content: space-between;"> <span>Name</span> <span>Position</span> </p> <p>Files this plan with the Dept. of Public Health, Division of EMS &amp; Highway Safety, 500 E. Monroe - 8<sup>th</sup> Floor, Springfield, IL 62701. Files an updated plan with the IDPH after a change in the facility that affects the ability to comply with a medical emergency, such as the facility was closed for more than 45 days. 77 Ill.Admin.Code §527.400(a)&amp;(c).</p> <p>Dates plan submitted:</p> <p>_____</p> <p>_____</p> <p>Decides, with input from the Plan Coordinator, the schedule for purchasing new AEDs. 210 ILCS 74/50.</p> <p style="padding-left: 40px;">If the AED becomes inoperable, the district must replace or repair it within 30 days. Persons using the facility must be notified if an operable AED is not on the premises. 77 Ill.Admin.Code §527.600.</p> <p>Designates each Building Principal as the individual who must be notified in the event of a medical emergency. 77 Ill.Admin.Code §527.400(a).</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%;">Building</td> <td style="text-align: center; width: 50%;">Office Contact</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> </table> <p>Follows the requirements of 77 Ill.Admin.Code §525.500 upon receiving a completed report that an AED was used.</p>	Building	Office Contact	_____	_____	_____	_____	_____	_____
Building	Office Contact								
_____	_____								
_____	_____								
_____	_____								
<p>Plan Coordinator</p>	<p><b>Responsibilities Concerning Emergency Responders</b></p> <p>With the Building Principal, identifies all staff members who, through their education or training, are appropriate emergency responders for specific facilities. If possible, train all emergency responders in CPR and AED use.</p>								

Actor	Action	
	Facility	Emergency Response Providers
	_____	_____
	_____	_____
	_____	_____
	<b>Responsibilities Concerning AED Users</b>	
	Determines the appropriate number of trained AED users and anticipated rescuers or users needed for each facility equipped with an AED. Each facility with an AED must have at least one trained AED user on staff during staffed business hours (210 ILCS 74/15 and 77 Ill.Admin.Code §527.600) and take reasonable measures to ensure that anticipated rescuers or users are trained pursuant to 410 ILCS 4/15 and 77 Ill.Admin.Code §527.800.	
	Working with the Building Principal, identifies trained AED users and requests that other appropriate staff members and anticipated rescuers or users become trained.	
	Facility	Trained AED Users
	_____	_____
	_____	_____
	_____	_____
	<b>Responsibilities Concerning AED Registration</b>	
	Coordinates with local emergency medical services systems. 77 Ill.Admin.Code §527.500.	
	Notifies an agent of the local emergency communications or vehicle dispatch center of the existence, location, and type of the automated external defibrillator (410 ILCS 4/20(b); 77 Ill.Admin.Code §527.500).	
	Cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code § 515.350). 77 Ill.Admin.Code §525.500.	
	<b>Responsibilities Concerning Location of AED and Other First Aid Equipment</b>	
	<b>Indoor Facility</b> - Decides, with input from the Building Principal or designee, where to place the AED and other first aid equipment so that their location will be conspicuous, easily accessible, and convenient; the AED must be mobile and accessible at all times. 77 Ill.Admin.Code §527.600.	
	<b>Outdoor Facility</b> - Ensures that the AED is placed within 300 feet of the outdoor facility in an open building with unimpeded access that has marked directions to the location of the AED at its entrances. 77 Ill.Admin.Code §527.600 (c).	
	Facility	First Aid & AED Location
	_____	_____
	_____	_____
	_____	_____

Actor	Action
	<p>Keeps a copy of the AED’s manual with the AED. 77 Ill.Admin.Code §527.700(b).</p> <p><b>Responsibilities Concerning Notification and Posting</b></p> <p>Along with the Building Principal, notifies all staff members of the location of any AEDs as well as the instructions for responding to medical emergencies. 77 Ill.Admin.Code §527.800(b).</p> <p><b>Responsibilities Concerning Training</b></p> <p>Coordinates, with input from the Building Principal, the training of: (1) all staff members who regularly supervise students in physical fitness facilities in the use of CPR and, if appropriate, AEDs, and (2) any non-employee coaches, instructors or other similarly situated anticipated rescuers or users. 77 Ill.Admin.Code §527.800 and 210 ILCS 74/15(b-5) and (b-10).</p> <p><b>Responsibilities Concerning Instructions for Responding to Medical Emergencies</b></p> <p>Along with the Building Principal, notifies all facility staff of the location of any AEDs and the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.800(b).</p> <p>Coordinates, along with the Building Principal, the posting of the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.800(b).</p> <p><b>Responsibilities Concerning Maintenance and Testing of AEDs</b></p> <p>Ensures that all AEDs are maintained and tested according to manufacturer’s guidelines. 77 Ill.Admin.Code §527.700(a).</p> <p>Keeps a copy of the maintenance and testing manual at the facility and keeps a copy of the manual with each AED. 77 Ill.Admin.Code §527.700(b).</p>
Building Principal	<p>In a conspicuous place in the physical fitness facility, posts: (1) the list of all staff members who are emergency responders, and (2) the <i>Step-by-Step Emergency Response Plan</i> described below. 77 Ill.Admin.Code §527.400(a).</p> <p>Posts a notice at the facility’s main entrance stating that an AED is located on the premises.</p> <p>Receives notice in the event of a medical emergency. 77 Ill.Admin.Code §527.400(a).</p>
School Nurse(s)	<p>Along with the Plan Coordinator, helps staff members understand the instructions for responding to medical emergencies.</p> <p>These instructions must provide that the AED should be operated only by trained AED users, unless the circumstances do not allow time to be spent waiting for a trained AED user to arrive. 77 Ill.Admin.Code §527.800(c).</p>
Trained AED User(s) and/or Other Emergency Responder(s)	<p>According to their training, uses appropriate emergency responses upon the occurrence of any sudden, serious, and unexpected sickness or injury that would lead a reasonable person, possessing an average knowledge of medicine and health, to believe that the sick or injured person required urgent or unscheduled medical care. 77 Ill.Admin.Code §527.400(a).</p>

Actor	Action
	<p>According to their training, uses the AED to help restore a normal heart rhythm. 77 Ill.Admin.Code §527.400(a).</p> <p>Calls 9-1-1 for medical emergencies and whenever an AED is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Informs the Building Principal whenever the AED or other emergency response is used. 77 Ill.Admin.Code §527.400(b).</p> <p>Whenever an AED is used, cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete a Data Collection and Submission report about the use of the AED (77 Ill.Admin.Code §515.350). 77 Ill.Admin.Code §525.500.</p>
All Facility Staff Members and Users	<p>Follow the <i>Step-by-Step Emergency Response Plan</i> described below:</p> <ol style="list-style-type: none"> <li>1. Immediately notify the building's emergency responder(s) whose contact information is posted in the facility. Under life and death circumstances call 9-1-1 without delay.</li> <li>2. Bring the first aid equipment and AED to the emergency scene. The AED should be operated only by trained AED users for the intended purpose of the AED, unless the circumstances do not allow time for a trained AED user to arrive.</li> <li>3. Immediately inform the Building Principal or designee of the emergency.</li> <li>4. The emergency responder will take charge of the emergency. This person will apply first aid, CPR, and/or the AED, as appropriate.</li> <li>5. If necessary, the emergency responder instructs someone to call 9-1-1, providing the location in the building and which entrance to use. This person should make sure someone is sent to open the door for paramedics and guide them to the scene.</li> <li>6. When paramedics arrive and assume care of the victim, the emergency responder or other staff person notifies the victim's parent/guardian or relative.</li> <li>7. If an AED was used, the person using it cooperates and provides any information requested by the local emergency communications or vehicle dispatch, so they can complete the Data Collection and Submission report about the use of the AED. If appropriate, a supervising staff member completes an accident report.</li> <li>8. If an adult refuses treatment, the emergency responder documents the refusal and, if possible, asks the adult to sign a statement stating that he or she refused treatment.</li> </ol>



**Operational Services**

**Exhibit - School Staff AED Notification Letter**

*On District letterhead*

Date:

To: Staff members

Re: Notification to School Staff of the Physical Fitness Facility Medical Emergency Response Instructions and AED Availability

We would like to notify you about our plan for responding to medical emergencies that might occur in our physical fitness facilities. This plan includes access to an Automated External Defibrillator (AED) in the following locations in these facilities:

Facility	Location
_____	_____
_____	_____
_____	_____

The AEDs are strategically placed and readily accessible to predetermined AED users to maximize rapid use. The AED is available during school hours and after school during any activity or program organized by the school and supervised by a school employee. The predetermined AED users are school nurses and any other person who has received AED training (American Heart Association, American Red Cross, or equivalent training) and has a completion card on file with the Superintendent. Any anticipated rescuers or users should now also be trained and certified.

The following information is posted with each AED:

1. Instructions to immediately call 9-1-1 and instructions for emergency care.
2. Instructions for using an AED.

Please contact me if you would like information on becoming a trained AED user. If you anticipate that your duties make you more likely to use an AED, you should become trained and certified. It is important to note that the Physical Fitness Facility Medical Emergency Preparedness Act and the Local Governmental and Governmental Employees Tort Immunity Act protect staff members from liability. We appreciate your support.

Sincerely,

Superintendent

Attachments: Step-by-Step Emergency Response Plan (bottom of page 4 of 4:170-AP6, *Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED*)

## **Operational Services**

### **Exhibit - Notification to Staff and Parents/Guardians of CPR and AED Video**

*On District letterhead, website, in student handbook, newsletters, bulletins, and/or calendars*

Date:

To: Parents/Guardians and Staff

Re: CPR and AED Video

State law requires the Illinois High School Association to post a hands-only cardiopulmonary resuscitation and automated external defibrillators training video on its website. The law also requires the District to notify staff members and parents/guardians about the video. You are encouraged to view the video, which will take less than 15 minutes of your time, at:

[www.ihsa.org/Resources/SportsMedicine/CPRTraining.aspx](http://www.ihsa.org/Resources/SportsMedicine/CPRTraining.aspx).

## Operational Services

### Administrative Procedure - Targeted School Violence Prevention Program

Threat assessment procedures work best when incorporated into an overall Targeted School Violence Prevention Program (Program) strategically developed and collectively implemented by local school officials, District staff, student body members, and the community. Under a properly implemented Program, schools can respond to student behavior that raises safety concerns. This administrative procedure contains four sections as follows:

1. Glossary of Terms
2. Targeted School Violence Plan
3. Preparedness for a Targeted School Violence Crisis, Response, and Recovery
4. Threat Assessment (Three Phases):
  - Phase One: Identification
  - Phase Two: Investigation
  - Phase Three: Response

#### Glossary of Terms

**Threat** - An expression of intent to harm someone that may be spoken, written, or communicated in some other way.

**Targeted School Violence** - Includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity.

**Targeted School Violence Prevention Program (Program)** - The overall process used to create a District and school environment that is conducive to learning by identifying, managing, and preventing threats and acts of Targeted School Violence.

**Targeted School Violence Prevention Plan (TSVP Plan)** - The strategic procedures used to integrate a Targeted School Violence Prevention Program into a District's existing policies and procedures.

**School Violence Prevention Team (SVP Team)** - A District-level team that the Superintendent creates to develop a Targeted School Violence Prevention Plan and oversee the District's Targeted School Violence Prevention Program and anti-bullying program. The SVP team utilizes the expertise of its members to ensure that the District develops school violence prevention plans that comply with applicable civil rights and other federal and State laws.

**Threat Assessment** - A rational approach to prevent school violence through evaluating students that demonstrate potentially dangerous behavior. Developed by the U.S. Secret Service and adapted for use in school settings, it aims to first assess the seriousness of the threat and then the appropriate response to resolve it and ultimately prevent an act of Targeted School Violence.

**Threat Assessment Team** - A building-level team that performs a threat assessment when activated by the Building Principal.

It may include the Building Principal, Assistant Building Principal, School Resource Officer, School Psychologist, and School Counselor or Social Worker.

Targeted School Violence Prevention Plan

Following are the strategic procedures to integrate a Targeted School Violence Prevention Program into the District’s existing policies and procedures.

Actor	Action
Superintendent	<p>Select a School Violence Prevention Team (SVP Team) from throughout the community to include:</p> <ul style="list-style-type: none"> <li>Building Principals (Building Principals are mandatory for successful implementation of a TSVP Plan).</li> <li>District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>)</li> <li>Teachers</li> <li>Law enforcement representatives</li> <li>Board attorney</li> <li>District psychologist(s)</li> <li>Mental health workers and/or social service agencies</li> <li>Faith leaders</li> <li>Community members</li> <li>Students</li> </ul> <p>Chair and convene SVP Team meetings for the purpose of completing a District-level TSVP Plan.</p> <p>Determine whether to recommend that the Board assess the District’s conditions for development and learning (see 7:180-AP1, <i>Prevention, Identification, Investigation, and Response to Bullying</i>, for resources and more discussion).</p> <p>Inform School Board of the SVP Team’s progress and needs by adding information item to Board’s agendas as needed.</p>
SVP Team	<p>Develop processes to identify, assess, and manage threatening communications and situations.</p> <p>Identify policies and procedures that possibly affect a TSVP Plan, including but not limited to:</p> <ul style="list-style-type: none"> <li>1:20, <i>District Organization, Operations, and Cooperative Agreements</i></li> <li>2:150, <i>Committees</i></li> <li>2:240, <i>Board Policy Development</i></li> <li>3:40, <i>Superintendent</i></li> <li>3:60, <i>Administrative Responsibility of the Building Principal</i></li> <li>4:170, <i>Safety</i></li> <li>5:100, <i>Staff Development Program</i></li> <li>5:130, <i>Responsibilities Concerning Internal Information</i></li> <li>5:230, <i>Maintaining Student Discipline</i></li> <li>6:65, <i>Student Social and Emotional Development</i></li> <li>6:120, <i>Education of Children with Disabilities</i></li> <li>6:235, <i>Access to Electronic Networks</i></li> <li>7:20, <i>Harassment of Students Prohibited</i></li> </ul>

Actor	Action
	<p>7:130, <i>Student Rights and Responsibilities</i>  7:140, <i>Search and Seizure</i>  7:150, <i>Agency and Police Interviews</i>  7:170, <i>Vandalism</i>  7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>  7:190, <i>Student Behavior</i>  7:200, <i>Suspension Procedures</i>  7:210, <i>Expulsion Procedures</i>  7:230, <i>Misconduct by Students with Disabilities</i>  7:250, <i>Student Support Services</i>  7:340, <i>Student Records</i>  8:10, <i>Connection with the Community</i>  8:95, <i>Parental Involvement</i>  8:100, <i>Relations with Other Organizations and Agencies</i></p> <p>Recommend, through the Superintendent, all policy changes to the School Board for consideration. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Appoint Building Principals or designees as a “point of contact” to encourage and accept reports of threats.</p>
Building Principal	<p>Establishes and leads building-level Threat Assessment Teams consisting of available personnel such as the Assistant Principal, School Counselor/School Psychologist, and School Law Enforcement/Resource Officer. (The building-level team composition can be adapted to meet the staffing patterns for different schools and may include other disciplines.)</p> <p>Ensures 4:170-AP1, <i>Administrative Procedure - Comprehensive Safety and Security Plan, Part G, School Emergency Operations Plan (EOP)</i>, is available throughout schools (do <b>not</b> limit to office); distributes to and discusses with local law enforcement; regularly reviews plan with the building staff.</p> <p>Publicizes and educates staff, parents/guardians, students, and community members: (1) to report students and situations of concern to any school administrators or other authorities (i.e., local law enforcement), and (2) how school officials will address these concerns. This can be accomplished by distributing 4:170-AP7, <i>Targeted School Violence Prevention Program</i> and 7:180-AP1, E2, <i>Be a Hero by Reporting Bullying</i>, and discussing what Threat Assessment Teams are and what they do when they learn of threats and/or school violence.</p> <p>Assess the feasibility of forming an anonymous tip line and organizing its management.</p> <p>When a tip or concern is raised, proceed with <b>Threat Assessment - Phase One: Identification of Threat</b> procedures.</p>

Actor	Action
	Provide follow-up acknowledgements to those who provide information, e.g., “we appreciate your bringing this situation to our attention” or “we have carefully considered the information you shared with us.”
School Board	<p>Monitor 4:170, <i>Safety</i>, and make changes recommended by the SVP Team. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Provide both the SVP and Threat Assessment Teams with appropriate resources. This may include providing resources to and access for staff to professional development opportunities. These opportunities should train staff to properly respond to students who provide them with information about a threat or school safety concern.</p>
Superintendent/Building Principal	<p>Ensures the student disciplinary policies referred to in student handbooks notify students that threatening behavior could subject a student to disciplinary consequences. See 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i> and 7:190, <i>Student Behavior</i>.</p> <p>Ensures that staff responds to students who provide them with information about a threatening or disturbing situation.</p>

Preparedness for a Targeted School Violence Crisis, Response, and Recovery

This portion follows 4:170-API, *Comprehensive Safety and Security Plan* and suggests additional steps specific to preparing for a Targeted School Violence crisis that school officials may want to incorporate in the District’s existing Safety and Crisis Plan.

Actor	Action
Superintendent, Building Principal, and SVP Team	Examines 4:170-API, <i>Comprehensive Safety and Security Plan</i> procedures and recommend any changes to existing procedures to Superintendent or District Safety Coordinator.
District Safety Coordinator	<p>Meet with SVP Team to foster an understanding of what additional items the District’s Safety Team might add to its procedures to accomplish a response and recovery.</p> <p>Add an agenda item to the 4:170-API, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>. Safety Team meetings specific to Targeted School Violence; consider inviting the Board Attorney and local law enforcement and emergency responders to this meeting.</p> <p><b>Note:</b> During a crisis, legal counsel will be a crucial part of crisis response and management (but not necessarily public relations and communication) because school officials must make split-second decisions, often with legal consequences to the District; local law enforcement’s familiarity with the identity of the District’s legal counsel <i>before</i> a crisis occurs will assist with a faster connection between legal counsel and the school officials involved in the early stages of a Targeted School Violence Crisis</p>

Actor	Action
	<p>and the immediate response to it.</p> <p>Consider designating a trained public relations and communication manager to inform parents and the community during a crisis and to keep pace with social media information.</p>
<p>Superintendent and Building Principal(s)</p>	<p>For crisis preparedness and response, ensure:</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Part G, School Emergency Operations Plan (EOP)</i> reflects each individual building’s needs.</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Part F, School Safety Drill Plan</i>, supports a TSVP Plan, specifically consider whether to add a law enforcement drill if the school does not already participate.</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Parts G and H</i>, reflects each building’s needs. It also ensures that multiple copies of these plans exist, and it directs that appropriate persons have access to the plans, e.g., local law enforcement authorities, etc. One copy in the Building Principal’s office is insufficient.</p> <p>For crisis recovery, ensures:</p> <p>4:170-AP1, <i>Comprehensive Safety and Security Plan, Parts I, J, and K</i>, reflects District needs and that the Board Attorney is aware of the plans.</p> <p>Recommend to the District Safety Coordinator any other additional crisis recovery items that the safety team deems necessary.</p>

**Threat Assessment**

The procedures of this section rely heavily upon Building Principals to lead Threat Assessment Teams through the use of 4:170-AP7, E1, E2, and E3 to identify, assess, and manage threatening behavior.

**Phase One: Identification of Threat**

Actor	Action
<p>Anyone</p>	<p>Identifies student or situation to applicable Building Principal.</p>
<p>Building Principal (alone or with Threat Assessment Team)</p>	<p>Assesses the question: “How much time do we have?” If time is critical, proceeds directly to the crisis management procedures outlined in 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> (this procedure outlines when to involve law enforcement).</p> <p>Notifies the Superintendent.</p> <p>If 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> is not immediately necessary, uses 4:170-AP7, E1, <i>Threat Assessment Decision Tree</i>, and follows steps to evaluate the threat (generally, a Building Principal can quickly resolve the first three steps without engaging the full Threat Assessment Team in a comprehensive threat assessment).</p>

Actor	Action
	<p><b>Step 1: Evaluate threat.</b></p> <p>Using 4:170-AP7, E2, <i>Threat Assessment Documentation and Response</i>, thoroughly and promptly collects information and evaluates threat by:</p> <ol style="list-style-type: none"> <li>1. Interviewing student with a standard set of questions and documenting the facts;</li> <li>2. Notifying the student’s parent(s)/guardian(s) (use 7:190-E1, <i>Aggressive Behavior Reporting Letter and Form</i>, when appropriate);</li> <li>3. Notifying the parent(s)/guardian(s) of the target(s); and</li> <li>4. Assessing the need for confidentiality of the information gathered from students and other witnesses during the threat assessment investigation and response phases.</li> </ol> <p><b>Step 2: Decide whether threat is clearly transient or substantive.</b></p> <p>Considers the context of how the threat was made and categorizes the level of risk as transient or substantive. The most important distinction between transient and substantive threats is that substantive threats require protective action to prevent the threat from being carried out. Serious discipline violations do not always constitute substantive threats.</p> <p>Transient threats proceed to <b>Step 3: Respond to transient threat.</b></p> <p>Substantive threats <b>skip Step 3</b> and proceeding directly to <b>Step 4: Assess whether the substantive threat is serious or very serious</b>, below using <b>Threat Assessment - Phase Two: Investigation.</b></p> <p><b>Step 3: Respond to transient threat.</b></p> <p>When the threat is transient, the full threat assessment team does not need to perform a comprehensive threat assessment; determines appropriate management and discipline considerations and responds accordingly. When a transient threat is sparked by an argument or conflict, may involve other Threat Assessment Team members to determine the appropriate management and discipline considerations to resolve the problem.</p> <p>See policies 7:190, <i>Student Behavior</i>; 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>; and/or 6:120, <i>Education of Children with Disabilities</i>.</p>

**Phase Two: Investigation**

Actor	Action
Building Principal and Threat Assessment Team	<p><b>Step 4: Assess substantive threat as serious or very serious.</b></p> <p>Keep Superintendent informed.</p>



Actor	Action
	<p>Assess whether the threat is <i>serious</i> or <i>very serious</i> by examining the intended severity of the threatened injury/action. Consult with notes on 4:170-AP7, E2, <i>Threat Assessment Documentation and Response</i>.</p> <p><i>Serious threats</i> (generally threats to physically harm) proceed to <b>Step 5</b>.</p> <p><i>Very serious threats</i> (generally threats involving the use of a weapon, murder, sexual assault, or severe injury to others) <b>skip Step 5</b>, proceeding directly to <b>Step 6</b> below in <b>Threat Assessment - Phase Three: Response</b>, Local Law Enforcement.</p> <p>Manage the student of concern; consider contacting the Board Attorney; and ensure discreteness of situation. See, 7:130, <i>Student Rights and Responsibilities</i>; 7:140, <i>Student Search and Seizure</i>; 7:180, <i>Prevention of and Response to Bullying Intimidation and Harassment</i>; 7:250 <i>Student Support Services</i>; and 7:250-AP2 <i>Protocol for Responding to Students with Social Emotional, or Mental Health Problems</i>.</p> <p><b>Step 5: Respond to serious substantive threat.</b></p> <p>Notify and protect all potential target(s) and notify their parent(s)/guardian(s). Use 4:170-AP7, E2, <i>Threat Assessment Documentation and Response</i>, to ensure that protective action reflects the circumstances of the threat.</p> <p>Caution the student about the consequences of carrying out the threat and keep student's parent(s)/guardian(s) informed.</p> <p>Determine the appropriate management and discipline considerations to resolve the problem. See 6:120, <i>Education of Children with Disabilities</i>; 7:190, <i>Student Behavior</i>; 7:200, <i>Suspension Procedures</i>; and 7:210, <i>Expulsion Procedures</i>.</p>

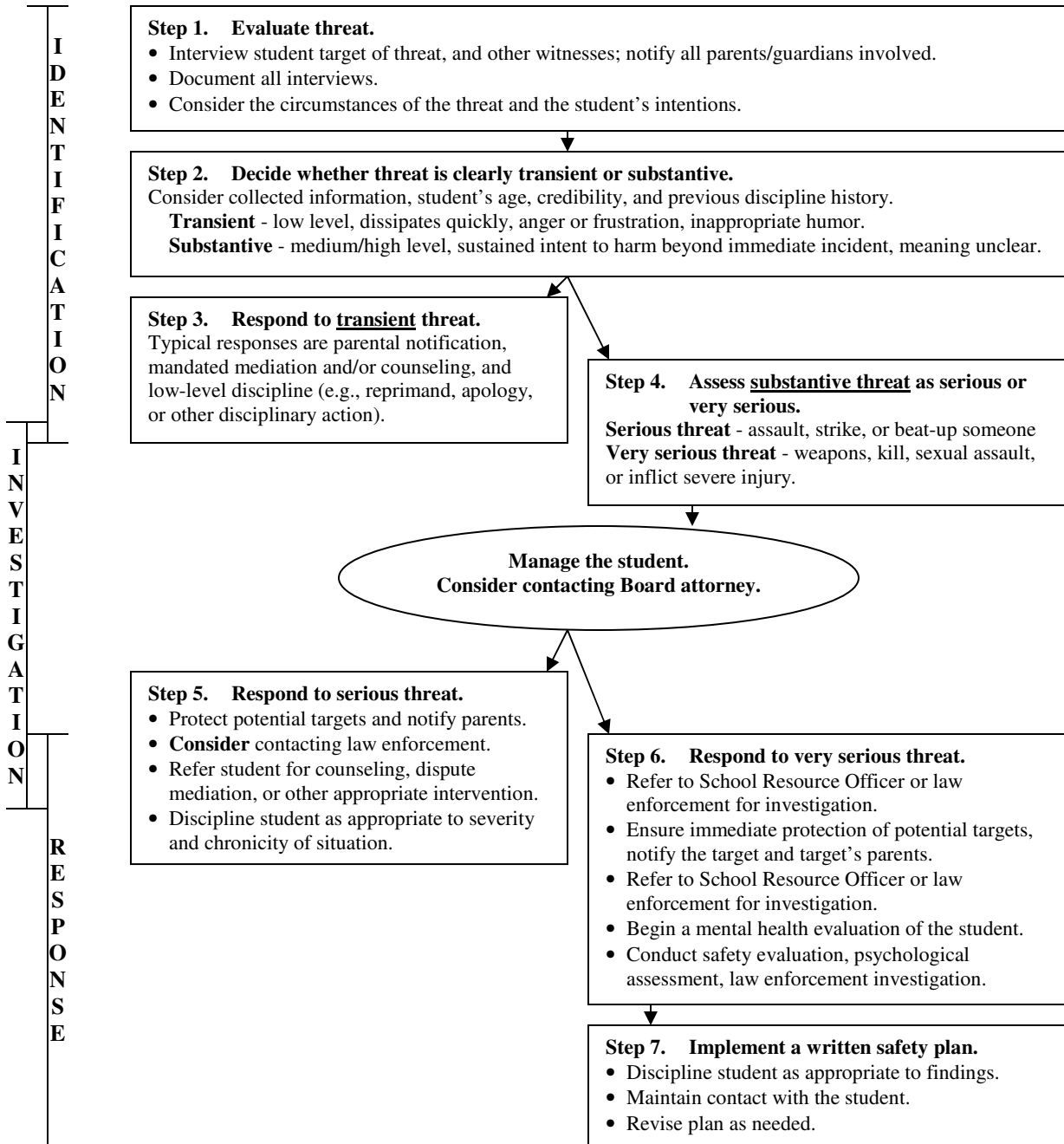
**Phase Three: Response**

Actor	Action
<p>Building Principal and Threat Assessment Team in conjunction with Local Law Enforcement Investigators</p>	<p><b>Step 6: Respond to Very Serious Threat</b></p> <p>Determine whether to conduct safety evaluation, psychological assessment, or law enforcement investigation.</p> <p>Consider suspension to ensure immediate protection of all potential targets and notify their parent(s)/guardian(s).</p> <p>Use 4:170-AP7, E2, <i>Threat Assessment Documentation and Response</i>, to ensure that protective action reflects the circumstances of the threat.</p> <p>Refer student(s) for mental health evaluation; manage student(s); contact Board attorney; and ensure discreteness of situation. 7:200, <i>Suspension Procedures</i>; 7:250, <i>Student Support Services</i>; and 7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Problems</i>.</p>

Actor	Action
	Refer matter to the school resource officer and/or local law enforcement to investigate and engage other resources within the community.
School Resource Officer and/or Local Law Enforcement	Issue findings and recommendations of investigation to Threat Assessment Team.
Building Threat Assessment Team	<p>Determine appropriate management and discipline; recommend suspension or expulsion based upon the findings and recommendations of local law enforcement. See 7:200, <i>Suspension Procedures</i>; 7:210, <i>Expulsion Procedures</i>; 7:250, <i>Student Support Services</i>; and 7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional, or Mental Health Problems</i>.</p> <p><b>Step 7: Implement a written safety plan.</b></p> <p>If student returns to school, integrate findings and recommendations of investigation to create a written safety plan that responds to the incident through management and protection of potential target(s) while addressing students' educational needs. The plan should, among other things:</p> <ul style="list-style-type: none"> <li>• Describe conditions the student must meet to return and stay in school;</li> <li>• Implement procedures to monitor the student if he or she returns to the school;</li> <li>• Include feedback from the student(s)' parent(s)/guardian(s) (when appropriate); and</li> <li>• Include other items as deemed appropriate by the Threat Assessment Team.</li> </ul> <p>See 6:120, <i>Education of Children with Disabilities</i>; 7:250, <i>Student Support Services</i>; and 7:250-AP2, <i>Protocol for Responding to Students with Social, Emotional or Mental Health Problems</i>.</p>

## Operational Services

### Exhibit - Threat Assessment Decision Tree



**Operational Services**

**Exhibit - Threat Assessment Documentation and Response**

Below is a sample threat assessment documentation and response form. Each section contains investigation questions designed to help threat assessment teams gather information to evaluate, manage and prevent threats of violence at or related to school. School threat assessment teams should modify the questions and spacing of the form to fit their needs. Consult Board policy, 7:340, *Student Records*, for appropriate recordkeeping procedures for placement of this information in the student’s temporary record. Adapted from Cornell, D., Sheras, P., (Sopris West 2006). *Guidelines for Responding to Student Threats of Violence*, p. 110.

Your name	Title
Student who made threat	School
Date learned of threat	Date threat occurred
Threat reported by (or circle anonymous)	Location of threat
<b>Threat type:</b> <input type="checkbox"/> Transient <input type="checkbox"/> Serious Substantive <input type="checkbox"/> Very Serious Substantive	
What student said or did to express a threat (quote student if possible, write exact content of threat):	

**Interview Guidelines**

**Interview of Student who made threat**

*Use interview for investigation; modify and use additional pages as needed and attach to this form.*

1. Do you know why I wanted to talk with you? Tell me.
2. What happened today when you were (refer to place of incident)?
3. What exactly did you say? And what exactly did you do? (write down student’s exact words)
4. What did you mean when you said/did that? (ascertain the student’s motives/goals)
5. How do you think (target) feels about what you said/did? (determine whether student believes it frightened or intimidated the target of threat)

6. What was the reason you made this threat? (Find out if there is prior conflict or history to this threat, e.g., bullying between the target and the student. **Note:** Identification of bullying incidents will require an additional investigation, see policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, and exhibits 7:180-AP1, E5, *Report Form for Bullying* and/or 7:180-AP1, E6, *Interview Form for Bullying Investigation*.)
7. What are you going to do now that you have made this threat? (*determine whether the student intends to carry out threat*)
8. Can you think of a different, more desirable and acceptable, effective way to address this conflict?

**Witness Interview**    Target of threat   or    Witness to threat, but not target

*Use as another component of investigation; modify and use additional pages as needed and attach to this form.*

Witness name and grade/title: \_\_\_\_\_

1. What exactly happened today when you were (Refer to place of incident)?
2. What exactly did (target) you say/do? (Write down student's exact words.)
3. What do you think he/she meant when he/she said/did that?
4. How did you feel about what he/she said/did? Are you concerned he/she might really do it?
5. What was the reason he/she said/did that?

#### Assessment of Threat

##### **Risk Factors for Violence of Student Who Made Threat**

*Use these questions when threat is substantive.*

##### Family Dynamics

1. Does student have access to guns at home?
2. Is there evidence at home of preparations for an attack at school?
3. What is the home life of the student like?

##### School Dynamics

1. What do we know about the student at school?
2. Does his or her locker harbor a weapon?
3. Was the student angry or brooding when he or she made a threat?
4. What else can be learned?

##### Social Dynamics

1. What do we know about the student's life in the community?
2. Does he or she have a juvenile record? Criminal record? Prior station adjustments? For what?

##### Personal Dynamics

1. What do the student's closest acquaintances know about him or her?
2. Does the student have a fascination with violent electronic media or weapons?

3. Is the student showing outward signs of the need for mental health services?

**Student Who Made Threat**

Grade: \_\_\_\_\_ Gender: M F  
Race: \_\_\_\_\_  
SPED (if applicable): LD OHI MR  
ED Other: \_\_\_\_\_

- Y N Had or sought accomplices
- Y N Reported threat as a specific plan
- Y N Written plans/list, engaged in attack related behaviors
- Y N Repeated threat over time
- Y N Weapon mentioned or used in threat
- Y N Inappropriate interest in school attacks, attackers, mass violence, terrorism
- Y N Student's "story" consistent with actions
- Y N Student & target had prior conflict (>1 day)
- Y N Student previously bullied the target
- Y N Reported threat as a specific plan

**Target of Threat**

# of Targets: \_\_\_\_\_  
Primary target: Student Teacher  
Administrator Parent Other  
Grade: \_\_\_\_\_ Gender: M F  
Race: \_\_\_\_\_  
SPED (if applicable): LD OHI MR  
ED Other: \_\_\_\_\_

- Y N Target witnessed threat
- Y N Target previously bullied the student
- Y N Student previously bullied by target
- Y N Concerns about student's potential to carryout act or potential for violence
- Y N Target(s) previously bullied the student

**Threat Responses (Management and prevention)**

**Disciplinary Action**

- Y N Parent conference
- Y N In school time-out
- Y N Detention (# of days): \_\_\_\_\_
- Y N Suspension (# of days): \_\_\_\_\_
- Y N Expulsion recommended
- Y N Other response

**Interventions and Safety Precautions**

- Y N Law enforcement consulted
- Y N Law enforcement contact with student who made threat  
Consequence of legal action (Station adjustment, supervision, conditional discharge, adjudication of delinquent minor, release into parents custody)
- Y N Student might be eligible for special education services, referred for evaluation
- Y N Student already receiving special education services, referred to IEP team for review
- Y N Student referred for 504 plan
- Y N Mental health assessment conducted by school-based staff
- Y N Mental health assessment conducted by outside agency (court, Dept. of Probation, DCFS, other psychologist)
- Y N Parents of threat target notified of threat
- Y N Conflict mediation
- Y N School based counseling
- Y N Alter student's schedule to increase supervision or minimize contact with target
- Y N Alternative educational placement (alternative school, day treatment program)
- Y N Change in transportation (bus suspension, special transportation, etc.)
- Y N Inpatient mental health services
- Y N Outpatient mental health services (counseling/therapy with outside mental health provider)
- Y N Other mental health services
- Y N Other safety precautions (if yes, please list them.)

## Operational Services

### Exhibit - Targeted School Violence Prevention and Threat Assessment Education

*On District letterhead*

Date:

To: District Staff and Parents

From: Building Principal

Re: Targeted School Violence Prevention Program

Student safety is our District's top priority. To maximize safety, the District must have a process to identify *threats* and prevent *targeted school violence*. This process is part of the Targeted School Violence Prevention Program (Program). The Program is a portion of the preparedness and response phases of the District's Safety Plan for emergency operations plans and disaster management.

The District wishes to create a climate that encourages sharing *any* information about a safety concern with a trusted adult who can help. Sharing information about threats and safety concerns is everyone's responsibility: students, parents, staff, and community members. The question and answer section below is designed to help students, staff and parents understand when school officials want individuals to share information about a safety concern with the Building Principal.

#### What Is a Threat?

A threat expresses intent to harm someone or something. It may be spoken, written, or expressed in another way. Threats may be direct ("I'm going to beat you up" or "I'm going to blow this place up!") or indirect ("Come and watch what I am going to do to him/her."). A threat can be vague ("I'm going to hurt him.") or implied ("You better watch out."). Any possession of a weapon or mention of one is a possible threat. Sometimes students make threats that may seem funny or "just kidding," but sometimes a threat is very serious and/or criminal. When you are in doubt as to whether the statement is kidding or serious, the responsible thing to do is to tell a trusted adult who can help.

#### What Is Targeted School Violence?

Targeted School Violence includes school shootings and other school-based attacks where the school was deliberately selected as the location for the attack and was not simply a random site of opportunity.

#### What Is the Connection Between Targeted School Violence and Bullying?

The Ill. State Board of Education's School Bullying Prevention Taskforce report identifies bullying and targeted school violence as "part and parcel of the same issue: *interpersonal aggression*." In all its forms, interpersonal aggression negatively impacts students, school personnel, and communities and should be reported, investigated, and responded to with appropriate interventions.

#### What Can Staff and Parents Do?

Educate students about what a threat is, encourage students not to make threats or "just kidding" statements in the first place, and reiterate that seeking help to prevent someone from getting hurt or hurting another is appropriate. See 7:180 AP1, E2, *Be a Hero by Reporting Bullying and School Violence*.

**Operational Services**

**Administrative Procedure - Movable Soccer Goal Safety**

<b>Actor</b>	<b>Action</b>
Superintendent	<p>Requires all Building Principals to:</p> <ol style="list-style-type: none"> <li>1. Identify any movable soccer goal that is on school grounds, and</li> <li>2. Ensure that supervisors comply with the Movable Soccer Goal Safety Act (430 ILCS 145/).</li> </ol>
Building Principal	<p>Reviews the Ill. Department of Public Health’s assistance materials found at <a href="http://www.idph.state.il.us/soccer_goal_safety/index.htm">www.idph.state.il.us/soccer_goal_safety/index.htm</a>.</p> <p>Identifies any movable soccer goals on school grounds, or that the school owns or controls.</p> <p>Implements the Movable Soccer Goal Safety Act (430 ILCS 145/) by, among other things, instructing staff members to properly secure or anchor a movable soccer goal when installing, setting up, maintaining, or moving one.</p>



**Operational Services**

**Exhibit - Accident or Injury Form**

*The supervisory staff member must complete this form for submission to the Superintendent whenever any person, student, or adult, is injured on District property or at a District sponsored event.*

Name of injured person \_\_\_\_\_

Age \_\_\_\_\_  Male  Female Telephone \_\_\_\_\_

Address \_\_\_\_\_

Class, activity, or event \_\_\_\_\_

Accident location \_\_\_\_\_

Accident date \_\_\_\_\_ Time of accident \_\_\_\_\_

How did the accident occur? (Describe sequence of events) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

An emergency contact was notified as follows:

Contact name \_\_\_\_\_ Relationship \_\_\_\_\_

Time and method of contact \_\_\_\_\_ By whom \_\_\_\_\_

**Witnesses Information**

Name	Address	Telephone

First aid administered  Yes  No If yes, describe first aid and by whom? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Name of Supervisor (*please print*)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **Operational Services**

### **Exhibit - Memo to Staff Members Regarding Contacts by Media About a Crisis**

If the media attempts to contact you about a death or other crisis, please follow these guidelines:

1. It is perfectly correct to tell a reporter that you would rather not comment on the incident especially if it has been an emotional strain. Rather than shouting “No comment” (which sounds like you are trying to hide something), say something like, “this incident has affected the school community greatly and I would prefer to not comment on it.” One should then refer the reporter to the Safety Program Coordinator or the designated spokesperson.
2. According to School Board policy and the Family Educational Rights and Privacy Act, the only information about a student that the school is allowed to release is a verification of his or her attendance at the school. If the parents give permission, certain general information (address, date and place of birth, participation in sports or activities, awards received, etc.) may also be released. In the event of parental approval, that information will be given to the media by the Superintendent or the designated spokesperson.
3. Comments such as the following should be avoided: “He was a B student,” “She was having trouble in class and I had referred her to the social worker last week,” and, of course, “He was constantly in trouble for dealing drugs and smoking on school grounds.” For the most part, it is better to avoid comments about individual students. If a reporter persists with these questions, say something like, “Board policy prohibits me from commenting on any student. Furthermore, I do not wish to infringe upon the family’s right to privacy.”
4. If you are comfortable with it, you may make comments about how the crisis has affected you individually. If the incident involved an athlete, the coach might say, “\_\_\_\_\_’s death is very tragic and the team and I will miss him.”
5. You may also address actions the school is taking to deal with the situation. For example, “Although this is a terrible situation, we are fortunate to have a crisis plan to counsel students and faculty who are understandably upset.”
6. Do not agree to set up interviews with students. All requests for interviews should be directed to the Safety Program Coordinator or the designated spokesperson.
7. Do not speculate or comment on the cause of death, especially in an apparent suicide or murder. Tell reporters that information on the death should be obtained from the police department.
8. Remember, you do not have to answer any questions. Simply refer all reporters to the Safety Program Coordinator or the designated spokesperson.

**Operational Services**

**Exhibit - Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses**

The purpose of this form is to give school bus drivers and/or emergency medical technicians information about children who have special needs or medical conditions. One copy of this form is kept in the nurse’s office and another copy is kept on the student’s school bus in a secure location for bus drivers and emergency medical technicians. If the emergency care of the student requires medication, the parent/guardian must file a *School Medical Authorization Form* with the school nurse.

*To be completed by the student’s parent/guardian:*

_____		_____
Student’s Name ( <i>Please print</i> )		Birth Date
_____	_____	_____
Parent/Guardian’s Name	Home Phone	Cell Phone
_____	_____	_____
School	Grade	Teacher
_____	_____	_____
Physician’s Name	Physician’s Phone	School Nurse’s Phone

**My child’s special needs are:** (*list behavioral or communication challenges and required responses*)

\_\_\_\_\_

\_\_\_\_\_

**My child requires medication for:** (*describe conditions and circumstances*)

\_\_\_\_\_

\_\_\_\_\_

Medication and Where Kept	Dosage	Directions

\_\_\_\_\_

Parent/Guardian Signature Date

## Operational Services

### Exhibit - Letter to Parents Regarding Student Safety

*On District letterhead*

Date

Re: Student Safety

Dear Parents/Guardians:

Student safety is our District's top priority. In addition to physical safety, the District is concerned with students' emotional well-being and will help students cope with an emergency or disaster and its aftermath. The following outlines our emergency and disaster response plans.

#### Safety Plans

The District has plans for all four phases of emergency and disaster management:

1. Preparedness - planning for an emergency or disaster event;
2. Response - planned response to an emergency or disaster event;
3. Recovery - the process of returning to normal operations; and
4. Mitigation - steps taken to minimize the effects of an emergency or disaster.

These phases are covered in each school's site-based safety plan. In addition, the District has a Safety Program Coordinator and each school has a Crisis Management Team.

#### Communications

The District will disseminate emergency information via its website, information hotline, through the media, and by telephone contact.

#### Emergency Responses

Emergency responses will depend on the circumstances and may include lockdown or evacuation. During a lockdown, no one may enter or leave the building until it is safe to do so. For evacuation purposes, each school has at least one off-campus site where students and staff assemble to be accounted for and temporarily housed.

In the unlikely event an emergency response is needed at your child's school, staff members will be totally engaged supervising students. We will attempt to provide information through the District's information hotline, \_\_\_\_\_, and/or website \_\_\_\_\_.

If students are evacuated, students at \_\_\_\_\_ School will go to \_\_\_\_\_. You may pick-up your child at this location after notifying the school official in charge. Additional instructions will be given in the event of an evacuation, including alternative methods to return your child home.

#### Cooperation and Assistance Request

During any emergency or potential disaster and for the safety of all students and staff, please follow the instructions of the District's Safety Program Coordinator as well as the Building Principal. These instructions will be widely disseminated.

Defamatory or disruptive behavior will only lessen our response effectiveness.

If you have any questions, please feel free to contact the District office or your child's Principal. In the meantime, thank you for your cooperation and support.

Website Address: \_\_\_\_\_

Information Hotline Number: \_\_\_\_\_

Sincerely,

Superintendent

**Operational Services**

**Exhibit - Annual School Safety Review**

Pursuant to the School Safety Drill Act (P.A. 94-600), the School Board or its designee conducted the annual review of each school building's emergency and crisis response plans, protocols, and procedures and each building's compliance with the school safety drill program, the details of which follow:

\_\_\_\_\_ District Superintendent \_\_\_\_\_

\_\_\_\_\_ District Schools \_\_\_\_\_

\_\_\_\_\_ Review Meeting Date \_\_\_\_\_ Review Meeting Time \_\_\_\_\_ Review Meeting Location \_\_\_\_\_

*Indicate who was invited (having been given a minimum of 30 days' notice before the review's date) to participate and who attended:*

**Notified**

**Participants in Attendance**

Board members or Board's designee:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Building Principal from each school:

_____	_____
_____	_____
_____	_____
_____	_____

Representatives from other appropriate educational organizations or associations:

_____	_____
_____	_____

**Notified**

**Participants in Attendance**

Representatives from all local first responder organizations:

Fire department(s):

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Law enforcement department(s):

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Other emergency medical service(s):

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Other related organizations requesting participation:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Summary of recommended changes to the existing school safety and drill plans to be implemented:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Check all that apply:**

- An effective review of the emergency and crisis response plans, protocols, and procedures and the school safety drill programs of the District and each of its school buildings has occurred.
- The School District will implement the review's recommended changes listed above.
- This Annual School Safety Review was authorized by the Board or its designee.

Completed by \_\_\_\_\_

Date \_\_\_\_\_

*Send a copy of this report to each party that participated in the annual review process and to the Regional Superintendent of Schools. If any of the participating parties have comments on this report, they may submit their comments in writing to the Regional Superintendent.*

## **Operational Services**

### **Exhibit - Informing Parents About Offender Community Notification Laws**

*On District letterhead, website, and/or in student handbook*

Date:

To: Parents/Guardians

Re: Offender Community Notification Laws

State law requires a Building Principal or teacher to notify parents/guardians during school registration or parent-teacher conferences that information about sex offenders and violent offenders against youth is available to the public.

You may find the Illinois Sex Offender Registry on the Illinois State Police's website at:

<http://www.isp.state.il.us/sor/>.

You may find the Illinois Statewide Child Murderer and Violent Offender Against Youth Registry on the Illinois State Police's website at:

<http://www.isp.state.il.us/cmvo/>.



## **Operational Services**

### **Convicted Child Sex Offender; Screening; Notifications**

#### **Persons Prohibited on School Property without Prior Permission**

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. The offender received permission to be present from the School Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

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

#### **Screening**

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

#### **Notification to Parents/Guardians**

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

LEGAL REF.: 20 ILCS 2635/, Uniform Conviction Information Act.  
720 ILCS 5/11-9.3.  
730 ILCS 152/, Sex Offender Community Notification Law.  
730 ILCS 154/75-105, Murderer and Violent Offender Against Youth Community  
Notification Law.

CROSS REF.: 5:30 (Hiring Process and Criteria), 5:260 (Student Teachers), 6:250 (Community  
Resource Persons and Volunteers), 8:30 (Visitors to and Conduct on School  
Property), 8:100 (Relations with Other Organizations and Agencies)

Adopted by Northwestern CUSD #2, November 11, 2016

## Operational Services

### Administrative Procedure - Criminal Offender Notification Laws; Screening

#### Laws Protecting Students on School Grounds

The following list describes laws protecting students on school grounds from individuals convicted of serious crimes:

1. A child sex offender is prohibited from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present unless specifically permitted by statute (720 ILCS 5/11-9.3). See School Board policies 4:175, *Convicted Child Sex Offender; Screening; Notifications*; 8:30, *Visitors to and Conduct on School Property*; and administrative procedure 8:30-AP, *Definition of Child Sex Offender*.
2. Law enforcement must notify schools of offenders who reside or are employed in the county. See: (a) Sex Offender Community Notification Law, 730 ILCS 152/ and (b) Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-105. These laws are hereafter referred to as “offender notification laws.” See also policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.
3. The School Code (105 ILCS 5/10-21.9, 5/21B-5 and 5/21B-80) lists criminal offenses that disqualify an individual from District employment if the individual was convicted. 105 ILCS 5/20-21.9 requires any person hired by the District to submit to a fingerprint-based criminal history records check through (a) the Illinois State Police (ISP) for an individual’s *Criminal History Records Information* (CHRI) and (b) the FBI’s national crime information databases. The law also requires a school district to check two Illinois offender databases for each applicant, which are (a) the Statewide Sex Offender Registry, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/) and (b) the Statewide Murderer and Violent Offender Against Youth Registry, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/). Obtaining the results of the fingerprint-based criminal history records check and review of the database registries is a *complete criminal history records check* as required by the School Code. See Board policy 5:30, *Hiring Process and Criteria*; administrative procedure 5:30-AP2, *Investigations*, and ISBE’s non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: [www.isbe.net/Documents/guidance\\_chr.pdf](http://www.isbe.net/Documents/guidance_chr.pdf).
4. **Note:** A District may also check the National Sex Offender Public Registry, [www.nsopr.gov/](http://www.nsopr.gov/); however, the same information will likely appear in the information furnished by the FBI.
5. The provisions in the School Code described above also apply to employees of persons or firms holding contracts with a school district who have direct, daily contact with students (105 ILCS 5/10-21.9(f)). See administrative procedures 4:60-AP3, *Criminal History Records Check of Contractor Employees*, and 5:30-AP2, *Investigations*.
6. Conviction of an offense listed in 105 ILCS 5/21B-80(c) results in the automatic suspension or revocation of the individual’s license. Conviction of an offense listed in 105 ILCS 5/21B-80(b), depending upon whether the individual’s sentence has been satisfactorily completed and seven years have passed since that date, may result in automatic suspension or revocation of the individual’s license.

7. The offender notification laws require law enforcement to ascertain whether a juvenile sex offender or violent offender against youth is enrolled in a school and, if so, to provide a copy of the registration form to the Building Principal and any guidance counselor designated by him or her. This registration form must be kept separately from any and all school records maintained on behalf of the juvenile sex offender. See Board policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

#### Receipt of Information from Law Enforcement

**Offender Notification Laws:** The Superintendent or designee shall notify the local law enforcement official or county sheriff that he or she is the District's official contact person for purposes of the offender notification laws. The Superintendent and/or Building Principal may at any time request information from law enforcement officials regarding sex offenders or violent offenders against youth.

The Superintendent will provide Building Principals and other supervisors with a copy of all lists received from law enforcement officials containing the names and addresses of sex offenders and violent offenders against youth.

The Building Principal or designee shall provide the lists to staff members in his or her building on a need-to-know basis, but in any event:

- A teacher will be told if one of his or her students, or a student's parent/guardian, is on a list.
- The school counselor, nurse, social worker, or other school service personnel will be told if a student or the parent/guardian of a student for whom he or she provides services is on a list.

No person receiving a list shall provide it to any other person, except as provided in these procedures, State law, or as authorized by the Superintendent. Requests for information should be referred to the local law enforcement officials or State Police.

**Juvenile Delinquency Adjudication Notifications:** The Superintendent or designee shall contact the Juvenile Division of the County State's Attorney Office(s) having jurisdiction over the District's school(s) to discuss how the State's Attorney shall inform the Superintendent or designee of any students adjudicated as delinquent minors for offenses that would be felonies and/or certain weapons offenses under the Criminal Code of 2012 (705 ILCS 405/5-901(8)). The Superintendent and/or designee(s) shall ensure the dissemination of such information is limited to the Building Principal and any guidance counselor designated by the Building Principal (Id.)

#### Informing Staff Members and Parents/Guardians About the Law

Building Principals or their designees shall inform parents/guardians about the availability of information concerning sex offenders during school registration and, if feasible, during parent-teacher conferences. Information should be distributed about the Statewide Sex Offender Registry, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/), and the Statewide Murderer and Violent Offender Against Youth Registry, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/). Information may also be included in the Student Handbook. See the Sex Offender Community Notification Law, 730 ILCS 152/, and exhibit 4:175-AP1, E1, *Informing Parents/Guardians About Offender Community Notification Laws*.

Requests for additional information shall be referred to local law enforcement officials.

#### Screening Individuals Who Are Likely to Have Contact with Students at School or School Events

The law is silent with regard to *screening* volunteers and individuals in the proximity of a school. *Screening* is not the same as the School Code's requirement to perform a *fingerprnt-based criminal history records check* through (a) the Illinois State Police (ISP) for an individual's *Criminal History*

*Records Information* (CHRI) and (b) the FBI's national crime information databases (105 ILCS 5/10-21.9).

Screening involves checking an individual's name and address against the: (1) Illinois Sex Offender Registry, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/), and (2) the Violent Offender Against Youth Registry maintained by the State Police, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/). 105 ILCS 5/10-21.9(a-5), (a-6).

1. For employees and student teachers, the Superintendent or Building Principal(s):
  - a. Completes the required forms to request the *fingerprint-based criminal history records check*; see 5:30-AP2, *Investigations*. 105 ILCS 5/10-21.9(a).
  - b. *Screens* the individual's name and address against the: (1) Illinois Sex Offender Registry, [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/), and (2) the Violent Offender Against Youth Registry maintained by the State Police, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/). 105 ILCS 5/10-21.9(a-5), (a-6).
  - c. Reviews the lists of sex offenders and violent offenders against youth as the lists are received from law enforcement. If a match is found, the Superintendent immediately contacts the local police officials to confirm or disprove the match. The Superintendent immediately notifies the Board if a match is confirmed. The Board President will contact the Board Attorney and the Board will take the appropriate action to comply with State law that may include terminating the individual's employment.
  - d. May request the individual to authorize a clearance of his or her name through the Ill. Dept. Of Children and Family Services (DCFS) CANTS system. This check documents that the person does not have an indicated report or record on DCFS' registry of child abuse and/or neglect. 325 ILCS 5/11.1(a)(11) and (c). Clearances must be requested using the DCFS form at [www.illinois.gov/dcf/aboutus/notices/Documents/cfs\\_689\\_authorization\\_for\\_background\\_check\\_for\\_programs\\_not\\_licensed\\_by\\_dcf\\_fillable.pdf](http://www.illinois.gov/dcf/aboutus/notices/Documents/cfs_689_authorization_for_background_check_for_programs_not_licensed_by_dcf_fillable.pdf).  
If an indicated report is found, contact the Board Attorney for guidance.
2. For students doing field or clinical experience other than student teaching, the Superintendent or Building Principal(s):
  - a. May require the same fingerprint-based criminal history records check required of student teachers. The cost of this check will be reimbursed by the student seeking the experience.
  - b. Performs the responsibilities listed in 1. b. & c., above.
3. For volunteers, see 6:250-AP, *Securing and Screening Resource Persons and Volunteers*. The Superintendent or Building Principal(s):
  - a. May require the same fingerprint-based criminal history records check required of student teachers.
  - b. Performs the responsibilities listed in 1. b. & c., above.
4. For contractors' employees, see 4:60-AP3, *Criminal History Records Check of Contractor Employees*; 5:30-AP2, *Investigations*.
5. For individuals in the proximity of a school or bus stop, the Building Principal(s) review(s) the lists of sex offenders and violent offenders against youth as they are received from law enforcement. The Building Principal or designee shall: (a) notify staff members according to the section of this procedure on **Receipt of the Information from Law Enforcement**, and (b) attempt to alter school bus stops and the route students travel to and from school in order to avoid contact with an individual on such a list.

CROSS REF.: 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:30 (Hiring Process and Criteria), 6:250 (Community Resource Persons and Volunteers), 8:30 (Visitors to and Conduct on School Property)

ADMIN. PROC.: 4:60-AP3 (Criminal History Records Check of Contractor Employees), 4:175-AP1, E1 (Informing Parents/Guardians About Offender Community Notification Laws), 5:30-AP2 (Investigations), 6:250-AP (Securing and Screening Resource Persons and Volunteers), 6:250-E (Resource Person and Volunteer Information Form and Waiver of Liability), 8:30-AP (Definition of Child Sex Offender), 8:30-E1 (Letter to Parent Regarding Visits to School by Child Sex Offenders), 8:30-E2 (Child Sex Offender's Request for Permission to Visit School Property)

## **Operational Services**

### **Pandemic Preparedness**

The School Board recognizes that the District will play an essential role along with the local health department and emergency management agencies in protecting the public's health and safety if an influenza pandemic occurs. Pandemic influenza is a worldwide outbreak of a virus for which there is little or no natural immunity and no vaccine; it spreads quickly to people who have not been previously exposed to the new virus.

To prepare the School District community for a pandemic, the Superintendent or designee shall: (1) learn and understand the roles that the federal, State, and local government would play in an epidemic; (2) form a pandemic planning team consisting of appropriate District personnel and community members to identify priorities and oversee the development and implementation of a comprehensive pandemic influenza school action plan; and (3) build awareness of the final plan among staff, students, and community.

### **Emergency School Closing**

In the case of a pandemic, any decision for an emergency school closing will be made by the Superintendent in consultation with and, if necessary, at the direction of the District's local health department, emergency management agencies, and Regional Office of Education.

LEGAL REF.: 105 ILCS 5/10-16.7 and 5/10-20.5.  
Ill. Dept. of Public Health Act (Part 1), 20 ILCS 2305/2(b).  
Ill. Emergency Management Agency Act, 20 ILCS 3305.  
Ill. Educational Labor Relations Act, 115 ILCS 5/.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:20 (Powers and Duties of the School Board; Indemnification), 4:170 (Safety), 7:90 (Release During School Hours), 8:100 (Relations with Other Organizations and Agencies)

## Operational Services

### Administrative Procedure - School Action Steps for Pandemic Influenza

Building a strong relationship with the local health department and emergency medical agencies is critical for developing a meaningful school action plan to address pandemic influenza. The key planning activities in this checklist should build upon the District’s existing contingency plans.

The following is a list of important step-by-step actions school officials should take before a pandemic influenza outbreak. This list needs to be repeated when an outbreak has several cycles or waves.

#### Prior to Outbreak/Preparedness and Planning Phase

<b>Actor</b>	<b>Action</b>
Superintendent or designee	Identify Pandemic Planning Team to operate as a Superintendent Committee that includes one or two School Board members, administrators, and staff members.
Superintendent and School Board	Identify, modify, and monitor relevant policies that a pandemic may possibly affect, including but not limited to: 1:20, <i>District Organization, Operations, and Cooperative Agreements</i> 2:20, <i>Powers and Duties of the School Board; Indemnification</i> 2:200, <i>Types of School Board Meetings</i> 3:70, <i>Succession Plan</i> 4:130, <i>Free and Reduced-Price Food Services</i> 4:180, <i>Pandemic Preparedness</i> 5:35, <i>Compliance with the Fair Labor Standards Act</i> 5:40, <i>Communicable and Chronic Infectious Disease</i> 5:180, <i>Temporary Illness or Incapacity</i> 5:185, <i>Family and Medical Leave</i> 5:200, <i>Terms and Conditions of Employment and Dismissal</i> 5:270, <i>Employment At-will, Compensation, and Assignment</i> 5:300, <i>Schedule and Employment Year</i> 5:330, <i>Sick Days, Vacation, Holidays and Leaves</i> 6:20, <i>School Year Calendar and Day</i> 6:120, <i>Education of Children with Disabilities</i> 6:150, <i>Home and Hospital Instruction</i> 7:70, <i>Truancy</i> 7:280, <i>Communicable and Chronic Infectious Disease</i> 8:100, <i>Relations with Other Organizations and Agencies</i>
Superintendent or designee and Pandemic Planning Team	Begin use of the <b>School District (K-12) Pandemic Influenza Planning Checklist</b> at: <a href="http://www.flu.gov/planning-preparedness/school/schoolchecklist.html">www.flu.gov/planning-preparedness/school/schoolchecklist.html</a> .  Ensure a succession plan exists in case Board members, administrators, and/or others are unable to fulfill duties during the pandemic. Succession plans for Board members unable to fulfill duties during the pandemic may create a vacancy on the Board. Discuss the issues of succession plans for elected officials with the Board Attorney.





Actor	Action
	<p>between the various types of flu, best hygienic practices to prevent any sort of flu, and what could occur in a pandemic. See <b>Sample Parent Letter #1, Preparation and Planning</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_preparation.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_preparation.pdf</a>.</p> <p>Also see, <b>Preparing for the Flu</b> at: <a href="http://www.cdc.gov/h1n1flu/schools/toolkit/pdf/schoolflutookit.pdf">www.cdc.gov/h1n1flu/schools/toolkit/pdf/schoolflutookit.pdf</a> and <a href="http://www.dph.illinois.gov/topics-services/diseases-and-conditions/influenza#publications-publications-influenza">www.dph.illinois.gov/topics-services/diseases-and-conditions/influenza#publications-publications-influenza</a>.</p> <p>Review Sections IV and V of <b>School Guidance During an Influenza Pandemic</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/schoolguide.htm">www.idph.state.il.us/pandemic_flu/schoolguide.htm</a>.</p>

#### Outbreak of Flu Disease

Actor	Action
Superintendent or designee	<p>Consider issuing <b>Sample Parent Letter # 2, First Bird Case</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_bird.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_bird.pdf</a>.</p> <p>Begin <b>Heightened Surveillance</b> responses. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>.</p> <p>Issue <b>Sample Parent/Guardian Letter #3, Illinois/Regional Cases</b>, informing parents/guardians that some students are sick but schools remain open, include tip sheets and information resource list. A sample is at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_il_cases.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_il_cases.pdf</a>.</p>
Pandemic Planning Team	<p>Work with local health department regarding a press release announcing that schools will remain open and advising parents/guardians of their need to prepare. A sample, titled <b>Schools Open</b>, is at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_media_open.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_media_open.pdf</a>.</p>
Building Principal	<p>Post flu prevention signs on campuses. See Section V of <b>School Guidance During an Influenza Pandemic</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/schoolguide.htm">www.idph.state.il.us/pandemic_flu/schoolguide.htm</a>.</p>

#### Expansion of the Outbreak

Actor	Action
Local Health Department	Issue epidemic statement to general public.
Superintendent or designee	Begin <b>Intensive Surveillance</b> responses. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i> .

#### Continued Expansion of the Outbreak

Actor	Action
Local Health Department	Evaluate the need for school closure with local school officials.
Superintendent or designee	In consultation with local health department, emergency management agencies, and Regional Office of Education, close school(s).

Actor	Action
	Issue press release. A sample, titled <b>Schools Closed</b> , is at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_media_closed.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_media_closed.pdf</a> . Issue <b>Sample Parent Letter #4, School Closure</b> . A sample is at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_closures.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_closures.pdf</a> .
School Board and/or Superintendent	Cancel any non-academic events.

Following the Outbreak

Actor	Action
Local Health Department	Evaluate the advisability of opening school(s) with school officials.
Superintendent or designee	Issue press release that schools are open. Issue <b>Sample Parent Letter #5, Schools Reopen</b> . A sample is at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_reopening.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_reopening.pdf</a> .
Pandemic Planning Team	Continue communicating with local health department.
Superintendent or designee	Return to <b>Heightened Surveillance</b> response. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i> . Begin checklist again if an outbreak recurs.

**Local Health Department:**

**Regional Office of Education:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Telephone

**Emergency Management Agencies:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Telephone

Important Resources

The Illinois State Board of Education and Department of Public Health released a publication titled **School Guidance During an Influenza Pandemic**, December 2006 at:

[www.idph.state.il.us/pandemic\\_flu/schoolguide.htm](http://www.idph.state.il.us/pandemic_flu/schoolguide.htm).

The resource is meant to guide and supplement, not replace school districts' existing plans.

Further information on pandemic influenza can be found by calling 1-800-CDC-INFO or at the following websites:

[www.pandemicflu.gov](http://www.pandemicflu.gov)

[www.cdc.gov/flu](http://www.cdc.gov/flu)

[www.redcross.org](http://www.redcross.org)

[www.cchealth.org](http://www.cchealth.org)

## Operational Services

### Administrative Procedure - Pandemic Influenza Surveillance and Reporting

During all levels of a pandemic flu outbreak, monitoring and documenting the number of students and faculty who are absent and report having influenza is critical. Keeping track of these numbers helps health officials determine whether: (1) the outbreak is increasing in scope, (2) to declare an epidemic and (3) to close schools.

The following information assists officials to monitor illness rates and the potential for an epidemic:

- Basic surveillance level definitions and response actions with instructions as outlined below.
- Website links to reporting form(s) to submit to the local public health department.
- Sample attendance log to document flu-related absences.

Surveillance Levels	Response Actions
<p><b>Standard Surveillance -</b> Reported illnesses are within expected range.</p>	<p>Monitor attendance for increased reports of absence due to flu-like illness.</p> <p>Do not report absences to the local health department.</p>
<p><b>Heightened Surveillance -</b> Reported illnesses exceed expected range.</p>	<p>Monitor weekly attendance for flu-like illness/absences on <i>Weekly Influenza Census</i>, online at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_weekly_census.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_weekly_census.pdf</a>.</p> <p>Begin morning <i>flu check</i> first hour of school; screen those who report positive for symptoms.</p> <p>Log absences due to flu-like illness on <i>Daily Pandemic Influenza Census Log</i>, a sample is available online at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf</a>.</p> <p>Send weekly absence report to local health department upon request.</p>
<p><b>Intensive Surveillance -</b> Reported illnesses significantly exceed expected range.</p>	<p>Monitor daily attendance and log absences on <i>Daily Influenza Census</i> or <i>Daily Pandemic Influenza Log</i>, online at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf</a>.</p> <p>Continue morning <i>flu check</i>.</p> <p>Send daily absence report to local health department upon request.</p> <p>Begin preparation for potential school closure.</p>

#### Important Resources

School Guidance During an Influenza Pandemic, *Section III. Surveillance*, online at: [www.idph.state.il.us/pandemic\\_flu/schoolguide.htm](http://www.idph.state.il.us/pandemic_flu/schoolguide.htm).

**IASB POLICY REFERENCE MANUAL  
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- 5:20 Workplace Harassment Prohibited
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- 5:30 Hiring Process and Criteria
  - 5:30-AP1 Administrative Procedure - Interview Questions
  - 5:30-AP2 Administrative Procedure - Investigations
- 5:35 Compliance with the Fair Labor Standards Act
  - 5:35-AP1 Administrative Procedure - Fair Labor Standards Act Exemptions
  - 5:35-AP2 Administrative Procedure - Employee Records Required by the Fair Labor Standards Act
  - 5:35-AP3 Administrative Procedure - Compensable Work Time for Non-Exempt Employees Under the FLSA
  - 5:35-AP4 Administrative Procedure - Fair Labor Standards Act 12-Step Compliance Checklist
  - 5:35-E Exhibit - Volunteer Agreement Executed by a Non-Exempt Employee
- 5:40 Communicable and Chronic Infectious Disease
  - 5:40-AP Administrative Procedure - Communicable and Chronic Infectious Disease
- 5:50 Drug- and Alcohol-Free Workplace
- 5:60 Expenses
  - 5:60-AP Administrative Procedure - Expenses
  - 5:60-E Exhibit - Employee Travel Expense Voucher
- 5:70 Religious Holidays

5:80	Court Duty
5:90	Abused and Neglected Child Reporting
5:100	Staff Development Program
	5:100-AP Administrative Procedure - Staff Development Program
5:110	Recognition for Service
5:120	Ethics and Conduct
	5:120-AP1 Administrative Procedure - Statement of Economic Interests for Employees
	5:120-AP2 Administrative Procedure - Employee Conduct Standards
5:125	Personal Technology and Social Media; Usage and Conduct
	5:125-E Exhibit - Employee Receipt of Board Policy on Personal Technology and Social Media
5:130	Responsibilities Concerning Internal Information
	5:130-AP Administrative Procedure - Email Retention
5:140	Solicitations By or From Staff
5:150	Personnel Records
	5:150-AP Administrative Procedure - Personnel Records
5:160	<b>OPEN</b>
5:170	Copyright
	5:170-AP1 Administrative Procedure - Copyright Compliance
	5:170-AP2 Administrative Procedure - Seeking Permission to Copy or Use Copyrighted Works
	5:170-AP3 Administrative Procedure - Instructional Materials and Computer Programs Developed Within the Scope of Employment
	5:170-E Exhibit - Request to Reprint or Adapt Material
5:180	Temporary Illness or Temporary Incapacity
5:185	Family and Medical Leave
	5:185-AP Administrative Procedure - Resource Guide for Family and Medical Leave

Professional Personnel

- 5:190      Teacher Qualifications
  - 5:190-AP    Administrative Procedure - Plan to Ensure That All Teachers Who Teach Core Academic Subjects Are *Highly Qualified*
  - 5:190-E1    Exhibit - Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications
  - 5:190-E2    Exhibit - Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who is Not *Highly Qualified*
  - 5:190-E3    Exhibit - Letter to Teacher Who is Not *Highly Qualified*
- 5:200      Terms and Conditions of Employment and Dismissal
- 5:210      Resignations
- 5:220      Substitute Teachers
  - 5:220-AP    Administrative Procedure - Substitute Teachers
  - 5:220-E      Exhibit - Unsatisfactory Performance Report for Substitute Teachers
- 5:230      Maintaining Student Discipline
- 5:240      Suspension
  - 5:240-AP    Administrative Procedure - Suspensions
- 5:250      Leaves of Absence
  - 5:250-AP    Administrative Procedure - School Visitation Leave
- 5:260      Student Teachers

Educational Support Personnel

- 5:270      Employment At-Will, Compensation, and Assignment
  - 5:270-E      Exhibit - Notice of Employment
- 5:280      Duties and Qualifications
- 5:285      Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers
  - 5:285-AP    Administrative Procedure - Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers



5:290	Employment Termination and Suspensions
5:300	Schedules and Employment Year
5:310	Compensatory Time-Off
5:310-E	Exhibit - Agreement to Receive Compensatory Time-Off
5:320	Evaluation
5:330	Sick Days, Vacation, Holidays, and Leaves

## **General Personnel**

### **Equal Employment Opportunity and Minority Recruitment**

The School District shall provide equal employment opportunities to all persons regardless of their race; color; creed; religion; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; use of lawful products while not at work; being a victim of domestic or sexual violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Pilot Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager for the Uniform Grievance Procedure. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

#### **Administrative Implementation**

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager for the Uniform Grievance Procedure. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

**Nondiscrimination Coordinator:**

Heather Haley

Name

30953 Route 111 Palmyra, IL 62674

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hhaley@northwestern.k12.il.us

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217-436-2442 ext. 1207

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**Complaint Managers:**

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Jeff Abell

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Email

217-436-2011 ext. 1102

Telephone

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

- LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.  
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972, implemented by 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.  
38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).  
42 U.S.C. §1981 et seq., Civil Rights Act of 1991.  
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964, implemented by 29 C.F.R. Part 1601.  
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.  
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.  
42 U.S.C. §2000e(k), Pregnancy Discrimination Act.  
42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.  
Ill. Constitution, Art. I, §§17, 18, and 19.

105 ILCS 5/10-20.7, 5/20.7a, 5/21.1, 5/22.4, 5/23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.  
410 ILCS 130/40, Compassionate Use of Medical Cannabis Pilot Program Act.  
410 ILCS 513/25, Genetic Information Protection Act.  
740 ILCS 174/, Ill. Whistleblower Act.  
775 ILCS 5/1-103, 5/2-102, 103, and 5/6-101, Ill. Human Rights Act.  
775 ILCS 35/5, Religious Freedom Restoration Act.  
820 ILCS 55/10, Right to Privacy in the Workplace Act.  
820 ILCS 70/, Employee Credit Privacy Act.  
820 ILCS 75/, Job Opportunities for Qualified Applicants Act.  
820 ILCS 112/, Ill. Equal Pay Act of 2003.  
820 ILCS 180/30, Victims' Economic Security and Safety Act.  
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; Tobacco Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment, At-Will, Compensation, and Assignment), 5:300, (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

Adopted by Northwestern CUSD #2 November 14, 2017

## **General Personnel**

### **Administrative Procedure - Workplace Accommodations for Nursing Mothers**

The School District accommodates mothers who choose to continue breastfeeding after returning to work. An employee who is a nursing mother may take reasonable unpaid breaks each day to express breast milk or breastfeed her infant. The employee's supervisor shall help the employee arrange a break schedule accommodating the nursing mother while minimizing disruption. The break time must, if possible, run concurrently with any break time already provided to the employee.

Each Building Principal or chief administrator in another District building shall identify a private room or space where, if a request is made, an employee may express milk or breastfeed her infant. The private space must: (1) be in close proximity to the work area and be other than a bathroom, and (2) be free from intrusion from coworkers and the public, and (3) include an electrical outlet for the use of an electric breast pump.

Supervisors should consider ways to accommodate an employee's needs with minimal disruption of the school environment. If possible, supervisors will ensure that employees are aware of these workplace accommodations prior to maternity leave.

Adopted by Northwestern C.U.S.D. #2, December 15, 2010

## **General Personnel**

### **Workplace Harassment Prohibited**

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policy 7:20, *Harassment of Students Prohibited*.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

### **Sexual Harassment Prohibited**

The School District shall provide a workplace 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.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

### **Making a Complaint**

Employees are encouraged to promptly report information regarding violations of this policy. Employees may choose to report to a person of the employee's same gender. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved employees, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

### **Whom to Contact with a Report or Complaint**

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager. Employees may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy 5:20, *Workplace Harassment Prohibited*.

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

**Nondiscrimination Coordinator:**

Heather Haley  
Name  
30953 Route 111 Palmyra, IL 62674  
Address  
hhaley@northwestern.k12.il.us  
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217-436-2442 ext. 1207  
Telephone

**Complaint Managers:**

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Jeff Abell  
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jabell@northwestern.k12.il.us  
Email  
217-436-2011 ext. 1102  
Telephone

Investigation Process

Supervisors, Building Principals, or administrators who receive a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager. A supervisor or administrator who fails to promptly forward a report or complaint 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 a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment. The District shall investigate alleged workplace harassment when a Complaint Manager becomes aware of an allegation, regardless of whether a written report or complaint is filed.

Enforcement

A violation of this policy by an employee may result in discipline, up to and including discharge. A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, i.e., vendor, parent, invitee, etc. Any employee making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, up to and including discharge.

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing bona fide complaints or providing information about harassment is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*), and whistleblower protection may be available under the State

Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and the Ill. Human Rights Act (775 ILCS 5/).

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

#### Recourse to State and Federal Fair Employment Practice Agencies

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U. S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members and applicants of this policy, which shall include reprinting this policy in the appropriate handbooks.

LEGAL REF.: Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq., implemented by 29 C.F.R. §1604.11.  
Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., implemented by 34 C.F.R. Part 106.  
State Officials and Employees Ethics Act, 5 ILCS 430/70-5(a).  
Ill. Human Rights Act, 775 ILCS 5/2-101(E), 5/2-102(D), 5/2-102(E-5), 5/5-102, and 5/5-102.2.  
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.  
Burlington Industries v. Ellerth, 524 U.S. 742 (1998).  
Crawford v. Metro. Gov't of Nashville & Davidson County, 555 U.S. 271 (2009).  
Faragher v. City of Boca Raton, 524 U.S. 775 (1998).  
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).  
Harris v. Forklift Systems, 510 U.S. 17 (1993).  
Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).  
Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).  
Oncala v. Sundown Offshore Services, 523 U.S. 75 (1998).  
Porter v. Erie Foods International, Inc., 576 F.3d 629 (7th Cir. 2009).  
Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).  
Vance v. Ball State University, 133 S. Ct. 2434 (2013).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 7:20 (Harassment of Students Prohibited)

Adopted by Northwestern CUSD #2 November 14, 2017



## General Personnel

### Administrative Resource - Sample Questions for Conducting the Internal Sexual Harassment in the Workplace Investigation

State and federal law prohibit sexual harassment. For the purpose of this procedure, sexual harassment includes harassment on the basis of sexual orientation, which means actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity. The person charged with conducting the internal sexual harassment investigation must ascertain whether the sexual conduct is unwelcome and whether it affects a term or condition of employment (29 C.F.R. §1604.11(a)). The questions that follow are designed to help the investigator uncover this evidence. They are not all-inclusive and the exact questions must be designed for the specific allegations in each case.

#### **Is the conduct complained of unwelcome sexual conduct?**

*Unwelcome sexual conduct* is that verbal or physical sexual conduct which the employee did not solicit or incite and that which the employee regarded as undesirable or offensive. It is difficult to discern because the line between welcome and unwelcome sexual conduct is often quite fuzzy. The EEOC evaluates the issue of welcomeness in sexual harassment cases on a case-by-case basis. It looks at the record as a whole, considering the totality of the circumstances. The wise investigator will do the same.

Below are sample questions that can be used to formulate actual questions for this part of the investigation.

1. Who is the alleged sexual harasser? What is his/her name? Is he/she a co-worker or a supervisor?
2. Is the sexual conduct complained of physical, verbal, and/or committed using an electronic device, such as, through email, text message, or a social networking website?
3. If physical, describe with specificity the nature of the physical conduct. Describe all locations on the complainant's body that were touched and indicate when, how often, how he/she was approached, who witnessed the physical conduct, and where was the complainant when the conduct took place? Did the physical conduct involve an injury to or destruction of the complainant's possession(s) and, if so, what was the property, what was the nature of the injury, when did it happen, and where is the property now?
4. If the unwelcome conduct was verbal, what was stated, when, how often, where were the parties when the statements were made, and who witnessed the statements being made?
5. If the conduct was committed using an electronic device (e.g., through email, text message, or social networking website) what was stated, where, when, how often, who saw it?
6. Did the complainant retain any evidence of the offensive conduct such as a picture, email message, text message, or video or audio recording?
7. Was medical treatment required? If so, when was he/she treated, how often, by whom, where was he/she treated, and what was the diagnosis?
8. If medical treatment was not required, was a complaint or protest made to anyone employed by the District or to anyone else? If so, to whom did he/she complain, when was the complaint made, what was stated therein, and were there any witnesses to this or these complaints?

9. What was the complainant's response to the conduct? Did he/she tell him/her to stop? Did he/she complain to others about his/her behavior? Did he/she ask co-workers, supervisors or managers to make the harassment stop? If so, obtain all relevant details.
10. Did the complainant engage in any conduct with the alleged harasser that could have encouraged his/her behavior? If so, what was the conduct, when and where did it occur, how often and who witnessed it?
11. Did the complainant and the alleged harasser have a prior consensual relationship? If so, how long did it last and when did that relationship end?
12. Did the complainant make the alleged harasser aware at the point when the sexual advances became unwelcome? If so, when, how was this done, what was communicated to the alleged harasser, and were there any witnesses?
13. Did the complainant complain about the harassment to the alleged harasser, his/her supervisors, other managers or others? If so, when were the complaints made, what was said, who was present, and what was the response to each complaint?
14. If no complaints about the alleged harassment were made, why not?
15. What other actions, if any, did the complainant take to indicate to the alleged harasser that his/her conduct was unwelcome?
16. Did the complainant engage in any conduct which elicited the unwelcome conduct of the alleged harasser? For example, how did he/she demean him or herself in the workplace, how did he/she dress, did he/she use sexual and provocative language, did he/she engage in sexually provocative conduct, and was this conduct directed towards the alleged harasser?
17. If they lack knowledge about the harassment, did co-workers, supervisors or managers notice any changes in charging party's behavior at work or in the alleged harasser's treatment of the charging party?
18. Has the alleged harasser been accused of sexual harassment by other employees? If so, when, and were the allegations investigated? If so, what was the result of the investigation, and what was management's response, i.e., what remedy was imposed?

### **Did the work environment become hostile?**

To ascertain whether unwelcome sexual conduct creates an unlawful *hostile environment*, the major inquiry is whether the conduct "unreasonably interferes with an individual's performance" or creates "an intimidating, hostile, or offensive working environment." (29 C.F.R. §1601.11(a)(3)). Thus, trivial or annoying conduct such as sexual flirtation or innuendo or vulgar language would probably not establish a hostile environment. The challenged conduct must substantially affect the work environment of a reasonable person for a violation to be found.

Consider the following additional questions for this part of the inquiry:

1. What effect, if any, did the alleged harassment have upon the complainant's ability to perform his/her job?
2. What effect, if any, did the alleged harassment have upon the complainant's mental or physical health or well-being?
3. What was the sexual character of the work environment before the complainant entered the environment? Were sexual comments and actions common? If so, what types, when did they occur? Who was involved? Were supervisors involved or just co-workers?

4. Did the character of the workplace change after complainant joined the workplace? If so, how? What was complainant's behavior? How did the accused and other co-workers or supervisors respond to complainant's behavior?
5. Was the complaint of verbal or physical behavior directed at persons other than complainant? If so, who were they? What conduct was directed towards them, when, how frequently, who was present, where did it occur and who witnessed it? How did these persons react to the physical or verbal conduct?
6. Did the alleged harasser single out the charging party? If so, how, when, where, and why?
7. Did others join in perpetrating the harassment? If so, who? What was done; when, where, who witnessed the conduct, and were others harassed too?
8. If the complaint of conduct was verbal, what were the remarks? Were they hostile and derogatory? What was the frequency and context of the comments? Were the parties in or out of the workplace when the comments were made?
9. Was the alleged harassment observed by supervisors, managers, or other co-workers? If so, by whom, when, where, and what was observed?
10. Was the alleged harassment observed by former employees or others outside the workplace? If so, by whom, when, where, and what was seen?

**Was the harassment committed by a supervisor?**

The employer will always be held responsible for acts of sexual harassment committed by the employee's supervisor, meaning someone who was authorized by the employer to have authority over the complainant's terms and conditions of employment. To investigate sexual harassment committed by the complainant's supervisor, include questions such as the following:

1. What sexual conduct is the supervisor accused of? When, where, how often did it occur, and who observed?
2. Was the supervisor authorized to grant or deny tangible job benefits to the complainant? If so, what was the scope of that authority and what documents evidence it? If not, were his/her recommendations concerning the complainant's terms and conditions of employment typically or routinely followed?

**Was the harassment *quid pro quo* (do this for that)?**

An employer will always be held responsible for acts of *quid pro quo* sexual harassment, meaning that tangible job benefits were either (1) conditioned on submitting to sexual favors, or (2) denied because of the complainant's rejection of a sexual advance or request for sexual favors.

1. How was the complainant's employment affected by the alleged harassment? Was he/she denied a salary increase, a promotion, a job transfer, etc.? If so, when?
2. Was the complainant treated differently from similarly situated employees in regard to the denied salary increase, promotion, job transfer, etc.? If so, who was treated differently by this same supervisor?
3. What other management employees were involved in decisions to grant or deny the tangible job benefit(s) to the complainant? Did they have knowledge of the sexual conduct?

## **General Personnel**

### **Hiring Process and Criteria**

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunity and minority recruitment. The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. If the Superintendent's recommendation is rejected, the Superintendent must submit another. No individual will be employed who has been convicted of a criminal offense listed in Section 5/21B-80(c) of the School Code.

All applicants must complete a District application in order to be considered for employment.

### **Job Descriptions**

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

### **Investigations**

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. The Superintendent or designee shall notify an applicant if the applicant is identified in either database. The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, or for purposes of clarifying the information, the Department of State Police and/or Statewide Sex Offender Database.

Each newly hired employee must complete an Immigration and Naturalization Service Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in Section 5/21B-80 of the School Code or who falsifies, or omits facts from, his or her employment application or other employment documents.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
3. The District does not request of an applicant or employee access in any manner to his or her social networking website, including a request for passwords to such sites.
4. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

### Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, or an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, or an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of any such examination.

### Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.: 105 ILCS 5/10-21.9 and 5/24-5.  
Employee Credit Privacy Act, 820 ILCS 70/  
Right to Privacy in the Workplace Act, 820 ILCS 55/  
Americans with Disabilities Act, 42 U.S.C. §12112, 29 C.F.R. Part 1630.  
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.  
105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/21B-10, 5/21B-80, 5/10-22.34, 5/10-22.34b, 5/22-6.5, and 5/24-1 et seq.  
820 ILCS 55/ and 70/  
Duldulao v. St. Mary of Nazareth Hospital, 483 N.E.2d 956 (Ill.App.1, 1985), *aff'd in part and remanded* 505 N.E.2d 314 (Ill., 1987).  
Kaiser v. Dixon, 468 N.E.2d 822 (Ill.App.2, 1984).  
Molitor v. Chicago Title & Trust Co., 59 N.E.2d 695 (Ill.App.1, 1945).

CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Educational Support Personnel - Duties and Qualifications)

Adopted by Northwestern CUSD #2, November 14, 2016

## General Personnel

### Administrative Procedure - Interview Questions

The anti-discrimination laws affect all steps of the employee hiring process. Knowledge of the characteristics on which these laws prohibit inquiry is especially critical when conducting interviews. Sloppy interview practices can result in the appearance of illegal discrimination or even actual discrimination.

Interviewers should avoid seeking information that will not be used to make an employment decision. Assume that a rejected applicant may believe that all information acquired was used. The District, if challenged, must explain why it asked for the information – a very difficult task when the information involves race, sex, religion, age, disability, etc. Information needed for insurance, tax, social security, or similar purposes should be obtained after employment. The following list of protected characteristics may not be complete because of the rapidly changing nature of discrimination laws.

Protected Status	Do not ask	Permissible to ask
Race and color	What race are your parents?	
Alienage, ancestry, national origin, nationality, and citizen status (provided the individual is authorized to work in the U.S.)	In what country were you born? In what country were your parents born? Are you a naturalized citizen?	Are you legally authorized to work in the United States?  What languages do you read, speak, or write fluently?
Marital status	Are you married? Single? Divorced? Engaged?  Are you living with someone?  Would your spouse move with you if you got this position?  What is your maiden name?	
Gender, including parent and pregnancy status	What are your future family plans?  Are you pregnant?  Do you have children? What are their ages?  Do you have child care?	Is there anything that would interfere with regular work attendance?  Are you available to work overtime?
Sexual orientation, including actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity	Do you have a spouse or partner – which?	How do you feel about supervising a diverse workplace?
Religion or creed	What religious holidays do you celebrate?	What days are you available to work?

Protected Status	Do not ask	Permissible to ask
Age	When do you plan to retire? When do you plan to collect your pension?	What are your long-term career goals?
Military status	Will you miss work because you are a member of a U.S. Reserve unit, such as, Army Reserve or Marine Corps Reserve, or a member of a National Guard unit?	How does your military training or experience prepare you for this job?
Unfavorable discharge from military service	Under what circumstances were you discharged from the service?	
<p data-bbox="297 688 597 835">Arrest record Conviction that is not on the School Code's list of disqualifying convictions</p> <p data-bbox="391 884 1040 1213">The Job Opportunities for Qualified Applicants Act, 820 ILCS 75/, added by P.A. 98-774, eff. 1-1-2015, prohibits an employer from asking about a criminal record until the employer determines that the applicant is qualified for the position; however, this does not apply when employers are required to exclude applicants with certain criminal convictions from employment. Thus, school employers should limit their requests for criminal convictions to job-disqualifying convictions.</p>	<p data-bbox="654 688 1003 772">Have you ever been arrested? Spent time in jail?</p>	<p data-bbox="1071 688 1469 1255">Have you ever been convicted of attempting to commit, conspiring to commit, soliciting, or committing any crime in the following list? (1) any sex offense or narcotics offense, as defined in Section Sec. 21B-80 of the School Code, (2) first degree murder or a Class X felony, or (3) any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in this State, would have been punishable as one or more of the foregoing offenses.</p>
Use of lawful products during non-working hours	<p data-bbox="654 1274 1008 1371">Do you smoke or use tobacco products during non-working hours?</p> <p data-bbox="654 1392 1019 1488">Do you consume alcoholic beverages during non-working hours?</p>	Have you been disciplined by an employer for violating its rules forbidding the use of alcohol or tobacco products?
Genetic information	What were the results of any diagnostic, predictive, or pre-symptomatic genetic testing that you've had?	See section on <i>disability</i> below.
Whether applicant has ever filed a claim or received benefits under the Illinois Workers' Compensation Act or Workers'	Have you ever filed a claim or received benefits under the Illinois Worker's Compensation Act or Workers' Occupational Disease Act?	

<b>Protected Status</b>	<b>Do not ask</b>	<b>Permissible to ask</b>
Occupational Diseases Act		
Credit history/report, unless the Employee Credit Privacy Act permits a satisfactory credit history to be a job requirement, such as, the position's duties include custody of or unsupervised access to cash or marketable assets valued at \$2,500 or more.	Unless specifically permitted, do not ask:  Do you have a good credit score?  Have you been denied a credit card within last 5 years?  Have you ever filed bankruptcy?	How long have you lived at your current address?
Victim of domestic violence or being protected under an order of protection	Have you ever requested a restraining order or order of protection against your spouse or other person?	

Disability

Inquiries that are likely to elicit information about a disability, before a bona fide job offer is made, are prohibited. Inquiries about the ability to perform job functions that do not ask about disabilities are permissible.

<b>Protected Status</b>	<b>Do not ask</b>	<b>Permissible to ask, provided all applicants are asked</b>
Disability	Have you had any recent illnesses or operations?  Do you have AIDS?  Do you have asthma?  Do you have a disability which would interfere with your ability to perform the job?  How many days were you sick last year?  Have you ever filed for Workers' Compensation?  Have you ever been injured on the job?  How much alcohol do you drink each week?  Have you ever been treated for alcohol problems?  Have you ever been treated for mental health problems?	Can you perform the functions of this job (essential and/or marginal), with or without reasonable accommodation?  Please describe/demonstrate how you would perform these functions (essential and/or marginal).  Have you ever been disciplined (oral or written reprimand, suspension or termination) for attendance violations or problems?  Are you a current user of illegal drugs?  Do you have the required licenses to perform this job?



Protected Status	Do not ask	Permissible to ask, provided all applicants are asked
	What prescription drugs are you currently taking?	

## General Personnel

### Administrative Procedure - Investigations

#### Immigration Investigation

All newly hired employees must complete section one of the Immigration and Naturalization Service Form I-9 no later than three business days following their first working day (Immigration Reform and Control Act, 8 U.S.C. §1324a, 8 C.F.R. §274a.2). [www.uscis.gov/i-9](http://www.uscis.gov/i-9). If an individual is unable to provide the required documents to complete it, the individual may present a receipt for the application of the required documents within three days of the hire. The individual must then present the required documents within 90 days of the hire. The Superintendent or designee completes section two of the Form I-9 and confirms the employee's information.

If the Employment Eligibility Verification System (E-Verify) is used to complete Form I-9, the Superintendent or designee will review the Ill. Dept. of Labor's website and its E-Verify factsheet, available at: [www.uscis.gov/e-verify/what-e-verify](http://www.uscis.gov/e-verify/what-e-verify). See the Ill. Dept. of Labor Right to Privacy in the Workplace Act, 820 ILCS 55/12.

The completed Form I-9 shall be maintained in a file separate from other personnel records in order to prevent unauthorized review of personnel files. The Form I-9 shall be retained for a period of three years after the date of hire or one year after individual employment is terminated, whichever is later.

#### Fingerprint-based Criminal History Records Information Check (105 ILCS 5/10-21.9)

A fingerprint-based criminal history records information check must be initiated prior to employment, but the District may permit the individual to be hired and begin employment pending its outcome. See *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: [www.isbe.net/Documents/guidance\\_chr.pdf](http://www.isbe.net/Documents/guidance_chr.pdf).

A complete criminal history records check pursuant to 105 ILCS 5/10-21.9 consists of:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act (20 ILCS 2635/1), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (P.L. 109-248),
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law, 730 ILCS 152/ et seq.), and
3. A check of the Murderer and Violent Offender Against Youth Registry (see the Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-105).

See also policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, and administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*. **Important:** 20 ILCS 2630/5.2 outlines how an individual may petition to have an arrest record expunged by the arresting authority and the records of the arrest sealed by the circuit court clerk. It also details offenses for which an individual cannot have his or her conviction sealed.

**Note:** The following criminal history records check guides are also available:

1. Guide to Understanding Criminal History Record Check Information is available at: [www.isp.state.il.us/docs/5-727.pdf](http://www.isp.state.il.us/docs/5-727.pdf).

2. ISBE's non-regulatory guidance document, Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel, at: [www.isbe.net/Documents/guidance\\_chr.pdf](http://www.isbe.net/Documents/guidance_chr.pdf).

The following individuals are responsible for the actions listed:

**Applicant** - Each applicant for employment in any position (except bus drivers employed by a private student transportation contractor) must provide a written authorization for a complete criminal history records check at the time he or she submits the application.

**Individual Student Teaching or beginning a required internship** - Each individual student teaching or beginning a required internship must provide written authorization for, and pay the costs of, his or her criminal history records check (including any applicable vendor's fees) prior to participating in any field experiences in the District. See 105 ILCS 5/10-21.9(g).

**Applicant for Bus Driver** - Each applicant for a bus driver position must complete the application required by the Secretary of State for a school bus driver permit (obtained from the District) and submit it to the District along with the necessary fingerprint submission as required by the Department of State Police to conduct a fingerprint-based criminal history records check. The Superintendent or designee will conduct a pre-employment interview with prospective school bus driver candidates, distribute school bus driver applications and medical forms, and submit the applicant's fingerprint cards to the Department of State Police. The Superintendent or designee will certify in writing to the Secretary of State that all pre-employment conditions have been successfully completed, including the successful completion of a criminal history records check as required by State law. The applicant must present the certification to the Secretary of State at the time of submitting the school bus driver permit application. See 625 ILCS 5/6-106.1; 92 Ill.Admin. Code 1035.

**Superintendent or designee** - **Note:** *Add any additional steps to efficiently receive a complete criminal history records check.*

1. Fingerprint-Based Criminal History Records Check:

For all applicants, the Superintendent or designee completes the required forms to request the criminal history records checks from an appropriate police or LiveScan vendor. This may include submitting the applicant's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers to the ISP and FBI on the forms prescribed by each agency.

The Superintendent or designee will provide the applicant with a copy of the ISP and FBI reports. Required by 105 ILCS 5/10-21.9(b).

**Note:** For substitute teachers, superintendents will need to ensure that their districts perform these checks. Contact the board attorney and/or ISBE regarding the validity of a *certificate of authorization*, if a substitute teacher presents one. From 1-1-11 through 7-1-11, the Regional Superintendent of Schools or Suburban Cook County Intermediate Service Center, whichever is appropriate, was allowed to issue *certificates of authorization* to substitute teachers. Issuance of a *certificate of authorization* was proof that the substitute teacher applicant had met all of the requirements to substitute teach in the educational service region; i.e., a fingerprint-based criminal history records check, a physical examination, and a negative tuberculin test. Because P.A. 97-607 deleted *certificates of authorization*, substitute teachers no longer receive them because they no longer exist. For those substitute teachers who did receive them, there is not an answer to the question of whether their *certificates of authorization* are still valid. Attorneys in the field suggest looking for an expiration date on

the *certificate of authorization*. If the document has no expiration date, it is likely invalid because the document no longer exists. If there is an expiration date, then the document is likely valid until the date listed.

For individuals student teaching or beginning a required internship, the Superintendent or designee ensures that the individual completes the required forms, authorizations, and provides payment to the District for the costs of completing a complete criminal history records check prior to student teaching or beginning a required internship (105 ILCS 5/10-21.9(g) and policy 5:260, *Student Teachers*). For more information, see also ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: [www.isbe.net/Documents/guidance\\_chr.pdf](http://www.isbe.net/Documents/guidance_chr.pdf).

2. Screen of the Statewide offender databases. The Superintendent or designee performs a screen for each applicant of:
  - a. The Statewide Sex Offender Registry, [www.isp.state.il.us/sor](http://www.isp.state.il.us/sor), as authorized by the Sex Offender Community Notification Law (730 ILCS 152/101 *et seq.*), and
  - b. The Statewide Murderer and Violent Offender Against Youth Registry [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/), as authorized by the Child Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105).

The Superintendent or designee notifies the individual if he or she is identified in the database as a sex offender. Required by 105 ILCS 5/10-21.9 (a-5), (a-6), and (b).

**State Police and FBI** – The ISP and FBI furnish records of convictions (until expunged), pursuant to the District's request, to the School Board President. **Note:** The ISP and FBI must “furnish, pursuant to a fingerprint-based criminal history records check, records of convictions, until expunged, to the president of the school board...”. See 105 ILCS 5/10-21.9(a) and (g). For a student teacher, the report shall be returned to the Superintendent or designee (see ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, at: [www.isbe.net/Documents/guidance\\_chr.pdf](http://www.isbe.net/Documents/guidance_chr.pdf)).

**Board President** - The School Code requires the Board President to keep a conviction record confidential. The information may only be shared between the Board President, the Superintendent or designee, Regional Superintendent (if the check was requested by the District), State Superintendent of Schools, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, or for clarification purposes, the Department of State Police and/or Statewide Sex Offender Registry. See 105 ILCS 5/10-21.9(b) and 105 ILCS 5/21B-10.

**Regional Superintendent/Suburban Cook County Intermediate Service Center** - The Superintendent or designee may require the applicant to authorize the Regional Superintendent or Suburban Cook County Intermediate Service Center, whichever is appropriate, to conduct the check when an applicant is (1) seeking employment in more than one District simultaneously as (a) a substitute teacher, (b) a concurrent part-time employee, and/or (c) educational support personnel, or (2) the employee works for a contractor holding contracts with more than one district. The Regional Superintendent or Suburban Cook County Intermediate Service Center, whichever is appropriate, also performs a check of the Statewide Sex Offender Registry, [www.isp.state.il.us/sor](http://www.isp.state.il.us/sor), as authorized by the Sex Offender Community Notification Law (730 ILCS 152/115) and the Violent Offender Against Youth Registry, [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/), as authorized by the Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105). See 105 ILCS 5/10-21.9 (a-5), (a-6), and (b).

**Contractors** - The above requirements for a complete criminal history records check apply to all employees and agents of contractors who have direct, daily contact with students (105 ILCS 5/10-21.9(f)). Every contractor with the District shall: (1) make every employee or agent who will have direct, daily contact with students submit to a complete criminal history records check, (2) agree to a contract provision that it will make those employees available to the District for the criminal history records check, and (3) submit payment for the costs of the check(s) to the District.

**Note:** The provisions in 105 ILCS 5/10-21.9(f) and (g) apply to employees of contractors who have “direct, daily contact with students.” To be comprehensive and to eliminate uncertainty, this procedure and policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, may require a criminal history records check on *all* employees of contractors who may work in any school building or on school property. Whether the District uses the comprehensive language or the direct language from the School Code, the District, not the contractor, must perform the background checks. Contractors are not authorized under any State or federal law to: (1) conduct the required criminal history background checks, or (2) see the employee’s criminal history furnished by the ISP and the FBI. All contracts should also require the contractor to purchase insurance to cover misconduct by their employees and/or an indemnification clause. Additionally, the Superintendent or designee should check insurance coverage to determine whether employees of contractors are covered. See also policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, and administrative procedure 4:60-AP3, *Criminal History Records Check of Contractor Employees*, for the responsibilities of contractors. Last, if the District has received, within the last year, information that concerns the record of conviction and identification as a sex offender of any contractors’ employees, the District must provide the information to another school, school district, community college district, or private school that requests it (105 ILCS 5/10-21.9(h)). For more information, see ISBE’s non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: [www.isbe.net/Documents/guidance\\_chr.pdf](http://www.isbe.net/Documents/guidance_chr.pdf). Unless notified by the individual named in a criminal history records information (CHRI) request or by the ISP that the information furnished in a CHRI report is inaccurate or incomplete, the District cannot be liable for damages to any person to whom the CHRI pertains for actions it reasonably took in reliance on the accuracy and completeness of CHRI report (20 ILCS 2635/7(A)(3)).

**District** - The School District complies with 105 ILCS 5/10-21.9 and 5/21B-80. It will not knowingly employ a person, or allow a person to work or student teach/complete a required internship (105 ILCS 5/21.9(g)) on school grounds, who:

1. Has been convicted of any one or more of the following offenses, until seven years following the end of the sentence<sup>1</sup> for the criminal offense:
  - a. Those defined in the Cannabis Control Act, 720 ILCS 550/, except: 720 ILCS 550/4(a), 550/4(b), 550/4(c), 550/5(a), 550/5(b), and any offense for which the holder of a license is placed on probation under the provisions of 550/10 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
  - b. Those defined in the Illinois Controlled Substances Act, 720 ILCS 570/100 *et seq.*, except: any offense for which the holder of a license is placed on probation under the provisions of 570/410 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.

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The footnotes should be removed before the material is used.

- c. Those defined in the Methamphetamine Control and Community Protection Act, 720 ILCS 646/, except: any offense for which the holder of a license is placed on probation under the provisions of 646/70 provided that if the terms and conditions of probation required by the court are not fulfilled, the offense is not eligible for this exception.
  - d. Any attempt to commit any of the offenses listed in (a)-(c) of this section.
  - e. Any offense committed or attempted in any other state or against the laws of the United States that, if committed or attempted in Illinois, would have been punishable as one or more of the offenses listed in (a)-(d) of this section.
2. Has been convicted of committing or attempting to commit any one or more of the following offenses:
    - a. Attempting to commit, conspiring to commit, soliciting, or committing first-degree murder or any Class X felony.
    - b. Attempting to commit, conspiring to commit, soliciting, or committing any *sex offense*. Sex offense means any offense defined in:
      - i. Sections 11-6 and 11-9 through 11-9.5, inclusive, and 11-30 (if punished as a Class 4 felony) of the Criminal Code of 1961 or the Criminal Code of 2012;
      - ii. Sections 11-14.1 through 11-21, inclusive, of the Criminal Code of 1961 or the Criminal Code of 2012;
      - iii. Sections 11-23 (if punished as a Class 3 felony), 11-24, 11-25, and 11-26 of the Criminal Code of 1961 or the Criminal Code of 2012; and
      - iv. Sections 11-1.20, 11-1.30, 11-1.40, 11-1.50, 11-1.60, 12-4.9, 12-13, 12-14, 12-14.1, 12-15, 12-16, 12-32, 12-33, 12C-45, and 26-4 (if punished pursuant to 26-4(d)(4) or (5)) of the Criminal Code of 1961 or the Criminal Code of 2012.
    - c. Any offense committed or attempted in any other state or against the laws of the United States, which if committed or attempted in Illinois, would have been punishable as one or more of the foregoing offenses.
  3. Has been found to be the perpetrator of sexual or physical abuse of any minor less than 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987.

Reporting New Hires

The Superintendent or designee shall timely file an IRS Form W-4 or IDES *New Hire Reporting Form* for each newly hired employee with the Illinois Department of Employment Security. See 820 ILCS 405/1801.1.

## General Personnel

### Compliance with the Fair Labor Standards Act

#### Job Classifications

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. Saturday until 11:59 p.m. Friday. 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, and (4) ensure that employees are compensated for any overtime worked. 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, *Professional Personnel - Suspension*. Non-licensed employees may be suspended without pay in accordance with Board policy 5:290, *Educational Support Personnel - 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)



## General Personnel

### Administrative Procedure - Fair Labor Standards Act Exemptions

**Important** - School officials should contact the Board Attorney for application of the Fair Labor Standards Act to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

**Overview**

- An exempt employee in Illinois is “any employee employed in a bona fide executive, administrative or professional capacity, ... , as defined by or covered by the Federal Fair Labor Standards Act of 1938 and the rules adopted under that Act, as both exist on March 30, 2003, but compensated at the amount of salary specified [current federal rules].” 820 ILCS 105/4a.
- According to the U.S. Dept. of Labor’s rules, “[t]o qualify as exempt executive, administrative or professional employee,..., an employee must be compensated on a salary base at a rate of not less than \$455 per week.” 29 C.F.R. 541.600.
- Guidance on the U.S. Dept. of Labor’s website includes:  
*Exemptions from overtime pay provisions:* [www.dol.gov/elaws/esa/flsa/screen75.asp](http://www.dol.gov/elaws/esa/flsa/screen75.asp)  
*Exempt vs. non-exempt status of a particular job:* [www.dol.gov/elaws/esa/flsa/overtime/jobs.htm](http://www.dol.gov/elaws/esa/flsa/overtime/jobs.htm)

FLSA Exemption Category	Staff Positions
Non-covered persons	Independent contractors: <a href="http://www.dol.gov/elaws/esa/flsa/docs/contractors.asp">www.dol.gov/elaws/esa/flsa/docs/contractors.asp</a>  Volunteers: <a href="http://www.dol.gov/elaws/esa/flsa/docs/volunteers.asp">www.dol.gov/elaws/esa/flsa/docs/volunteers.asp</a>  Student teachers who: (1) receive academic credit for their work experience, (2) do not displace regular employees, (3) work under close supervision, and (4) are not entitled to a job at the end of their training ( <a href="http://www.dol.gov/whd/opinion/FLSA/2006/2006_04_06_12_FLSA.htm">www.dol.gov/whd/opinion/FLSA/2006/2006_04_06_12_FLSA.htm</a> )
Executive employees	Superintendent Associate/Assistant Superintendents Directors Supervisors Other department managers
Administrative employees	Building Principals Assistant Principals Data systems analysts or computer programmers involved in obtaining solutions to complex business problems: <a href="http://www.dol.gov/whd/regs/compliance/fairpay/fs17e_computer.htm">www.dol.gov/whd/regs/compliance/fairpay/fs17e_computer.htm</a> Other certificated administrative staff
Professional employees	Teachers Counselors

<b>FLSA Exemption Category</b>	<b>Staff Positions</b>
	Registered nurses Media coordinators Other non-supervising certificated staff
Non-exempt employees	Secretaries Receptionists Bookkeepers Cafeteria workers Crossing guards Before/after school program workers Bus drivers/transportation workers Computer lab managers Custodians Maintenance workers Pre-school workers Teacher aides, paraprofessionals, and assistants

## General Personnel

### Administrative Procedure - Employee Records Required by the Fair Labor Standards Act

**Important** - School officials should contact the Board Attorney for application of the Fair Labor Standards Act to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

This table contains the FLSA recordkeeping requirements as described in [www.dol.gov/whd/regs/compliance/whdfs21.htm](http://www.dol.gov/whd/regs/compliance/whdfs21.htm).

Actor	Action
Business office working with supervisors of <b>non-exempt employees</b>	Keep each of the following records concerning non-exempt employees for at least 3 years: <ol style="list-style-type: none"> <li>1. Employee’s full name and social security number</li> <li>2. Address, including zip code</li> <li>3. Birth date, if younger than 19</li> <li>4. Sex and occupation</li> <li>5. Time and day of week when employee’s workweek begins</li> <li>6. Hours worked each day</li> <li>7. Total hours worked each workweek</li> <li>8. Basis on which employee’s wages are paid (e.g., \$9 per hour or \$440 a week)</li> <li>9. Regular hourly pay rate</li> <li>10. Total daily or weekly straight-time earnings</li> <li>11. Total overtime earnings for the workweek</li> <li>12. All additions to or deductions from the employee’s wages</li> <li>13. Total wages paid each pay period</li> <li>14. Date of payment and the pay period covered by the payment</li> </ol>
Business office working with supervisors of <b>exempt employees</b>	Concerning exempt employees, keep for at least 3 years, the records listed in numbers 1-4, 12-14 above and a record showing the basis on which the exempt employee’s wages are paid.
Business office	<ol style="list-style-type: none"> <li>1. Payroll records must be kept for at least 3 years.</li> <li>2. Records on which wage computations are based must be kept for at least 2 years, i.e., time cards and piece work tickets, wage rate tables, work and time schedules, and records of additions to or deductions from wages.</li> <li>3. Collective bargaining agreements and individual employment contracts must be kept for at least 3 years (when an agreement is not in writing, prepare and retain a written memorandum summarizing it).</li> <li>4. Certificates and notices must be kept for at least 3 years.</li> </ol>

<b>Actor</b>	<b>Action</b>
Building Principal	Display an official poster outlining the provisions of FLSA, available at no cost from local offices of the Wage and Hour Division and toll-free, by calling 1-866-487-9243. This poster is also available electronically for downloading and printing at: <a href="http://www.dol.gov/oasam/programs/osdbu/sbrefa/poster/main.htm">www.dol.gov/oasam/programs/osdbu/sbrefa/poster/main.htm</a> . Keep records regarding the posting of notices for at least 3 years.

## General Personnel

### Administrative Procedure - Compensable Work Time for Non-Exempt Employees Under the FLSA

**Important** - School officials should contact the Board Attorney for application of the Fair Labor Standards Act to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

#### Resources

Overview - [www.dol.gov/compliance/laws/comp-flsa.htm](http://www.dol.gov/compliance/laws/comp-flsa.htm).

For help determining whether time spent on work-related activities is compensable as “hours worked,” see the U.S. Dept. of Labor’s [FLSA Hours Worked Advisor](#).

Volunteers - [www.dol.gov/elaws/esa/flsa/docs/volunteers.asp](http://www.dol.gov/elaws/esa/flsa/docs/volunteers.asp).

#### Compensable Time Defined for Non-Exempt Employees

The amount of pay due an employee cannot be determined without knowing the total number of hours actually worked by that employee in each workweek. An employee must be paid for all of the time considered to be hours worked and, all time that is *hours worked* must be counted when determining overtime.

**Non-Exempt Employee** - The term *non-exempt employee* refers to employees who are not exempt from the overtime provisions in the wage and hour laws. See administrative procedure 5:35-AP1, *Fair Labor Standards Act Exemptions*.

**Hours Worked** - Non-exempt employees must be compensated for all hours worked in a workweek. In general, hours worked include:

- All the time an employee must be on duty;
- All the time an employee must be on the employer’s premises;
- All the time an employee must be at any other prescribed place of work; and
- Any additional time the employee is allowed, i.e., “suffered or permitted” to work.

**Suffered or Permitted to Work** - If an employer knows or has reason to know that a non-exempt employee starts work early or continues to work late, it is considered work time. 29 C.F.R. §785.11.

This includes knowing or having reason to know that an employee works at home, e.g., as when a Building Principal’s secretary calls for substitutes early in the morning. 29 C.F.R. §785.12.

If an employee works additional straight time, at the regular rate of pay, or overtime hours without authorization, that employee must still be compensated but may be disciplined for violating School Board policy.

**Volunteering to Perform Regular Work** - Non-exempt employees may not volunteer to perform their regular work duties off-the-clock and without compensation. 29 U.S.C. §203(e)(4)(A). An employee must be paid even if he or she offers to do the work on his or her *own time*. Employees may not waive wage and hour law requirements.

**Volunteering to Perform Services that Are Not the Same as Regular Work** - Non-exempt employees may volunteer to perform services under these conditions:

1. The volunteer services are not the same as or similar to the employee's regular work duties,
2. The employee offers the services freely and without coercion, and
3. The employee provides the services without promise of compensation although a volunteer may be paid "expenses, reasonable benefits, or a nominal fee to perform such services." 29 U.S.C. §203(e)(4)(A), 29 C.F.R. §553.101 and 103.

A fee is not nominal if it is a substitute for compensation or tied to productivity. 29 C.F.R. §553.106(e). While the specific circumstances in each case must be analyzed, the District will generally limit nominal pay to employees for volunteer services to no more than 20% of what the District would otherwise pay to hire an employee for the same services. See *Wage and Hour Opinion Letters* FLSA2005-51 (11/10/2005); FLSA2006-28 (8/7/2006); and FLSA2006-28 (10/7/2006).

#### Examples of Hours Worked for Non-Exempt Employees

Meal periods, unless the employee is completely relieved of all duties and free to leave the duty post for at least 30 minutes. Teacher aides who must supervise students during their lunch are not considered relieved of duties. Employees who eat at their desk and answer phones or otherwise perform work are not considered relieved of duties.

Attendance at inservices, meetings, or lectures, unless: (1) attendance is outside the employee's regular working hours, (2) attendance is voluntary, (3) the activity is not related to the employee's job, and (4) the employee performs no productive work for the District.

Coffee breaks or rest periods of 20 minutes or less.

Work done at home if the supervisor knows or should have known that such work was done.

Work done before or after regular hours or on weekends.

On-call time if the employee is required to remain on the employer's premises or so close that he/she is unable to use the time effectively for his/her own purposes while on-call.

Transporting material to a worksite before the start of the workday.

Time spent preparing for work, e.g., bus drivers doing safety checks before the route or securing the bus after the route.

Clean-up work at the end of a shift.

Travel time during the workday from one job site to another, e.g., non-exempt school nurses traveling from one school to another.

Travel time during the regular working hours, even if it is the weekend.

Attending a Board meeting at night either to take minutes or perform some other required or assigned duty.

## General Personnel

### Administrative Procedure - Fair Labor Standards Act 12-Step Compliance Checklist

**Important** - School officials should contact the Board Attorney for application of the Fair Labor Standards Act to specific situations. The information contained in this procedure, and any information provided in the hyperlinks contained in it, should be confirmed with the Board Attorney before its application to a specific situation.

The U.S. Dept. of Labor, Wage and Hour Division, administers the Fair Labor Standards Act (FLSA). It posts an encyclopedic amount of information on the FLSA on its website at:

[www.dol.gov/compliance/laws/comp-flsa.htm](http://www.dol.gov/compliance/laws/comp-flsa.htm).

Checklist for compliance with the Fair Labor Standards Act (FLSA):

1. Classify employees as exempt or non-exempt.

Identify which employees are covered by the overtime requirements of the Fair Labor Standards Act (FLSA), i.e., “non-exempt,” and which employees are exempt from the overtime requirements. See Administrative Procedure 5:35-AP1, *Fair Labor Standards Act Exemptions*, for a list of school employees traditionally exempt and non-exempt. Include a record in each employee’s file stating whether he or she is exempt or non-exempt.

An exemption from the FLSA overtime pay/compensatory time requirements is the exception, rather than the rule. Any uncertainty should be resolved in favor of finding the employee to be non-exempt and the overtime compensable, as the burden is on the school system to prove that exemptions are applicable.

2. Make sure all employees have access to and understand the School Board policy and administrative procedures on the workweek, overtime, and compensatory time. See Board policy 5:35, *Compliance with the Fair Labor Standards Act*, and Administrative Procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*.

In addition, make sure that all employees:

- a. Are provided a copy of the Board policy or access to the Board policy published on-line;
- b. Acknowledge that they have received and understand the policy; and
- c. Agree to follow the policy and procedures or be subject to discipline.

3. Notify non-exempt employees of their expected work hours in a workweek.

Be clear that the salary of non-exempt employees is paid for a 40-hour workweek. Supervisors may regularly schedule employees to work 37.5 hours per week and leave the remainder as possible flexible time. However, to avoid the possibility of “straight-time” claims for hours worked between 37.5 and 40, supervisors need to clearly communicate that the District pays employees a salary for up to 40 hours of work and that the District retains the right to request that the employee perform additional duties up to 40 hours without additional pay.

4. Keep precise records of the hours worked by every non-exempt employee by using a good timesheet, time clock, computerized check-in system, or other method. Make sure individual employees keep and sign their weekly record of hours worked. Print an acknowledgment similar to the following on every time sheet: “I acknowledge that I have reviewed this time sheet and that it accurately records all of the time that I worked for the District on the dates

indicated and that I did not work for the District at any other times during the workweek that are not recorded on this timesheet.”

5. Annually train District supervisory staff, as well as supervisors when first assigned supervisory duties, on FLSA compliance issues, including:
  - a. What counts as compensable work time (see Administrative Procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA*);
  - b. How timesheets must be completed for non-exempt employees; and
  - c. Their duty to monitor timesheets and verify time worked.
6. Train all non-exempt staff when hired and regularly thereafter on the following topics:
  - a. Board policy requirements;
  - b. What counts as compensable time; and
  - c. How to complete timesheets correctly.
7. Require non-exempt employees who want to volunteer to execute a Volunteer Agreement. See Exhibit 5:35-E, *Volunteer Agreement Executed by a Non-Exempt Employee*.

Non-exempt employees may only volunteer to perform services on behalf of the school that do not involve the same types of duties they regularly perform in their jobs. Further, in order to be a bona fide volunteer, an employee must freely and voluntarily (i.e., without any direct or implied coercion or requirement) agree to perform the volunteer duties without compensation.

8. Have all non-exempt employees sign the following documents:
  - a. A statement that they were given a copy of the Board’s policy on work time and have reviewed it, and that they understand violators may be subject to discipline; and
  - b. If applicable, an agreement that any overtime worked over 40 hours per week will be compensated with time and a half compensatory time rather than overtime pay (see Exhibit 5:310-E, *Agreement to Receive Compensatory Time-Off*).
9. Have supervisory, payroll, and business staffs monitor weekly time records.

Make sure that supervisory staff continuously monitors weekly time records for accuracy and completeness, and that they report all overtime worked by non-exempt staff to the finance office for either overtime pay or compensatory time credit.
10. Keep FLSA-required records for non-exempt and exempt employees. See Administrative Procedure 5:35-AP2, *Employee Records Required by the Fair Labor Standards Act*.
11. Post all federal and State required employment posters.

Make sure that all employment posters are widely posted, e.g., in the teachers’ lounge, school office, cafeteria kitchen, bus garage, janitor’s closet, and other places where employees gather.
12. Consult the Board Attorney about FLSA compliance.



**General Personnel**

**Exhibit - Volunteer Agreement Executed by a Non-Exempt Employee**

I would like to serve as a volunteer for the School District. I understand that:

1. I may **not** volunteer to perform a job that is the same or similar job for which I am employed.
2. My time and service as a volunteer are given without promise, expectation, or receipt of any form of compensation, benefits, or other remuneration for this service.
3. My volunteer services are not being performed in the course and scope of my regular employment and are not in any way required by the School District.
4. Either the District or I may terminate my volunteer services at any time for any reason. My withdrawal will not affect my continued employment with the School District.

This agreement will continue in force until terminated by either the employee or School District.

\_\_\_\_\_  
Volunteer Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

## General Personnel

### 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 School Board policies.

An employee with a communicable or chronic infectious disease is encouraged to inform the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team. The Review Team, if used, provides information and recommendations to the Superintendent concerning the employee's conditions of employment and necessary accommodations. The Review Team shall hold the employee's medical condition and records in strictest confidence, except to the extent allowed by law.

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

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

## **General Personnel**

### **Administrative Procedure - Communicable and Chronic Infectious Disease**

The following procedures will be implemented when a District employee has a communicable and/or chronic infectious disease. A copy of the procedures will be given to the employee.

The District shall not discriminate against an employee disabled by a communicable or chronic infectious disease. 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.

#### **Evaluation of the Employee's Condition**

1. The employee who has or is suspected of having a communicable and chronic infectious disease is encouraged to inform the Superintendent immediately.
2. The Superintendent will inform the Communicable and Chronic Infectious Disease Review Team within three days.
3. The Communicable and Chronic Infectious Disease Review Team will meet within three days to:
  - a. Meet with the employee or a member of the employee's family to review the status of the employee's health, and
  - b. Evaluate the employee and submit a written report with recommendations to the Superintendent.
4. The School Board will receive a report, both written and verbal, of the Communicable and Chronic Infectious Disease Review Team's evaluation from the Superintendent.
5. The employee or a member of the employee's family will receive a report, both written and verbal, of the Communicable and Chronic Infectious Disease Review Team's evaluation from the Superintendent.
6. The employee may be required to submit to a physical examination, given by a physician chosen and paid for by the District.

#### **Monitoring the Employee's Condition**

The employee's health condition will be reviewed on a schedule determined by the Communicable and Chronic Infectious Disease Review Team. The Team's employee status report will be given to the Superintendent.

Each status report will indicate an employment recommendation for the employee, such as:

1. Continued employment at the same position, with possible accommodations,
2. Continued employment but transfer to another position, with possible accommodations,
3. Temporary exclusion from the work place, or
4. Dismissal.

### Employee Dismissal

The dismissal of an employee on contractual continued service shall be in accordance with 105 ILCS 5/24-12.

The dismissal of an employee not on contractual continued service shall be in accordance with the law or policy applicable to his or her position.

### Confidentiality

The employee's medical condition and records shall be held in strictest confidence and shared only with members of the Communicable and Chronic Infectious Disease Review Team, the employee's direct supervisor, and someone who would need to know in the event of an emergency. Medical records will not become part of the employee's personnel file.

## General Personnel

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

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

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

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

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

As a condition of employment, each employee shall:

1. Abide by the terms of the Board policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than 5 calendar days after such a conviction.

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

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

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:
  - a. The dangers of drug abuse in the workplace,
  - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
  - c. The penalties that the District may impose upon employees for violations of this policy.

### Tobacco Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of tobacco products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location. *Tobacco* shall have the meaning provided in section 10-20.5b of the School Code.

### District Action Upon Violation of Policy

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

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

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

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12114.  
Compassionate Use of Medical Cannabis Pilot Program, 410 ILCS 130/.  
Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15.  
Drug-Free Workplace Act of 1988, 41 U.S.C. §8101 et seq.  
Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101 et seq.  
Drug-Free Workplace Act, 30 ILCS 580/.  
105 ILCS 5/10-20.5b.

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

## General Personnel

### Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (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. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

1. The amount of the estimated or actual expense, with attached receipts for actual incurred expenses.
2. The name and title of the employee 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, reimbursement, or purchase order will be or was expended.
4. The nature of the official business conducted when the expense advancement, reimbursement, or purchase order will be or was expended.

### Advancements

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development, provided they fall below the maximum allowed in the Board's expense regulations.

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District'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. Any portion of an expense advancement not used must be returned to the District. Expense advancements and vouchers shall be presented to the Board in its regular bill process.

### Reimbursements and Purchase Orders

Expense reimbursements and purchase orders may be issued by the Superintendent or designee to employees, along with other expenses necessary for the performance of their duties, provided the expenses fall below the maximum allowed in the Board's expense regulations.

Expense reimbursements and purchase order approvals are not guaranteed and, when possible, employees should seek pre-approval of expenses by providing an estimation of expenses on the District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the

District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

#### Use of Credit and Procurement Cards

Credit and procurement card usage is governed by policy 4:55, *Use of Credit and Procurement Cards*.

#### Exceeding the Maximum Allowable Expense Amount(s)

All requests for expense advancements, reimbursements, and purchase orders exceeding the maximum allowed in the Board's expense regulations may only be approved 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.

#### Registration

When possible, registration fees will be paid by the District in advance.

#### Travel

The least expensive method of travel will be used, provided that no hardship will be caused to the employee. Employees will be reimbursed for:

1. 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. Copies of airline tickets must be attached to the expense form.
2. 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.
3. 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.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, or other local transportation costs.

#### Meals

Meals charged to the District should represent mid-fare selections for the hotel/meeting facility or general area. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

#### Lodging

Employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Employees should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.



Miscellaneous Expenses

Employees 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.

LEGAL REF.: 105 ILCS 5/10-22.32.  
Local Government Travel Expense Control Act, 50 ILCS 150/.

CROSS REF.: 2:125 (Board Member Compensation; Expenses), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards)

Adopted by Northwestern CUSD #2, November 14, 2016

## **General Personnel**

### **Administrative Procedure - Expenses**

#### Registration Fees

When possible, registration fees will be paid by the District in advance.

#### Transportation Costs

The least expensive transportation shall be used. Employees will be reimbursed for:

1. Air travel at the coach or single class commercial airline rate. Copies of airline tickets must be attached to the expense voucher.
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets will be attached to the expense voucher to substantiate amounts.
3. 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 personal automobile use in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense voucher.
5. Taxis, airport limousines, or other local transportation costs.

#### Hotel/Motel Charges

Employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Other expenses incurred by employees will be reimbursed when specifically related to School District business. The expense voucher or hotel bill must explain the types of expenses incurred.

Employees shall pay personal expenses that are charged to hotel room bills at check-out. If this is not possible, deductions for the charges should be made on the expense voucher.

#### Meal Charges

Meal charges to the School District should represent "mid-fare" selections for the hotel/meeting facility or general area and generally should not exceed \$ \_\_\_\_\_ per day. Tips shall be included with the meal charges. Expense vouchers must explain the meal charges incurred.

#### Personal Charges

All personal travel costs must be excluded from the expense voucher.

## General Personnel

### **Exhibit - Employee Expense Reimbursement Form**

*Submit to the Superintendent. Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements. Please print and attach receipts for all expenditures.*

Name: \_\_\_\_\_ Title/Office: \_\_\_\_\_

Destination: \_\_\_\_\_ Purpose: \_\_\_\_\_

Departure Date: \_\_\_\_\_ Return Date: \_\_\_\_\_

**Receipts attached** Request Date: \_\_\_\_\_

**Approved expense advancement (voucher) attached, if applicable\*** (Completed 5:60-E2, Employee Estimated Expense Approval Form.)

<b>Actual Expense Report</b>										
*Employees will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. (105 ILCS 5/10-22.32)										
Auto Travel Allowance: _____ per mile										
Date	Mileage		Comm. Travel Expenses	Lodging	Meals			Other Item	Cost	Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner			
<b>Subtotal</b>										
<b>Advances</b>									-	
<b>TOTAL</b> (A negative amount indicates refund due from employee.)									\$	

**Superintendent** (below maximum allowable amount):  **Approved**  **Denied**  
 **Approved in Part**

\_\_\_\_\_  
 Superintendent Signature Date

**School Board Action** (exceeds maximum allowable amount):  **Approved**  **Denied**  
 **Approved in Part**

\_\_\_\_\_  
 Employee Signature Date

**General Personnel**

**Exhibit - Employee Estimated Expense Approval Form**

*Submit to the Superintendent. Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements. Please print.*

Name: \_\_\_\_\_ Title/Office: \_\_\_\_\_

Travel Destination: \_\_\_\_\_ Purpose: \_\_\_\_\_

- Estimated Expenses Approval Requested** (50 ILCS 150/20)
- Purchase Order Requested** Purchase Order #: \_\_\_\_\_
- Expense Advancement Voucher Requested** (105 ILCS 5/10-22.32) Voucher Amount: \_\_\_\_\_

<b>Estimated Expense Report</b>										
Departure date: _____					Return date: _____					
Auto Travel Allowance: _____ per mile										
Date	Mileage		Comm. Travel Expenses	Lodging	Meals			Other		Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner	Item	Cost	
<b>Total</b>										\$

**Superintendent** (*below maximum allowable amount*):
  **Approved**
 **Denied**  
 **Approved in Part**

\_\_\_\_\_  
 Superintendent Signature Date

**School Board Action** (*exceeds maximum allowable amount*):
  **Approved**
 **Denied**  
 **Approved in Part**

\_\_\_\_\_  
 Employee Signature Date

## **General Personnel**

### **Religious Holidays**

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

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

LEGAL REF.: Religious Freedom Restoration Act, 775 ILCS 35/15.  
Illinois Human Rights Act, 775 ILCS 5/2-101 and 5/2-102.

## **General Personnel**

### **Court Duty**

The District will pay full salary during the time an employee is absent due to court duty or, pursuant to a subpoena, serves as a witness or has a deposition taken in any school-related matter pending in court.

The District will deduct any fees that an employee receives for such duties, less mileage and meal expenses, from the employee's compensation, or make arrangements for the employee to endorse the fee check to the District.

An employee should give at least 5 days' prior notice of pending court duty to the District.

LEGAL REF.: 105 ILCS 5/10-20.7.

## General Personnel

### Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 21, an abused or neglected individual with a disability, shall: (1) immediately report or cause a report to be made to the Illinois Dept. of Children and Family Services (DCFS) on its Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)(within Illinois); 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY), and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at [report.cybertip.org/](http://report.cybertip.org/) or [www.cybertipline.com](http://www.cybertipline.com). The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

### Abused and Neglected Child Reporting Act (ANCRA), School Code, and Erin's Law Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within one year of initial employment and at least every five years after that date.

The Superintendent will encourage all District educators to complete continuing professional development that addresses the traits and identifiers that may be evident in students who are victims of child sexual abuse, including recognizing and reporting child sexual abuse and providing appropriate follow-up and care for abused students as they return to the classroom setting.

### Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

The Superintendent shall notify the State Superintendent and the Regional Superintendent in writing when he or she has reasonable cause to believe that a license holder was dismissed or resigned from the District as a result of an act that made a child an abused or neglected child. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

Special School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse.

LEGAL REF.: 105 ILCS 5/10-21.9.  
20 ILCS 1305/1-1 et seq., Department of Human Services Act.  
325 ILCS 5/, Abused and Neglected Child Reporting Act.  
720 ILCS 5/12C-50.1, Criminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 5:20 (Workplace Harassment Prohibited), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:150 (Personnel Records), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Police Interviews)

Adopted by Northwestern CUSD #2 November 14, 2017



## **General Personnel**

### **Staff Development Program**

The Superintendent or designee shall implement a staff development program. The goal of such 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 the District and School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

The staff development program shall provide, at a minimum, at least once every two years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

The staff development program shall provide, at a minimum, once every two years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct.

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*.

- LEGAL REF.: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, Pub. L. 111-296.  
7 C.F.R. Parts 210 and 235.  
105 ILCS 5/2-3.62, 5/10-20.17a, 5/10-20.60 (P.A. 100-14, final citation pending),  
5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/22-80(h), and 5/24-5.  
105 ILCS 25/1.15, Interscholastic Athletic Organization 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.  
23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.  
77 Ill.Admin.Code §527.800.
- CROSS REF.: 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the  
Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 5:20  
(Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child  
Reporting), 5:120 (Employee Ethics; 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 (Food Allergy Management Program), 7:290 (Suicide and  
Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and  
Head Injuries)
- ADMIN. PROC.: 4:160-AP (Environmental Quality of Buildings and Grounds), 4:170-AP6 (Plan  
for Responding to a Medical Emergency at an Indoor Physical Fitness Facility),  
5:100-AP (Staff Development Program), 5:150-AP (Personnel Records), 6:120-  
AP4 (Care of Students with Diabetes), 7:250-AP1 (Measures to Control the  
Spread of Head Lice at School)

Adopted by Northwestern CUSD #2 November 14, 2017

## General Personnel

### Administrative Procedure - Staff Development Program

The following procedure implements policy 5:100, *Staff Development Program*. It sets professional growth requirements. 105 ILCS 5/24-5. Failure to meet professional growth requirements is considered remediable. *Morris v. Ill. State Bd. of Educ.*, 198 Ill.App.3d (3rd Dist. 1990).

This procedure is consistent with the minimum requirements of State law. If the District has a local collective bargaining agreement, it may contain provisions that differ from this procedure. When the procedure's subject matter is superseded by a bargaining agreement, insert the following: "Please refer to the current [*insert name of any applicable CBA*]."

#### Implementation of Staff Development Program

All District-sponsored staff development programs, including in-services, shall be approved by the Superintendent. Staff development opportunities exist through the following:

- A. Planned in-service programs, courses, seminars, and workshops are offered within the District. Every staff member is encouraged to suggest topics, formats, and speakers for in-service meetings. Suggestions should be given to the Superintendent or any member of the advisory committee, if one exists.
- B. Visits to other classrooms and schools, as well as attendance at conferences, workshops, and other meetings may be requested.

With the Superintendent's approval, staff members may be released with full pay to:

- Attend professional conventions and meetings, visit exemplary programs, as well as participate in other professional growth activities. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Superintendent summarizing the activity's highlights.
  - Serve as speakers, consultants, or resource persons outside the District. The staff member accepting such assignments may not accept any fee or honorarium other than a reasonable fee for preparation done outside of the working day. The employee or the institution receiving the services is responsible for travel, lodging, meal expenses, and for substitute costs if any are incurred.
  - Attend training and staff development programs sponsored by an Educational Service Center (105 ILCS 5/2-3.62), the Illinois State Board of Education, a Regional Office of Education, the Illinois Association of School Boards, or any other professionally-sponsored education program. At the time of approval, the Superintendent will indicate which expenses, if any, will be reimbursed by the District. After participation, a written report must be submitted to the Superintendent summarizing the activity's highlights.
- C. Leaves of absence for advanced training and internships are governed by School Board policy and/or collective bargaining agreements, if any.
  - D. The topics to be covered on days declared as Teacher Institutes (TI) must be approved by the Regional Offices of Education (ROE) or Intermediate Service Centers (ISC), whichever is applicable, governing the schools of that region. The request for approval should be submitted to the Regional Superintendent (for ROEs) or Chief Administrative Officer (for ISCs) at least 30 days prior to the event.

- E. Many opportunities for on-going professional development opportunities exist. Staff members are encouraged to discuss their plans for identifying and optimizing these opportunities with their supervisors.
- F. For nutrition directors and school nutrition professionals, the annual training standards for school nutrition professionals. 7 C.F.R. Parts 210 and 235.

LEGAL REF.:       Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, Pub. L. 111-296.  
                      7 C.F.R. Parts 210 and 235.  
                      105 ILCS 5/2-3.48, 5/2-3.53, 5/2-3.56, 5/2-3.59, 5/2-3.62, 5/3-11, 5/3-14.8, 5/10-  
                          20.17a, 5/10-20.60 (final citation pending), 5/10-22.6(c-5), 5/10-22.39, 5/10-  
                          23.12, 5/22-80(h), and 5/24-5.  
                      105 ILCS 25/1.15, Interscholastic Athletic Organization Act.  
                      105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education  
                          Act.  
                      23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.  
                      77 Ill.Admin.Code §527.800.

Adopted by Northwestern CUSD #2 November 14, 2017

## **General Personnel**

### **Recognition for Service**

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

## General Personnel

### Employee Ethics; Conduct; and Conflict of Interest

#### Professional and Appropriate Conduct

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

#### Statement of Economic Interests

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

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

#### Ethics and Gift Ban

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

#### Prohibited Interests; Conflict of Interest; and Limitation of Authority

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

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award or administration of a contract supported by a federal award when the employee has a real or apparent conflict of interest as defined by 2 C.F.R. §200.318(c)(1). Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or contracts. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.

### Outside Employment

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

Incorporated

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

LEGAL REF.: U.S. Constitution, First Amendment.  
2 C.F.R. §200.318(c)(1).  
5 ILCS 420/4A-101 and 430/.  
50 ILCS 135/.  
105 ILCS 5/10-22.39 and 5/22-5.  
775 ILCS 5/5A-102.  
23 Ill.Admin.Code Part 22, Code of Ethics for Illinois Educators.  
Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).  
Garcetti v. Ceballos, 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), 4:60 (Purchases and Contracts), 5:100 (Staff Development Program)

## General Personnel

### Administrative Procedure - Statement of Economic Interests for Employees

Date	Action
Upon initial employment	All employees who are required to file a statement of economic interests (see School Board policy 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i> ) must file such a statement upon initial employment if employed by May 1. 5 ILCS 420/4A-105(c).
On or before February 1, annually	Superintendent or designee shall certify to the appropriate county clerks a list of names and addresses of employees who are required to file a statement of economic interests (see School Board policy 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i> ). The list shall set out the names in alphabetical order by county of residence. The Superintendent or designee shall send the list to county clerks of the counties in which those employees reside, or if any employee resides outside of Illinois, to the county clerk of the county in which the District's principal office is located. 5 ILCS 420/4A-106.
On or before April 1, annually	County clerk of each county shall notify employees whose names have been certified to him or her of the requirements for filing statement of economic interests. 5 ILCS 420/4A-106.
On or before May 1, annually	All employees who are required to file a statement of economic interests (see Board policy 5:120, <i>Employee Ethics; Conduct; and Conflict of Interest</i> ) must file a statement of economic interests with the county clerk of the county in which the principal District office is located (5 ILCS 420/4A-106), unless he or she has already filed a statement in relation to the District within the calendar year. 5 ILCS 420/4A-105.
After January 1, 2011	Any county clerk who uses a system of Internet-based filing of economic interest statements must: (1) post the contents of statements, without filers' addresses or signatures, that were filed using the Internet on a publicly accessible website, and (2) otherwise comply with 5 ILCS 420/4A-108, amended by P.A. 99-108.  The times for the filing of statements of economic interests set forth in Section 4A-105 must be followed in any system of Internet-based filing.



## General Personnel

### Administrative Procedure - Employee Conduct Standards

Professional and ethical behavior is expected of all District staff members. The standards listed below serve as a notice of expected conduct. The standards are intended to protect the health, safety, and general welfare of students and employees, ensure the community a degree of accountability within the School District, and define misconduct justifying disciplinary action, up to and including dismissal. The listed standards are not a complete list of expectations, and depending on the factual context, an employee may be disciplined for conduct that is not specifically listed. The conduct standards apply to all District employees to the extent they do not conflict with an applicable collective bargaining agreement; in the event of a conflict, the provision is severable and the applicable bargaining agreement will control. In addition, each educator must comply with 5:120-E, *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education (23 Ill.Admin.Code Part 22).

All school employees shall:

1. Exhibit positive examples of preparedness, punctuality, attendance, self-control, language, and appearance.
2. Exemplify honesty and integrity. Violations of this standard include, but are not limited to, falsifying, misrepresenting, omitting, or erroneously reporting the professional qualifications of oneself or another individual or information submitted in connection with job duties or during the course of an official inquiry/investigation.
3. Maintain a professional relationship with all students, both in and outside the school and attend all in-service trainings on educator ethics, teacher-student conduct, and school, employee-student conduct for all personnel (105 ILCS 5/10-22.39). Violations of this standard, include but are not limited to: (a) committing any act of child abuse or cruelty to children; (b) engaging in harassing behavior; (c) soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and (d) furnishing tobacco, alcohol, or illegal/unauthorized substance to any student or allowing a student under his or her supervision to consume alcohol or an illegal/unauthorized substance.
4. Maintain a safe and healthy environment, free from harassment, intimidation, bullying, hazing, substance abuse, and violence, and free from bias and discrimination. Violations of this standard include, but are not limited to: (a) using alcohol or illegal or unauthorized substances when on school property or at school-sponsored events, or whenever engaged in job responsibilities; (b) using or possessing medical cannabis in a school bus or on school grounds; (c) unless specifically permitted by the Firearm Concealed Carry Act, carrying a firearm on or into any District controlled building, real property, or parking area, or any transportation vehicle paid for in whole or in part with public funds; (d) failing to report suspected cases of child abuse or neglect or of gender harassment; (e) knowingly failing to report hazing to supervising educational authorities or, in the event of death or great bodily harm, to law enforcement; and (f) failing to appropriately respond to a witnessed or reported incident of student-on-student bullying, harassment, hazing, or teen dating violence.
5. Comply with the Professional Testing Practices for Educators, prepared and published by the Illinois State Board of Education for educators who administer any standardized test (at

[www.isbe.net/Documents/prof-test-prac14.pdf](http://www.isbe.net/Documents/prof-test-prac14.pdf)). This document contains numerous examples of actions that violate test security; actions that must not be part of test preparation; actions that must not occur during test administration; and actions that must be avoided when reporting test results.

6. Honor the public trust when entrusted with public funds and property by acting with a high level of honesty, accuracy, and responsibility. Violations of this standard include, but are not limited to: (a) misusing public or school-related funds; (b) failing to account for funds collected from students or parents/guardians; (c) submitting fraudulent requests for reimbursement of expenses or for pay; (d) co-mingling District or school funds with personal funds or checking accounts; and (e) using school property without the approval of the supervising school official.
7. Maintain integrity with students, colleagues, parents/guardians, community members, and businesses concerning business dealings and when accepting gifts and favors. Violations of this standard, include but are not limited to, soliciting students or parents/guardians to purchase supplies or services from the employee or to participate in activities that financially benefit the employee without fully disclosing the interest.
8. Respect the confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements. Violations of this standard include, but are not limited to: (a) disclosing confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results, unless disclosure is required or permitted by law; and (b) disclosing confidential information restricted by State or federal law.
9. Demonstrate conduct that follows generally recognized professional standards and attend all in-service trainings on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel (105 ILCS 5/10-22.39). Unethical conduct is any conduct that impairs the employee's ability to function professionally in his or her employment position or a pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.
10. Comply with all State and federal laws and rules regulating public schools and School Board policies, including but not limited to: 2:105 (Ethics and Gift Ban), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:50 (Drug- and Alcohol-Free Workplace; Tobacco Prohibition), 5:60 (Expenses), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Ethics and Conduct), 5:130 (Responsibilities Concerning Internal Information), 5:140 (Solicitations By or From Staff), 5:170 (Copyright), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:230 (Maintaining Student Discipline), 5:280 (Duties and Qualifications), 5:290 (Employment Termination and Suspensions), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:340 (Student Records), and 8:30 (Visitors to and Conduct on School Property).

Conviction of any employment disqualifying criminal offense listed in Section 5/10-21.9 or 5/21B-80 of the School Code will result in dismissal.

Before disciplinary action is taken, the supervisor will conduct a fair and objective investigation to determine whether the employee violated a standard or other work rule and the extent that any violation impacts educational or operational activities, effectiveness, or efficiency. Discipline must be

appropriate and reasonably related to the seriousness of the misconduct and the employee's record. Any applicable provision in a contract, bargaining agreement, or State law will control the disciplinary process.

## **General Personnel**

### **Exhibit - Code of Ethics for Illinois Educators**

Code of Ethics for Illinois Educators, Illinois State Board of Education (23 Ill.Admin.Code §22.20)

#### a) Responsibility to Students

The Illinois educator is committed to creating, promoting, and implementing a learning environment that is accessible to each student, enables students to achieve the highest academic potential, and maximizes their ability to succeed in academic and employment settings as a responsible member of society. Illinois educators:

- 1) Embody the Standards for the School Support Personnel Endorsements (23 Ill.Adm.Code 23), the Illinois Professional Teaching Standards (23 Ill.Adm.Code 24, 130), and Standards for Administrative Endorsements (23 Ill.Adm.Code 29), as applicable to the educator, in the learning environment;
- 2) Respect the inherent dignity and worth of each student by assuring that the learning environment is characterized by respect and equal opportunity for each student, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socio-economic status;
- 3) Maintain a professional relationship with students at all times;
- 4) Provide a curriculum based on high expectations for each student that addresses individual differences through the design, implementation, and adaptation of effective instruction; and
- 5) Foster in each student the development of attributes that will enhance skills and knowledge necessary to be a contributing member of society.

#### b) Responsibility to Self

Illinois educators are committed to establishing high professional standards for their practice and striving to meet these standards through their performance. Illinois educators:

- 1) Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and understanding of current trends in both content knowledge and professional practice;
- 2) Develop and implement personal and professional goals with attention to professional standards through a process of self-assessment and professional development;
- 3) Represent their professional credentials and qualifications accurately; and
- 4) Demonstrate a high level of professional judgment.

#### c) Responsibility to Colleagues and the Profession

The Illinois educator is committed to collaborating with school and district colleagues and other professionals in the interest of student learning. Illinois educators:

- 1) Collaborate with colleagues in their respective schools and districts to meet local and State educational standards;

- 2) Work together to create a respectful, professional, and supportive school climate that allows all educators to maintain their individual professional integrity;
  - 3) Seek out and engage in activities that contribute to the ongoing development of the profession;
  - 4) Promote participation in educational decision-making processes;
  - 5) Encourage promising candidates to enter the education profession; and
  - 6) Support the preparation, induction, mentoring, and professional development of educators.
- d) Responsibility to Parents, Families and Communities
- The Illinois educator will collaborate, build trust, and respect confidentiality with parents, families, and communities to create effective instruction and learning environments for each student. Illinois educators:
- 1) Aspire to understand and respect the values and traditions of the diversity represented in the community and in their learning environments;
  - 2) Encourage and advocate for fair and equal educational opportunities for each student;
  - 3) Develop and maintain professional relationships with parents, families, and communities;
  - 4) Promote collaboration and support student learning through regular and meaningful communication with parents, families, and communities; and
  - 5) Cooperate with community agencies that provide resources and services to enhance the learning environment.
- e) Responsibility to the Illinois State Board of Education
- Illinois educators are committed to compliance with the School Code [105 ILCS 5] and its implementing regulations, and to State and federal laws and regulations relevant to their profession. Illinois educators:
- 1) Provide accurate communication to the Illinois State Board of Education concerning all educator licensure matters;
  - 2) Maintain appropriate educator licensure for employment; and
  - 3) Comply with State and federal laws and regulations.

## General Personnel

### Personal Technology and Social Media; Usage and Conduct

#### Definitions

**Includes** - Means “includes without limitation” or “includes, but is not limited to.”

**Social media** - Media for social interaction, using highly accessible communication techniques through the use of web-based and mobile technologies to turn communication into interactive dialogue. This includes, but is not limited to, services such as *Facebook*, *LinkedIn*, *Twitter*, *Instagram*, *Snapchat*, and *YouTube*.

**Personal technology** - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes laptop computers (e.g., laptops, ultrabooks, and chromebooks), tablets (e.g., iPads®, Kindle®, Microsoft Surface®, and other Android® platform or Windows® devices), smartphones (e.g., iPhone®, BlackBerry®, Android® platform phones, and Windows Phone®), and other devices (e.g., iPod®).

#### Usage and Conduct

All District employees who use personal technology and social media shall:

1. Adhere to the high standards for appropriate school relationships required by policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest*, at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by policy 5:20, *Workplace Harassment Prohibited*; 5:100, *Staff Development Program*; 5:120, *Employee Ethics; Conduct; and Conflict of Interest*; 6:235, *Access to Electronic Networks*; 7:20, *Harassment of Students Prohibited*; and the Ill. Code of Educator Ethics, 23 Ill.Admin.Code §22.20.
2. Choose a District-provided or supported method whenever possible to communicate with students and their parents/guardians.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
4. Comply with policy 5:130, *Responsibilities Concerning Internal Information*. This means that personal technology and social media may not be used to share, publish, or transmit information about or images of students and/or District employees without proper approval. For District employees, proper approval may include implied consent under the circumstances.
5. Refrain from using the District’s logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures.
6. Use personal technology and social media for personal purposes only during non-work times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation.

7. Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate Internet materials through the District employee's personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees' personal technology and social media.
8. Be subject to remedial and any other appropriate disciplinary action for violations of this policy ranging from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy.

The Superintendent shall:

1. Inform District employees about this policy during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest*.
2. Direct Building Principals to annually:
  - a. Provide their building staff with a copy of this policy.
  - b. Inform their building staff about the importance of maintaining high standards in their school relationships.
  - c. Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal.
3. Build awareness of this policy with students, parents, and the community.
4. Ensure that no one for the District, or on its behalf, requests of an employee or applicant access in any manner to his or her social networking website or requests passwords to such sites.
5. Periodically review this policy and any procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

LEGAL REF.: 105 ILCS 5/21B-75 and 5/21B-80.  
 Ill. Human Rights Act, 775 ILCS 5/5A-102.  
 Code of Ethics for Ill. Educators, 23 Ill.Admin.Code §22.20.  
Garcetti v. Ceballos, 547 U.S. 410 (2006).  
Pickering v. High School Dist. 205, 391 U.S. 563 (1968).  
Mayer v. Monroe County Community School Corp., 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:130 (Responsibilities Concerning Internal Information), 5:150 (Personnel Records), 5:170 (Copyright), 5:200 (Terms and Conditions of Employment and Dismissal), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:340 (Student Records)

Adopted by Northwestern CUSD #2, November 14, 2016

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**General Personnel**

**Exhibit - Employee Receipt of Board Policy on Personal Technology and Social Media**

I, the individual whose signature appears below, acknowledge receipt of the Board policy 5:125, *Personal Technology and Social Media; Usage and Conduct*. I affirm that I have read the policy and agree to comply with its requirements.

\_\_\_\_\_  
Name (*please print*)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## **General Personnel**

### **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 School Board 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.  
Uses and Disclosures of Protected Health Information; General Rules, 45 C.F.R. §164.502.  
Ill. Freedom of Information Act, 5 ILCS 140/.  
Local Records Act, 50 ILCS 205/.  
105 ILCS 10/.  
Personnel Record Review Act, 820 ILCS 40/.

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)

## General Personnel

### Administrative Procedure - Email Retention

Emails, including attachments, sent or received by the District or District employees may be, depending on their content, subject to disclosure under the Freedom of Information Act and/or discovery in litigation as evidence in support of a claim. Employees must use the same standards of judgment, propriety, and ethics with email as they do with other forms of school business related communications.

Accordingly, employees have the same responsibilities for email messages as they do for any other communication and must distinguish between record and non-record messages. This allows for the proper storage or disposal of email. However, no District record, no matter its form, may be destroyed if it is subject to a litigation hold. See administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. For guidance on School Board member use and retention of email, see 2:140-E, *Guidance for Board Member Communications, Including Email Use*. For help with these responsibilities, please contact the District's FOIA Officer.

### Non-Record Messages

Email messages are *non-record messages* if they do not evidence the District's organization, function, policies, procedures, or activities; or contain informational data appropriate for preservation. These are generally informal or preliminary drafts, notes, recommendations, or memoranda that do not contain official action. Examples include:

1. Personal correspondence not received or created in the course of District or school business, such as, "What's for dinner?" or "I'll be glad to drive to the meeting."
2. Notices concerning meetings or workshops, dates, discussion topics, or material to prepare for or to be discussed during a meeting.
3. Publications or promotional materials from vendors and similar materials that are available to anyone.
4. Correspondence containing recommendations or opinions that are preliminary to a decision.
5. Informal correspondence to parents/guardians concerning school activities or an individual student's progress or assignments provided the messages do not contain notice of final or official action.
6. Draft material.

If the email is a *non-record message*, the employee should delete it as soon as its purpose is fulfilled unless the email is subject to a litigation hold. The goal is to control excessive accumulation of material.

### Official Record Messages

Email messages are *official record messages* if they are evidence of the District's organization, function, policies, procedures, or activities or contain informational data appropriate for preservation. Examples include:

1. Policy documents or contract-related documents.

2. Correspondence, e.g., letters, memos, or emails from individuals, companies, or organizations requesting information about the District or school policies or practices and the responses to these requests.
3. Project reports.
4. Correspondence dealing with significant aspects of District administration or a school executive office, including messages containing information concerning policies, programs, fiscal and personnel matters, and contracts.

Official record messages should routinely be transferred to the records maintenance location identified by the Records Custodian or Head of Information Technology (IT). Before transferring the message, the employee should identify it as belonging in one of the categories of records established by the Records Custodian or Head of IT. Once transferred, it becomes the official copy and the original electronic version may be deleted according to the District's approved record preservation and retention schedule. See administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*.

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## **General Personnel**

### **Solicitations By or From Staff**

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

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

## **General Personnel**

### **Personnel Records**

The Superintendent or designee shall manage the maintenance of personnel records in accordance with State and federal law and School Board policy. Records, as determined by the Superintendent, are retained for all employment applicants, employees, and former employees given the need for the District to document employment-related decisions, evaluate program and staff effectiveness, and comply with government recordkeeping and reporting requirements. Personnel records shall be maintained in the District's administrative office, under the Superintendent's direct supervision.

Access to personnel records is available as follows:

1. An employee will be given access to his or her personnel records according to State law and guidelines developed by the Superintendent.
2. An employee's supervisor or other management employee who has an employment or business-related reason to inspect the record is authorized to have access.
3. Anyone having the respective employee's written consent may have access.
4. Access will be granted to anyone authorized by State or federal law to have access.
5. All other requests for access to personnel information are governed by Board policy 2:250, *Access to District Public Records*.

The Superintendent or designee shall manage a process for responding to inquiries by a prospective employer concerning a current or former employee's job performance. The Superintendent shall execute the requirements in the Abused and Neglected Child Reporting Act whenever another school district asks for a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

When requested for information about an employee by an entity other than a prospective employer, the District will only confirm position and employment dates unless the employee has submitted a written request to the Superintendent or designee.

LEGAL REF.: 745 ILCS 46/10.  
820 ILCS 40/.  
23 Ill.Admin.Code §1.660.

CROSS REF.: 2:250 (Access to District's Public Records), 7:340 (Student Records)

## General Personnel

### Administrative Procedure - Personnel Records

#### Applicant Records

Records for a successful employment applicant are maintained with the individual's employment records. Records for an unsuccessful employment applicant are maintained for no less than five years from the application date. Applicant records include the following if received by the District:

- Employment application forms
- Transcripts
- Previous work experience
- References
- Such other relevant information as the District desires of applicants for screening purposes

#### Personnel Records

Personnel records for all employees include:

- Pre-employment records, including verification of past employment
- Dates of employment
- Valid certificate and/or evidence of required credentials for services being performed
- Criminal background investigation history and report
- Form I-9 required under the Immigration Reform and Control Act
- Records maintained pursuant to Internal Revenue Service regulations
- Payroll information and deductions, including all records required to be kept by 5:35-AP2, *Employee Records Required by the Fair Labor Standards Act* (29 C.F.R. §§516.2 and 516.3)
- Records maintained for the Illinois Teachers' Retirement System or the Illinois Municipal Retirement System
- Credit release information
- Sick leave, leaves of absence, personal leave, and vacation data (where appropriate)
- Salary schedule data
- Relevant health and medical records, including the verification of freedom from tuberculosis required by the School Code (105 ILCS 5/24-5)
- Supervisory evaluations
- Promotions
- Awards received
- Personnel documents that have been or are intended to be used in determining an employee's qualification for promotion, transfer, discharge, or disciplinary action
- Disciplinary actions and accompanying records
- Notice of discharge and accompanying records
- Letter of resignation or retirement
- Notification that an employee is the subject of a Dept. of Children and Family Services (DCFS) investigation pursuant to the Abused and Neglected Child Reporting Act and any report to DCFS made or caused to be made by a District employee concerning another employee; this record will be deleted if DCFS informs the District that the allegations were unfounded
- Any additional information the District deems to be relevant

In addition to the above, personnel records for all professional personnel include:

- Valid certificate for services being performed
- Copies of official transcripts required by the School Code (105 ILCS 5/24-23)

Transcripts of graduate work completed  
Verification of past teaching experience, if any  
Record of in-service work completed  
Acknowledgement of mandated reporter status

Employment records will be maintained permanently for all District employees and former employees unless the Local Records Commission's approval is obtained to dispose of them.

#### Restrictions on Information that May Be Kept

The District will not gather or keep a record of an employee's associations, political activities, publications, communications, or non-employment activities, unless the employee submits the information in writing or authorizes the District in writing to keep or gather such records. However, the District may gather or keep records in an employee's personnel file concerning activities occurring on the District's premises or during the employee's working hours that: (1) interfere with the performance of the employee's duties or activities, or those of other employees, regardless of when and where occurring, (2) constitute criminal conduct or may reasonably be expected to harm the District's property, operations or educational process, or programs, or (3) could, by the employee's actions, cause the District financial liability. 820 ILCS 40/9.

#### Access to Employee Records and Correction Requests

An employee is granted access to his or her personnel records according to provisions in the Personnel Record Review Act, 820 ILCS 40/, and any relevant provisions in an applicable collective bargaining agreement. Except for the documents described in Sec. 10 of the Review Act, an employee is granted access to his or her personnel records at least 2 times in a calendar year at reasonable intervals. Unless otherwise indicated in an applicable bargaining agreement, access to the employee's personnel records will be according to the following guidelines:

1. The employee must submit a written inspection request to the Superintendent or the Superintendent's designee.
2. The Superintendent or designee will provide the employee the opportunity for inspection within seven working days after the request. If such deadline cannot reasonably be met, the District will have an additional seven days to comply.
3. The employee will inspect the personnel record at the District's administrative office during normal working hours or at another time mutually convenient to the employee and the Superintendent or designee.
4. Inspection of personnel records will be conducted under the supervision of an administrative staff member.
5. Neither an employee nor his or her designated representative will have access to records that are treated as exceptions in the Illinois Personnel Record Review Act discussed below.
6. The employee may copy material maintained in his or her personnel record. Payment for record copying will be based on the District's actual costs of duplication.
7. The employee may not remove any part of his or her personnel records from his or her file or may not remove any part of his or her personnel records from the District's administrative office.
8. Should the employee demonstrate his or her inability to inspect his or her personnel records in person, the District will mail a copy of the specific record(s) upon written request.
9. Should the employee be involved in a current grievance against the District or involved in any other contemplated proceedings against the District, the employee may designate in writing a representative who has the authority to inspect the personnel records under the same rights as the employee.

10. If the employee disagrees with any information contained in the personnel record, a removal or correction of that information may be mutually agreed upon by the District and employee. If agreement cannot be reached, the employee may submit a written statement explaining his or her position. The District will attach the employee's statement to the disputed portion of the personnel record and the statement will be included whenever that disputed record is released to a third party as long as the disputed record is part of the employee's personnel file. Inclusion of any written statement attached to the disputed record in an employee's personnel file without any further comment or action by the District will not imply or create any presumption that the District agrees with the statement's contents.

#### Requests by Third Parties

The Board Attorney shall be consulted whenever a subpoena or court order requests personnel record information. Any other request for personnel information by a third party will be treated as a FOIA request and immediately forwarded to the School District's Freedom of Information Officer (see 2:250-API, *Access to and Copying of District Public Records*). Concerning a request for a disciplinary report, letter of reprimand, or other disciplinary action:

1. If the responsive record is more than four years old, access will be denied unless the release is ordered in a legal action or arbitration. 5 ILCS 140/7.5(q); 820 ILCS 40/8.
2. If the responsive record is four years old or less, access will be granted. The District will provide the employee with written notice or through electronic mail, if available, on or before the day any such record is released, unless notice is not required under the Personnel Record Review Act. 5 ILCS 140/7.5(q); 820 ILCS 40/7.
3. The employee will not be informed if the employee has specifically waived written notice as part of a written, signed employment application with another employer; the disclosure is ordered to a party in a legal action or arbitration; or information is requested by a government agency as a result of a claim or complaint by an employee, or as a result of a criminal investigation by such agency.

A FOIA request for a performance evaluation will be denied. 820 ILCS 40/11, 5 ILCS 140/7.5(q).

Before replying to a request from a third party, the District will review the requested records and delete or redact material that is protected from disclosure. 820 ILCS 40/8.

#### Restriction on Employee Access

Section 10 of the Illinois Personnel Record Review Act provides that the right of the employee or the employee's designated representative to inspect his or her personnel records does not extend to:

1. Letters of reference for that employee.
2. Any portion of a test document, except that the employee may see a cumulative total test score for either a section of or the entire test document.
3. Materials relating to the employer's staff planning, such as matters relating to the District's development, expansion, closing or operational goals, where the materials relate to or affect more than one employee, provided, however, that this exception does not apply if such materials are, have been or are intended to be used by the employer in determining an individual employee's qualifications for employment, promotion, transfer, or additional compensation, or in determining an individual employee's discharge or discipline.
4. Information of a personal nature about a person other than the employee if disclosure of the information would constitute a clearly unwarranted invasion of the other person's privacy.
5. Records relevant to any other pending claim between the District and employee that may be discovered in a judicial proceeding.



6. Investigatory or security records maintained by the District to investigate criminal conduct by an employee or other activity by the employee that could reasonably be expected to harm the District's property, operations, or education process or programs, or could by the employee's activity cause the District financial liability, unless and until the District takes adverse personnel action based on information in such records.

Complying with Requirements in the Abused and Neglected Child Reporting Act

The Superintendent will execute the requirements in the Abused and Neglected Child Reporting Act whenever a District employee makes a report to DCFS involving another District employee's conduct. This includes performing the following tasks (325 ILCS 5/4 and 820 ILCS 40/13):

1. Disclose to any school district requesting information concerning a current or former employee's job performance or qualifications the fact that he or she was the subject of another employee's report to DCFS. Only the fact that a District employee made a report may be disclosed.
2. Inform the District employee who is or has been the subject of such report that the Superintendent will make the disclosure as described above.
3. Delete the record of such a report if DCFS informs the District that the allegation was unfounded.

LEGAL REF.: 5 ILCS 140/  
325 ILCS 5/4 and 5/7.4.  
820 ILCS 40/  
23 Ill.Admin.Code §1.660.

**General Personnel**

**Copyright**

Works Made for Hire

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

Copyright Compliance

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

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

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

**District DMCA Agent:**

\_\_\_\_\_

Name

\_\_\_\_\_

Address

\_\_\_\_\_

Email

\_\_\_\_\_

Telephone

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

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

## General Personnel

### Administrative Procedure - Copyright Compliance

These guidelines help staff members determine if they may use non-original work freely or whether permission is needed to use or copy it. Whenever a staff member is uncertain, has questions, or needs permission from a copyright owner to use or copy a work, he or she should contact the Superintendent or designated copyright compliance officer. Appendix 1 is a *Fair Use Assessment Factors Checklist*. Appendix 2 contains use resources available online.

1. Is the work copyright protected? A “no” means you may use the work freely; a “yes” or uncertain answer means you should proceed with the second query.
  - a. No, if it is in the public domain.
  - b. No, if it is a U.S. Government publication.
  - c. No, if it is an idea or method described in copyrighted work.
  - d. The presence of a copyright notice is not determinative.
  - e. Yes, almost all other works.
2. Do you want to exercise one of the copyright owner’s exclusive rights? A “yes” or uncertain answer means you should proceed with the third query.
  - a. Yes, if you plan to copy the work.
  - b. Yes, if you plan to use the work as the basis for a new work.
  - c. Yes, if you plan to electronically distribute or publish copies.
  - d. Yes, if you plan to perform music or drama, recite prose or poetry, or if you plan to play a video and/or audio digital or tape recording or a CD-ROM or DVD.
  - e. Yes, if you plan to publicly display the work.
3. Does your planned use of the work require the copyright owner’s permission? A “no” means you may use the work, provided that any copies contain the copyright notice as it appears in the original work; a “yes” or uncertain answer means you should contact the Superintendent or designated copyright compliance officer.
  - a. No, if your planned use of printed work is within the *fair use* exception as defined in 17 U.S.C. §107. See Appendix 1.
  - b. No, if your planned use of the work is within the *library’s special rules* exception as defined in 17 U.S.C. §108.
    - A library may make a single copy containing the copyright notice for the purpose of archiving lost, stolen, damaged, or deteriorating works.
    - A library may make a single copy containing the copyright notice for a student or staff member at no more than the actual cost of photocopying, provided that the library finds that the copyrighted work cannot be obtained elsewhere at a fair price.
  - c. No, if your planned use of the work is within the *educational performances and displays* exception as defined in 17 U.S.C. §110.
 

Performances by teachers or students are permitted as part of a teaching activity in a classroom or instructional setting. All other performances require permission from the copyright owner.
  - d. No, if you plan to use it in an overhead or opaque projector for instructional purposes.

- e. No, if you plan to copy and use music for academic purposes, other than performance.
- f. Yes, notwithstanding the above, if you plan to create anthologies, compilations, or collective works.
- g. Yes, notwithstanding the above, if copies will be *consumed* during the course. *Consumable* works include: workbooks, exercises, standardized tests, test booklets, and answer sheets.
- h. Yes, notwithstanding the above, if you plan to substitute copies for the purchase of the work; likewise, if you yearly copy the same item.
- i. You must receive permission from the Superintendent or designated copyright compliance officer before showing the off-air recording of television programs, video rentals, or videos purchased for home use. You must follow any applicable license agreements.
- j. You must receive permission from the Superintendent or designated copyright compliance officer before using any non-District owned software and/or CD-ROM or DVD products in District-owned equipment. No one may install or download any program on District-owned equipment without the Superintendent or designee's permission.
- k. You must follow licensing agreements applicable to District-owned software and CD-ROM or DVD products.
  - Licensing agreements with the manufacturer and vendor shall be followed.
  - Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment, to avoid the installation of privately purchased software on school equipment, and to avoid the use of single copy software or CD-ROM products across a network with multiple users unless the applicable license agreement permits.
  - A back-up copy shall be purchased for use as a replacement when a program is lost or damaged. If the vendor is not able to supply such, the District shall make a back-up program in accordance with the terms of the applicable licensing agreement or 17 U.S.C. §117.

**Appendix 1: Copyright Fair Use Assessment Factors Checklist**

Purpose and Character of Use of Copyrighted Work

Use this checklist to analyze whether material falls under the *fair use doctrine*. Factors favoring fair use will generally indicate that material may be used without seeking permission from the copyright owner. Factors opposing fair use require permission to reprint or adapt the material from the copyright owner. If a copyright owner is known, always request permission before using any material.

<b>Favoring Fair Use</b>	<b>Opposing Fair Use</b>
<input type="checkbox"/> Teaching	<input type="checkbox"/> Commercial activity - gain of financial rewards from ( <i>sic</i> ) use; e.g., sale of goods, services; advertising; fundraising, etc.
<input type="checkbox"/> Research/Scholarship/Academics	<input type="checkbox"/> Profiting from use
<input type="checkbox"/> Nonprofit educational institution	<input type="checkbox"/> Bad-faith behavior; e.g., misrepresentation of intended use

<b>Favoring Fair Use</b>	<b>Opposing Fair Use</b>
<input type="checkbox"/> Criticism	<input type="checkbox"/> Denying credit to original author or artist
<input type="checkbox"/> Comment	<input type="checkbox"/> Entertainment
<input type="checkbox"/> News reporting	
<input type="checkbox"/> Used to create something new	
<input type="checkbox"/> Restricted access given	
<input type="checkbox"/> Parody	

Nature of Copyrighted Work Used

<b>Favoring Fair Use</b>	<b>Opposing Fair Use</b>
<input type="checkbox"/> Published work	<input type="checkbox"/> Unpublished work
<input type="checkbox"/> Factual or nonfiction based	<input type="checkbox"/> Highly creative work (art, music, novel)
<input type="checkbox"/> Out of print work	<input type="checkbox"/> Fiction

Amount and Substantiality of Copyrighted Work Used

<b>Favoring Fair Use</b>	<b>Opposing Fair Use</b>
<input type="checkbox"/> Small amount used	<input type="checkbox"/> Large portion or whole work used
<input type="checkbox"/> Portion used not central or significant to entire work	<input type="checkbox"/> Portion used is the heart of the work

Impact on Market of Copyrighted Work

<b>Favoring Fair Use</b>	<b>Opposing Fair Use</b>
<input type="checkbox"/> User owns lawfully acquired/purchased copy	<input type="checkbox"/> Could replace sale of copyrighted work
<input type="checkbox"/> One or few copies made	<input type="checkbox"/> Significantly impairs market/potential market of copyrighted work or derivative work
<input type="checkbox"/> No significant effect on market/potential market for copyrighted work	<input type="checkbox"/> Reasonable available licensing mechanisms
<input type="checkbox"/> No similar product marketed by copyright holder	<input type="checkbox"/> Affordable permission to use copyrighted work available
<input type="checkbox"/> No ready licensing or permission mechanism	<input type="checkbox"/> Numerous copies made
	<input type="checkbox"/> Made accessible on the internet or elsewhere
	<input type="checkbox"/> Repeated or long-term use

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**Appendix 2: Copyright Resource List**

U.S. Copyright Office  
[www.copyright.gov](http://www.copyright.gov)

Copyright Act, as amended, Title 17 of the United States Code  
[www.copyright.gov/title17/92chap1.html](http://www.copyright.gov/title17/92chap1.html)

Copyright Term and the Public Domain in the United States; updated every Jan. 1.  
[copyright.cornell.edu/resources/publicdomain.cfm](http://copyright.cornell.edu/resources/publicdomain.cfm)  
Cornell University Copyright Information Center

Circular 21: Reproductions of Copyrighted Works by Educators and Librarians  
[www.copyright.gov/circs/circ21.pdf](http://www.copyright.gov/circs/circ21.pdf)  
U.S. Copyright Office

Agreement on Guidelines for Classroom Copying in Not-For-Profit Educational Institutions with Respect to Books and Periodicals (see Circular 21: Reproductions of Copyrighted Works by Educators and Librarians, page 6) [www.copyright.gov/circs/circ21.pdf](http://www.copyright.gov/circs/circ21.pdf)

TEACH Act (Technology, Education and Copyright Harmonization Act of 2002)  
<http://www.copyright.gov/title17/92appviii.html>[www.copyright.gov/legislation/pl107-273.pdf](http://www.copyright.gov/legislation/pl107-273.pdf)

The TEACH Act and some Frequently Asked Questions  
[www.ala.org/advocacy/copyright/teachact/faq](http://www.ala.org/advocacy/copyright/teachact/faq)

TEACH ACT - Amended Section 110(2) Comparison Chart, Sections 110(1)-(2)  
[www.unc.edu/~unclng/TEACH.htm](http://www.unc.edu/~unclng/TEACH.htm)  
The University of North Carolina at Chapel Hill

WIPO (World Intellectual Property Organization)  
[www.wipo.org](http://www.wipo.org)

MPAA (Motion Picture Association of America)  
[www.mpa.org](http://www.mpa.org)

iCopyright.com (Automated copyright licensing system for digital content)  
[www.icopyright.com](http://www.icopyright.com)

Permissions Group (Negotiation of rights and fees for the use of copyrighted material in and for all media)  
[www.permissionsgroup.com](http://www.permissionsgroup.com)

SIIA (Software & Information Industry Association)  
[www.sii.org](http://www.sii.org)

CCC Copyright Clearance Center (Copyright permission for publications worldwide)  
[www.copyright.com](http://www.copyright.com)

ASCAP (American Society of Composers, Authors and Publishers)  
[www.ascap.com](http://www.ascap.com)

BMI (Broadcast Music Inc.)  
[www.bmi.com](http://www.bmi.com)

SESAC, Inc. (A performing rights organization)  
[www.sesac.com](http://www.sesac.com)

The Harry Fox Agency, Inc. (Licensing agency for U.S. music publishers)  
[www.harryfox.com](http://www.harryfox.com)

The Authors Registry (Maintains an extensive directory of authors)  
[www.authorsregistry.org](http://www.authorsregistry.org)

Copyright & Fair Use (Stanford University Libraries)  
[fairuse.stanford.edu/](http://fairuse.stanford.edu/)

Copyright Society of the USA  
[www.csusa.org](http://www.csusa.org)

The Copyright (Copyright Registration and Information Resource)  
[www.benedict.com](http://www.benedict.com)

Crash Course in Copyright  
University of Texas Libraries  
[copyright.lib.utexas.edu/](http://copyright.lib.utexas.edu/)

Kohn on Music Licensing  
[www.kohnmusic.com](http://www.kohnmusic.com)

National Writers Union  
[www.nwu.org](http://www.nwu.org)

Poets & Writers, Inc.  
[www.pw.org](http://www.pw.org)

Project Gutenberg (Internet's oldest producer of FREE electronic books (eBooks or eTexts))  
[www.gutenberg.org](http://www.gutenberg.org)

WATCH: Writers and Their Copyright Holders  
The University of Texas at Austin  
[tyler.hrc.utexas.edu/](http://tyler.hrc.utexas.edu/)

## General Personnel

### Administrative Procedure - Seeking Permission to Copy or Use Copyrighted Works

The following resources are a partial list of where to begin searching for permission to copy or use copyrighted work. Whenever it is unclear who the owner is, or if the owner is a legal entity of some kind (a business or organization), be sure that the person granting permission is authorized to do so. Once it is known whom to ask, initiate contact by writing a letter, calling, or emailing. Seek written permission that clearly describes its scope. Document the receipt of an oral permission and send the owner a confirming letter. A copyright protects materials regardless of whether the owner cares about protection or not. Thus, if required permission cannot be obtained, the work may not be used.

1. For information regarding how to find copyright owners, contact the Writers Artists and Their Copyright Holders (WATCH) program through the University of Texas, Austin's Harry Ransom Humanities Research Center at [research.hrc.utexas.edu/watch/](http://research.hrc.utexas.edu/watch/). Phone: 512/471-8944, Fax: 512/471-9646, Email: [www.hrc.utexas.edu/contact/](http://www.hrc.utexas.edu/contact/).
2. For a part of a book or a journal article, contact: Copyright Clearance Center, "CCC" Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, Phone: 978/750-8400, Fax: 978/646-8600 Email: [info@copyright.com](mailto:info@copyright.com), [www.copyright.com](http://www.copyright.com).
3. For images, contact: The Film Foundation, 7920 Sunset Boulevard, 6<sup>th</sup> Floor, Los Angeles, CA 90046, Phone: 303/436-5060, Fax: 323/436-5061, Email: [www.film-foundation.org](http://www.film-foundation.org); American Society of Media Photographers, 150 North Second Street, Philadelphia, PA 19106, Phone: 215/451-2767, Fax: 215/451-0880, Email: [www.asmp.org](http://www.asmp.org).
4. If the author owns the copyright in a contribution to a periodical, magazine, or newspaper, permission may be obtained through The National Writers Union, PO Box 2424, Chicago, IL 60690, Phone: 312/924-1835, [www.nwu.org](http://www.nwu.org); and the Society of Children's Book Writers and Illustrators, 8271 Beverly Blvd., Los Angeles, CA 90048, Phone: 323/782-1010, Fax: 323/782-1892, Email: [scbwi@scbwi.org](mailto:scbwi@scbwi.org), [www.scbwi.org](http://www.scbwi.org).
5. For a musical work, contact: American Society of Composers, Authors and Publishers, (ASCAP) One Lincoln Plaza, New York, NY 10023, Phone: 212/621-6000, Email: [www.ascap.com](http://www.ascap.com); Broadcast Music Incorporated, (BMI), 320 West 57th Street, New York, NY 10019-3790, Phone: 212/586-2000, Email: [www.bmi.com/licensing](http://www.bmi.com/licensing); or SESAC, 55 Music Square East, Nashville, TN 37203, Phone: 615/320-0055, Fax: 615/329-9627, Email: [www.sesac.com](http://www.sesac.com).
6. To record and distribute a musical composition recorded by someone else, or synchronize music with visual images, contact: The Harry Fox Agency, Inc., National Music Publishers Association, 711 Third Avenue, 8th Floor, New York, NY 10017, Phone: 212/370-5330, Fax: 646/ 487-6779, Email: [www.harryfox.com](http://www.harryfox.com), [www.nmpa.org](http://www.nmpa.org).

#### 7. Play Rights

Samuel French, Inc.  
235 Park Avenue South, 5<sup>th</sup> Floor  
New York, NY 10003  
Phone: 866/598-8449  
Fax: 212/206-1429  
[info@samuelfrench.com](mailto:info@samuelfrench.com)<http://www.samuelfrench.com>

Anchorage Press (Plays for young people)  
c/o Dramatic Publishing  
311 Washington St.  
Woodstock, IL 60098-3308  
Phone: 800/448-7469  
Fax: 800/334-5302  
[customerservice@dpcplays.com](mailto:customerservice@dpcplays.com)



Dramatists Play Service, Inc.  
440 Park Avenue South  
New York, NY 10016  
Phone: 212/683-8960  
Fax: 212/213-1539

[postmaster@www.dramatists.com](mailto:postmaster@www.dramatists.com)  
<http://www.dramatists.com>

8. For news archives, check the Web. Many of the largest news organizations have placed archives of their back issues online.

9. Movies

The Motion Picture Licensing Corporation, 5455 Centinela Avenue, Los Angeles, CA 90066, Phone: 800/462-8855, Fax: 310/822-4440, Email: [mplc.org/index/contactform](http://mplc.org/index/contactform), [info@mplc.com](mailto:info@mplc.com), [www.mplc.com](http://www.mplc.com), grants public performance rights. If the author and the publisher are known, contact them directly. If the publisher is unknown contact: The Literary Marketplace, [www.literarymarketplace.com](http://www.literarymarketplace.com) (for books) or Ulrich's International Periodicals, [www.ulrichsweb.com](http://www.ulrichsweb.com) (for journals), both published by the R. R. Bowker Company, [www.bowker.com](http://www.bowker.com).

10. Changed Owner

The apparent copyright owner may not be the real copyright owner. The U.S. Copyright Office, [www.copyright.gov](http://www.copyright.gov), provides online searching of its registration records and performs professional searches for a fee.

11. Software

Contact the software's manufacturer at the address given on the licensing agreement.

## General Personnel

### Administrative Procedure - Instructional Materials and Computer Programs Developed Within the Scope of Employment

#### Definitions

The definitions used in this procedure are in accordance with State and federal law. In the event of a change, these procedures shall be deemed to be modified to the extent required by the change.

**Works made for hire** - Instructional materials and computer programs (including written, electronic, digital, audio, visual materials and tapes, films, and works of art) when an employee creates them:

1. Within the employee's scope of employment,
2. In whole or in part during hours of District employment (not including lunch periods or other similar free periods),
3. Under the District's supervision or control,
4. As a direct result of the employee's duties with the District, and/or
5. Using District resources or facilities.

**Proceeds** - Profits derived from the marketing or sale of instructional materials after deducting the expenses of developing and marketing these materials.

**Computer program** - A series of coded instructions or statements in a form acceptable to a computer, which causes the computer to process data in order to achieve a certain result.

**Computer** - An internally programmed, general purpose digital device capable of automatically accepting and processing data and supplying the results of the operation.

#### Instructional Material Prepared Within the Scope of Employment

All instructional materials developed by an employee within the scope of District employment are works made for hire and belong to the District. The District is entitled to all proceeds from the marketing or sale of works made for hire other than computer programs.

An employee must provide the Superintendent or designee with prior written notification of his or her intention to publish any computer programs developed within the scope of employment. The District has the exclusive right to register the copyrights for them. Unless the employee specifically states in writing to the contrary, the employee warrants that any programs developed and submitted to the District for publication are original.

#### Computer Programs Prepared Within the Scope of Employment

All computer programs developed by an employee within the scope of District employment are works made for hire and belong to the District.

An employee who develops a computer program is entitled to a share of the proceeds from its sale as agreed to by the District. Neither the employee nor the District may receive more than 90% of the proceeds. An employee's representative may conduct the negotiation; the School Board must approve all agreements.

The employee must provide the Superintendent or designee with prior written notification of his or her intention to publish any computer programs developed within the scope of District employment. The District has the exclusive right to register the copyrights for them. Unless the employee

specifically states in writing to the contrary, the employee warrants that any programs developed and submitted to the District for publication are original.

The District shall compute proceeds. The proceeds of a computer program developed by more than one employee shall be equitably distributed among such employees, in proportion to their participation in the program's development.

LEGAL REF.: 17 U.S.C. §101.  
105 ILCS 5/10-23.10.

## General Personnel

### Administrative Procedure - Designation of District Digital Millennium Copyright Act (DMCA) Agent; Registration Process

Before using this exhibit, consult the Board Attorney to first identify whether the District is an online service provider (OSP) under the DMCA. The DMCA is an amendment to 17 U.S.C. §101 *et seq.* It provides certain limitations on the liability of OSPs for copyright infringement under the DMCA's *Safe Harbor Provision* (SHP). OSPs are operators of websites that allow users to generate content of their own and upload that content to the OSP's website.

If the District is an OSP, the SHP shields the District from being sued when or if infringing copyrighted content is uploaded to its website(s), and it provides limitations on liability for storage, at the direction of a user, of copyrighted material residing on a system or network controlled or operated by or for an OSP. The SHP is only available if an OSP designates an agent to receive notifications of claimed infringement, provides the agent's contact information to the U.S. Copyright Office, and posts that information on the its website in a location accessible to the public ([www.copyright.gov/onlinesp/](http://www.copyright.gov/onlinesp/)).

If the District is an OSP, the Superintendent or designee will follow these steps to identify and register a DMCA agent to receive notifications of claimed infringement:

1. Identify an agent to receive notification of claims of infringement. This may be the Superintendent, an Assistant Superintendent, or another administrator.
2. Fill out the *Interim Designation Form* ([www.copyright.gov/onlinesp/agent.pdf](http://www.copyright.gov/onlinesp/agent.pdf)) to designate a DMCA agent (*designation of agent*), or, if changing agents, use the *Amended Designation Form* ([www.copyright.gov/onlinesp/agenta.pdf](http://www.copyright.gov/onlinesp/agenta.pdf)) to amend a previously designated agent. **Note:** The *Amended Designation Form* replaces a previously filed *Interim Designation Form*.
3. Determine the fee (listed on the forms discussed in #2). **Note:** Consult the Board Attorney about filing alternative names when registering and whether additional fees may apply. The fee for filing allows for the listing of only one name for OSP. It is the OSP's legal name. If the District uses other names or additional URLs, it should include them in the same filing to avoid additional fees to register.
4. Draft a check payable to the Register of Copyrights and mail it and the form to: Copyright RRP, P.O. Box 71537, Washington, DC 20024.
5. Post the District's DMCA agent's contact information in a publicly accessible location on the website. See policy 5:170, *Copyright*. **Note:** Consult the Board Attorney about further steps necessary for registering and posting DMCA agent information. For example, some websites make users verify that they are not infringing copyright when they upload content, along with a Terms of Service and Copyright Policy. Other steps may include training from the Board Attorney about procedures to terminate repeat infringers, responding to takedown notices, etc.

LEGAL REF.: Federal Copyright Law of 1976, 17 U.S.C. §101 *et seq.*

**General Personnel**

**Exhibit - Request to Reprint or Adapt Material**

*On District letterhead*

Date

To: \_\_\_\_\_  
\_\_\_\_\_

On behalf of the School District, I am requesting permission to **reprint** [*to use without change*] or **adapt** [*to use and modify*] the following material:

\_\_\_\_\_

No reprinted or adapted material will be used in a sales promotion or advertising campaign. If permission to reprint or adapt this material is granted, the material will be used for the following purpose(s): \_\_\_\_\_

The following credit line will appear on each reprint or adaption:

Reprinted/Adapted, with permission from (publication) \_\_\_\_\_  
Copyright year of publication \_\_\_\_\_ Copyright owner \_\_\_\_\_  
All rights reserved.

If you agree to grant permission for the School District to reprint or adapt the above listed material, please sign the **Permission to Reprint or Adapt Material** and return it to the requestor.

Please contact me at \_\_\_\_\_ if you have any questions. Thank you for your consideration.

\_\_\_\_\_  
School District Requestor (*please print*)

\_\_\_\_\_  
Email/Fax

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

-----  
**Permission to Reprint or Adapt Material**

I hereby grant permission to the School District requestor to reprint or adapt material as requested on the terms and conditions stated herein.

\_\_\_\_\_  
Copyright owner (*please print*)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## General Personnel

### Temporary Illness or Temporary Incapacity

A temporary illness or temporary incapacity is an illness or other capacity of ill-being that renders an employee physically or mentally unable to perform assigned duties. During such a period, the employee can use accumulated sick leave benefits. However, income received from other sources (worker's compensation, District-paid insurance programs, etc.) will be deducted from the District's compensation liability to the employee. The School Board'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, an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervisor to perform health examinations if the examination is job-related and consistent with business necessity.

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

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

## **General Personnel**

### **Family and Medical Leave**

#### Leave Description

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

An eligible employee may take FMLA leave for up to a combined total of 12 weeks each 12-month period, beginning September 1 and ending August 31 of the next year.

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

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

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

1. The birth and first-year care of a son or daughter.
2. The adoption or foster placement of a son or daughter, including absences from work that are necessary for the adoption or foster care to proceed and expiring at the end of the 12-month period beginning on the placement date.
3. The serious health condition of an employee's spouse, child, or parent.
4. The employee's own serious health condition that makes the employee unable to perform the functions of his or her job.
5. The existence of a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a military member on covered active duty or has been notified of an impending call or order to active duty, as provided by federal rules.
6. To care for the employee's spouse, child, parent, or next of kin who is a covered servicemember with a serious injury or illness, as provided by federal rules.

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

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

### Eligibility

To be eligible for FMLA leave, an employee must be employed at a worksite where at least 50 employees are employed within 75 miles. In addition, one of the following provisions must describe the employee:

1. The employee has been employed by the District for at least 12 months and has been employed for at least 1,250 hours of service during the 12-month period immediately before the beginning of the leave. The 12 months an employee must have been employed by the District need not be consecutive. However, the District will not consider any period of previous employment that occurred more than seven years before the date of the most recent hiring, except when the service break is due to fulfillment of a covered service obligation under the employee's Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 U.S.C. 4301, et seq., or when a written agreement exists concerning the District's intention to rehire the employee.
2. The employee is a full-time classroom teacher.

### Requesting Leave

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

### Certification

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

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

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

The District may require recertification at reasonable intervals, but not more often than once every 30 days. Regardless of the length of time since the last request, the District may request recertification



when the, (1) employee requests a leave extension, (2) circumstances described by the original certification change significantly, or (3) District receives information that casts doubt upon the continuing validity of the original certification. Recertification is at the employee's expense and must be provided to the District within 15 calendar days after the request. The District may request recertification every six months in connection with any absence by an employee needing an intermittent or reduced schedule leave for conditions with a duration in excess of six months.

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

#### Continuation of Health Benefits

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

#### Changed Circumstances and Intent to Return

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

#### Return to Work

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

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

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

#### Implementation

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

LEGAL REF.: Family and Medical Leave Act, 29 U.S.C. §2601 et seq., 29 C.F.R. Part 825.

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

Adopted by Northwestern CUSD #2, November 14, 2016

## General Personnel

### Administrative Procedure - Resource Guide for Family and Medical Leave

#### Web Resources

Compilation of resources from the U.S. Dept. of Labor, Wage & Hour Division

[www.dol.gov/whd/fmla](http://www.dol.gov/whd/fmla)

Revised FMLA Poster

[www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf](http://www.dol.gov/whd/regs/compliance/posters/fmlaen.pdf)

Certification of Health Care Provider for Employee's Serious Health Condition (App. B)

[www.dol.gov/whd/forms/WH-380-E.pdf](http://www.dol.gov/whd/forms/WH-380-E.pdf)

**Note:** Consult the Board Attorney to ensure that: (1) the District is using the most recent version of the Dept. of Labor's (DOL) FMLA notification and certification forms, (2) Genetic Information Nondiscrimination Act's safe harbor protections are adequately customized into these forms (the DOL did not include in its forms the specific instructions included in GINA's sample safe harbor provision), and (3) both federal and State law requirements are met.

Certification of Health Care Provider for Family Member's Serious Health Condition (App. B)

[www.dol.gov/whd/forms/WH-380-F.pdf](http://www.dol.gov/whd/forms/WH-380-F.pdf)

See **Note**, above.

Notice of Eligibility and Rights & Responsibilities (App. C)

[www.dol.gov/whd/forms/WH-381.pdf](http://www.dol.gov/whd/forms/WH-381.pdf)

Designation Notice (App. E)

[www.dol.gov/whd/forms/WH-382.pdf](http://www.dol.gov/whd/forms/WH-382.pdf)

Certification of Qualifying Exigency For Military Family Leave (PDF) (App. G)

[www.dol.gov/whd/forms/WH-384.pdf](http://www.dol.gov/whd/forms/WH-384.pdf)

Certification for Serious Injury or Illness of Covered Servicemember -- for Military Family Leave (App. H)

[www.dol.gov/whd/forms/WH-385.pdf](http://www.dol.gov/whd/forms/WH-385.pdf)

Fact Sheet #28 (Non-Military) (PDF)

[www.dol.gov/whd/regs/compliance/whdfs28.htm](http://www.dol.gov/whd/regs/compliance/whdfs28.htm)

Fact Sheet #28A (Military) (PDF)

[www.dol.gov/whd/regs/compliance/whdfs28a.htm](http://www.dol.gov/whd/regs/compliance/whdfs28a.htm)

#### Department of Labor Rules

29 C.F.R. Part 825,

[http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title29/29cfr825\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title29/29cfr825_main_02.tpl)

Subpart A - Coverage Under the Family and Medical Leave Act §825.100

§825.101	Purpose of the Act
§825.102	Definitions
§825.103	[Reserved]
§825.104	Covered employer
§825.105	Counting employees for determining coverage
§825.106	Joint employer coverage
§825.107	Successor in interest coverage

§825.108	Public agency coverage
§825.109	Federal agency coverage
§825.110	Eligible employees
§825.111	Determining whether 50 employees are employed within 75 miles
§825.112	Qualifying reasons for leave, general rule
§825.113	Serious health condition
§825.114	Inpatient care
§825.115	Continuing treatment
§§825.116-118	[Reserved]
§825.119	Leave for treatment of substance abuse
§825.120	Leave for pregnancy or birth
§825.121	Leave for adoption or foster care
§825.122	Definitions of spouse, parent, son or daughter, next of kin of a covered servicemember, adoption, foster care, son or daughter on active duty or call to active duty status, son or daughter of a covered servicemember, and parent of a covered servicemember
§825.123	Unable to perform the functions of the position
§825.124	Needed to care for a family member or covered servicemember
§825.125	Definition of health care provider
§825.126	Leave because of a qualifying exigency
§825.127	Leave to care for a covered servicemember with a serious injury or illness (military caregiver leave)

#### Subpart B - Employee Leave Entitlements Under the Family and Medical Leave Act

§825.200	Amount of leave
§825.201	Leave to care for a parent
§825.202	Intermittent leave or reduced leave schedule
§825.203	Scheduling of intermittent or reduced schedule leave
§825.204	Transfer of an employee to an alternative position during intermittent leave or reduced schedule leave
§825.205	Increments of FMLA leave for intermittent or reduced schedule leave
§825.206	Interaction with the FLSA
§825.207	Substitution of paid leave
§825.208	[Reserved]
§825.209	Maintenance of employee benefits
§825.210	Employee payment of group health benefit premiums
§825.211	Maintenance of benefits under multi-employer health plans
§825.212	Employee failure to pay health plan premium payments
§825.213	Employer recovery of benefit costs
§825.214	Employee right to reinstatement
§825.215	Equivalent position
§825.216	Limitations on an employee's right to reinstatement
§825.217	Key employee, general rule
§825.218	Substantial and grievous economic injury
§825.219	Rights of a key employee
§825.220	Protection for employees who request leave or otherwise assert FMLA rights

#### Subpart C - Employee and Employer Rights and Obligations Under the Act

§825.300	Employer notice requirements
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- §825.301 Designation of FMLA leave
- §825.302 Employee notice requirements for foreseeable FMLA leave
- §825.303 Employee notice requirements for unforeseeable FMLA leave
- §825.304 Employee failure to provide notice
- §825.305 Certification, general rule
- §825.306 Content of medical certification for leave taken because of an employee's own serious health condition or the serious health condition of a family member
- §825.307 Authentication and clarification of medical certification for leave taken because of an employee's own serious health condition or the serious health condition of a family member; second and third opinions
- §825.308 Recertifications for leave taken because of an employee's own serious health condition or the serious health condition of a family member
- §825.309 Certification for leave taken because of a qualifying exigency
- §825.310 Certification for leave taken to care for a covered servicemember (military caregiver leave)
- §825.311 Intent to return to work
- §825.312 Fitness-for-duty certification
- §825.313 Failure to provide certification

**Subpart D - Enforcement Mechanisms**

- §825.400 Enforcement, general rules
- §825.401 Filing a complaint with the Federal Government
- §825.402 Violations of the posting requirement
- §825.403 Appealing the assessment of a penalty for willful violation of the posting requirement
- §825.404 Consequences for an employer when not paying the penalty assessment after a final order is issued

**Subpart E - Recordkeeping Requirements**

- §825.500 Recordkeeping requirements

**Subpart F - Special Rules Applicable to Employees of Schools**

- §825.600 Special rules for school employees, definitions
- §825.601 Special rules for school employees, limitations on intermittent leave
- §825.602 Special rules for school employees, limitations on leave near the end of an academic term
- §825.603 Special rules for school employees, duration of FMLA leave
- §825.604 Special rules for school employees, restoration to an equivalent position

**Subpart G - Effect of Other Laws, Employer Practices, and Collective Bargaining Agreements on Employee Rights Under FMLA**

- §825.700 Interaction with employer's policies
- §825.701 Interaction with State laws
- §825.702 Interaction with Federal and State anti-discrimination laws

## Professional Personnel

### Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply:

1. Each teacher must:
  - a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
  - b. Provide the District Office with a complete transcript of credits earned in institutions of higher education.
  - c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed.
  - d. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF.: 20 U.S.C. §6312(e)(1)(A).  
 105 ILCS 5/10-20.15, 5/21-11.4, 5/21B-15, 5/21B-20, 5/21B-25, and 5/24-23.  
 23 Ill.Admin.Code §1.610 et seq., §1.705 et seq., and Part 25.

CROSS REF.: 6:170 (Title I Programs)

Adopted by Northwestern CUSD #2, November 14, 2016

## Professional Personnel

### Administrative Procedure - Plan to Ensure That All Teachers Who Teach Core Academic Subjects Are Highly Qualified

Actor	Requirements and Actions That Must Be Completed
Superintendent or designee	<p>Identify all core academic subjects and non-core subjects.</p> <p>For core academic subjects, recommend for hiring only teachers who are <i>highly qualified</i>, as defined by Title I of the Elementary and Secondary Education Act and its implementing regulations, State law, and School Board policy 5:190, <i>Teacher Qualifications</i>.</p> <p>Identify any teacher currently employed teaching a core subject who is not <i>highly qualified</i>.</p> <p>Inform the Building Principal of any teacher in his or her building teaching a core subject who is not <i>highly qualified</i>.</p> <p>Notify each teacher teaching a core subject and who is not <i>highly qualified</i> that federal law requires that all elementary and secondary teachers be <i>highly qualified</i>.</p> <p>Complete a roadmap for each not <i>highly qualified</i> teacher describing the specific activities that are appropriate to get the individual to <i>highly qualified</i> status within 2 years, benchmarks, proposed completion dates, resources necessary, date of completion, and a District contact person. These documents must be kept on file at the District office for ROE Teacher Audits and ISBE random audits. <a href="http://www.isbe.net/certification/pdf/RMNQT_form.pdf">http://www.isbe.net/certification/pdf/RMNQT_form.pdf</a>.</p> <p>Consult with Building Principals and other administrative staff members about methods to ensure that core-subject teachers are <i>highly qualified</i>, such as through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies.</p> <p>Appoint a committee to devise methods to: (1) ensure that core subjects are only taught by <i>highly qualified</i> teachers, and (2) assist teachers to become <i>highly qualified</i>.</p> <p>Ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.</p>

**Professional Personnel**

**Exhibit - Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications**

*On District letterhead*

Date

Re: You May Request Your Child's Classroom Teachers' Qualifications

Dear Parents/Guardians:

As a parent/guardian of a student at a school receiving funds under Title I of the Elementary and Secondary Education Act, you have the right to request the professional qualifications of the teachers who instruct your child and the paraprofessionals, if any, who assist them. You may request the following information about each of your child's classroom teachers and their paraprofessional assistants, if any:

- Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Whether the teacher is teaching in the field of discipline of the teacher's licensure; and
- Whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications.

If you would like to receive any of this information, please contact the school office.

Sincerely,

Superintendent



**Professional Personnel**

**Exhibit - Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements**

*On District letterhead*

Date

Re: Your Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification or Licensure Requirements

Dear Parents/Guardians:

All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The teacher listed below has taught your child’s class for the last four consecutive weeks. While the District is unable to verify that the teacher meets applicable State certification or licensure requirements for the grade level and subject area to which he/she is assigned, our observations of his/her classroom indicate that he/she is providing a satisfactory educational program and experience. This notice is required by federal law (20 U.S.C. §6312(e)(1)(B)(ii)).

If you have any questions concerning this notice, please contact the school office.

Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_

Sincerely,

Superintendent

**Professional Personnel**

**Exhibit - Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade Level and Subject Area of Assignment**

*On District letterhead*

Date

Re: Your Educator Certification/License

Dear *[insert teacher's name]*:

Teachers working in a program supported with federal funds under Title I, Part A are required to meet applicable State certification and licensure requirements.

Our records indicate you are teaching without meeting applicable State educator certification and licensure requirements for the grade level and subject to which you are assigned. As required by federal law, the District has provided to the parents of the students in your classes that you are teaching without the above-referenced certification or licensure (20 U.S.C. §6312(e)(1)(B)(ii)).

Please contact your Building Principal as soon as possible to discuss your educator certification and licensure requirements. If you believe this letter was sent to you by mistake, please contact your Building Principal as soon as possible so that we may correct our records if appropriate.

Sincerely,

Superintendent

## **Professional Personnel**

### **Terms and Conditions of Employment and Dismissal**

The School Board 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 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**

Teachers shall work according to the school calendar adopted by the Board, which shall have a minimum of 176 student attendance days and a minimum of 180 teacher work days, including teacher institute days. Teachers are not required to work on legal school holidays unless the District has followed applicable State law that allows it to hold school or schedule teachers' institutes, parent-teacher conferences, or staff development on the third Monday in January (the Birthday of Dr. Martin Luther King, Jr.); February 12 (the Birthday of President Abraham Lincoln); the first Monday in March (known as Casimir Pulaski's birthday); the second Monday in October (Columbus Day); and November 11 (Veterans' Day).

#### **School Day**

Teachers are required to work the school day adopted by the Board. Teachers employed for at least four hours per day shall receive a duty-free lunch equivalent to the student lunch period, or 30 minutes, whichever is longer.

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

#### **Salary**

Teachers shall be paid according to the salaries fixed by the Board, but in no case less than the minimum salary provided by the School Code. Teachers shall be paid at least monthly on a 10- or 12-month basis.

#### **Assignments and Transfers**

The Superintendent is authorized to make teaching, study hall, extra class duty, and extracurricular assignments. In order of priority, assignments shall be made based on the District's needs and best interests, employee qualifications, and employee desires.

#### **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.

#### **Dismissal**

The District will follow State law when dismissing a teacher.

## Evaluation

The District's teacher evaluation system will be conducted under the plan developed pursuant to State law.

On an annual basis, the Superintendent will provide the Board with a written report which outlines the results of the District's teacher evaluation system.

LEGAL REF.: 105 ILCS 5/10-19, 5/10-20.60 (P.A. 100-356, final citation pending), 5/14-1.09a, 5/18-8, 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 260/1 et seq.  
23 Ill.Admin.Code Parts 50 (Evaluation of Certified Employees) and 51 (Dismissal of Tenured Teachers).  
Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532(1985).

CROSS REF.: 5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

Adopted by Northwestern CUSD #2 November 14, 2017

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## **Professional Personnel**

### **Resignations**

Tenured teachers may resign at any time with consent of the School Board or by written notice sent to the Board Secretary at least 30 days before the intended date of resignation. However, no teacher may resign during the school term in order to accept another teaching position without the consent of the Board.

LEGAL REF.: 105 ILCS 5/24-14.  
Park Forest Heights School Dist. v. State Teacher Certification Bd., 842 N.E.2d  
1230 (Ill.App.1, 2006).

## **Professional Personnel**

### **Substitute Teachers**

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Illinois Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The School Board establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

### **Emergency Situations**

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education within five business days after the employment of a substitute teacher in an emergency situation.

LEGAL REF.: 105 ILCS 5/21B-20(2) and 5/21B-20(3).  
23 Ill.Admin.Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

Adopted by Northwestern CUSD #2 November 14, 2017

## **Professional Personnel**

### **Administrative Procedure - Substitute Teachers**

#### Minimum Qualifications of the Substitute Teacher

1. Substitute teachers are generally required to have one of the following that is valid in Illinois:
  - a. Professional educator license or professional educator license with stipulations that required a bachelor's degree for issuance
  - b. Substitute teaching license

Exceptions in 105 ILCS 5/21B-20(E) and (F) allow individuals who do not hold a bachelor's degree to substitute teach in career and technical education classrooms if they hold an educator license with stipulations and such license holds: a career and technical educator endorsement; a provisional career and technical educator endorsement; or a part-time provisional career and technical educator endorsement.

Additionally, any individual who serves as a substitute teacher for driver's education must be endorsed for driver's education pursuant to 23 Ill.Admin.Code §25.100(k).

2. Substitute teachers shall have each of the following documents on file with the District Administrative Office.
  - a. Completed application for employment and transcript of college credits
  - b. Evidence of license registration
  - c. Evidence of physical fitness to perform assigned duties and freedom from communicable disease
  - d. State and federal tax forms
  - e. If applicable, Immigration and Naturalization Service, Form I-9
  - f. Signed *Acknowledgement of Mandated Reporter Status* form provided by DCFS and, if applicable, evidence that the individual completed mandated reporter training within one year of initial employment and at least every five years after that date (required by the Abused and Neglected Child Reporting Act, 325 ILCS 5/4)

Contact ISBE, the ROE, or Intermediate Service Center with questions. More information is on the ISBE website, *Substitute Teacher License* at: [www.isbe.net/Pages/Educator-Licensure-Requirements.aspx](http://www.isbe.net/Pages/Educator-Licensure-Requirements.aspx).

#### District Responsibilities

1. The Superintendent or designee maintains a list of substitute teachers in the District Administrative Office.
2. The Superintendent or designee verifies:
  - a. Criminal background check results
  - b. Appropriate license and registration
  - c. References and employment verification

#### Additional Requirements and Procedures

1. Board policy 4:175, *Convicted Child Sex Offender; Criminal Background Check and/or Screen; Notification*
2. Administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*
3. Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*
4. Board policy 5:30, *Hiring Process and Criteria*
5. Administrative procedure 5:30-AP2, *Investigations*
6. Board policy 5:150, *Personnel Records*

#### Standard Duties of the Substitute Teacher

1. Keep and leave a status report of lesson plans completed and leave a report of the group's accomplishments.
2. Manage all recording of assignments and grading during the time worked as outlined in the applicable collective bargaining agreement or duties for substitute teachers.
3. Prepare plans for the following day's work.
4. Follow the regular teacher's lesson plans.
5. Leave the classroom and its equipment in order.
6. Leave a note reporting any unusual experience with a student during the day.
7. Hold as confidential any information concerning staff, parents, or students.
8. Be consistent in dealing with others; emphasize the positive, yet be firm and sympathetic.
9. When notified in time, arrive at least 20 minutes before the school period starts, and remain on duty at least 20 minutes after dismissal time.
10. Check with the office when reporting for substitute duty, and check with the office before leaving to see if you will be needed the next day.
11. If temporarily or permanently withdrawing from substitute work, so inform the District office.
12. Report any issues you encounter to the Building Principal.

#### Compensation

1. The rate of pay for substitute teachers is established from time-to-time by the School Board.
2. Substitute teachers are employed and paid for only days actually worked. Substitutes are not paid for holidays, vacation days, or days of illness.

#### Assignment Procedures

Substitute teachers will be called as needed from the office of the Building Principal. Only individuals who are on the substitute teacher list, as compiled by the Superintendent or designee, may be called for substitute work. Substitute teachers are given as much notice as possible; however in emergency situations, they will be called the morning they are needed.

#### Building-Level Responsibilities

The person arranging for a substitute teacher's service shall provide each substitute with the information relevant to the service, for example:

1. District map with locations of District schools indicated



2. District and school building emergency procedures, location of emergency equipment, etc.
3. School directory
4. School calendar and handbook
5. District student behavior policy and procedures

LEGAL REF.: 105 ILCS 5/21B-20(2), 5/21B-20(3), and 5/24-5.  
23 Ill.Admin.Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teacher License).

Adopted by Northwestern CUSD #2 November 14, 2017

**Professional Personnel**

**Exhibit - Unsatisfactory Performance Report for Substitute Teachers**

*To be submitted to the Building Principal. Please print.*

\_\_\_\_\_  
Substitute's name ID #

\_\_\_\_\_  
School Assignment

\_\_\_\_\_  
Classroom teacher's name Date of substitution

Areas of concern with a brief explanation:

- Arrived late and/or left early \_\_\_\_\_
- Inappropriate dress \_\_\_\_\_
- Improper language \_\_\_\_\_
- Lack of classroom control \_\_\_\_\_
- Accurate records not kept \_\_\_\_\_
- Failed to provide written feedback \_\_\_\_\_
- Physical aggression against student \_\_\_\_\_
- Received parental complaint \_\_\_\_\_
- Did not follow lesson plans or routines \_\_\_\_\_
- Other \_\_\_\_\_

Reported by:     Student     Staff     Both

In the future, please do not assign this substitute to:

- Classroom/Teacher's name \_\_\_\_\_
- Grade level \_\_\_\_\_
- Building \_\_\_\_\_
- In any capacity \_\_\_\_\_

\_\_\_\_\_  
Building Principal's signature

\_\_\_\_\_  
Date

## **Professional Personnel**

### **Maintaining Student Discipline**

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness. The Superintendent shall ensure that all teachers, other certificated employees, and persons providing a student's related service(s): (1) maintain discipline in the schools as required in the School Code, and (2) follow the School Board policies and administrative procedures on student conduct, behavior, and discipline.

When a student's behavior is unacceptable, the teacher should first discuss the matter with the student, if appropriate. If the unacceptable behavior continues, the teacher should consult with the Building Principal and/or discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. A student's removal must be in accordance with Board policy and administrative procedures.

Teachers shall not use disciplinary methods that may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) may not be used. Teachers may use reasonable force as needed to keep students, school personnel, and others safe, or for self-defense or defense of property.

LEGAL REF.: 105 ILCS 5/24-24.  
23 Ill.Admin.Code §1.280.

CROSS REF.: 2:150 (Committees), 7:190 (Student Behavior), 7:230 (Misconduct by Students with Disabilities)

## **Professional Personnel**

### **Suspension**

#### **Suspension Without Pay**

The School Board may suspend without pay: (1) a professional employee pending a dismissal hearing, or (2) a teacher as a disciplinary measure for up to 30 employment days for misconduct that is detrimental to the School District. Administrative staff members may not be suspended without pay as a disciplinary measure.

Misconduct that is detrimental to the School District includes:

- Insubordination, including any failure to follow an oral or written directive from a supervisor;
- Violation of Board policy or Administrative Procedure;
- Conduct that disrupts or may disrupt the educational program or process;
- Conduct that violates any State or federal law that relates to the employee's duties; and
- Other sufficient causes.

The Superintendent or designee is authorized to issue a pre-suspension notification to a professional employee. This notification shall include the length and reason for the suspension as well as the deadline for the employee to exercise his or her right to appeal the suspension to the Board or Board-appointed hearing examiner before it is imposed. At the request of the professional employee made within five calendar days of receipt of a pre-suspension notification, the Board or Board-appointed hearing examiner will conduct a pre-suspension hearing. The Board or its designee shall notify the professional employee of the date and time of the hearing. At the pre-suspension hearing, the professional employee or his/her representative may present evidence. If the employee does not appeal the pre-suspension notification, the Superintendent or designee shall report the action to the Board at its next regularly scheduled meeting.

#### **Suspension With Pay**

The Board or Superintendent or designee may suspend a professional employee with pay: (1) during an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a teacher without pay.

The Superintendent shall meet with the employee to present the allegations and give the employee an opportunity to refute the charges. The employee will be told the dates and times the suspension will begin and end.

#### **Employees Under Investigation by Illinois Dept. of Children and Family Services (DCFS)**

Upon receipt of a DCFS recommendation 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 by DCFS, proceeding with:
  - a. A suspension with pay; or

b. A suspension without pay.

Repayment of Compensation and Benefits

If a professional employee is suspended with pay, either voluntarily or involuntarily, pending the outcome of a criminal investigation or prosecution, and the employee is later dismissed as a result of his or her criminal conviction, the employee must repay to the District all compensation and the value of all benefits received by him or her during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

LEGAL REF.: 5 ILCS 430/5-60(b).  
105 ILCS 5/24-12.  
325 ILCS 5/7.4(c-10).  
Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532 (1985).  
Barszcz v. Community College District No. 504, 400 F.Supp. 675 (N.D. Ill., 1975).  
Massie v. East St. Louis Sch. District No.189, 203 Ill.App.3d 965 (5th Dist. 1990).

CROSS REF.: 5:290 (Educational Support Personnel - Employment Termination and Suspensions)

Adopted by Northwestern School District November 14, 2017

**Professional Personnel**

**Administrative Procedure - Suspensions**

Suspension Without Pay

<b>Actor</b>	<b>Action</b>
School Board or designee	Provide the professional employee with a written pre-suspension notification that includes: <ol style="list-style-type: none"> <li>1. The reason(s) for the proposed suspension;</li> <li>2. The date(s) and duration of the proposed suspension;</li> <li>3. How the employee may request a hearing; and</li> <li>4. The employee’s rights to be represented, present witnesses on his/her behalf, and cross-examine any witness who testifies against him/her.</li> </ol> Contact the Board Attorney for advice and assistance.
Professional Employee	If a hearing is desired, request within five calendar days of receipt of the pre-suspension notification, a hearing before the Board.
School Board or designee	If a hearing is requested: <ol style="list-style-type: none"> <li>1. Promptly schedule a hearing and give the employee written notification of its date, time, and place at least 5 calendar days before the hearing. This notification shall set forth the procedure to be followed at the hearing as stated below.                             <ol style="list-style-type: none"> <li>a. The hearing shall be in closed session.</li> <li>b. The professional employee may be represented by a person of the employee’s choice.</li> <li>c. The school officials and the employee may make short opening statements.</li> <li>d. The school officials shall present their evidence in oral or written form.</li> <li>e. After the school officials conclude their evidentiary presentation, the employee may present evidence to refute the charges orally or in writing.</li> <li>f. Each party shall be afforded an opportunity to cross-examine all witnesses who testify and to examine all written evidence presented.</li> <li>g. The Board may receive all relevant oral and written evidence without regard to the legal rules of evidence, but shall consider the weight of the evidence in making a determination.</li> </ol> </li> </ol>

Actor	Action
	<p>h. The school officials and the employee may make closing statements at the conclusion of the hearing.</p> <p>i. The hearing may be recorded stenographically, electronically, or by tape at the direction of either party at its own expense. If either party makes a recording, the other party shall be offered an opportunity to purchase a copy of the transcript or to reproduce the electronic/tape recording.</p> <p>2. Appoint a hearing officer, if desired.</p>
School Board or Hearing Officer, and Professional Employee	<p>Participate in the hearing.</p> <p>The hearing officer, if one was used, shall prepare a written summary of the evidence for the Board.</p>
School Board	<p>Decide whether to suspend the professional employee as authorized by 105 ILCS 5/24-12(d)(1). If a hearing officer was used, the Board may uphold, modify, or reverse the hearing officer's recommendation. If the teacher is not suspended, his or her personnel record shall be expunged of any notices or material relating to the suspension.</p> <p>If the Board's suspension is not sustained: (1) ensure that the professional employee does not suffer the loss of any salary or benefits by reason of the suspension, and (2) assign the professional employee to a position substantially similar to the one that the employee held prior to the suspension. 105 ILCS 5/24-12(d)(10).</p>

Suspension With Pay

Actor	Action
Superintendent or designee	<ol style="list-style-type: none"> <li>1. Inform the professional employee of a proposed suspension with pay by written or oral notice, which shall specify the reasons for the suspension. If the notice is oral, give written notice as soon as reasonable.</li> <li>2. Meet with the employee before the proposed suspension to discuss the reasons for the suspension. If the Superintendent or designee cannot, for reasonable cause, meet with the employee before the suspension, the Superintendent or designee shall attempt such a meeting after the suspension begins.</li> <li>3. Give the professional employee written confirmation of the suspension as soon as reasonably possible.</li> </ol> <p>Contact the Board Attorney for advice and assistance.</p>

## **Professional Personnel**

### **Leaves of Absence**

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

#### **Sick and Bereavement Leave**

Each full-time professional staff member is granted 10 days sick leave each school year at full pay. Unused days are allowed to accumulate to 180 days. Sick leave is defined in State law as personal illness, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption.

As a condition for paying sick leave after three days absence for personal illness or 30 days for birth or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a chiropractic physician licensed under the Medical Practice Act, (3) an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, (4) a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (5) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

The use of paid sick leave for adoption or placement for adoption is limited to 30 days unless a longer leave is provided in an applicable collective bargaining agreement. The Superintendent may require that the employee provide evidence that the formal adoption process is underway.

#### **Child Bereavement Leave**

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take child bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Child Bereavement Leave Act. Child bereavement leave allows for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of his or her child, (2) making arrangements necessitated by the death of the staff member's child, or (3) grieving the death of the staff member's child, without any adverse employment action.

The leave must be completed within 60 days after the date on which the employee received notice of the death of his or her child. However, in the event of the death of more than one child in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Child Bereavement Leave Act. This policy does not create any right for an employee to take child bereavement leave that is inconsistent with the Child Bereavement Leave Act.



### Sabbatical Leave

Sabbatical leave may be granted in accordance with the School Code.

### Personal Leave

Professional staff members are granted one personal leave day per year. A personal leave day is defined as a day to allow professional personnel time to conduct personal business (but not vacation, travel, or work stoppage), which is impossible to schedule at a time other than during a school day. Any unused personal leave day in a school year will be credited to the cumulative sick leave.

The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, personal leave requests should be submitted to the Building Principal three days in advance of the requested date,
2. No personal leave days may be used immediately before or immediately after a holiday unless the Superintendent grants prior approval,
3. Personal leave may not be used in increments of less than one-half day,
4. Personal leave days are subject to a substitute's availability,
5. Personal leave days may not be used during the first and/or last five days of the school year,
6. Personal leave days may not be used on in-service and/or institute training days, and
7. Personal leave may not be used by more than 10% of the teaching staff in each building at the same time.

### Leave of Absence Without Pay

The Board may grant a leave of absence without pay to tenured professional staff members who have rendered satisfactory service and desire to return to employment in a similar capacity at a time determined by the Board.

Each leave of absence shall be of the shortest possible duration required to meet the leave's purpose consistent with a reasonable continuity of instruction for students.

### Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

### Child-Rearing Leave

The Board shall grant a professional staff member's request for a non-paid, child-rearing leave, not to exceed the balance of the school year plus one additional school year (but in no event shall such leave exceed three semesters), provided the request complies with this policy. Nothing in this section shall prohibit a professional staff member from using paid sick days as provided in this policy.

A teacher must request, if possible, a child-rearing leave by notifying the Superintendent in writing no later than 90 days before the requested leave's beginning date. The request should include the proposed leave dates. The leave shall end before a new school year begins or before the first day of school after winter recess.

Subject to the insurance carrier's approval, the teacher may maintain insurance benefits at his or her own expense during a child-rearing leave.

A professional staff member desiring to return before the leave's expiration will be assigned to an available vacancy for which the teacher is qualified, subject to scheduling efficiency and instruction continuity.

#### Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

#### General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

#### Leave for Employment in Department of Defense

The Board may grant teachers a leave of absence to accept employment in a Department of Defense overseas school.

#### School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences or classroom activities related to the teacher's child, if the conference or activity cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

#### Leaves for Victims of Domestic or Sexual Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic or sexual violence, or (2) has a family or household member who is a victim of domestic or sexual violence whose interests are not adverse to the employee as it relates to the domestic or sexual violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance without suffering adverse employment action.

The Victims' Economic Security and Safety Act governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 *et seq.*).

#### Leaves to Serve as an Officer or Trustee of a Specific Organization

Upon request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with 105 ILCS 5/24-6.3, and (3) a paid leave of absence for the local association president of a State

teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in 105 ILCS 5/24-6.2.

LEGAL REF.: 10 ILCS 5/13-2.5  
20 ILCS 1805/30.1 et seq.  
105 ILCS 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.  
820 ILCS 147/, School Visitation Rights Act.  
820 ILCS 154/, Child Bereavement Leave Act.  
820 ILCS 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Educational Support Personnel - Sick Days, Vacation, Holidays, and Leaves)

Adopted by Northwestern CUSD #2 November 14, 2017

## **Professional Personnel**

### **Administrative Procedure - School Visitation Leave**

#### Eligible employees

These administrative procedures apply to both professional staff and educational service personnel. An employee is eligible for a school visitation leave if he or she has worked for the District at least six consecutive months immediately before the request and works at least one-half of the full-time equivalent position. 820 ILCS 147/40. Periods when school is not in session will not count as a break in consecutive service.

#### School Conference and Activity Leave 820 ILCS 147/15.

An employee is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee's child, if the conference or activity cannot be scheduled during non-work hours. Employees must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the employee, except sick and disability leave.

#### Request 820 ILCS 147/15.

An employee must request a school conference and activity leave in writing at least seven days in advance; in an emergency situation, 24 hours' notice is required. The employee must consult with the employer to schedule the leave so as to minimize disruption. A leave request may be denied if granting the leave would result in more than 5% of the work force, or work force shift, taking leave at the same time (820 ILCS 147/49).

#### Compensation

A school visitation leave is unpaid. The District will attempt, however, to give the employee the opportunity to make-up the time taken for such a leave, subject to the requirements relating to reduction of pay of exempt employees in the federal Fair Labor Standards Act. 820 ILCS 147/20. The employee taking a visitation leave will not lose any benefits. 820 ILCS 147/35.

#### Verification 820 ILCS 147/30.

An employee returning from a school visitation leave must provide the Building Principal with verification of the visitation from the school administrator of the school visited. Failure to provide this verification within two working days of the visitation will subject the employee to the standard disciplinary procedures for unexcused absences from work.

LEGAL REF.: 820 ILCS 147/.

## **Professional Personnel**

### **Student Teachers**

The Superintendent is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. No individual who has been convicted of a criminal offense that would subject him or her to license suspension or revocation pursuant to Section 5/21B-80 of the School Code or who has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 is permitted to student teach.

Before permitting an individual to student teach or begin a required internship in the District, the Superintendent or designee shall ensure that:

1. The District performed a *105 ILCS 5/10-21.9(g) Check* as described below; and
2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to 105 ILCS 5/24-5.

A *105 ILCS 5/21.9(g) Check* shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act (20 ILCS 2635/1), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (P.L. 109-248);
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law (730 ILCS 152/101 et seq.); and
3. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105).

The School Code requires each individual student teaching or beginning a required internship to provide the District with written authorization for, and pay the costs of, his or her 105 ILCS 5/21.9(g) check (including any applicable vendor's fees). Upon receipt of this authorization and payment, the Superintendent or designee will submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Department of State Police, to the Department of State Police. The Superintendent or designee will provide each student teacher with a copy of his or her report.

### **Assignment**

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities.

LEGAL REF.: Adam Walsh Child Protection and Safety Act, P.L. 109-248.  
Uniform Conviction Information Act, 20 ILCS 2635/1.  
105 ILCS 5/10-21.9, 5/10-22.34, and 5/24-5.

CROSS REF.: 5:190 (Teacher Qualifications), 4:175 (Convicted Child Sex Offender; Screening;  
Notifications)

Adopted by Northwestern CUSD #2, November 14, 2016

## **Educational Support Personnel**

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

#### Employment At-Will

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

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

#### Compensation

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

#### Assignment

The Superintendent is authorized to make assignments and transfers of educational support personnel.

LEGAL REF.: 105 ILCS 5/10-22.34 and 5/10-23.5.

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

**Educational Support Personnel**

**Exhibit - Notice of Employment**

*On District letterhead*

To \_\_\_\_\_ Date \_\_\_\_\_

Please accept this letter as an acknowledgment that you have been or are being offered employment with the School District under the terms and conditions as stated in this letter, School Board policy, and any applicable employee handbook or collective bargaining agreement. If you wish to accept this offer, you need to sign below and return this letter to the central administrative office.

Job position or title \_\_\_\_\_

Date and time on which you are to report to work \_\_\_\_\_

Job location \_\_\_\_\_

Full time     Part-time

Your hourly rate or weekly salary is \$ \_\_\_\_\_

The remaining terms and conditions of your employment, as well as any employment benefits, are contained in Board policy and any applicable employee handbook and/or collective bargaining agreement. These items will be discussed during your orientation.

\_\_\_\_\_  
Board President or Secretary

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

**For employee** (*Sign and return to the central administrative office.*)

I understand that I am an employee-at-will and that my employment may be terminated at anytime with or without cause. I agree to comply with the Board's policies, administration's procedures, and supervisors' instructions.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date



## **Educational Support Personnel**

### **Duties and Qualifications**

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to School Board policies as they may be changed from time to time at the Board's sole discretion.

#### Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE).

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals, and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules.

#### Noncertificated and Unlicensed Personnel Working with Students and Performing Non-Instructional Duties

Noncertificated and unlicensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long-distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a noncertificated person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

#### Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automated External Defibrillator user according to rules adopted by the Illinois Department of Public Health. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law.

#### Bus Drivers

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

LEGAL REF.: 34 C.F.R. §§200.58 and 200.59.  
105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.  
625 ILCS 5/6-104 and 5/6-106.1.  
23 Ill.Admin.Code §§1.630 and 25.510.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

Adopted by Northwestern CUSD #2, November 14, 2016

## **Educational Support Personnel**

### **Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers**

The District shall adhere to State and federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers. The Superintendent or designee manage a program to implement federal and State law defining the circumstances and procedures for the testing.

LEGAL REF.: 625 ILCS 5/6-106.1 and 5/6-106.1c.  
49 U.S.C. §31301 et seq., Alcohol and Controlled Substances Testing (Omnibus Transportation Employee Testing Act of 1991).  
49 C.F.R. Parts 40 (Procedures for Transportation Workplace Drug and Alcohol Testing Programs), 382 (Controlled Substance and Alcohol Use and Testing), and 395 (Hours of Service of Drivers).

CROSS REF.: 4:110 (Transportation), 5:30 (Hiring Process and Criteria), 5:280 (Duties and Qualifications)

Adopted by the Northwestern CUSD, April 18, 2012

## **Educational Support Personnel**

### **Administrative Procedure - Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers**

The District's drug and alcohol testing program shall apply to all individuals in positions that require a commercial driver's license and those that require an Illinois school bus driver permit. This includes casual, intermittent, or occasional drivers, leased drivers and independent owner-operator contractors, as well as full-time, regularly employed drivers. The Superintendent or designee will identify which positions are covered by the various provisions of this procedure.

#### **Pre-Employment Tests**

A pre-employment drug test shall be required of an applicant only after he/she has been offered the position.

Drug tests shall be conducted before the first time a driver performs any safety-sensitive function for the District.

Safety-sensitive functions include all on-duty functions performed from the time a driver begins work or is required to be ready to work until he/she is relieved from work and all responsibility for performing work.

Exceptions may be made for drivers who have participated in the drug testing program required by law within the previous 30 days, provided that the District has been able to make all verifications required by law.

Pre-employment testing shall also be required of employees returning to work after a layoff period if the employee was removed from the random testing pool. If the employee remains in the random testing pool, additional testing shall not be necessary.

#### **Controlled Substance Use**

Drivers shall inform their supervisors if at any time they are using a drug which their physician has prescribed for therapeutic purposes. Drivers using a controlled substance may continue to perform safety-sensitive functions only if a licensed medical practitioner has advised the driver that the substance will not adversely affect his/her ability to safely operate a commercial motor vehicle. If the District has actual knowledge that a driver has used a controlled substance it shall not permit the driver to perform or continue to perform a safety-sensitive function.

#### **Pre-Duty Use of Alcohol**

No driver shall perform safety-sensitive functions within 4 hours after using alcohol. If the District has actual knowledge that a driver has used alcohol within 4 hours it shall not permit the driver to perform or continue to perform safety-sensitive functions.

#### **On-Duty Use of Alcohol**

No driver shall use alcohol while performing safety-sensitive functions. If the District has actual knowledge that a driver is using alcohol while performing safety-sensitive functions it shall not permit the driver to perform or continue to perform safety-sensitive functions.

### Post-Accident Tests

Alcohol tests shall be conducted as soon after an accident as practicable on any surviving driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
2. Who receives a citation within 8 hours of the occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved:
  - a. Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
  - b. One or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.

Controlled substance tests shall be conducted as soon after an accident as practicable on any surviving driver:

1. Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved loss of human life;
2. Who receives a citation within 32 hours of occurrence under State or local law for a moving traffic violation arising from the accident, if the accident involved:
  - a. Bodily injury to any person who, as a result of the injury, immediately receives medical treatment away from the scene of the accident; or
  - b. One or more motor vehicles incurring disabling damage as a result of the accident, requiring the motor vehicle to be transported away from the scene by a tow truck or other motor vehicle.

Drivers shall make themselves readily available for testing, absent the need for immediate medical attention.

No driver required to take a post-accident alcohol test shall use alcohol for 8 hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

If an alcohol test is not administered within 2 hours of the accident or if a drug test is not administered within 32 hours, the District shall prepare and maintain records explaining why the test was not conducted. Tests will not be given if not administered within 8 hours after the accident for alcohol or within 32 hours for drugs.

Tests conducted by authorized federal, state, or local officials shall fulfill post-accident testing requirements provided they conform to applicable legal requirements and are obtained by the District. Breath and blood tests meet the requirements of alcohol testing. A urine test meets the requirements of a controlled substances test.

### Random Tests

Alcohol and drug tests shall be conducted on a random basis at unannounced times throughout the year. The number of random alcohol and drug tests shall be at least equal to those required by federal regulations. Drivers shall be selected by a scientifically valid random process, and each driver shall have an equal chance of being tested each time selections are made. Tests for alcohol shall be conducted just before, during, or just after the performance of safety-sensitive functions.

Employees off work due to leaves, vacation, and layoffs shall be informed that they remain subject to random testing. Employees drawn for such testing shall be notified and tested as soon as practicable after they return to duty.

### Probable Cause Tests (Applicable to School Bus Driver Permit Holders)

A driver who has received a Uniform Traffic Ticket while in control of a school bus or any other vehicle owned or operated by or for the District, when the vehicle is being used over a regularly scheduled route for the transportation of persons enrolled as students in grade 12 or below, in connection with any activity of the District, may be tested for alcohol. To justify an alcohol test, a police officer must have probable cause to believe that the driver has consumed any amount of an alcoholic beverage based upon evidence of the driver's physical condition or other first hand knowledge of the police officer.

Upon receipt of a law enforcement officer's sworn report that the test result was positive or that the driver refused to be tested, the Secretary of State will notify both the permit holder and the District of the sanction (sanction is effective on the 46<sup>th</sup> day following the date notice was given).

### Reasonable Suspicion Tests (Applicable to School Bus Driver Permit Holders)

An alcohol or drug test shall be conducted if a supervisor or District official trained in accordance with law has reasonable suspicion that a driver has violated the District's alcohol or drug prohibitions. This reasonable suspicion must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The observations may include indications of the chronic and withdrawal effects of controlled substances.

Alcohol tests are authorized for reasonable suspicion only if the required observations are made during, just before, or just after the period of the work day when the driver must comply with alcohol prohibitions. An alcohol test may not be conducted by the supervisor or District official who determines that reasonable suspicion exists to conduct such a test. If an alcohol test is not administered within two hours of a determination of reasonable suspicion, the District shall prepare and maintain a record explaining why this was not done. Attempts to conduct alcohol tests shall terminate after 8 hours.

A supervisor or District official who makes observations leading to a controlled substance reasonable suspicion test shall make a written record of his/her observations within 24 hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

The Superintendent or designee shall ensure that an employee under reasonable suspicion is transported to the designated collection or testing site. The Superintendent or designee shall notify the Secretary of State, in a manner and form prescribed by the Secretary, of the result of a reasonable suspicion test when: (i) the test indicates an alcohol concentration greater than 0.00; (ii) the test indicates a positive result on a National Institute on Drug Abuse five-drug panel utilizing the federal standards set forth in 49 C.F.R. 40.87; or (iii) when a driver refuses testing. The notification to the Secretary must be submitted within 48 hours of the refusal of testing or the employer's receipt of the test results.

### Enforcement for Non-School Bus Driver Permit Holders

No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. If the District has actual knowledge that a driver has an alcohol concentration of 0.04 or greater it shall not permit the driver to perform or continue to perform safety-sensitive functions.

Federal laws require that any driver who refuses to submit to a post-accident, random, reasonable suspicion test, or follow-up test as described below, shall not perform or continue to perform safety-sensitive functions. The District shall not permit a driver who refuses to submit to such tests to perform or continue to perform safety-sensitive functions.

A driver who is tested and found to have an alcohol concentration of .02 or greater, but less than 0.04, may not perform or continue to perform safety-sensitive functions, including driving a commercial motor vehicle, until the start of the driver's next regularly scheduled duty period, but not less than 24 hours after the test was administered.

A driver who tests positive for drugs or an alcohol concentration of 0.04 or greater shall be subject to District disciplinary action up to and including dismissal.

A driver who violates District prohibitions related to drugs and alcohol shall receive from the District the names, addresses, and telephone numbers of substance abuse professionals and counseling and treatment programs available to evaluate and resolve drug and alcohol-related problems. The employee shall be evaluated by a substance abuse professional who shall determine what help the driver needs in resolving such a problem. Any substance abuse professional who determines that a driver needs assistance shall not refer the driver to a private practice, person, or organization in which he/she has a financial interest, except under circumstances allowed by law.

An employee identified as needing help in resolving a drug or alcohol problem shall be evaluated by a substance abuse professional to determine that he/she has properly followed the prescribed rehabilitation program.

#### **Return-to-Duty Tests for Non-School Bus Driver Permit Holders**

If a driver who has violated the District's drug or alcohol prohibition is returned to performing safety-sensitive duties, a drug or alcohol test shall be conducted.

The District shall not allow employees whose conduct involved drugs to return to duty in a safety-sensitive function until the return-to-duty drug test produces a verified negative result. The District shall not allow employees whose conduct involved alcohol to return to duty in a safety-sensitive function until the return-to-duty alcohol test indicates an alcohol concentration of 0.02 or less.

#### **Follow-Up Tests for Non-School Bus Driver Permit Holders**

A driver who violates the District's drug or alcohol prohibition and is subsequently identified by a substance abuse professional as needing assistance in resolving a drug or alcohol problem shall be subject to unannounced follow-up testing as directed by the substance abuse professional in accordance with the law. Follow-up alcohol testing shall be conducted just before, during, or just after the time when the driver is performing safety-sensitive functions.

The District must carry out the substance abuse professional's follow-up testing requirements.

Follow-up testing shall consist of at least 6 tests in the first 12 months following the driver's return to duty. Testing shall not occur beyond 60 months from the date of the driver's return to duty. The substance abuse professional may terminate the follow-up testing if he/she determines that the employee has successfully demonstrated compliance.

#### **Maintenance of Records for Non-School Bus Driver Permit Holders**

Employee drug and alcohol test results and records shall be maintained under strict confidentiality and released only in accordance with the law. Upon written request, a driver shall receive copies of any records pertaining to his/her use of drugs or alcohol, including any records pertaining to his/her drug or alcohol tests. Records shall be made available to a subsequent employer or other identified persons only as expressly requested in writing by the driver.

### Enforcement for School Bus Driver Permit Holders

In Illinois, a person whose privilege to possess a school bus driver permit has been canceled under 625 ILCS 6-106.1a is not eligible for restoration of the privilege until the expiration of 3 years from the effective date of the cancellation if the person has refused or failed to complete a test or tests to determine blood alcohol concentration, or has submitted to testing with a blood alcohol concentration of more than 0.00.

The Illinois Secretary of State must suspend a school bus driver permit for a period of 3 years upon receiving notice that the holder refused to submit to an alcohol or drug test as required by Section 6-106.1c or has submitted to a test required by that Section that disclosed an alcohol concentration of more than 0.00 or disclosed a positive result on a National Institute on Drug Abuse five-drug panel, utilizing federal standards set forth in 49 C.F.R. 40.87.

A driver who tests positive for drugs or is found to have an alcohol concentration of greater than 0.00 shall have their employment terminated.

### Notifications

Each driver shall receive educational materials that explain the requirements of the Code of Federal Regulations, Title 49, Part 382, together with a copy of the District's policy and regulations for meeting these requirements. Representatives of employee organizations shall be notified of the availability of this information. The information shall identify all of the following:

1. The person designated by the District to answer drivers' questions about the materials;
2. The categories of drivers who are subject to the Code of Federal Regulations, Title 49, Part 382;
3. Sufficient information about the safety-sensitive functions performed by drivers to make clear what period of the work day the driver is required to comply with Part 382;
4. Specific information concerning driver conduct that is prohibited by Part 382;
5. The circumstances under which a driver will be tested for drugs and/or alcohol under Part 382, including post-accident testing under [§382.303\(d\)](#);
6. The procedures that will be used to test for the presence of drugs and alcohol, protect the driver and the integrity of the testing processes, safeguard the validity of test results, and ensure that test results are attributed to the correct driver, including post-accident information, procedures and instructions required by [§382.303\(d\)](#);
7. The requirement that a driver submit to drug and alcohol tests administered in accordance with Part 382;
8. An explanation of what constitutes a refusal to submit to a drug or alcohol test and the attendant consequences;
9. The consequences for drivers found to have violated the drug and alcohol prohibitions of Part 382, including the requirement that the driver be removed immediately from safety-sensitive functions and the procedures for referral, evaluation, and treatment;
10. The consequences for drivers who do not hold a school bus driver permit found to have an alcohol concentration of 0.02 or greater but less than 0.04;
11. The consequences for drivers who hold a school bus driver permit found to have an alcohol concentration over 0.00;



12. The effects of drugs and alcohol on an individual's health, work, and personal life; signs and symptoms of a drug or alcohol problem (the driver's or a coworker's); and available methods of intervening when a drug or alcohol problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management; and
13. Other legal requirements, District policies, and disciplinary consequences related to the use of alcohol and drugs.

Each driver shall sign a statement certifying that he/she has received a copy of the above materials.

Before any driver operates a commercial motor vehicle, the District shall provide him/her with post-accident procedures that will make it possible to comply with post-accident testing requirements.

Before drug and alcohol tests are performed, pursuant to 49 C.F.R. §382, the District shall inform drivers that the tests are required by these regulations.

The District shall notify a driver of the results of a pre-employment drug test if the driver requests such results within 60 calendar days of being notified of the disposition of his/her employment application.

The District shall notify a driver of the results of random, reasonable suspicion, and post-accident drug tests if the test results are verified positive. The District shall also tell the driver which controlled substance(s) were verified as positive.

Adopted by the Northwestern CUSD #2, April 18, 2012

## **Educational Support Personnel**

### **Employment Termination and Suspensions**

#### 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 School Board consistent with the Board's goal of having a highly qualified, high performing staff.

#### 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, during an investigation into allegations of misconduct or pending a dismissal hearing whenever, in the Superintendent's judgment, the employee's presence is detrimental to the District. A disciplinary suspension shall be with pay: (1) when the employee is exempt from the overtime provisions, or (2) until an employee with an employment contract for a definite term is provided a notice and hearing according to the suspension policy for professional employees. 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.: 5 ILCS 430 et seq.  
105 ILCS 5/10-22.34c and 5/10-23.5.  
325 ILCS 5/7.4(c-10).  
820 ILCS 105/4a.

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

Adopted by Northwestern CUSD #2 November 14, 2017

## **Educational Support Personnel**

### **Schedules and Employment Year**

The Superintendent shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, School Board policy, and applicable agreements and shall:

1. Assign each employee one supervisor who will establish a work schedule, including breaks, as required by building or District needs, work load, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules as needed; and
3. Consider the well-being of the employee. The Superintendent's approval is required to establish a flexible work schedule or job-sharing.

### **Breaks**

An employee who works at least 7.5 continuous hours shall receive a 30-minute duty-free meal break that begins within the first 5 hours of the employee's workday. The District accommodates employees who are nursing mothers according to State and federal law.

LEGAL REF.: Fair Labor Standards Act, 29 U.S.C. §207 et seq.  
820 ILCS 105/, Minimum Wage Law.  
820 ILCS 260/, Nursing Mothers in the Workplace Act.  
105 ILCS 5/10-20.14a, 5/10-22.34, and 5/10-23.5.

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act)

Adopted by Northwestern C.U.S.D. #2, April 26, 2011

## **Educational Support Personnel**

### **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.

Employees may be given 1-1/2 hours of compensatory time-off in lieu of cash payment for each hour of overtime worked. Other than as provided below, at no time may an employee's accumulated compensatory time-off exceed 240 hours, which represents compensation for 160 hours of overtime. An employee whose work regularly includes public safety, emergency response, or seasonal activities may accumulate a maximum of 480 hours of compensatory time, which represents compensation for 320 hours of overtime. 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.

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)

**Educational Support Personnel**

**Exhibit - Agreement to Receive Compensatory Time-Off**

The School Board has a policy of granting compensatory time-off to non-exempt employees in lieu of overtime pay for time worked in excess of 40 hours in any workweek. I have either received a copy of the policy or been told where it may be found or downloaded. I understand that:

1. I must obtain my supervisor’s express authorization to work overtime before working in excess of 40 hours in any workweek.
2. I will earn compensatory time-off at a rate of not less than one and one-half (1.5) hours for each one hour of overtime worked.
3. I will be allowed to use accrued compensatory time-off within a reasonable period after making a request to use it, provided that my absence would not unduly disrupt operations considering factors like emergency requirements for staff and the availability of qualified substitute staff.
4. My supervisor may require that I use my accrued compensatory time-off within a certain time period, may prohibit my use of accrued compensatory time-off on certain days, may require that I cash out my compensatory time-off after a particular time period, and may otherwise limit my use of compensatory time-off.

I agree to receive compensatory time-off in lieu of overtime pay for time worked in excess of 40 hours in any workweek, and I accept this as a condition of my employment.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature (or designee)

\_\_\_\_\_  
Date

## **Educational Support Personnel**

### **Evaluation**

The Superintendent is responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in School Board policies as well as in compliance with State law and any applicable collective bargaining agreement. The standards for the evaluation program shall include, but not be limited to:

1. Each employee shall be evaluated annually, preferably before the annual salary review.
2. The direct supervisor shall provide input.
3. The employee's work quality, promptness, attendance, reliability, conduct, judgment, and cooperation shall be considered.
4. The employee shall receive a copy of the annual evaluation.
5. All evaluations shall comply with State and federal law and any applicable collective bargaining agreement.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:150  
(Personnel Records)

## **Educational Support Personnel**

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

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

#### Sick and Bereavement Leave

Full or part-time educational support personnel who work at least 600 hours per year receive 10 paid sick leave days per year. Part-time employees will receive sick leave pay equivalent to their regular workday. Unused sick leave shall accumulate to a maximum of 180 days, including the leave of the current year.

Sick leave is defined in State law as personal illness, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption. The Superintendent and/or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or 30 days for birth or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a chiropractic physician licensed under the Medical Practice Act, (3) an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, (4) a physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (5) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee’s faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

The use of paid sick leave for adoption or placement for adoption is limited to 30 days unless a longer leave is provided in an applicable collective bargaining agreement. The Superintendent may require that the employee provide evidence that the formal adoption process is underway.

#### Vacation

Twelve-month employees shall be eligible for paid vacation days according to the following schedule:

<u>Length of Employment</u>		<u>Monthly Accumulation</u>	<u>Maximum Vacation Leave Earned Per Year</u>
<u>From:</u>	<u>To:</u>		
Beginning of year 2	End of year 5	0.83 Days	10 Days per year
Beginning of year 6	End of year 15	1.25 Days	15 Days per year
Beginning of year 16	End of year	1.67 Days	20 Days per year

Part-time employees who work at least half-time are entitled to vacation days on the same basis as full-time employees, but the pay will be based on the employee’s average number of part-time hours



per week during the last vacation accrual year. The Superintendent will determine the procedure for requesting vacation.

Vacation days earned in one fiscal year must be used by the end of the following fiscal year; they do not accumulate. Employees resigning or whose employment is terminated are entitled to the monetary equivalent of all earned vacation.

### Holidays

Unless the District has a waiver or modification of the School Code pursuant to Section 2-3.25g or 24-2(b) allowing it to schedule school on a holiday listed below, District employees will not be required to work on:

New Year's Day	Labor Day
Martin Luther King Jr.'s Birthday	Columbus Day
Abraham Lincoln's Birthday	Veteran's Day
Casimir Pulaski's Birthday	Thanksgiving Day
Memorial Day	Christmas Day
Independence Day	

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

### Personal Leave

Full-time educational support personnel have one paid personal leave day per year. The use of a personal day is subject to the following conditions:

1. Except in cases of emergency or unavoidable situations, a personal leave request should be submitted to the Building Principal three days before the requested date.
2. No personal leave day may be used immediately before or immediately after a holiday, or during the first and/or last five days of the school year, unless the Superintendent grants prior approval.
3. Personal leave may not be used in increments of less than one-half day.
4. Personal leave is subject to any necessary replacement's availability.
5. Personal leave may not be used on an in-service training day and/or institute training days.
6. Personal leave may not be used when the employee's absence would create an undue hardship.

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

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

### Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leaves for Service in the Military and General Assembly.
2. School Visitation Leave.
3. Leaves for Victims of Domestic or Sexual Violence.
4. Child Bereavement Leave.
5. Leave to serve as an election judge.

LEGAL REF.: 20 ILCS 1805/30.1 et seq.  
105 ILCS 5/10-20.7b, 5/24-2, and 5/24-6.  
820 ILCS 147 and 180/.  
820 ILCS 154/.  
School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); Elder v. Sch. Dist. No.127 1/2, 60 Ill.App.2d 56 (1st Dist. 1965).

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

Adopted by Northwestern CUSD #2 November 14, 2017

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## **Instruction**

### **Educational Philosophy and Objectives**

The District's educational program will seek to provide an opportunity for each student to develop to his or her maximum potential. The objectives for the educational program are to:

1. Foster students' self-discovery, self-awareness, and self-discipline.
2. Develop students' awareness of and appreciation for cultural diversity.
3. Stimulate students' intellectual curiosity and growth.
4. Provide students with fundamental career concepts and skills.
5. Help students develop sensitivity to the needs and values of others and a respect for individual and group differences.
6. Help each student strive for excellence and instill a desire to reach the limit of his or her potential.
7. Encourage students to become life long learners.
8. Provide an educational climate and culture free of bias concerning the protected classifications identified in policy 7:10, *Equal Educational Opportunities*.

In order for the Board to monitor whether the educational program is attaining these objectives and to be knowledgeable of current and future resource needs, the Superintendent shall prepare an annual report that includes:

1. A review and evaluation of the present curriculum.
2. A projection of curriculum and resource needs.
3. An evaluation of, and plan to eliminate, any bias in the curriculum or instructional materials and methods concerning the classifications referred to in item 8, above.
4. Any plan for new or revised instructional program implementation.
5. A review of present and future facility needs.

CROSS REF: 1:30 (School District Philosophy), 3:10 (Goals and Objectives), 6:15 (School Accountability), 7:10 (Equal Educational Opportunities)

## Instruction

### School Accountability

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

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

### Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and Illinois State Board of Education (ISBE) rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's *Multiple Measure Index* and corresponding *Annual Measurable Objective* provided by ISBE.
3. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.
4. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
5. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers.

LEGAL REF.: 105 ILCS 5/2-3.25, 5/2-3.25a, 5/2-3.25b, 5/2-3.25c, 5/2-3.25d, 5/2-3.25d-5, 5/2-3.25e-5, 5/2-3.25f, 5/2-3.25f-5, 5/2-3.63, 5/2-3.64a-5, 5/10-21.3a, and 5/27-1.23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

Adopted by Northwestern CUSD #2, November 14, 2016

## Instruction

### **Administrative Procedure - School Choice and Supplemental Educational Services**

In 2001, NCLB added *public school choice* and *supplemental educational services* to Title I of the Elementary and Secondary Education Act. Title I-funded schools, identified by ISBE as in School Improvement, must offer all enrolled students an opportunity to attend a public school within the district that has not been so identified. 34 C.F.R. §200.44. If there are no qualifying schools in the district that can accept students, the district must try to make cooperative agreements with nearby districts that do have eligible schools. *Supplemental educational services* refers to free extra academic assistance. Title I-funded schools, identified by ISBE as in School Improvement for 2 consecutive years, must offer supplemental educational services to eligible students. 34 C.F.R. §200.45.

#### **School Choice**

<b>Legal Authority</b>	<b>Description</b>
Elementary and Secondary Education Act	A district must offer public school choice when a school is identified for improvement [20 U.S.C. §§6316(b)(1)(E) and 6316(b)(5)]; for corrective action [§6316(b)(7)]; or for restructuring [§6316(b)(8)].  A district must seek cooperative agreements with other neighboring districts if there are no available choice recipient schools within the district. 20 U.S.C. §6316(b)(11).
U.S. Department of Education	Public school choice, 34 C.F.R. §§200.37, 200.39, and 200.44.  Notification to eligible students' parents/guardians. 34 C.F.R. §200.37(b).  <i>Public School Choice Non-Regulatory Guidance</i> , <a href="http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc">www.ed.gov/policy/elsec/guid/schoolchoiceguid.doc</a> .
<u>The School Code</u>	A request to transfer a student pursuant to choice provisions should be made at least 30 days before the first day of the school year. 105 ILCS 5/10-21.3a.
Illinois State Board of Education	<i>Guidance for Public School Choice Letters</i> , which includes a web link to sample parent notice letters, <a href="http://www.isbe.net/grants/html/choice.htm">www.isbe.net/grants/html/choice.htm</a> .  <i>NCLB, Public School Choice</i> , <a href="http://www.isbe.net/nclb/htmls/school_choice.htm">www.isbe.net/nclb/htmls/school_choice.htm</a> .

#### **Supplemental Educational Services**

<b>Legal Authority</b>	<b>Description</b>
Elementary and Secondary Education Act	A district must: a. Offer SES when a school is identified for improvement [20 U.S.C. §6316(b)(5)]; for corrective action [§6316(b)(7)]; or



Legal Authority	Description
	restructuring [§6316(b)8)]. b. Notify eligible students' parents/guardians of the availability of SES. 20 U.S.C. §6316(e)(2)(A). c. Enter into an agreement with a provider. 20 U.S.C. §6316(e)(3). d. Evaluate SES providers' services. 20 U.S.C. §6316(e)(2). e. Protect the privacy of students who receive SES. 20 U.S.C. §6316(e)(2)(D).
U.S. Department of Education	Supplemental educational services, 34 C.F.R. §200.45-48. A district must: a. Notify eligible students' parents/guardians. 34 C.F.R. §§200.37(b) and 200.46(a)(1). b. Enter into an agreement with provider(s). 34 C.F.R. §200.46(b). c. Evaluate SES providers' services. 34 C.F.R. §200.46(a)(6). <i>Supplemental Educational Services Non-Regulatory Guidance</i> , U.S. Dept. of Education, <a href="http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc">www.ed.gov/policy/elsec/guid/suppsvcsguid.doc</a> .
Illinois State Board of Education	23 Ill.Admin.Code Part 675, Providers of Supplemental Educational Services, <a href="http://www.ilga.gov/commission/jcar/admincode/023/02300675sections.html">www.ilga.gov/commission/jcar/admincode/023/02300675sections.html</a> . ISBE resources on supplemental educational services, <a href="http://www.isbe.net/ses/html/resources.htm">www.isbe.net/ses/html/resources.htm</a> and <a href="http://www.isbe.net/ses/default.htm">www.isbe.net/ses/default.htm</a> . Parent notification letters, <a href="http://www.isbe.net/ses/word/parent_guardian.doc">www.isbe.net/ses/word/parent_guardian.doc</a> .

**Instruction**

**Exhibit - Resolution Declining Requests to Accept Non-Resident Choice Students**

**WHEREAS**, schools identified for school improvement, corrective action, or restructuring under the federal Elementary and Secondary Education Act, 20 U.S.C. §6316, as added by the No Child Left Behind Act of 2001, must offer their students the choice of attending other schools that have not been so identified (so-called “choice students”);

**WHEREAS**, this School District may be requested by other school districts to accept and enroll students currently attending a school identified for school improvement, corrective action, or restructuring;

**WHEREAS**, no school in this School District has adequate resources, capacity, and/or staffing that would make it a candidate for accepting non-resident choice students from non-district schools without harming the educational program it currently offers.

**THEREFORE, BE IT RESOLVED THAT:**

1. The District will not enter into intergovernmental agreement to accept non-resident students from non-District schools identified for school improvement, corrective action, or restructuring;
2. The District will not accept non-resident choice students for enrollment, other than pursuant to: (1) an intergovernmental or cooperative agreement; (2) a binding order from a court having appropriate jurisdiction; (3) foreign exchange students accepted pursuant to District policy; or (4) State or federal law requiring the District to accept a non-resident students.
3. The Superintendent shall keep the School Board apprised of any change in conditions that might cause the Board to reconsider this Resolution.

**ADOPTED THIS \_\_\_ DAY OF \_\_\_, 200\_\_\_, BY THE FOLLOWING VOTE:**

**AYES:\_\_\_      NAYS:\_\_\_      ABSENT:\_\_\_**

**ATTEST:** \_\_\_\_\_  
**PRESIDENT, BOARD OF EDUCATION      SECRETARY, BOARD OF EDUCATION**

## Instruction

### School Year Calendar and Day

#### School Calendar

The School Board, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

#### Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in the School Code to study and honor the commemorated person or occasion. The Board may, from time to time, designate a regular school day as a commemorative holiday.

#### School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

LEGAL REF.: 105 ILCS 5/10-19, 5/10-24.46, 5/18-8.05, 5/18-12, 5/18-12.5, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, 5/27-20.2, and 20/1.  
10 ILCS 5/11-4.1.  
23 Ill.Admin.Code §1.420(f).  
Metzl v. Leininger, 850 F.Supp. 740 (N.D. Ill. 1994), *aff'd* by 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

Adopted by Northwestern CUSD #2 November 14, 2017

## Instruction

### Organization of Instruction

The School District has instructional levels for grades \_\_\_\_\_ through \_\_\_\_\_. The Superintendent shall annually present to the School Board a plan for organizing instructional levels and assigning them to school facilities in order to:

1. Support the District's educational program,
2. Maximize facility usage without undue overcrowding, and
3. Provide substantially comparable instructional programs across the District.

Students, for instructional purposes, may be placed in groups within a school that do not necessarily follow grade level designations. For purposes of attendance reporting and other records, however, each student is assigned a grade-level placement.

### Kindergarten

The District maintains a full-day kindergarten with an instructional program that fulfills the District's curriculum goals and objectives and the requirements of the State law. The District also offers a half-day kindergarten for those parents/guardians who request a half-day program.

LEGAL REF.: 105 ILCS 5/10-20.19a, 5/10-20.37, and 5/10-22.18.  
23 Ill.Admin.Code §1.420.

CROSS REF.: 6:40 (Curriculum Development), 6:170 (Title I Programs), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

## Instruction

### Curriculum Development

#### Adoption

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 School Board 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 schools, 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.: 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), 6:130 (Program for the Gifted), 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)

## **Instruction**

### **Administrative Procedure - Curriculum Development**

#### Faculty Curriculum Committee

The Faculty Curriculum Committee assists in the District's curriculum planning process and provides the Superintendent with recommendations and supportive summaries. The Committee shall serve in an advisory capacity only.

The Faculty Curriculum Committee will:

1. Engage in two-way communication with teachers in order to address questions and concerns, keep everyone informed, and cooperatively strive for continuous improvement.
2. Provide system-wide coordination of curriculum and student learning experiences.
3. Identify and categorize problems related to curriculum.
4. Research instructional methods and curriculum, utilizing available resources.
5. Engage in long-range planning for the continuous improvement of the curriculum.

The Superintendent or designee appoints Committee members and directs the Committee providing specific tasks and time-frames.

#### Curriculum Guides and Course Outlines

Development of guides:

1. Curriculum guides are best developed by the staff and teachers who are to use them.
2. When entire staff participation is not feasible, the Superintendent or designee will direct staff representatives and/or relevant department heads to study, create, and revise the guides.
3. Completed guides will be given to the Superintendent.

Use of guides:

1. Curriculum guides serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides shall be used to map the logical sequence of instruction.
2. In subjects where sequence is important, such as mathematics, teachers shall be expected to adhere to the guide. In subjects where sequential learning is less important, the teacher may be given a greater degree of freedom in respect to sequence.
3. In all cases, sufficient latitude shall be permitted to provide the teacher with time to teach the current, topical, and incidental issues that add to motivation and meaningful teaching and learning.
4. The Building Principal and/or department heads shall see that optimum use is made of available curriculum guides.

## Instruction

### School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA).

The Superintendent will ensure:

1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual; and
3. The community is informed about the progress of this policy's implementation.

### Goals for Nutrition Education and Nutrition Promotion

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, *Curriculum Content*.

### Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See Board policy 6:60, *Curriculum Content* and Board policy 7:260, *Exemption from Physical Education*.
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board policy 6:60, *Curriculum Content* and Board policy 7:260, *Exemption from Physical Education*.
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Illinois State Board of Education (ISBE).

### Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are consistent with Board policy 4:120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rules)..

In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall:

1. Restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods;



2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, *Food Services*, i.e., in-school marketing of food and beverage items must meet *competitive foods* standards.

*Competitive foods* standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives.

#### Exempted Fundraising Day (EFD) Requests

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law.

ISBE rules prohibit EFDs for grades 8 and below in participating schools.

The Superintendent or designee in a participating school may grant an EFD for grades 9 through 12 in participating schools. To request an EFD and learn more about the District’s related procedure(s), contact the Superintendent or designee. The District’s procedures are subject to change. The number of EFDs for grades 9 through 12 in participating schools is set by ISBE rule.

#### Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

#### Monitoring

At least every three years, the Superintendent shall provide implementation data and/or reports to the Board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report). This triennial report must include without limitation each of the following:

- An assessment of the District’s implementation of the policy
- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy
- How the District will make the results of the assessment available to the public
- Where the District will retain records of the assessment

The Board will monitor and adjust the policy pursuant to policy 2:240, *Board Policy Development*.

#### Community Involvement

The Board and Superintendent will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the community. Community involvement methods shall align their suggestions and comments to policy 2:140, *Communications To and From the Board* and/or the **Community Engagement** subhead in policy 8:10, *Connection with the Community*.

#### Recordkeeping

The Superintendent shall retain records to document compliance with this policy, the District’s records retention protocols, and the Local Records Act.

- LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, Pub. L. 108-265, Sec. 204.  
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.  
National School Lunch Act, 42 U.S.C. §1751 et seq.  
Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, Pub. L. 111-296.  
42 U.S.C. §1779, as implemented by 7 C.F.R. §§210.11 and 210.31.  
Local Records Act, 50 ILCS 205/.  
105 ILCS 5/2-3.139.  
23 Ill.Admin.Code Part 305, Food Program.  
ISBE's "School Wellness Policy" Goal, adopted Oct. 2007.
- CROSS REF.: 2:140 (Communications To and From the Board), 2:150 (Committees), 2:240  
(Board Policy Development), 4:120 (Food Services), 5:100 (Staff Development  
Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical  
Education), 8:10 (Connection with the Community)

Adopted by Northwestern CUSD #2 November 14, 2017

## Instruction

### Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. Before the completion of grade 5, students will be offered at least one unit of cursive instruction.
2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive course, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and, for students entering the 9th grade in the fall of 2016 and each year after it, one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) classroom instruction on distracted driving as a major traffic safety issue, and (b) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
5. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.
7. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.

8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.
9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.
10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
11. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
12. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
13. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American

government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.

14. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
15. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.
16. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans
17. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80.
18. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

LEGAL REF.: 5 ILCS 465/3 and 465/3a.  
20 ILCS 2605/2605-480.  
105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-24.2, 435/, and 110/3.  
625 ILCS 5/6-408.5.  
23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.  
Consolidated Appropriations Act of 2005, Pub. L. No. 108-447, Section 111 of Division J.  
Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008).  
47 C.F.R. §54.520.

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

Adopted by Northwestern CUSD #2 November 14, 2017

## Instruction

### Administrative Procedure - Comprehensive Health Education Program

The major educational areas of the District's comprehensive health education program are described below:

1. In all elementary and secondary schools the health program shall include human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic, and social responsibilities of family life (including, in grades 6 through 12, instruction about both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS); prevention and control of disease, and course material and instruction to advise students of the Abandoned Newborn Infant Protection Act. The program shall include information about cancer, including without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help.
2. In grades pre-K through 12, age appropriate sexual abuse and assault awareness and prevention education shall be included in a child sexual abuse prevention program. Through grade 5, the comprehensive health education program will provide one to four age-appropriate instructional sessions per school year to instruct students to (a) recognize and report sexual abuse, and (b) focus on methods to reduce students' vulnerability to sexual abuse.
3. The grades 6-12 health program shall include the prevention, transmission and spread of AIDS; public and environmental health; consumer health; safety education and disaster survival; mental health and illness; personal health habits; alcohol and drug use and abuse (including the medical and legal ramifications of alcohol, drug, and tobacco use and abuse during pregnancy); emphasis that sexual abstinence is a responsible and positive decision; tobacco; nutrition; and dental health.
4. The following areas may also be included in the curricula: basic first aid (including cardiopulmonary resuscitation and the Heimlich maneuver); in grades 6-8, video training on cardiopulmonary resuscitation and how to use an automated external defibrillator; heart disease; diabetes; stroke; the prevention of child abuse, neglect, and suicide; and age appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7 through 12.
5. In secondary schools, the program shall include: (1) cardiopulmonary resuscitation (CPR) training from a nationally recognized certifying organization, e.g., American Heart Association or American Red Cross, and (2) how to use an AED.
6. In grades 5-12, the health program shall include instruction on alcohol and drug use and abuse, including the consequences of drug and substance abuse.
7. In grades K-8, students should be provided with age-appropriate information about the dangers of drug abuse. The District's educational program shall offer drug education units that are integrated into the curricula and are designed to promote effective methods for the prevention and avoidance of drug and substance abuse.

8. In grades 7-12, the program shall include the prevention of abuse of anabolic steroids. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.
9. The family life and sex education program shall be developed in a sequential pattern and related in depth and scope to the students' physical, emotional, and intellectual maturity level. Family life courses offered in grades 6-12, shall include information regarding the alternatives to abortion and information regarding the prevention, transmission, and spread of AIDS. Course content shall be age-appropriate.  
  
Class sessions which deal exclusively with human sexuality may be conducted separately for males and females.
10. The health program in grades K-8 shall include annual instruction on the danger of and how to avoid abduction as part of the District's regular curriculum. Students shall be given, as appropriate, information on child sexual abuse.
11. Students shall be provided parenting education in grades 6-12.
12. Students shall be provided safety education in all grades.
13. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.
14. Students in grades 9 or 10 shall receive instruction on donations and transplants of organs/tissue and blood.

No student shall be required to take or participate in any class or course on AIDS, family life instruction, sex abuse, or organ/tissue transplantation, if his or her parent/guardian submits a written objection to the Building Principal. Parents/guardians of students in grades kindergarten through 8 shall be given at least 5 days written notice before instruction on avoiding sex abuse begins. Refusal to take or participate in any such course or program shall not be reason for disciplinary action or academic penalty.

Parents/guardians shall be provided the opportunity to preview all print and non-print materials used for instructional purposes.

LEGAL REF.: 105 ILCS 5/27-9.1, 5/27-9.2, 5/27-13.2, 5/27-17, 5/27-23.1, 5/27-23.3, 5/27-23.5, 5/27-26, and 110/3.

## Instruction

### Exhibit - Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes

Date \_\_\_\_\_

Class and Time \_\_\_\_\_

Teacher \_\_\_\_\_

#### Classes or Courses on Sex Education, Family Life Instruction, Instruction on Diseases, Recognizing and Avoiding Sexual Abuse, or Donor Programs for Organ/Tissue, Blood Donor, and Transplantation

For your information, State law requires that all sex education instruction must be age appropriate, evidence-based, and medically accurate. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 12, the prevention of AIDS.

#### Request to Examine Instructional Material

A sample of the District's instructional materials and course outline for these classes or courses are available from the classroom teacher for your inspection. If you are requesting to examine this material, please complete the following statement and return it to your child's classroom teacher within 5 days.

- I request to examine the instructional materials and course outline for this class.**

#### Class Attendance Waiver Request

According to State law, no student is required to take or participate in these classes or courses. There is no penalty for refusing to take or participate in such a course or program.

If you do not want your child to participate in these classes or courses, please complete the following **class attendance waiver** statement and return it to your child's classroom teacher within 5 school days.

**I request that the District waive the class attendance of my child in a class or courses on:**

- Comprehensive sex education, including in grades 6-12, instruction on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS**
- Family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS**
- Instruction on diseases**
- Recognizing and avoiding sexual abuse**
- Instruction on donor programs for organ/tissue, blood donor, and transplantation**

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Student *(please print)*



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Parent/Guardian (*please print*)

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Parent/Guardian Signature

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Date

## **Instruction**

### **Student Social and Emotional Development**

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress

about school climate, students' social and emotional development, and academic performance.

LEGAL REF.: Children's Mental Health Act of 2003, 405 ILCS 49/.

CROSS REF.: 1:30, (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

## **Instruction**

### **Teaching About Religions**

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

LEGAL REF.: School Dist. of Abington Twp v. Schempp, 374 U.S. 203 (1963).  
Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573, 109 S.Ct. 3086, 106 L.Ed.2d 472 (1989).

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

## **Instruction**

### **Administrative Procedure - Teaching About Religions**

The following are guidelines for teaching about religions:

1. Instruction must be age appropriate to ensure that students will not believe the District is sponsoring religion.
2. Instruction may expose students to religious views, but may not impose any particular views.
3. Instruction must be informational, not indoctrination.
4. Instruction must be academic, not devotional.
5. Instruction may study what people believe, but may not teach a student what to believe.
6. Instruction should strive for student awareness of a variety of religions, but should not press for student acceptance of any one religion.

Within the parameters of the academic study of religion, teachers may display objects, artifacts, and symbols that illustrate a variety of religious customs, beliefs, and expressions. Any classroom and school display presented as a part of religious studies or holiday activities must meet the following criteria:

1. The display will be exhibited on a temporary basis.
2. The display will be constructed in a manner that presents no endorsement, favoritism, or promotion of a single religion or religious belief.
3. The display will include non-secular as well as secular symbols.
4. The display will include appropriate descriptive labels attached to the symbols.

Individual student participation in the preparation of a religious study display or a religious holiday display is strictly voluntary. If the display is a class activity, any student who wishes not to participate must be given an alternative assignment.

## **Instruction**

### **Teaching About Controversial Issues**

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

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

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

CROSS REF.: 6:40 (Curriculum Development), 6:255 (Assemblies and Ceremonies)

## **Instruction**

### **Using Animals in the Educational Program**

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

#### **Animal Experiments**

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

#### **Animal Dissection**

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project.

LEGAL REF.: 105 ILCS 5/2-3.122, 5/27-14, and 112/.

CROSS REF.: 6:40 (Curriculum Development)

ADMIN. PROC.: 6:120-AP3 (Service Animal Access Requests), 6:120-AP3, E1 (Request for a Service Animal to Accompany a Student in School Facilities)

## Instruction

### Administrative Procedure - Dissection of Animals

Actor	Action	Time
Curriculum Director	<p>Identifies: (1) which, if any, courses contain a dissection project, and (2) the available alternative projects. Reports this information to the Building Principal.</p> <p>“Dissection” includes cutting, killing, preserving, or mounting of living or dead animals or animal parts for scientific study; it does not include the cutting, preserving, or mounting of: (1) meat or other animal products that have been processed for use as food or in the preparation of food, or (2) wool, silk, glue, or other commercial or artistic products derived from animals. 105 ILCS 112/10.</p> <p>Students who object to performing, participating in, or observing a dissection must be excused from classroom attendance without penalty. 105 ILCS 112/25.</p>	Throughout the curriculum development process
Building Principal	<p>Ensures that course descriptions indicate which courses contain a dissection unit. For such courses, indicates that objecting students have the right to refrain, and the availability, if any, of an alternative.</p> <p>ISBE guidelines for notifying students, parents, administrators, and teachers are available at: <a href="http://www.isbe.net/Documents/alternatives_dissection_2000.pdf#search=dissection">www.isbe.net/Documents/alternatives_dissection_2000.pdf#search=dissection</a>.</p>	Annually when course offerings and descriptions are distributed to students
Guidance Counselors and Teachers	Reminds objecting students to check the expectations and requirements of the post-secondary schools that they may be interested in attending. 105 ILCS 112/20(b).	Whenever a student may choose between dissection and an alternative program
Students	If dissection is objectionable, asks the teacher to be excused from the dissection project and requests an alternative project.	Within the first 10 days of the course, if possible
All Staff Members	Do not penalize or discriminate against a student in any way for refusing to perform, participate in, or observe dissection. 105 ILCS 112/25.	Continuously



**Instruction**

**Exhibit - Guidelines and Application for Using Animals in School Facilities for Educational Purposes**

*To be submitted to the Building Principal*

**This application must be approved before an animal may be brought into any school facility.** Animals may be brought into the classroom or learning center for educational purposes, provided: 1) prior permission is received from both the supervising teacher and the Building Principal or designee; and 2) the following *Guidelines for Using Animals in School Facilities* are agreed to by the applicant, supervising teacher, and/or the animal owner.

*Please print*

Name and type of animal	School facility
Materials (i.e., cages, food, etc.)	Date(s) requested

\_\_\_\_\_  
Educational purpose

**Guidelines for Using Animals in School Facilities**

**Prohibited Animals**

The following animals are prohibited in school facilities:

1. Inherently dangerous animals (e.g., lions, tigers, cougars, and bears)
2. Nonhuman primates (e.g., monkeys and apes)
3. Mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes)
4. Aggressive or unpredictable animals, wild or domestic
5. Stray animals with unknown health and vaccination history
6. Venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians)

**Vaccination Requirements**

Prior to bringing certain animals into school facilities, current health records and/or proof of current vaccination is required as follows:

1. **Cats** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against feline distemper/upper respiratory vaccine (FVRCP), feline leukemia, feline chlamydiosis, and rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
2. **Dogs** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against canine distemper, hepatitis, leptospirosis, canine parainfluenza (CPIV), parovirus, Bordatella, and rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
3. **Ferrets** – A health certificate signed by a licensed veterinarian showing proof of current vaccination against rabies; and proof of a negative fecal exam or successful treatment for internal parasites within the past six months.
4. **Psittacine Birds** – Proof of treatment or negative test results for psittacosis (avian chlamydiosis).

### General Guidelines

To protect students and staff from zoonotic diseases, the following guidelines apply to animals brought into school facilities for educational purposes:

1. The Building Principal or designee must approve all animals brought into school facilities.
2. Animals must be clean and free of intestinal parasites, fleas, ticks, and mites.
3. Students must be supervised by District staff during all human-animal contact.
4. Animals should be handled humanely.
5. Animals should be displayed in enclosed cages or under appropriate restraint (e.g., leash).
6. Animals may not roam free, fly free or have contact with wild animals.
7. No animals are allowed in areas where food or drink is prepared or consumed.
8. Food for animals must be stored in air-tight, closed contains (preferably hard plastic) to prevent spills and attracting nuisance animals and/or insects.
9. Anyone handling animals must wash his/her hands thoroughly with warm water and soap afterwards. Hand sanitizer may not be used as a substitute for soap and water.
10. Areas where animals have been present must be cleaned and disinfected by District staff.
11. Animal waste must be appropriately disposed of by a District staff member (e.g., using disposable plastic gloves and plastic bags). **Under no circumstances are students allowed to clean cages/aquariums or handle animal waste.**
12. The supervising teacher must:
  - A. Consult with parent(s)/guardian(s) to determine any special considerations needed for students who are immunocompromised or have allergies, asthma, or other health concerns; and
  - B. Complete and issue the *Student Permission for Exposure to Animal(s)* form to the parent(s)/guardian(s) of all students who will be exposed to the animal(s).
13. A responsible adult must accompany all animal visits into school facilities.

### Procedures for the Housing, Care and Handling of Specific Animals

1. **Dogs** – All dogs must be housebroken.
2. **Farm animals** – Due to the risk of E. coli O157:H7, Salmonella, Campylobacter, and Cryptosporidium, these animals are not appropriate unless meticulous attention to personal hygiene can be assured.
3. **Ferrets** – Ferrets bite when startled, therefore students should not handle ferrets in the classroom. Students under the age of five are prohibited from having contact with these animals.
4. **Fish** – Use disposable gloves when cleaning aquariums. Do not dispose of aquarium water in sinks used for food preparation or for obtaining drinking water.
5. **Hamsters, Guinea pigs, and Gerbils** – Due to the risk of Salmonella bacteria and Lymphocytic choriomeningitis virus, special care must be taken when students handle these animals. Students under the age of five are prohibited from having contact with these animals.
6. **Psittacine Birds** – Because these birds (e.g., parrots, parakeets, budgies, and cockatiels) can carry disease, students are prohibited from handling them. Staff members should clean cages when students are not present.
7. **Reptiles and Amphibians** – Due to the risk of Salmonella bacteria, special precautions must be taken when students handle these animals. Students under the age of five are prohibited from having contact with these animals.

### Animal-Related Injuries

If an animal bites, scratches, or otherwise injures someone at school and the skin is pierced, the Building Principal or designee will ensure:

1. The teacher immediately reports the incident to the Building Principal or designee and school nurse;
2. If necessary, the school nurse notifies public health authorities;
3. The school nurse notifies the student's parent(s)/guardian(s); and
4. An incident/accident report is completed by the staff member responsible at the time of the injury and forwarded to the school nurse.

### Additional Applicant, Supervising Teacher, and Animal Owner Responsibilities

1. Applicant responsibilities:
  - A. The applicant must have a plan that assures the animal is appropriately housed, humanely cared for, and properly handled.
  - B. The applicant must submit health records and/or proof of current vaccination as set forth in these *Guidelines for Using Animals in School Facilities*.
  - C. Animals are not to be transported on school buses.
2. Supervising teacher and/or facility staff responsibilities:
  - A. The supervising teacher signing the application must assume primary responsibility for the animal.
  - B. Only the teacher or students designated by the teacher are to handle the animals.
  - C. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
3. Animal owner's responsibilities:
  - A. The animal's owner agrees to hold the District, its employees, agents, and assigns harmless for any injury to, including death of, the animal.
  - B. The animal's owner, if different from the person making the application, must sign below demonstrating that he or she granted permission for the animal to come into the classroom and agrees to the conditions set forth in this application.

**I agree to abide by the *Guidelines for Using Animals in School Facilities* outlined above in this application.**

_____ Applicant ( <i>please print</i> )	_____ Telephone number
_____ Address	
_____ Applicant's signature	_____ Date
_____ Supervising teacher ( <i>please print</i> )	
_____ Supervising teacher's signature	_____ Date
_____ Animal owner's name if different from applicant ( <i>please print</i> )	
_____ Animal owner's signature	_____ Date

---

The Building Principal will base his or her decision on the information being provided in this application as well as other criteria deemed important. *Note to Building Principal or designee: after approving or denying this application, return a copy of it to the applicant and keep the original in the school office.*

**Approved**                       **Denied**

_____ Building Principal or designee's signature	_____ Date
---	---------------

**Instruction**

**Exhibit - Student Permission for Exposure to Animals(s)**

*To be used when animal(s) are brought into the classroom or learning center for educational purposes.*

Student: \_\_\_\_\_ Grade/Teacher: \_\_\_\_\_

Dear Parent(s)/Guardian(s):

As allergies, asthma, immune problems, and/or other health concerns may make animal contact inappropriate for some students, District guidelines require prior parent/guardian permission for student contact with animal(s) in school.

On       (insert date)      , the following animal(s) will visit my classroom for educational purposes:

- |                              |                                 |                                  |   |
|------------------------------|---------------------------------|----------------------------------|---|
| <input type="checkbox"/> Cat | <input type="checkbox"/> Bird   | <input type="checkbox"/> Ferret  | <input type="checkbox"/> Guinea Pig           |
| <input type="checkbox"/> Dog | <input type="checkbox"/> Rabbit | <input type="checkbox"/> Hamster | <input type="checkbox"/> Reptile or amphibian |
| <input type="checkbox"/> Rat | <input type="checkbox"/> Mouse  | <input type="checkbox"/> Gerbil  | <input type="checkbox"/> Other _____          |

The following animals are prohibited in schools: venomous or toxin-producing animals (e.g., certain spiders, insects, reptiles, and amphibians), wild or exotic animals, mammals at high-risk for transmitting rabies (e.g., bats, raccoons, skunks, foxes, and coyotes), non-human primates, stray animals, or aggressive/unpredictable animals.

The Building Principal or designee will ensure that the District’s *Guidelines for Using Animals in School Facilities* are followed. You may find these *Guidelines* in the school office. I will also supervise the entire student-animal contact session, have a clean and disinfected area for showing the animal(s), not allow food or drink in the animal showing area, and appropriately dispose of animal waste. **Under no circumstances are students allowed to clean cages or handle animal waste.**

Please complete and return this form to me by       (insert date)      . If you have any questions or concerns, please feel free to contact me at       (insert contact information)      .

**To Be Completed by Parent/Guardian:**

- I **do** permit my student identified above to be exposed to the animal(s) listed above. I further agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of my student’s exposure to the animal(s) listed above.
- I **do not** permit my student identified above to be exposed to the animal(s) listed above. I understand that when the animal(s) listed above are present, my student will be excused from classroom attendance without penalty and given an alternative educational activity.

\_\_\_\_\_  
Parent/Guardian Name *(please print)*

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Instruction

### **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:

- Parent-teacher conferences
- Counseling services by social workers and/or guidance counselors
- Counseling services by psychologists
- Psychological testing
- Truants' alternative and optional education program
- Alternative school placement
- 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)

## Instruction

### Education of Children with Disabilities

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of the School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term *children with disabilities*, as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Ill. State Board of Education (ISBE) *Special Education* rules, that special education services are needed.

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

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

The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.: 20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act of 2004.  
 29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.  
 42 U.S.C. §12101 et seq., Americans With Disabilities Act.  
 34 C.F.R. §300.  
 105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b.  
 23 Ill.Admin.Code Part 226.

CROSS REF.: 2:150 (Committees), 7:230 (Misconduct by Students with Disabilities)

## **Instruction**

### **Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities**

In its continuing commitment to help school districts and special education cooperatives comply with ISBE requirements for procedure, the special education committee of the Ill. Council of School Attorneys (ICSA) prepared model special education procedures. ISBE rules contain the requirements for special education procedures that must be adopted by each school district and cooperative entity. The IASB/ICSA model procedures are approximately 80 pages and are available on the IASB website: [iasb.com/law/icsaspeded.cfm](http://iasb.com/law/icsaspeded.cfm).



## Instruction

### Exhibit - Notice to Parents/Guardians Regarding Section 504 Rights

*On District letterhead.*

Date:

Dear Parent/Guardian:

Re: Section 504 Rights

Section 504 of the Rehabilitation Act of 1973, commonly referred to as *Section 504*, is a nondiscrimination statute enacted by the U.S. Congress. The Act's purpose is to: (1) protect the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Dept. of Education (ED), and (2) ensure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

An eligible student under Section 504 is a student who: has a record of having, or is regarded as having, a *physical or mental impairment* which substantially limits a *major life activity* as defined by 34 C.F.R. §104.3.

This notice describes the rights ensured by Section 504 to those disabled students who do not qualify for special education and related services under the Individuals With Disabilities Education Act (IDEA). The intent of this notice is to keep you fully informed concerning decisions about your student and to inform you of your rights if you disagree with any decisions in reference to Section 504.

***Please keep this explanation for future reference.***

Parents/Guardians and/or students have the right to:

1. Be informed by the School District of your rights and procedural safeguards under Section 504 in an understandable language. 34 C.F.R. Part 104. The purpose of this notice is to advise parents/guardians and/or students of these rights.
2. A free appropriate public education designed to meet a student's individual educational needs as adequately as the needs of non-disabled students are met. 34 C.F.R. §104.33.
3. Free educational services except for those fees that are imposed on non-disabled students or their parents/guardians. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 C.F.R. §104.33.
4. A placement in the least restrictive environment. 34 C.F.R. §104.34.
5. Facilities, services, and activities comparable to those provided for non-disabled students. 34 C.F.R. §104.34.
6. An evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 C.F.R. §104.35.
7. Testing and other evaluation procedures conforming to the requirements of 34 C.F.R. §104.35 as to validation, administration, areas of evaluation, etc. The District shall consider information from a variety of sources, including aptitude and achievement tests, teacher

recommendations, physical conditions, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent/guardian observations, anecdotal reports and standardized test scores. 34 C.F.R. §104.35.

8. Placement decisions made by a group of persons, i.e., a Section 504 committee, including the parent(s)/guardian(s) and persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements for the least restrictive environment and comparable facilities. 34 C.F.R. §104.35(c).
9. Periodic reevaluation of students who have been provided special education and related services. 34 C.F.R. §104.35(d).
10. A notice prior to any action by the District in regard to the identification, evaluation, or placement of the student. 34 C.F.R. §104.36.
11. Examine relevant records. 34 C.F.R. §104.36.
12. An impartial hearing regarding the student's identification, evaluation, or educational placement including an opportunity for parental participation in the hearing and representation by an attorney, and a review procedure. 34 C.F.R. §104.36.  
*[Insert details regarding the district's hearing and review procedures.]*
13. File a grievance under Board policy 2:260, *Uniform Grievance Procedure*, regarding any complaints that allege action prohibited by Section 504.
14. File a complaint with the District's Section 504 coordinator or designee concerning Section 504 matters other than your student's identification, evaluation and/or placement. The Section 504 coordinator or designee will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
15. File a complaint with the Office of Civil Rights. The Illinois regional Office of Civil Rights is located in Chicago at:

Chicago Office for Civil Rights  
U.S. Department of Education  
Citigroup Center  
500 West Madison Street, Suite 1475  
Chicago, IL 60661  
Phone: 312/730-1560  
Fax: 312/730-1567  
TDD: 877/521-2172  
Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)

If you would like more information about the differences between Section 504 and IDEA, see *Protecting Students with Disabilities FAQ about Section 504 and the Education of Children with Disabilities*, available at: [www2.ed.gov/about/offices/list/ocr/504faq.html](http://www2.ed.gov/about/offices/list/ocr/504faq.html).

Sincerely,

Superintendent

## **Instruction**

### **Exhibit - Special Education Required Notice and Consent Forms**

Below is the URL to ISBE's updated *Special Education Required Notice and Consent Forms and Instructions*. The forms are the official versions of the State-required forms and were updated in January 2008 to bring Illinois into compliance with IDEA 2004 and 23 Illinois Administrative Code Part 226. ISBE added three new forms: *Parent/Guardian Notification of Individualized Education Program Amendment*, *Parent/Guardian Excusal of an Individualized Education Program Team Member*, and *Delegation of Rights to Make Educational Decisions*. Each form contains useful instructions to understand the purpose and use of each form. The URL also provides access to each form in languages other than English.

[www.isbe.net/Pages/Special-Education-Required-Notice-and-Consent-Forms.aspx](http://www.isbe.net/Pages/Special-Education-Required-Notice-and-Consent-Forms.aspx)

## Instruction

### Administrative Procedure - Access to Classrooms and Personnel

Access to classrooms and personnel is permitted in limited situations by Section 105 ILCS 5/14-8.02(g-5). Guidelines follow:

1. These guidelines apply to access requested by the parent/guardian of a student receiving special education services or being evaluated for eligibility, an independent educational evaluator, or a qualified professional retained by or on behalf of a parent/guardian or child. A *qualified professional* means “an individual who holds credentials to evaluate the child in the domain or domains for which an evaluation is sought or an intern working under the direct supervision of a qualified professional, including a master’s or doctoral degree candidate.” These individuals are referred to in this procedure as *visitors*.
2. Visitors will be afforded reasonable access to educational facilities, personnel, classrooms, and buildings and to the child. To minimize disruption, reasonable access means that the parent(s)/guardian(s) or qualified professional retained by or on behalf of a parent/guardian or child is allowed access once per school quarter for up to one hour or one class period. A visitor may request the authorized administrator to grant longer or additional observations based on individual circumstances and provide any supporting documentation in support of such a request. A professional evaluator can request longer or additional observations in his or her initial request. The administrator may grant, deny, or modify the request, and the administrator’s decision shall be final.
3. Visitors must comply with:
  - a. School safety, security, and visitation policies at all times.
  - b. Applicable privacy laws, including those laws protecting the confidentiality of education records such as the federal Family Educational Rights and Privacy Act and the Illinois School Student Records Act.
  - c. Board policy 8:30, *Visitors to and Conduct on School Property*. Visitors may not disrupt the educational process.
4. If the visitor is a parent/guardian, he or she will be afforded reasonable access as described above for the purpose of:
  - a. Observing his or her child in the child’s current educational placement, services, or program, or
  - b. Visiting an educational placement or program proposed for the child by the IEP team.
5. If the visitor is an independent educational evaluator or a qualified professional retained by or on behalf of a parent or child, he or she must be afforded reasonable access of sufficient duration and scope for the purpose of conducting an evaluation of the child, the child’s performance, the child’s current educational program, placement, services, or environment, or any educational program, placement, services, or environment proposed for the child, including interviews of educational personnel, child observations, assessments, tests, or assessments of the child’s educational program, services, or placement or of any educational program proposed by the IEP team, services, or placement. If one or more interviews of school personnel are part of the evaluation, the interviews must be conducted at a mutually

agreed upon time, date, and place that do not interfere with the school employee's school duties. The Building Principal or designee may limit interviews to personnel having information relevant to the child's current educational services, program, or placement or to a proposed educational service, program, or placement.

6. Prior to visiting a school, school building, or school facility, a visitor must complete 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*. This form serves to:
  - a. Inform the Building Principal or designee in writing of the proposed visit(s), the purpose, and the duration, and
  - b. Identify requested dates/times for the visit(s) to facilitate scheduling.
7. The student's parent/guardian must consent in writing to the student being interviewed by the named evaluator as part of a visit. The parent/guardian will grant this consent by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
8. The student's parent/guardian, or the student, if he or she is over the age of 18, must execute an Authorization to Release Student Record Information before an independent educational evaluator or a qualified professional retained by or on behalf of a parent/guardian or child will be given access to student school records or to personnel who would likely release such records during discussions about the student. If a student is over the age of 12 and the records contain mental health and/or developmental disability information, the student must also be requested to sign the Authorization to Release information before any observation by or disclosure of school student records or information to a visitor.
9. The visitor must acknowledge, before the visit, that he or she is obligated to honor students' confidentiality rights and refrain from any re-disclosure of such records. The visitor will provide this acknowledgment and agreement by completing 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.
10. The Building Principal or designee will attempt to arrange the visit(s) at times that are mutually agreeable. The Building Principal or designee will accompany any visitor for the duration of the visit, including during any interviews of staff members.
11. If the visitor is a professional retained by the parent/guardian, the visitor must provide identification and credentials before the visit.
12. This procedure applies to any public school facility, building, or program and to any facility, building, or program supported in whole or in part by public funds. The student's case manager or other District designee must facilitate such visit(s) when the student attends a program outside of the School District, such as at a private day program or residential program, provided it is supported in whole or in part by public funds.

**Instruction**

**Exhibit - Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes**

Student name: \_\_\_\_\_ DOB: \_\_\_\_\_

School attending: \_\_\_\_\_ Grade: \_\_\_\_\_

The following information must be completed by individuals requesting to access a school building, facility, and/or educational programs or to interview District personnel or the student named above for the purpose of assessing the student’s special education needs. Please complete this form and return it to the Building Principal or Program Director where the student is enrolled. He or she will contact you to coordinate your visit:

**Parent/Guardian** *(Complete this section if the person making the request is the parent/guardian.)*

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

I am the parent/guardian of the above-named student and wish to observe my child in the following classroom/settings: \_\_\_\_\_  
for the purpose of: \_\_\_\_\_

I am the parent/guardian of the above-named student and wish to observe the following classroom/settings which have been recommended for my child: \_\_\_\_\_  
\_\_\_\_\_ for the purpose of: \_\_\_\_\_

*Observations are limited to one hour or one class period per school quarter.*

**Parent’s Independent Evaluator or Other Qualified Professional** *(Complete this section if the person making the request is not the parent/guardian.)*

Name: \_\_\_\_\_ Agency/Company: \_\_\_\_\_

Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

Address: \_\_\_\_\_

My professional training and/or licensure or certification, if applicable, is (check all that apply):

- |   |   |
|---|---|
| <input type="checkbox"/> Teacher, certified in the areas of: _____              | Illinois certified? <input type="checkbox"/> Y <input type="checkbox"/> N |
| <input type="checkbox"/> Clinical Psychologist                                  | <input type="checkbox"/> School Psychologist                              |
| <input type="checkbox"/> Licensed Clinical Social Worker                        | <input type="checkbox"/> Licensed Social Worker                           |
| <input type="checkbox"/> School Social Worker                                   | <input type="checkbox"/> Occupational Therapist                           |
| <input type="checkbox"/> Physical Therapist                                     | <input type="checkbox"/> Speech/Language Pathologist                      |
| <input type="checkbox"/> Audiologist  | <input type="checkbox"/> Psychiatrist                                     |
| <input type="checkbox"/> Registered Nurse                                       | <input type="checkbox"/> Certified School Nurse                           |
| <input type="checkbox"/> Other qualified professional (list credentials): _____ |   |

I have been requested by the above named student’s parent/guardian to conduct an evaluation of the student for the purpose of: \_\_\_\_\_

As part of this evaluation, I am requesting the following for the length of time noted (check all that apply):

Observation of student in the following classroom(s)/setting(s): \_\_\_\_\_  
\_\_\_\_\_ Duration: \_\_\_\_\_

Opportunity to interview the following personnel believed to work with the student: \_\_\_\_\_  
\_\_\_\_\_ Duration: \_\_\_\_\_

Opportunity to interview the student.

I will need more than one hour or one class period for my visit for the following reason(s): \_\_\_\_\_  
\_\_\_\_\_

Student records, as noted in the attached, signed Authorization to Release Student Record Information.

**Acknowledgement** *(To be completed by the person making the access request.)*

I understand that the School District will allow me reasonable access to the school, school facilities, or educational programs or individual(s) I have requested as related to the purpose of my visit. I have been provided with a copy of 6:120-AP2, *Access to Classrooms and Personnel*, and agree to comply with its terms and conditions. I further understand that during my visit, I must honor all students' confidentiality rights and refrain from any re-disclosure of such records.

\_\_\_\_\_  
Individual Requesting Access Signature

\_\_\_\_\_  
Date

**Parent/Guardian Verification** *(Must be completed whenever an independent evaluator or other qualified professional requests access.)*

I, \_\_\_\_\_, am the parent/guardian of the above-named student, and I confirm that I have requested an evaluation of my child by the individual named herein, for the stated purpose(s). If requested above, I consent to my child being interviewed by the named evaluator as part of this visit understanding that the District has not conducted a background check on the evaluator. I have no reason to believe the evaluator poses a safety risk to my child or others. I further understand and agree that it is my responsibility to notify the School District in writing if I end my working relationship with the named evaluator prior to the completion of the tasks outlined herein and that the School District otherwise will work with the evaluator to provide reasonable access to the school, school building, school facility, personnel, or my child at mutually agreed upon times and in a manner that is least disruptive to the school setting or my child's academic program.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Instruction

### Administrative Procedure - Service Animals

State and federal law allow a student with a disability to be accompanied by a service animal that is individually trained to perform work or tasks for the benefit of a student. The animal may accompany the student to all school functions, whether in or outside the classroom. Use this procedure to identify and manage legal and practical issues when a student with a disability uses a service animal at school.

#### Definitions

**Service Animal** – A dog or miniature horse trained or being trained as a hearing animal, guide animal, assistance animal, seizure alert animal, mobility animal, psychiatric service animal, autism service animal, or animal otherwise trained to assist an individual with a physical, mental or intellectual disability, according to State law (105 ILCS 5/14-6.02, amended by P.A. 97-956). Federal law defines *service animal* as any *dog* or *miniature horse* that is individually trained to perform tasks or work for the benefit of a student with a disability (28 C.F.R. §§35.104 and 35.136). Federal law also explains that other species of animals, whether wild or domestic, trained or untrained, are not service animals.

Under federal law, *disability* includes a physical, sensory, psychiatric, intellectual, or other mental disability. The “work or tasks performed” must be directly related to the student’s disability. Examples of work or tasks include, but are not limited to assisting a student who is blind or has low vision with navigation and other tasks; alerting a student who is deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting a student during a seizure; alerting a student to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to a student with mobility disabilities; and helping a student with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors or performing other duties.

For more information about the definition of *service animal*, see the U.S. Dept. of Justice, Civil Rights Div., *Disability Rights Section*, document titled *Service Animals* at: [www.ada.gov/service\\_animals\\_2010.htm](http://www.ada.gov/service_animals_2010.htm).

**Handler** - An individual who has and maintains control over the service animal. This individual may be the student using the service animal. Control of the service animal means using a harness, leash, or other tether, unless the handler is unable because of a disability to use one of these devices or their use would interfere with the service animal’s safe, effective performance of work or tasks. If or when these devices are not used, control of the service animal must be accomplished through voice control, signals, or other effective means.

<b>Actor</b>	<b>Action</b>
Parent/Guardian	<p>Informs the School District of the need for a service animal to accompany their disabled child to school.</p> <p>Cooperates with the District to successfully incorporate the service animal into the educational environment.</p>
Superintendent or designee	<p>Discusses this procedure with the Building Principal, other appropriate administrative and special education staff, and the Board Attorney.</p> <p style="text-align: center;">The Board Attorney will be a necessary participant in the District’s efforts to manage the issues presented by service</p>



Actor	Action
	<p>animals being used in school facilities. The Superintendent may want to authorize the Building Principal to consult with the Board Attorney as needed for this issue.</p> <p>Contacts the District’s insurance carrier(s) to assess appropriate coverage for issues involving service animals, including a handler.</p> <p>Informs all Building Principals and Special Education Coordinators that any <i>disabled student</i> has the right to be accompanied by a service animal “that is individually trained to perform tasks or work for the benefit of a student” at any school facility or function.</p> <p>105 ILCS 5/14-6.02 grants students with a disability the right to bring a service animal to school. Schools must modify their policies, practices, or procedures to permit the use of a service animal by a student with a disability (28 C.F.R. §35.136).</p> <p>Discusses 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>, with building principals and instructs them to: (1) inform their individual building staff of these guidelines when service animals are present in their individual buildings, and (2) use this exhibit as an internal District document to ensure legitimate safety interests of staff and students. It may not be used as an agreement between the District and its students and their parents/guardians as a condition of the student using a service animal.</p>
IEP and/or 504 Team	<p>For a student who is not already identified as disabled, follows the District’s evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504. See Board policy 6:120, <i>Education of Children with Disabilities</i>.</p> <p>If a student does not qualify as a student with a disability, consult the Board Attorney before excluding the service animal from the school. This will ensure that there are not special circumstances that require the school to allow access despite a student’s non-disabled status.</p> <p>For a student with an IEP or Section 504 plan, or who qualifies for one, determines:</p> <ol style="list-style-type: none"> <li>1. Whether the service animal is a required <i>related service</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or</li> <li>2. Whether the service animal is an appropriate <i>reasonable accommodation</i> for the student’s disability.</li> </ol> <p>Permits the use of the service animal if the answer to either of the above questions is positive (i.e., determines that the service animal will perform tasks for the benefit of a student with a disability).</p> <p>Informs the parent/guardian that the student’s service animal may accompany the student to school, and explain that the service animal must be under the control of its handler at all times and housebroken (28 C.F.R. 35.136).</p> <p>If the school excludes the service animal:</p>

Actor	Action
	<ol style="list-style-type: none"> <li>1. Notifies the parent/guardian in writing of the reasons for the exclusion and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.</li> <li>2. Gives the student with a disability the opportunity to participate in all of the school's services, programs, or activities without having the service animal at the school facility.</li> </ol>
Building Principal	<p><b>When notice of the need for a service animal in a school facility is provided:</b></p> <p>Balances student's need for the service animal and the legitimate safety interests of other students and staff by ensuring the service animal will meet the guidelines listed in 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>. Takes appropriate steps to inform the student's parent/guardian of any unmet guidelines and what actions must be taken to meet these guidelines and avoid exclusion of the service animal.</p> <p>Discusses 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>, with building staff. Requests to be immediately informed if the animal's behavior does not conform to these guidelines.</p> <p>Ensures that the District conducts a criminal background check on any handler(s) pursuant to policy 6:250, <i>Community Resource Persons and Volunteers</i>. See 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, and 6:250-E, <i>Resource Person and Volunteer Information Form and Waiver of Liability</i>.</p> <p>The ADA regulation, 28 C.F.R. §§35.130(f) and 35.136(h), and the Illinois White Cane Act, 775 ILCS 30/, both prohibit charging a disabled individual a deposit or a surcharge as a condition to allowing a service animal to accompany the disabled individual. Consult the Board Attorney about payment of any criminal background screening fees for an adult handler.</p> <p>Creates a plan with the student's parent/guardian and the handler for:</p> <ol style="list-style-type: none"> <li>1. Integrating the animal into the classroom and school environment (assemblies, cafeteria, library, etc.), and</li> <li>2. Meeting the service animal's basic needs during the school day.</li> </ol> <p>Any plan depends on the individual student's service animal arrangement, any management issues, and the schedules within each individual building. The school staff is not required to provide care or assistance except in special circumstances (see 28 C.F.R. §35.136(e). Consider addressing: where the animal will relieve itself, who disposes of the waste, where the animal drinks water, and who provides it, etc. <b>Note:</b> While the school is not</p>

Actor	Action
	<p>required to provide staff to take the animal outside, it may need to provide a staff member to accompany a student outside if the student is the animal’s handler (see 28 C.F.R. §35.130(b)(7).</p> <p>Checks with the school nurse regarding any known allergies among students attending the school.</p> <p>Manages identified students’ competing educational interests by:</p> <ol style="list-style-type: none"> <li>1. Consulting the Board Attorney.</li> <li>2. Minimizing contact between any allergic students and the service animal.</li> <li>3. Creating a method to monitor identified competing educational interests between students based upon the individual facts of the situation.</li> <li>4. Responding to future unidentified competing educational interests and managing them immediately.</li> <li>5. Modifying any other conditions as the individual facts of the situation require.</li> </ol> <p>See <u>Kalbfleisch ex rel. v. Columbia Community Unit School District</u>, Ill.App.3d 1105, for a discussion about the balancing of interests. Other helpful publications include:</p> <p style="padding-left: 40px;">The U.S. Department of Education’s “Reasonable Accommodation Handbook,” Section C10, provides information about balancing competing interests in the context of a service animal’s presence in the work environment. It is available at:  <a href="http://www2.ed.gov/policy/gen/leg/foia/acshbom3.pdf">www2.ed.gov/policy/gen/leg/foia/acshbom3.pdf</a>.</p> <p style="padding-left: 40px;">The Ill. Attorney General Office’s “Disability Rights Service Animals: A Guide for Illinois Businesses and Other Public Accommodations,” available at:  <a href="http://www.illinoisattorneygeneral.gov/rights/servanimals.html">www.illinoisattorneygeneral.gov/rights/servanimals.html</a>.</p> <p style="padding-left: 40px;">The U.S. Dept. of Justice’s “Commonly Asked Questions about Service Animals in Places of Business,” available at:  <a href="http://www.ada.gov/qasrvc.htm">www.ada.gov/qasrvc.htm</a>.</p> <p>Facilitates the dissemination of accurate information about the presence of the service animal at school while respecting privacy rights.</p> <p>Considers creating a joint communication from the Building Principal and the parent/guardian of the student using a service animal. The communication should inform other students and their parents/guardians about the placement of a service animal in their educational setting.</p> <p style="padding-left: 40px;">Providing a joint communication allows the school to exchange the information needed to balance competing educational interests without violating federal or State laws that govern student records. See Family Educational Rights and Privacy Act</p>

Actor	Action
	<p>(FERPA), 20 U.S.C. §1232g, and its implementing rules at 34 C.F.R. Part 99; Ill. School Student Records Act, 105 ILCS 10/, and its implementing rules at 23 Ill.Admin.Code Part 375. FERPA prohibits schools from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student, unless an exception applies. See policy 7:340, <i>Student Records</i>.</p> <p>Prepares a list of answers to anticipated questions.</p> <p>Educates students, staff, and the community about the rights of students to use service animals in the school and the consequences for mistreatment of animals. See Humane Care of Animals Act (510 ILCS 70/4.03, 70/4.04, and 70/7.15 make it unlawful to meddle or tamper with a service dog or to tease, strike or mistreat one); White Cane Law (775 ILCS 30/3 makes it unlawful to interfere with the rights of a disabled person); Service Animal Access Act (720 ILCS 630/1, amended by P.A. 97-956, makes it unlawful to deny right of entry and use of facilities of any public place of accommodation).</p> <p>Contacts the student's parent/guardian if at any time the animal fails to meet the guidelines listed in 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>.</p> <p><b>When a service animal arrives at school without notice:</b></p> <p>Keeps the animal with the student if the service animal is obviously:</p> <ol style="list-style-type: none"> <li>1. Able to perform tasks or work for the benefit of a student with a disability,</li> <li>2. Able to stay under the control of its handler and, if not, the handler can take effective action to control it, and</li> <li>3. Housebroken.</li> </ol> <p>Informs staff that the animal may not be taken away from the student.</p> <p>Informs the parent/guardian of this procedure and requests their cooperation with the District to successfully incorporate the service animal into the educational environment.</p> <p>Excludes the animal and contacts the student's parent/guardian if the animal does not obviously meet the conditions in 6:120-AP3, E1, <i>Guidelines for Service Animals in School Facilities</i>.</p> <p>Contacts animal control if the Principal or designee believes the animal is not properly vaccinated, licensed, may be dangerous, or is sick.</p>

LEGAL REF.: 105 ILCS 5/14-6.02.  
Humane Care for Animals Act, 510 ILCS 70/  
Service Animal Access Act, 720 ILCS 630/  
Illinois White Cane Act, 775 ILCS 30/  
28 C.F.R. Part 35.  
28 C.F.R. §36.104.  
34 C.F.R. Parts 100 and 300.

Adopted by the Northwestern CUSD #2, April 18, 2012

**Instruction**

**Exhibit - Guidelines for Service Animals in School Facilities**

*For use by Superintendent and Building Principal only*

This exhibit’s guidelines are not intended for use as an agreement between the District and its students and their parents/guardians as a condition of the student using a service animal. It is intended for use by the Building Principals to:

1. Ensure that the legitimate safety interests of staff and students are met,
2. Inform their individual building staff of these guidelines when service animals are present in their individual buildings, and
3. Request that staff members inform the Building Principal if they observe a service animal that is not meeting any of the listed guidelines.

These guidelines are not based on speculation, stereotypes, or generalizations about students with disabilities. Each guideline includes an explanation based upon State and federal law with legal citations and resources that provide further information.

**The animal is *individually trained* to perform tasks for the benefit of a student with a disability.**

Explanation	Legal Citation(s) and Resources
<p>A service animal must perform work or an individualized task(s) for the benefit of a student with a disability. When it is not obvious what service the service animal provides, only the following questions may be asked:</p> <ol style="list-style-type: none"> <li>1. Is the dog a service animal required because of a disability?</li> <li>2. What work or task has the dog been trained to perform?</li> </ol>	<p>105 ILCS 5/14-6.02 requires the service animal to be <i>individually trained</i> to perform tasks for the benefit of a student with a disability.</p> <p>28 C.F.R. §§35.104 and 35.136 mirror state law and require that the work or tasks performed by a service animal be directly related to the student's disability. Section 36.104 defines work or tasks, which include but are not limited to assisting a student who is blind or has low vision with navigation and other tasks; alerting a student who is deaf or hard of hearing to the presence of people or sounds; providing non-violent protection or rescue work; pulling a wheelchair; assisting a student during a seizure; alerting a student to the presence of allergens; retrieving items such as medicine or the telephone; providing physical support and assistance with balance and stability to a student with mobility disabilities; and helping a student with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. <b>Note:</b> Providing emotional support, well-being, comfort, companionship or being present to deter criminal behaviors does not satisfy the requirement to “perform work or tasks.”</p>

**The animal has a current rabies vaccination tag.**

Explanation	Legal Citation(s) and Resources
<p>A service animal must have a current rabies vaccination and tag for the safety interests of all individuals in the school environment.</p> <p>School officials must always assume that the service animal is properly licensed.</p>	<p>510 ILCS 5/8 requires a current rabies vaccination, which is verified through a current rabies vaccination tag. Because State law requires animals to receive this vaccination, it is a legitimate safety requirement that is based upon an actual risk for the service animal to access school facilities (28 C.F.R. §35.130(h).</p> <p>Federal law does not allow the District to ask for proof of a license. This is true even when local municipalities, cities, or villages within the District’s boundaries have additional registration requirements. The Dept. of Justice opines that unlicensed animals do not pose the same safety concern as those that are not vaccinated, i.e., the fundamental nature of the school environment is not affected by failing to obtain a license. The District may call animal control if there is a legitimate suspicion that the animal is not licensed, and the animal’s owner may then be subject to a fine. However, the animal must still be allowed in the school.</p>

**The handler(s) may lawfully:**

- 1. Be on school property, and**
- 2. Have contact with children.**

Explanation	Legal Citation(s) and Resources
<p>The animal handler must not be a person who is a “sex offender,” as defined by the Sex Offender Registration Act, or a “violent offender against youth,” as defined in the Murderer and Violent Offender Against Youth Registration Act.</p>	<p>720 ILCS 5/11-9.3 prohibits a child sex offender from being present on school property when persons under the age of 18 are present. Because this requirement is State law, it is a legitimate safety requirement based upon an actual risk for the service animal’s handler to access school facilities (28 C.F.R. §35.130(h).</p> <p>The Dept. of Justice opines that a service animal’s handler should be treated the same as the District treats all other resource persons and volunteers. <b>Note:</b> Some school boards forbid the use of convicted felons as volunteers.</p> <p>Board policy 6:250, <i>Community Resource Persons and Volunteers</i>, requires the Superintendent to establish procedures for securing and screening resource persons and volunteers. 6:250-AP, <i>Securing and Screening Resource Persons and Volunteers</i>, requires criminal history records checks for individuals who work in direct contact with students or where a check would be prudent.</p>

**The animal is under the control of the handler and housebroken.**

Explanation	Legal Citation(s) and Resources
<p>A service animal must be under the control of its handler.</p> <p>A service animal must be housebroken.</p>	<p>Federal law allows exclusion of a service animal from the school environment when its handler is not able to take effective action to control it or it is not housebroken. The Dept. of Justice opines that one accident, however, will not be sufficient for exclusion of a service animal (28 C.F.R. §35.136).</p> <p>For more examples and explanation regarding effective action to control a service animal and whether an animal is housebroken, see Americans with Disabilities Act, Title II Regulations, Nondiscrimination on the Basis of Disability in State and Local Government Services, Section 3, Guidance and Section by Section Analysis, pg. 87 at:  <a href="http://www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.pdf">www.ada.gov/regs2010/titleII_2010/titleII_2010_regulations.pdf</a>.</p>

Adopted by the Northwestern CUSD #2, April 18, 2012



## **Instruction**

### **Administrative Procedure - Care of Students with Diabetes**

The Ill. Council of School Attorneys prepared material for implementing the Care of Students with Diabetes Act (105 ILCS 145/). This material includes:

1. Sample procedures for the care of students with diabetes
2. Answers to FAQs on: process for selecting a delegated care aide; training; developing a diabetes care plan; classroom management; and sample authorization, release, and acknowledgement

The material is posted on the IASB website, [iasb.com/law/diabmats.cfm](http://iasb.com/law/diabmats.cfm).

School officials should periodically check the IASB website for updates to the material that are made in response to legislation or other developments.

## **Instruction**

### **Program for the Gifted**

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a “plan for gifted education” that would qualify for State funding.

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student’s identification as gifted or talented learner.

The School Board will monitor this program’s performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

LEGAL REF.: 105 ILCS 5/14A.  
23 Ill.Admin.Code Part 227.

CROSS REF.: 6:135 (Accelerated Placement Program)

## Instruction

### 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, including a public pre-school education. A *homeless child* is defined as provided in the McKinney-Vento Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation.

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

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

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

ADMIN. PROC.: 6:140-AP (Education of Homeless Children)

Adopted by Northwestern CUSD #2 November 14, 2017

**Instruction**

**Administrative Procedure - Education of Homeless Children**

<b>Actor</b>	<b>Action</b>
<b>School Board Preliminary Step</b>	<p>Upon recommendation of the Superintendent, determine whether to expend transportation funds to provide financial homeless prevention assistance to the parents/guardians (or persons who enroll students) of children who are homeless or <i>at risk of becoming homeless</i>, in accordance with the provisions of 105 ILCS 5/29-5 (amended by P.A. 100-332); 105 ILCS 45/1-17 (added by P.A. 100-332). See duties of the Liaison for Homeless Children below for specific eligibility requirements.</p>
<b>Superintendent Preliminary Steps</b>	<p>Serve as or designate an appropriate staff person, who may also be a coordinator for other federal programs, to serve as a Liaison for Homeless Children. 42 U.S.C. §11432(g)(1)(J)(ii).</p> <p>Under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a(2)), <i>homeless children</i> means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 U.S.C. §11302(a)(1)). The term includes:</p> <ol style="list-style-type: none"> <li>1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; <b>Note:</b> Effective 12-10-16, Section §11434a(2) will no longer include children “awaiting foster care placement” within the definition of <i>homeless children</i>.</li> <li>2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of Section 11302(a)(2)(C));</li> <li>3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and</li> <li>4. Migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for purposes of this part because the children are living in clauses (1) through (3) above.</li> </ol> <p>Under the Ill. Education for Homeless Children Act, 105 ILCS 45/1-5, <i>homeless person, child, or youth</i> includes, but is not limited to, any of the following:</p> <ol style="list-style-type: none"> <li>1. An individual who lacks a fixed, regular, and adequate nighttime place of abode.</li> <li>2. An individual who has a primary nighttime place of abode that is:             <ol style="list-style-type: none"> <li>a. A supervised publicly or privately operated shelter designed to</li> </ol> </li> </ol>

Actor	Action
	<p>provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing);</p> <p>b. An institution that provides a temporary residence for individuals intended to be institutionalized; or</p> <p>c. A public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.</p>
<p>Liaison for Homeless Children</p> <p><b>Duties</b></p>	<p>Review and use the information provided at: <a href="http://www.isbe.net/Pages/Homeless.aspx">www.isbe.net/Pages/Homeless.aspx</a> to become aware of the resources and training materials provided by the Illinois State Board of Education with regard to the education of homeless children. See <a href="http://www2.ed.gov/programs/homeless/legislation.html">www2.ed.gov/programs/homeless/legislation.html</a> for the U.S. Dept. of Education’s information about federal requirements.</p> <p>Ensure that homeless children and youths are identified by school personnel and through coordinated activities with other entities and agencies. 42 U.S.C. §11432(g)(6)(A)(i).</p> <p>Ensure that homeless children and youths enroll in, and have a full and equal opportunity to succeed in District programs. 42 U.S.C. §11432(g)(6)(A)(ii).</p> <p>Ensure that homeless families, children, and youths receive educational services for which they are eligible, and make referrals to health care, dental, mental health, and other appropriate services. 42 U.S.C. §11432(g)(6)(A)(iii)-(iv).</p> <p>Inform parent(s)/guardian(s) of educational and related opportunities available to their children, and provide them with meaningful opportunities to participate in their children’s education. 42 U.S.C. §11432(g)(6)(A)(v).</p> <p>Disseminate public notice of the educational rights of homeless children and youths in the location where they receive services (such as schools, family shelters, and soup kitchens). 42 U.S.C. §11432(g)(6)(A)(vi).</p> <p>Mediate enrollment disputes to:</p> <ol style="list-style-type: none"> <li>1. Ensure the child/youth is immediately admitted to the school in which enrollment is sought, pending resolution of the dispute;</li> <li>2. Provide the homeless child/youth’s parent/guardian with a written explanation of the school’s decision regarding school selection or enrollment, including their rights to appeal the decision;</li> <li>3. Complete the dispute resolution process as expeditiously as possible; and</li> <li>4. In the case of an unaccompanied youth, ensure that the youth is immediately enrolled in school pending resolution of the dispute. 42 U.S.C. §11432(g)(3)(E)(iv) and 42 U.S.C. §11432(g)(6)(A)(vii).</li> </ol> <p>Fully inform the parent/guardian of a homeless child/youth, and any unaccompanied youth, of all transportation services and assist in accessing transportation services. 42 U.S.C. §11432(g)(6)(A)(vii). Convene a meeting with the parent/guardian and teacher of the child if the travel time to a homeless child’s school of origin is longer than one hour each way, or</p>

Actor	Action
	<p>if the travel time is shorter, but the District wishes to evaluate whether such travel is in the best interest of the child’s development and education. 105 ILCS 45/1-15.</p> <p>Assist unaccompanied youth in placement/enrollment decisions, consider the youth’s wishes in those decisions, and provide notice to the youth of the right to appeal such decisions. 42 U.S.C. §11432(g)(3)(B)(iv).</p> <p>Assist children/youths who do not have immunizations or medical records in obtaining necessary immunizations and/or medical records. 42 U.S.C. §11432(g)(3)(C)(iii).</p> <p>If needed, verify children’s homeless status so they may obtain free copies of their birth certificates, in accordance with procedures established by the State Registrar of Vital Records. 410 ILCS 535/25.3, amended by P.A. 100-506, eff. 1-1-18.</p> <p>Collaborate with State and local social service agencies that provide services to the homeless as well as with community and school personnel responsible for the provision of education and related services to homeless children and youths. 42 U.S.C. §11432(g)(5)(A) and (g)(6)(C).</p> <p>Conduct a hardship review 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; a hardship review should be performed after the passage of 18 months and annually thereafter. 105 ILCS 45/1-25(a-5).</p> <p>Make a recommendation to the Superintendent regarding whether the Board should authorize financial homeless prevention assistance for families with children who are homeless or <i>at risk of being homeless</i>. 105 ILCS 5/29-5; 105 ILCS 45/1-17.</p> <p>In those cases where the parties agree it is in the best interest of the child and District to do so, prepare a written housing plan (Plan) to provide financial assistance in an amount that will allow a child who is homeless or <i>at risk of being homeless</i> to remain permanently in his/her home or obtain new housing. Financial assistance may include: (1) mortgage or rental assistance that will allow a child to remain permanently in his/her living situation or obtain a new living situation; and/or (2) assistance with unpaid bills, loans, or other financial debts that result in housing being inadequate. 105 ILCS 45/1-17(a).</p> <p>Before entering into any such Plan, verify that all of the following requirements have been met in order for the District to claim the financial assistance against its State transportation funds:</p> <ol style="list-style-type: none"> <li>1. The District has attempted to provide the financial assistance through its local homeless assistance agency that is part of the McKinney-Vento Homeless Act’s continuum of care. 105 ILCS 45/1-17(b).</li> <li>2. The amount of the financial assistance will not exceed the District’s actual costs for providing transportation for the child. 105 ILCS 5/29-5.</li> </ol>

Actor	Action
	<p>3. The District is not otherwise claiming the transportation costs in another State or federal grant. 105 ILCS 5/29-5.</p> <p>4. If the assistance is to be provided to a child <i>at risk of becoming homeless</i>, the parent/guardian, person who enrolled the child, or unaccompanied minor has provided documented evidence showing that the child’s living situation will, within eight weeks, cease to be fixed, regular, and adequate and will result in the child becoming homeless. Acceptable proof includes, but is not limited to: foreclosure notice, eviction notice, utility shut-off or discontinuation notice, or written statement from the parent/guardian, person who enrolled the student, or unaccompanied minor. 105 ILCS 45/1-17(d).</p> <p>Refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent whenever a school denies a homeless child enrollment or transportation, and provide the child or his or her parent/guardian with a written statement of the basis for the denial. 105 ILCS 45/1-25(a).</p>
<p>Parent(s)/guardian(s)</p> <p><b>Assignment</b></p>	<p>Choose the child’s attendance center between the following options (105 ILCS 45/1-10 controls because it exceeds the rights granted to parent(s)/guardian(s) in federal law):</p> <ol style="list-style-type: none"> <li>1. Continuing the child’s education in the school of origin for as long as the child remains homeless or, if the child becomes permanently housed, until the end of the academic year during which the housing is acquired; or</li> <li>2. Enrolling the child in any school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.</li> </ol> <p>The term <i>school of origin</i> means the school that the child attended when permanently housed or the school in which the child was last enrolled. 42 U.S.C. §11432(g)(3)(I) and 105 ILCS 45/1-5.</p> <p>If the child is attending his/her school of origin, make a good faith effort to provide or arrange for transportation to and from the school of origin, including authorizing relatives, friends, or a program for homeless persons to provide the child with transportation.</p>
<p>Building Principal Where Homeless Student Will be Enrolled</p> <p><b>Enrollment</b></p>	<p>Shall immediately enroll the homeless child/youth, even if the child/youth is unable to produce records normally required for enrollment, e.g., previous academic records, medical records, proof of residency, or other documentation. 42 U.S.C. §11432(g)(3)(C)(i) and 105 ILCS 45/1-20.</p> <p>Shall immediately contact the school last attended by the child/youth to obtain relevant academic and other records. 42 U.S.C. §11432(g)(3)(C)(ii) and 105 ILCS 45/1-20.</p> <p>If the child/youth needs to obtain immunizations, or immunization or medical records, shall immediately refer the child/youth’s parent/guardian to the Liaison for Homeless Children. 42 U.S.C. §11432(g)(3)(C)(iii) and 105 ILCS 45/1-20.</p>

<b>Actor</b>	<b>Action</b>
	<p>Maintain records for the homeless child/youth that are ordinarily kept for students according to District policy and procedure on student school records. 42 U.S.C. §11432(g)(3)(D).</p> <p>Ensure each homeless child/youth is provided services comparable to services offered to other students including the following: 42 U.S.C. §11432(g)(4).</p> <ol style="list-style-type: none"> <li>1. Transportation services;</li> <li>2. Educational services for which the child/youth meets the eligibility criteria, such as services provided under Title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;</li> <li>3. Programs in vocational and technical education;</li> <li>4. Programs for gifted and talented students; and</li> <li>5. School nutrition programs.</li> </ol> <p>Shall require a parent/guardian of a homeless child/youth, if available, to submit contact information. 42 U.S.C. §11432(g)(3)(H) and 105 ILCS 45/1-20.</p>
<p>Transportation Director and Building Principal Where Homeless Student Will be Enrolled</p> <p style="text-align: center;"><b>Transportation</b></p>	<p>Ensure transportation is provided to a homeless child/youth, at the request of the parent/guardian (or in the case of an unaccompanied youth, the Liaison), to and from the school of origin. 42 U.S.C. §11432(g)(1)(J)(iii); 42 U.S.C. §11432(g)(4)(A). State law, found at 105 ILCS 45/1-15, is superseded by federal law. The term <i>school of origin</i> means the school that the student attended when permanently housed or the school in which the student was last enrolled. 42 U.S.C. §11432(g)(3)(I). Transportation shall be arranged as follows:</p> <ol style="list-style-type: none"> <li>1. If the homeless child/youth continues to live in the area served by the school district in which the school of origin is located, the child/youth's transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located.</li> <li>2. If the homeless child/youth's living arrangements in the area served by the district of origin terminate and the child/youth, though continuing his or her education in the school of origin, begins living in an area served by another school district, the district of origin and the district in which the homeless child/youth is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.</li> </ol> <p>42 U.S.C. §11432(g)(1)(J)(iii).</p>
<p>Superintendent or Designee</p> <p style="text-align: center;"><b>Dispute</b></p>	<p>If a dispute arises, shall inform the homeless child/youth's parent(s)/guardian(s) of the availability of an investigator, sources for low-cost or free legal assistance, and other advocacy services in the community.</p> <p style="text-align: center;">Each Regional Superintendent appoints an ombudsperson to provide</p>



<b>Actor</b>	<b>Action</b>
	resource information and resolve disputes at schools within his or her jurisdiction relating to the rights of homeless children under this Act. 105 ILCS 45/1-25. The Homeless Family Placement Act governs shelter placement. 310 ILCS 85/1 <u>et seq.</u>

Adopted by Northwestern CUSD #2 November 14, 2017

## **Instruction**

### **Migrant Students**

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students through appropriate local, State and federal educational programs, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children with full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide programs, activities, and procedures for the engagement of parents/guardians and family members of migrant students in an understandable format and language.

### **Migrant Education Program for Parent/Guardian and Family Member Engagement**

Parents/guardians and family members of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians and family members of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: 20 U.S.C. §6318.  
20 U.S.C. §6391 et seq.  
34 C.F.R. §200.80 et seq.

CROSS REF.: 6:170 (Title I Programs)

Adopted by Northwestern CUSD #2, November 14, 2016

## Instruction

### 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 physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

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 5/10-22.6a, 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 by Northwestern CUSD #2 November 14, 2017

## **Instruction**

### **English Learners**

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identify students with limited English language proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child's individualized education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

### **Parent Involvement**

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children, and (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students.

LEGAL REF.: 20 U.S.C. §§6312, 6314, 6315, and 6318.  
20 U.S.C. §6801 et seq.  
34 C.F.R. Part 200.  
105 ILCS 5/14C-1 et seq.  
23 Ill.Admin.Code Part 228.

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

Adopted by Northwestern CUSD #2, November 14, 2016

## **Instruction**

### **Title I Programs**

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

### **Title I Parent and Family Engagement**

The District maintains programs, activities, and procedures for the engagement of parents/guardians and families of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts.

#### ***District-Level Parent and Family Engagement Compact***

The Superintendent or designee shall develop a *District-Level Parent and Family Engagement Compact* according to Title I requirements. The *District-Level Parent and Family Engagement Compact* shall contain: (1) the District's expectations for parent and family engagement, (2) specific strategies for effective parent and family engagement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

#### ***School-Level Parent and Family Engagement Compact***

Each Building Principal or designee shall develop a *School-Level Parent and Family Engagement Compact* according to Title I requirements. This *School-Level Parent and Family Engagement Compact* shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the *Compact* is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I.

Incorporated  
by Reference: 6:170-AP1, E1 (District-Level Parent and Family Engagement Compact) and  
6:170-AP1, E2 (School-Level Parent and Family Engagement Compact)

LEGAL REF.: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:110 (Transportation), 5:190 (Teacher  
Qualifications), 5:280 (Duties and Qualifications), 6:15 (School Accountability),  
6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:160  
(English Learners), 7:10 (Equal Educational Opportunities), 7:30 (Student  
Assignment), 7:60 (Residence), 7:100 (Health, Eye, and Dental Examinations;  
Immunizations; and Exclusion of Students), 8:95 (Parental Involvement)

Adopted by Northwestern CUSD #2, November 14, 2016

## Instruction

### **Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs**

The development, implementation, and maintenance of parent/guardian and family engagement compacts must be accomplished with meaningful consultation with parents/guardians of children participating in Title I programs. The Superintendent designates a person to be responsible for the process of obtaining meaningful consultation. This checklist includes some measures designed to encourage meaningful consultation.

This is an annual checklist. *Check steps as completed.*

- Plan regular meetings throughout the school year with parents/guardians to discuss the District and/or school compacts; identify dates and convenient times, places, and persons whose attendance is desired. Offer meetings in the morning or evening, and, if funds are available under Title I for this purpose, provide transportation, childcare, or home visits, as such services relate to parent/guardian involvement.
- Plan an agenda for meetings to be held to discuss District and/or school compacts.
  - Always begin with “introducing where we are now” and end with “next steps.”
  - Agendas should provide for two-way communication between District and parents/guardians of children participating in Title I programs.
  - Agendas can be built around the federal compliance requirements as stated in the IASB sample district- and school-level compacts.
  - Agendas should also include a section to inform parents/guardians of their school’s participation under Title I and to explain Title I’s requirements regarding parent/guardian involvement, including the right of the parents/guardians to be involved.
  - Agendas should also include a section to describe and explain the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
  - If requested by a parent/guardian, agendas should also include a section for parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to their children’s education.
  - Agendas should also include a section to involve parents/guardians in the planning, review, and improvement of Title I programs, including the joint development of the schoolwide program plan under 20 U.S.C. §6314(b)(2).
  - Another agenda topic is how funds are allotted for parent/guardian involvement in activities; parents/guardians of children receiving services must be involved in these decisions.
- Notify interested persons of meeting dates to discuss the District and/or school compacts, including:
  - Parents/guardians of students’ participating in Title I programs
  - Staff members
  - Students participating in Title I programs
  - School Board members
  - Media
  - Coordinators for other school programs, e.g., Head Start and preschool programs



- Other \_\_\_\_\_
- Publicize the meeting dates, times, and locations to discuss District and/or school compacts.
- Make all Open Meetings Act notifications and postings for meetings to be held to discuss District and/or school compacts. Note: it is wise to assume these meetings will be in open session if Board members are expected to attend.
- Appoint a recording secretary to keep meeting minutes.
- Provide copies of working drafts to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand.
- Determine *success* indicators to measure the effectiveness of the parent and family engagement compacts in improving the academic achievement.
- Review the *success* indicators in order to evaluate the effectiveness of the parent and family engagement compacts in improving the academic achievement.
- Identify:
  - Barriers to greater participation by parents/guardians, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
  - The needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - Strategies to support successful school and family interactions.

Use the findings of such evaluation to design evidence-based strategies for more effective parent/guardian involvement.
- If the schoolwide program plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, submit any parents/guardians comments on the plan when the school makes the plan available to the Board.
- Provide status reports to the Board and, periodically, submit updated parent and family engagement compacts to the Board.
- Revise the applicable parent and family engagement compacts as necessary.

## Instruction

### **Exhibit - District-Level Parent and Family Engagement Compact**

This District-level *Compact* provides an understanding of the joint responsibility of the District and parents/guardians and family members to improve students' academic achievement and school performance. To that end, the District provides opportunities for parent/guardian and family engagement at the District level as follows:

1. The District involves parents/guardians and family members in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. §6312), and the development of comprehensive and targeted support and improvement plans (20 U.S.C. §§6311(d)(1), (2)) by:
  - Establishing a District-level committee with parent/guardian liaisons from each building as well as representatives from other relevant federal, State, and local programs.
  - Establishing meaningful, ongoing two-way communication between the District, staff and parents/guardians.
  - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
  - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parent/guardian participation, e.g., illiteracy or language difficulty.
2. The District provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance by:
  - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
  - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
  - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
  - Seeking input from parents/guardians in developing workshops.
  - Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
  - Engaging the building PTO's to actively seek out and involve parents/guardians through regular communication updates and information sessions.
  - Utilizing PTOs to assist in identifying effective communication strategies based on their members' needs.
  - Providing a master calendar of District meetings to discuss pertinent topics.
  - Allowing meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents/guardians and family members in education.
3. The District coordinates and integrates parent/guardian and family engagement strategies under this *Compact*, to the extent feasible and appropriate, with engagement strategies under other relevant federal, State and local programs by:

- Involving District and program representatives to assist in identifying specific population needs.
  - Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
4. The District conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served under Title I, including identifying: (a) barriers to greater participation by parents/guardians in activities authorized by 20 U.S.C. §6318 (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); (b) the needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and (c) strategies to support successful school and family interactions. The District then uses the findings of such evaluation to design evidence-based strategies for more effective parent/guardian involvement, and to revise, if necessary, its District-level parents/guardians and family engagement policies. The District does these activities by:
- Evaluating the effectiveness of the content and communication methods through a variety of means, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
  - Identifying barriers to effective evaluation by language support or other assistance as needed.
  - Identifying potential policy and compact changes to revise and improve program(s).
5. The District involves parents/guardians in the activities of the schools served under Title I by:
- Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
  - Providing Building Principal and PTO coordination of events.
  - Establishing a parent-advisory board comprised of a sufficient number and representative group of parents/guardians or family members to adequately represent the needs of the District's population for the purposes of developing, revising, and reviewing the parent and family engagement policy.

## **Instruction**

### **Exhibit - School-Level Parent and Family Engagement Compact**

This school-level parent and family engagement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

#### **Parent/Guardian Involvement**

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
  - Invite all parents/guardians of participating children to the annual meeting at school.
  - Explain the rights of parents/guardians to be involved in establishing this compact.
  - Introduce and involve the building representatives on the District-level committee.
  - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
  - Indicate the mechanisms by which the committee work will be communicated.
  - Seek the involvement and input of parents/guardians.
  - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
  - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
  - Engage building-based parent organizations to assist with communication and implementation needs.
  - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
  - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
  - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
  - Provide parents/guardians of participating children timely information about programs.

- Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.
5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of challenging State academic standards.
  6. The Building Principal or designee shall:
    - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
    - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
  7. If the school-wide plan under 20 U.S.C. §6314(b) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
    - Submit any parent/guardian comments on the plan when the school makes the plan available to the School Board.
    - Provide a process for parents/guardians to express concerns and complaints.

#### Shared Responsibilities for High Student Academic Achievement

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's challenging academic standards. Each parent/guardian is responsible for supporting their children's learning by:
  - Volunteering in their child's classroom.
  - Participating, as appropriate, in decisions relating to their children's education and positive use of extracurricular time.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
  - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
  - Frequent reports to parents/guardians on their child's progress.
  - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
  - Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

#### Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians in understanding the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as, literacy and technology (including education about the harms of copyright piracy), to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers, instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents/guardians, in: a) the value and utility of contributions of parents/guardians; and b) how to effectively communicate and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the school.

- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, State and local programs, including public preschool programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in their children's education.
- Ensure that information is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language that parents/guardians can understand.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In addition, each school may:

- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
- 
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.

#### Accessibility

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide opportunities for the informed participation of parents/guardians and family members (including those with limited English proficiency, with disabilities, and migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

## Instruction

### Administrative Procedure - Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act

The Elementary and Secondary Education Act (ESEA), McKinney-Vento Homeless Assistance Act (McKinney-Vento), and Protection of Pupil Rights Act (PPRA) mandate that schools receiving federal funds provide parents/guardians with information and notices in an understandable and uniform format and, to the extent practicable, in a language that the parents can understand. This procedure contains the key notifications that districts and schools must provide to the parents/guardians of students. The legal references are provided at the end of the procedure. The only notices applying to districts that do not receive Title I funds are those regarding student privacy. In addition, see:

- ISBE's *Frequently Asked Questions regarding the Every Student Succeeds Act (ESSA)*, published 8-12-16, at: [www.isbe.net/Documents/ESSA-faq.pdf](http://www.isbe.net/Documents/ESSA-faq.pdf).
- U.S. Department of Education's *Frequently Asked Questions regarding Transitioning to the Every Student Succeeds Act (ESSA)*, updated 6-29-16, at: [www2.ed.gov/policy/elsec/leg/essa/essafaqstransition62916.pdf](http://www2.ed.gov/policy/elsec/leg/essa/essafaqstransition62916.pdf).

#### I. Improving Basic Programs Operated by Local Educational Agencies

The following information must be provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. **Annual report cards.** Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other information required by Section 6311(h)(2)(C)). See 6:170-AP2, E1 *District Annual Report Card Required by Every Student Succeeds Act (ESSA)*.

The District's annual report card shall be concise and accessible to the public, which includes placing it on the District's website or, if the District does not operate a website, providing it in another manner determined by the District.

2. **Teacher and paraprofessional qualifications.** At the beginning of each school year, a school district that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, whether:
  - a. The teacher has met the State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
  - b. The teacher is teaching under emergency or other provisional status.
  - c. The teacher is teaching in the field of discipline of the certification of the teacher.
  - d. Paraprofessionals provide services to the student and, if so, their qualifications.

3. **Student achievement.** Districts must provide to parents information on the level of academic achievement and growth of the parent's child in each of the State academic assessments.
4. **Non-certificated/licensed teachers.** Districts must provide parents timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.
5. **Testing transparency.** At the beginning of each school year, a school that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the district will provide the parents on request in a timely manner, information regarding any State or District agency policy regarding student participation in any assessments mandated by Section 6311(b)(2) and by the State or District, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

In addition, the District shall make widely available through public means (including by posting in a clear and easily accessible manner on the District's website and, where practicable, on each school's website), information on each assessment required by the State to comply with Section 6311, other assessments required by the State, and (where available and feasible to report) assessments required districtwide, including:

- a. The subject matter assessed;
- b. The purpose for which the assessment is designed and used;
- c. The source of the requirement for the assessment; and
- d. Where such information is available:
  - i. The amount of time students will spend taking the assessment, and the schedule for the assessment; and
  - ii. The time and format for disseminating results.

## II. English Learners

1. **Language instruction educational programs.** Districts must inform a parent of an English learner identified for participation, or participating in, such a program of:
  - a. The reasons for their child being identified as an English learner;
  - b. Their child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
  - c. The instructional methods used in their child's program and the instructional methods used in other available programs;
  - d. How their child's program will meet their child's educational strengths and needs
  - e. How the program will help their child to learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
  - f. Exit requirements for the program, including the expected rate of transition from such program into classrooms not tailored for English learners and the expected rate of high school graduation;
  - g. In the case of a child with a disability, how the program meets the objects of their child's individualized education program; and



- h. Information regarding parental rights that includes written guidance:
  - i. Detailing parents' right to immediately remove their child from the program upon their request;
  - ii. Detailing parents' options to decline enrollment in the program or to choose another program or instructional method, if available; and
  - iii. Assisting parents in selecting among various programs and instruction methods, if more than one program/method is offered.

Parents shall be provided this information no later than 30 days after the beginning of the school year or, for students identified as English learners during the school year, within the first two weeks of the child's placement in a language instruction educational program.

- 2. **Outreach.** Each district shall implement an effective means of outreach to parents of English learners to inform the parents regarding how they can be involved in their children's education, and be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet challenging State academic standards expected of all students. In addition, the outreach shall include holding, and sending notice of opportunities for, regular meetings for formulating and responding to parent recommendations.

### III. Parent and Family Engagement

- 1. **Parent and family engagement policies.** Parents and family members shall be notified of the parent and family engagement policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- 2. **Meeting and information.** Each school shall:
  - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation, and to explain the requirements of this part, and the right of the parents to be involved;
  - b. Offer a flexible number of meetings;
  - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs including the planning, review, and improvements of the school parent and family engagement policy and the joint development of the schoolwide program plan under §6314(b);
  - d. Provide parents of participating children:
    - Timely information about programs under this part;
    - A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
    - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
  - e. If the schoolwide program plan under §6314(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the Board.

### IV. Voluntary Public School Choice Program

The district shall provide to parents of students in the area to be served by the Voluntary Public School Choice program with prompt notice of:

- a. The existence of the program;
- b. The program's availability; and
- c. A clear explanation of how the program will operate.

#### V. Education of Homeless Children and Youths

1. **Notice of rights.** The district shall provide written notice, at the time any homeless child or youth seeks enrollment in such school, and at least twice annually while the child or youth is enrolled in such school, to the parent/guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:
  - a. Shall be signed by the parent/guardian (or, in the case of an unaccompanied youth, the youth);
  - b. Sets the general rights provided under this subtitle;
  - c. Specifically states:
    - The choice of schools homeless children and youths are eligible to attend,
    - That no homeless child or youth is required to attend a separate school for homeless children or youths,
    - That homeless children and youths shall be provided comparable services including transportation services, educational services, and meals through school meals programs;
    - That homeless children and youths should not be stigmatized by school personnel; and
    - Includes contact information for the local liaison for homeless children and youths.
2. **Assistance to unaccompanied youth.** In the case of an unaccompanied homeless youth, the district shall ensure that the homeless liaison assists in placement or enrollment decisions under this subparagraph, considers the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.
3. **Public notice of rights.** Each district shall ensure that public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens.

#### VI. Student Privacy

1. **Notice of privacy policy.** The student privacy policies developed by a district shall provide for reasonable notice of the adoption or continued use of such policies directly to the parents of students enrolled in schools served by that district. At a minimum, the district shall:
  - a. Provide such notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies; and
  - b. Offer an opportunity for the parent to opt the student out of the activity.
2. **Notification of specific events.** Each district shall directly notify parents/guardians, at least annually at the beginning of the school year, of the specific or approximate dates when activities described in 20 U.S.C. §1232h(c)(2)(C) are scheduled.
3. **Notice of existing policy.** All districts shall provide reasonable notice of such existing policies to parents and guardians of students, e.g., "The School Board has adopted and continues to use policies regarding student privacy, parental access to information, and administration of certain physical examinations to minors. Copies of those policies are available on request."

- LEGAL REF.:
- I.
    1. Elementary and Secondary Education Act (ESEA), 20 U.S.C. §6311(h)(2).
    2. ESEA, 20 U.S.C. §6312(e)(1).
    3. ESEA, 20 U.S.C. §6312(e)(1).
    4. ESEA, 20 U.S.C. §6312(e)(1).
    5. ESEA, 20 U.S.C. §6312(e)(2).
  - II.
    1. ESEA, 20 U.S.C. §6312(e)(3)(A), (B)..
    2. ESEA, 20 U.S.C §6312(e)(3)(C).
  - III.
    1. ESEA, 20 U.S.C. §6318(b).
    2. ESEA, 20 U.S.C. §6318(c).
  - IV. ESEA, 20 U.S.C. §7225d(a).
  - V.
    1. McKinney-Vento Homeless Assistance Act (McKinney-Vento), 42 U.S.C. §11432(e)(3)(C).
    2. McKinney-Vento, 42 U.S.C. §11432(g)(3)(B)(iii).
    3. McKinney-Vento, 42 U.S.C. §11432(g)(6)(A)(v).
  - VI.
    1. Protection of Pupil Rights Act (PPRA), 20 U.S.C. §1232h(c)(2)(A).
    2. PPRA, 20 U.S.C. §1232h(c)(2)(B).
    3. PPRA, 20 U.S.C. §1232h(c)(3).

## Instruction

### Administrative Procedure - District Annual Report Card Required by Every Student Succeeds Act (ESSA)

Districts must disseminate an annual report card that includes information on the District as a whole and each school served by the District, with aggregate and disaggregated information for each required subgroup of students, including: (a) student achievement on academic assessments (designated by category), (b) graduation rates, district performance, teacher qualifications, and (c) other required information required by Section 6311(h)(2)(C) of ESSA.

#### District Annual Report Card

The Illinois State Board of Education (ISBE) will ensure that the District:

1. Collects the appropriate data for its annual report card, including:
  - a. ISBE's State Report Card Information (see **ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)** subhead, below) disaggregated in the same manner as ISBE is required to present it, as that information applies to the District and each of its schools, including:
    - i. Information that shows how students in the District achieved on the academic assessments described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(i));
    - ii. Information that shows how each student in each of the District's Schools achieved on the academic assessments described in described in 20 U.S.C. §6311(b)(2) (high quality Illinois Assessments) compared to students in the State as a whole (20 U.S.C. §6311(h)(2)(C)(ii)); and
    - iii. Any other information that the District determines is appropriate and will best provide parents, students, and other members of the public with information regarding the progress of each school in the District, whether or not such information is included in the annual ISBE report card (20 U.S.C. §6311(h)(2)(C)(iii)).
2. Excludes "results on the Illinois academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress, compared to the national average of such results (20 U.S.C. §6311(h)(1)(C)(xii))."

#### ISBE Annual Report Card Requirements in 20 U.S.C. §6311(h)(1)(C)

The following text is a direct copy of 20 U.S.C. §6311(h)(1)(C)(i)-(xiv); it states that Illinois' report card shall include the following information:

- (i) A clear and concise description of the State's accountability system under subsection (c), including--
  - (I) The minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
  - (II) The long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

- (III) The indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
  - (IV) The State's system for meaningfully differentiating all public schools in the State, including--
    - (aa) The specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;
    - (bb) The methodology by which the State differentiates all such schools;
    - (cc) The methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
    - (dd) The methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
  - (V) The number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
  - (VI) The exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
- (ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of Title 10) on active duty (as defined in section 101(d)(5)8 of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).
  - (iii) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), and for purposes of subclause (II) of this clause, homeless status and status as a child in foster care--
    - (I) Information on the performance on the other academic indicator under subsection (c)(4)(B)(ii) for public elementary schools and secondary schools that are not high schools, used by the State in the State accountability system; and
    - (II) High school graduation rates, including four-year adjusted cohort graduation rates and, at the State's discretion, extended-year adjusted cohort graduation rates.
  - (iv) Information on the number and percentage of English learners achieving English language proficiency.
  - (v) For all students and disaggregated by each of the subgroups of students, as defined in subsection (c)(2), information on the performance on the other indicator or indicators of school quality or student success under subsection (c)(4)(B)(v) used by the State in the State accountability system.
  - (vi) Information on the progress of all students and each subgroup of students, as defined in subsection (c)(2), toward meeting the State-designed long term goals under subsection (c)(4)(A), including the progress of all students and each such subgroup of students against the State measurements of interim progress established under such subsection.

- (vii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), the percentage of students assessed and not assessed.
- (viii) Information submitted by the State educational agency and each local educational agency in the State, in accordance with data collection conducted pursuant to section 3413(c)(1) of this title, on--
  - (I) Measures of school quality, climate, and safety, including rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment; and
  - (II) The number and percentage of students enrolled in--
    - (aa) Preschool programs; and
    - (bb) Accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, and dual or concurrent enrollment programs.
- (ix) The professional qualifications of teachers in the State, including information (that shall be presented in the aggregate and disaggregated by high-poverty compared to low-poverty schools) on the number and percentage of--
  - (I) Inexperienced teachers, principals, and other school leaders;
  - (II) Teachers teaching with emergency or provisional credentials; and
  - (III) Teachers who are not teaching in the subject or field for which the teacher is certified or licensed.
- (x) The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.
- (xi) The number and percentages of students with the most significant cognitive disabilities who take an alternate assessment under subsection (b)(2)(D), by grade and subject.
- (xii) Results on the State academic assessments in reading and mathematics in grades 4 and 8 of the National Assessment of Educational Progress carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3)), compared to the national average of such results.
- (xiii) Where available, for each high school in the State, and beginning with the report card prepared under this paragraph for 2017, the cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection (c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students' graduation--
  - (I) In programs of public postsecondary education in the State; and
  - (II) If data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State.
- (xiv) Any additional information that the State believes will best provide parents, students, and other members of the public with information regarding the progress of each of the

State's public elementary schools and secondary schools, which may include the number and percentage of students attaining career and technical proficiencies (as defined by section 113(b) of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2323(b)) and reported by States only in a manner consistent with section 113(c) of such Act (20 U.S.C. 2323(c)).

LEGAL REF.: 20 U.S.C. §6311(h)(1)(C) and (h)(2)(C).

## Instruction

### Administrative Procedure - No Child Left Behind Checklist

The tables below are organized by NCLB topic and list sample policies, procedures, and exhibits.

#### **School Accountability**

1:20-AP	Administrative Procedure - Checklist for Handling Intergovernmental Agreement Requests	Contains issues to consider when requested to enter into an intergovernmental agreement for receiving school choice transferees. August 2002; <b>August 2007</b>
6:15	School Accountability	Includes a section on school choice and supplemental services. August 2002; February 2004; <b>June 2009</b>
6:15-AP	Administrative Procedure - School Choice and Supplemental Educational Services	Contains web links to resources including sample parental notices. <b>June 2009</b>
6:15-AP1	Administrative Procedure - Consequences for a SCHOOL Missing Adequate Yearly Progress	February 2004; February 2005; October 2006; <b>Deleted June 2009</b>
6:15-AP2	Administrative Procedure - Consequences for a DISTRICT Missing Adequate yearly Progress	February 2004; February 2005, October 2006; <b>Deleted June 2009</b>
6:15-AP3	Administrative Procedure - School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring	March 2004; <b>Deleted June 2009</b> . See 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices.
6:15-AP4	Administrative Procedure - Compliance Steps for Providing Supplemental Educational Services	March 2004; <b>Deleted June 2009</b> . See 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web-web links to ISBE resources and sample parent notices.
6:15-E	Exhibit - Resolution Declining Requests to Accept Non-Resident Choice Students	March 2004; <b>June 2009</b>
6:15-E2	Exhibit - Notice to Parents of Children Enrolled in a School that Missed AYP for Two or More Consecutive Years	July 2004; <b>Deleted June 2009</b> . See 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices.



### School Accountability

6:15-E3	Exhibit - Application for School Choice Transfer Option	July 2004; <b>Deleted June 2009</b> . See 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices.
6:15-E4	Exhibit - Application for Supplemental Educational Services	July 2004; <b>Deleted June 2009</b> . See 6:15-AP, <i>Administrative Procedure - School Choice and Supplemental Educational Services</i> , for web links to ISBE resources and sample parent notices.
7:30	Student Assignment and Intra-District Transfer	August 2003; <b>February 2008</b>

### Teachers and Paraprofessionals

5:190	Professional Personnel - Teacher Qualifications	Includes <i>highly qualified</i> as employment criteria; refers to ISBE's "Illinois Criteria for Meeting the NCLB Requirements for Highly Qualified Teachers." May 2003; March 2004; <b>February 2008</b>
5:190-AP	Administrative Procedure - Plan to Ensure that All Teachers Who Teach Core Academic Subjects Are Highly Qualified" By the End of the 2005-2006 School Year	May 2003; <b>February 2008</b>
5:190-E1	Exhibit - Notice to Parents of Their Right to Request a Classroom Teachers' Qualifications	Informs parents of their right to receive certain information regarding their children's teachers. May 2003; <b>February 2008</b>
5:190-E2	Exhibit - Notice to Parent When Their Student Is Assigned To, or Has Been Taught for at Least Four Straight Weeks By, A Teacher Who Is Not Highly Qualified	May 2003; <b>February 2008</b>
5:190-E3	Letter to Teacher Who Fails to Meet the Federal Definition of "Highly Qualified"	August 2003; <b>February 2008</b>
5:280	Educational Support Personnel - Duties and Qualifications	Requires paraprofessionals to have the "duties and qualifications" as described in Title I of the Elementary and Secondary Education Act. May 2003; July 2004; <b>February 2006</b>

### Teachers and Paraprofessionals

5:280-AP	Administrative Procedure - Paraprofessionals Working in a Program Supported With Title I Funds	Quotes NCLB; provides sample language to inform paraprofessionals of the requirements. June 2002; <b>Deleted August 2007</b>
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### Parental Involvement

6:170	Title I Programs	Complies with NCLB; includes a section on parental involvement. August 2002; <b>February 2008</b>
6:170-AP1	Administrative Procedure - Checklist for Development, Implementation, and Maintenance of Parental Involvement Compacts in Title I Programs	August 2002; <b>August 2007</b>
6:170-AP2	Administrative Procedure - Notices to Parents Required by No Child Left Behind Act of 2001	Gives districts a reference guide to notice requirements for districts that receive Title I funds. August 2002; <b>August 2007</b>
6:170-E1	Exhibit - District Level Parental Involvement Compact in Title I Programs	August 2002; <b>August 2007</b>
6:170-E2	Exhibit - School Level Parental Involvement Compact in Title I Programs	Incorporated by reference in 6:170 and may be used as a template. August 2002; <b>August 2007</b>

### McKinney Homeless Assistance Act

2:260	Uniform Grievance Procedure	Provides complaint procedure for Title I as well as the McKinney Homeless Assistance Act. January 2003; October 2003; July 2006, October 2007; <b>June 2009</b>
4:110	Transportation	January 2003; March 2004; <b>February 2008</b>
6:140	Education of Homeless Children	Contains the basic requirements of State law as well as the McKinney Homeless Assistance Act. January 2003; <b>October 2005</b>
6:140-AP	Administrative Procedure - Education of Homeless Children	Contains procedures in actor-action format regarding educating homeless children. January 2003; <b>October 2005</b>
7:10	Equal Educational Opportunities	Specifically includes “status as a homeless youth” as a protected classification. January 2003; <b>October 2008</b>
7:50	School Admissions and Student Transfers To and From Non-District Schools	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. January 2003; October 2004; June 2005; <b>October 2008</b>

### McKinney Homeless Assistance Act

7:60	Residence	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. January 2003; October 2004; October 2005; <b>February 2009</b>
7:100	Health Examinations, Immunizations, and Exclusion of Students	Requires immediate admission of homeless children pursuant to the McKinney Homeless Assistance Act. June 2002; October 2005; <b>October 2008</b>

### Migrant Student

6:145	Migrant Students	Addresses NCLB, 20 U.S.C. §6391 <u>et seq.</u> and requires the superintendent to develop a program addressing the needs of migratory children. August 2002; <b>March 2007</b>
6:145-E	Exhibit - Programs for Migrant Students - Family Interview Form	August 2002; <b>Deleted July 2006</b>

### Persistently Dangerous School and Choice for Victim of Violent Crime

4:170	Safety	Contains provisions on Unsafe School Choice Option. March 2004; October 2006; <b>February 2009</b>
4:170-AP5	Administrative Procedure - Unsafe School Choice Option	Complies with §9532 of NCLB, 20 U.S.C. §7912. August 2003; March 2004; <b>June 2009</b>
7:30	Student Assignment and Intra-District Transfer	Refers to district policy on the Unsafe School Choice Option contained in 4:170 and 4:170-AP5. August 2003; <b>February 2008</b>

### Limited English Proficiency Students

6:160	English Language Learners	Implements NCLB, §§3001-3004, 20 U.S.C. §§6312-19; 6801 <u>et seq.</u> and requires the superintendent to develop and implement a program to address the needs of children with limited English language proficiency. August 2002; March 2007; <b>October 2008</b>
6:160-E1	Exhibit - Student Home Language Survey	May 2003; <b>Deleted March 2007</b>
6:160-E2	Exhibit - Notice to Parents of Student's Identified as Limited English Proficient	Complies with the NCLB's requirement that schools notify parents of their student's placement in a LEP program. May 2003; <b>Deleted March 2007</b>

### Protection of Pupil Rights Act

7:15	Student and Family Privacy	Complies with the Protection of Pupil Rights Act [20
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### Protection of Pupil Rights Act

	Rights	U.S.C. §1232h(c)(1)(E)] as well as 2 state laws. June 2002; March 2004; <b>February 2008</b>
7:15-E	Exhibit - Notification to Parents of Family Privacy Rights	Notifies parents/guardians of privacy rights policy. June 2002; March 2004; <b>March 2007</b>

### Military Recruiter Access to Students

7:340	Student Records	June 2002; March 2004; July 2006; <b>October 2008</b>
7:340-AP	Administrative Procedure - Student Records	Contains provision on access rights of military recruiters and institutions of higher learning. June 2002; <b>June 2005</b>
7:340-E1	Exhibit - Notification to Parents and Students of Rights Concerning a Student's School Records	Includes right to refuse all release of directory information to military recruiters. May 2003; <b>February 2006</b>
7:340-E3	Exhibit - Letter to Parents/Guardians Regarding Military Recruiter and Postsecondary Institutions Receiving Student Directory Information	Contains a form for parents to complete if they do not want military recruiters and/or institutions of higher learning to be given their secondary school student's name, address, and telephone numbers. May 2003; <b>June 2008</b>
7:340-E4	Exhibit - FAQ's Regarding Military Recruiter Access to Students and Student Information	Answers many questions for school staff members and may be distributed at will. May 2003; <b>June 2008</b>

### No Policy Prohibiting Student Prayer

7:130	Student Rights and Responsibilities	States that student rights include the right to pray. September 2002; <b>March 2007</b>
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### Boy Scouts Access to School Facilities

8:20	Community Use of School Facilities	Footnotes discuss NCLB, 20 U.S.C. §7905. Schools are prohibited from denying equal access to school facilities to the Boy Scouts or any other youth group "for reasons based on membership or leadership criteria or oath of allegiance to God and country." August 2002; March 2004; <b>October 2007</b>
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Adopted by Northwestern C.U.S.D. #2, September 23, 2009

## Instruction

### **Exhibit - District-Level Parental Involvement Compact**

This District-level compact provides an understanding of the joint responsibility of the District and parents/guardians to improve students' academic achievement and school performance. To that end, the District provides opportunities for parents/guardians involvement at the District level by:

1. The District involves parents/guardians in the joint development of the District's plan to help low-achieving children meet challenging achievement and academic standards (20 U.S.C. §6312), and the process of school review and improvement (20 U.S.C. §6316) by:
  - Establishing a District-level committee with parents/guardians liaisons from each building as well as representatives from other impacted programs, including Head Start.
  - Establishing meaningful, ongoing two-way communication between the District, staff and parents/guardians.
  - Developing a District newsletter to communicate to parents/guardians about the plan and seek their input and participation.
  - Training personnel on how to collaborate effectively with families with diverse backgrounds that may impede parents/guardians participation, e.g., illiteracy or language difficulty.
2. The District provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parents/guardians involvement activities to improve student academic achievement and school performance by:
  - Providing ongoing District-level workshops to assist buildings in planning and implementing improvement strategies.
  - Establishing training programs for building liaisons to bring the communication and facilitation skills to the buildings they represent.
  - Providing information to parents/guardians about the various assessment tools and instruments that will be developed to monitor progress.
  - Seeking input from parents/guardians in developing workshops.
3. The District builds the capacity of schools and parents/guardians for strong parental involvement by:
  - Providing ongoing communication about the District-wide committee through District newsletters or other written or electronically communicated means.
  - Engaging the building PTO's to actively seek out and involve parents/guardians through regular communication updates and information sessions.
  - Utilizing PTO's to assist in identifying effective communication strategies based on their members' needs.
  - Providing a master calendar of District meetings to discuss pertinent topics.
4. The District coordinates and integrates parents/guardians involvement strategies under this compact with parents/guardians involvement strategies under other programs, such as, the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs by:

- Involving District and program representatives to assist in identifying specific population needs.
  - Sharing data from other programs to assist in developing new initiatives to improve academic achievement and school improvement.
5. The District conducts, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parents/guardians involvement policy in improving the academic quality of the schools served under Title I, including identifying barriers to greater participation by parents/guardians in activities authorized by this section (with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parents/guardians involvement, and to revise, if necessary, the parents/guardians involvement policies described in this section by:
- Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal coffees with District and building administrative staff, parents/guardians, and teachers.
  - Identifying barriers to effective evaluation by language support or other assistance as needed.
  - Identifying potential policy and compact changes to revise and improve program(s).
6. The District involves parents/guardians in the activities of the schools served under Title I by:
- Providing communication and calendar information to parents/guardians of upcoming meetings, discussions or events and encouraging their participation.
  - Providing Building Principal and PTO coordination of events.

## Instruction

### Exhibit - School-Level Parental Involvement Compact

This school-level parent involvement compact provides an understanding of the joint responsibility of the District and parents/guardians for improving student academic achievement and school performance. The District provides opportunities for parent/guardian involvement at the school level by:

#### Parent/Guardian Involvement

1. Convening an annual meeting, at a convenient time, to which all parents/guardians of participating children are invited and encouraged to attend, to inform parents/guardians of their school's participation under Title I and to explain the requirements of Title I, and the right of the parents/guardians to be involved. The Building Principal or designee shall:
  - Invite all parents/guardians of participating children to the annual meeting at school.
  - Explain the rights of parents/guardians to be involved in establishing this compact.
  - Introduce and involve the building representatives on the District-level committee.
  - Provide an overview of Title I and give parents/guardians an opportunity to express questions and concerns.
  - Indicate the mechanisms by which the committee work will be communicated.
  - Seek the involvement and input of parents/guardians.
  - Provide child care so that all parents/guardians who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by the relevant provision in Title I, transportation, child care, or home visits, as such services relate to parental involvement. The Building Principal or designee shall:
  - Provide parents/guardians with opportunities to ask questions and dialogue informally about student academic achievement and school performance.
  - Engage building-based parent organizations to assist with communication and implementation needs.
  - Develop and use outreach programs to involve community groups and organizations.
3. Involving parents/guardians in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan (under 20 U.S.C. §6314(b)(2), except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children. The Building Principal or designee shall:
  - Identify and establish a process by which an adequate representation of parents/guardians of participating children can occur.
  - Establish a schedule for the building-based committee to plan, review, and recommend improvements to the District parent involvement policy.
4. The Building Principal or designee shall:
  - Provide parents/guardians of participating children timely information about programs.

- Communicate updates through use of school newsletters, the District website, email and telephone contact, and home visits if needed.
5. The Building Principal or designee will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
  6. The Building Principal or designee shall:
    - Provide parents/guardians, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
    - Develop a feedback loop for parents/guardians to ask questions and receive follow-up.
  7. If the school-wide plan under 20 U.S.C. §6314(b)(2) is not satisfactory to the parents/guardians of participating children, the Building Principal or designee shall:
    - Submit any comments when the school makes the plan available to the School Board.
    - Provide a process for parents/guardians to express concerns and complaints.

#### Shared Responsibilities for High Student Academic Achievement

1. The School is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards. Each parent/guardian is responsible for supporting their children's learning by:
  - Monitoring attendance, homework, and television viewing.
  - Volunteering in their child's classroom and participating, as appropriate, in decisions relating to their children's education and extracurricular activities.
2. Communication between teachers and parents/guardians occurs on an ongoing basis through:
  - Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievements.
  - Frequent reports to parents/guardians on their child's progress.
  - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

#### Building Capacity for Involvement

To ensure effective involvement of parents/guardians and to support a partnership among the school's involved, each school shall:

- Provide assistance to parents/guardians in understanding the State's academic content standards and State student academic achievement standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training, such as, literacy, technology, etc., to help parents/guardians work with their children to improve their children's achievement.
- Educate teachers and other staff in the value and utility of contributions of parents/guardians and how to effectively communicate and work with parents/guardians as equal partners.
- Implement and coordinate parent/guardian programs that will build ties between them and the school.
- To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool and other programs and conduct other activities, such as parent/guardian



resource centers, that encourage and support parents/guardians in more fully participating in their children's education.

- Ensure that information is sent to the parents/guardians of participating children in a format and language that parents/guardians can understand.
- Involve parents/guardians in the development of training for teachers, Building Principals, and other educators to improve the effectiveness of such training.
- Provide necessary literacy training from funds provided by the relevant provision in Title I if the District has exhausted all other reasonably available sources of funding for such training.
- Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- Train parents/guardians to encourage and enhance the involvement of other parents/guardians.
- Use outreach programs to involve community groups and organizations.
- Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
- Adopt and implement model approaches to improving parental involvement.
- Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in supported programs.
- Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities.
- Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request.

In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents/guardians with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents/guardians understand.

## **Instruction**

### **Extended Instructional Programs**

The District may offer the following programs in accordance with State law and the District's educational philosophy:

1. Nursery schools for children between the ages of 2 and 6 years.
2. Before-and after-school programs for students in grades K-6.
3. Child care and training center for pre-school children and for students whose parents work.
4. Model day care program in cooperation with the State Board of Education.
5. Tutorial program.
6. Adult education program.
7. Outdoor education program.
8. Summer school, whether for credit or not.
9. Independent study, whether for credit or not.
10. Chemically dependent prevention program for students who are, or whose parents/guardians are, chemically dependent.
11. Activities to address intergroup conflict.
12. Volunteer service credit program.
13. Vocational academy.

LEGAL REF.: 105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20b, 5/10-22.20c, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-22.1, 5/27-22.3, 5/27-23.6, 110/3, and 433/.

CROSS REF.: 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:320 (High School Credit for Proficiency)

## Instruction

### Remote Educational Program

The Superintendent shall develop, maintain, and supervise a remote educational program consistent with Section 10-29 of the School Code. 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.

The remote educational program shall:

1. Align its curriculum with the Illinois State 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 School 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 School Board; 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. Calculate the number of clock hours a student participates in instruction in alignment with Board policy 6:20, *School Year Calendar and Day*.
6. Limit participation to students who are juniors or seniors or demonstrate individual educational need(s). Approval of students in the program will be on a space-available basis.
7. 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 and Intra-District Transfer*.
  - 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.
8. Include a process for developing and approving a written remote educational plan for each student participating in the program.

9. Require students to complete their participation in the program within 12 months, unless the student's participation is extended by the District.
10. 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*.
11. Align with the requirements of Board policy 7:340, *Student Records*.
12. 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 Illinois State Board of Education along with any amendments to it and any data on student participation.
13. 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 School Board; 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 and Intra-District Transfer), 7:60 (Residence), 7:340 (Student Records)

## Instruction

### Extracurricular and Co-Curricular Activities

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

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

Non-school sponsored student groups are governed by School Board policy, 7:330, *Student Use of Buildings - Equal Access*.

#### Academic Criteria for Participation

For students in kindergarten through 8th grade, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

For high school students, selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to be eligible to participate in any school-sponsored or school-supported athletic or extracurricular activity, a student must maintain an overall \_\_\_ grade point average. Any student-participant failing to meet these academic criteria shall be suspended from the activity for \_\_\_ calendar days or until the specified academic criteria are met, whichever is longer.

LEGAL REF.: 105 ILCS 5/10-20.30 and 5/24-24.

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

**Instruction**

**Administrative Procedure - Academic Eligibility for Participation in Extracurricular Activities**

<b>Actor</b>	<b>Action</b>
Building Principal	Include the minimum academic criteria for participation in the student handbook.
Coach or Sponsor	Explain the minimum academic criteria for participation to student-participants.
Student	In order to be eligible to participate, maintain an overall _____ grade point average.
Coach or Sponsor	Before allowing a student to join an extracurricular activity, ensure that the student meets the academic criteria.
Building Principal or designee	At the end of each grade-reporting period, arrange for all coaches and sponsors to have access to their student-participants' grades and grade point averages.
Coach or Sponsor	<p>At the end of each grade-reporting period, determine whether any student(s) failed to meet the academic criteria.</p> <p><b>For any student who fails to meet the academic criteria:</b></p> <p>Determine how long the student will be suspended from the activity; explain to the student the reason for the suspension; send a notice of the suspension to the student's parent(s)/guardian(s).</p> <p><b>For any student suspended for not meeting the academic criteria:</b></p> <p>At the end of the suspension, determine whether the student now meets the District's academic criteria. If so, notify the student and the student's parent(s)/guardian(s) that the student is now eligible to participate. If the student does not meet these criteria, notify the student's parent(s)/guardian(s) that the student will remain ineligible to participate until the student meets the academic criteria.</p>

## **Instruction**

### **Instructional Materials**

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list or description of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use age-appropriate supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught. No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings. The Superintendent or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating.

### **Instructional Materials Selection and Adoption**

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/28-19.1.

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 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), 8:110 (Public Suggestions and Concerns)

## Instruction

### **Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct**

The Superintendent or designee shall establish a *Bring Your Own Technology (BYOT) Program*. The program will:

1. Promote educational excellence by facilitating resource sharing, innovation, and communication to enhance (a) technology use skills; (b) web-literacy and critical thinking skills about Internet resources and materials, including making wise choices; and (c) habits for responsible digital citizenship required in the 21st century.
2. Provide sufficient wireless infrastructure within budget parameters.
3. Provide access to the Internet only through the District's electronic networks.
4. Identify approved BYOT devices and what District-owned technology devices may be available; e.g., laptops, tablet devices, E-readers, and/or smartphones.
5. Align with Board policies 4:140, *Waiver of Student Fees*; 5:125 *Personal Technology and Social Media; Usage and Conduct*; 5:170, *Copyright*; 6:120, *Education of Children with Disabilities*; 6:235, *Access to Electronic Networks*; 7:140, *Search and Seizure*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:190, *Student Behavior*; and 7:340, *Student Records*.
6. Provide relevant staff members with BYOT professional development opportunities, including the provision of:
  - a. Classroom management information about issues associated with the program, e.g., technical support, responsible use, etc.;
  - b. A copy of or access to this policy and any building-specific rules for the program;
  - c. Additional training, if necessary, about 5:170, *Copyright*; and
  - d. Information concerning appropriate behavior of staff members as required by State law and policy 5:120, *Employee Ethics; Conduct; and Conflict of Interest*.
7. Provide a method to inform parents/guardians and students about this policy.
8. Include the program in the annual report to the Board as required under policy 6:10, *Education Philosophy and Objectives*.

The District reserves the right to discontinue its BYOT program at any time. The District does not provide liability protection for BYOT devices, and it is not responsible for any damages to them.

### Responsible Use

The District recognizes students participating in the program as responsible young adults and holds high expectations of their conduct in connection with their participation in the program. Teachers may encourage students to bring their own devices as supplemental in-class materials when: (a) using the devices will appropriately enhance, or otherwise illustrate, the subjects being taught; (b) the Building Principal has approved their use and found that their use is age-appropriate; and (c) the student's parent/guardian has signed the *Bring Your Own Technology (BYOT) Program Participation Authorization and Responsible Use Agreement Form*. A student's right to privacy in his or her device is limited; any reasonable suspicion of activities that violate law or Board policies will be treated according to policy 7:140, *Search and Seizure*.



Responsible use in the program incorporates into this policy the individual's *Acceptable Use of Electronic Networks* agreement pursuant to policy 6:235, *Access to Electronic Networks*. Responsible use also incorporates the established usage and conduct rules in policy 5:125, *Social Media and Personal Technology; Usage and Conduct* for staff and 7:190, *Student Behavior* for students. Failure to follow these rules and the specific BYOT program student guidelines may result in: (a) the loss of access to the District's electronic network and/or student's BYOT privileges; (b) disciplinary action pursuant to 7:190 *Student Behavior*, 7:200, *Suspension Procedures*, or 7:210, *Expulsion Procedures*; and/or (c) appropriate legal action, including referrals of suspected or alleged criminal acts to appropriate law enforcement agencies.

LEGAL REF.: Children's Internet Protection Act (CIPA), 47 U.S.C. §254(h) and (l).  
Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.  
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.  
Children's Online Privacy Protection Act (COPPA), 15 U.S.C. §§6501-6508.  
16 C.F.R. Part 312, Children's Online Privacy Protection Rule.  
105 ILCS 5/28.

CROSS REF.: 1:30 (School District Philosophy), 4:140 (Waiver of Student Fees), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:170 (Copyright), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:120 (Education of Children with Disabilities), 6:210 (Instructional Materials), 6:235 (Access to Electronic Networks), 7:140 (Search and Seizure), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:340 (Student Records)

## **Instruction**

### **Library Media Program**

The Superintendent or designee shall manage the District's library media program to comply with (1) State law and Ill. State Board of Education (ISBE) rule and (2) the following standards:

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served.
2. Financial resources for the program's resources and supplies are allocated to meet students' needs.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals.
5. Staff members are invited to recommend additions to the collection.
6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

LEGAL REF.: 23 Ill.Admin.Code §1.420(o).

CROSS REF.: 6:60 (Curriculum Content), 6:170 (Title I Programs), 6:210 (Instructional Materials)

## Instruction

### Access to Electronic Networks

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

### Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.

### Acceptable Use

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

### Internet Safety

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee. The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator. The Superintendent or designee shall include measures in this policy's implementation plan to address the following:

1. Ensure staff supervision of student access to online electronic networks,

2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including “hacking” and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access

Each staff member must sign the *Authorization for Access to the District’s Electronic Networks* as a condition for using the District’s electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.

All users of the District’s computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the District’s administrative procedure, *Acceptable Use of the District’s Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.  
 Children’s Internet Protection Act, 47 U.S.C. §254(h) and (l).  
 Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.  
 47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.  
 720 ILCS 5/26.5.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications; Elementary Schools)

ADMIN. PROC.: 6:235-AP1 (Administrative Procedure - Acceptable Use of the District’s Electronic Networks), 6:235-AP1, E1 (Student Authorization for Access to the District’s Electronic Networks), 6:235-AP1, E2 (Exhibit - Staff Authorization for Access to the District’s Electronic Networks)

## Instruction

### **Administrative Procedure - Acceptable Use of the District's Electronic Networks**

All use of the District's electronic networks shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. These procedures do not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow these procedures will result in the loss of privileges, disciplinary action, and/or legal action.**

#### Terms and Conditions

**Acceptable Use** - Access to the District's electronic networks must be: (a) for the purpose of education or research, and be consistent with the District's educational objectives, or (b) for legitimate business use.

**Privileges** - Use of the District's electronic networks is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrator or Building Principal will make all decisions regarding whether or not a user has violated these procedures and may deny, revoke, or suspend access at any time. His or her decision is final.

**Unacceptable Use** - The user is responsible for his or her actions and activities involving the networks. Some examples of unacceptable uses are:

- a. Using the networks for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any State or federal law;
- b. Unauthorized downloading of software, regardless of whether it is copyrighted or de-virused;
- c. Downloading of copyrighted material for other than personal use;
- d. Using the networks for private financial or commercial gain;
- e. Wastefully using resources, such as file space;
- f. Hacking or gaining unauthorized access to files, resources, or entities;
- g. Invading the privacy of individuals, that includes the unauthorized disclosure, dissemination, and use of information about anyone that is of a personal nature including a photograph;
- h. Using another user's account or password;
- i. Posting material authored or created by another without his/her consent;
- j. Posting anonymous messages;
- k. Using the networks for commercial or private advertising;
- l. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, harassing, or illegal material; and
- m. Using the networks while access privileges are suspended or revoked.

**Network Etiquette** - The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Do not become abusive in messages to others.
- b. Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- c. Do not reveal personal information, including the addresses or telephone numbers, of students or colleagues.

- d. Recognize that email is not private. People who operate the system have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities.
- e. Do not use the networks in any way that would disrupt its use by other users.
- f. Consider all communications and information accessible via the networks to be private property.

**No Warranties** - The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed-deliveries, or service interruptions caused by its negligence or the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

**Indemnification** - The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

**Security** - Network security is a high priority. If the user can identify a security problem on the Network, the user must notify the system administrator or Building Principal. Do not demonstrate the problem to other users. Keep your account and password confidential. Do not use another individual's account without written permission from that individual. Attempts to log-on to the Network as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to the networks.

**Vandalism** - Vandalism will result in cancellation of privileges and other disciplinary action. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

**Telephone Charges** - The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

**Copyright Web Publishing Rules** - Copyright law and District policy prohibit the re-publishing of text or graphics found on the web or on District websites or file servers without explicit written permission.

- a. For each re-publication (on a website or file server) of a graphic or a text file that was produced externally, there must be a notice at the bottom of the page crediting the original producer and noting how and when permission was granted. If possible, the notice should also include the web address of the original source.
- b. Students and staff engaged in producing web pages must provide library media specialists with email or hard copy permissions before the web pages are published. Printed evidence of the status of "public domain" documents must be provided.
- c. The absence of a copyright notice may not be interpreted as permission to copy the materials. Only the copyright owner may provide the permission. The manager of the website displaying the material may not be considered a source of permission.
- d. The *fair use* rules governing student reports in classrooms are less stringent and permit limited use of graphics and text.
- e. Student work may only be published if there is written permission from both the parent/guardian and student.

**Use of Email** - The District's email system, and its constituent software, hardware, and data files, are owned and controlled by the School District. The School District provides email to aid students and staff members in fulfilling their duties and responsibilities, and as an education tool.

- a. The District reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any student or staff member to an email account is strictly prohibited.
- b. Each person should use the same degree of care in drafting an email message as would be put into a written memorandum or document. Nothing should be transmitted in an email message that would be inappropriate in a letter or memorandum.
- c. Electronic messages transmitted via the School District's Internet gateway carry with them an identification of the user's Internet *domain*. This domain is a registered name and identifies the author as being with the School District. Great care should be taken, therefore, in the composition of such messages and how such messages might reflect on the name and reputation of the School District. Users will be held personally responsible for the content of any and all email messages transmitted to external recipients.
- d. Any message received from an unknown sender via the Internet should either be immediately deleted or forwarded to the system administrator. Downloading any file attached to any Internet-based message is prohibited unless the user is certain of that message's authenticity and the nature of the file so transmitted.
- e. Use of the School District's email system constitutes consent to these regulations.

### Internet Safety

Internet access is limited to only those *acceptable uses* as detailed in these procedures. Internet safety is almost assured if users will not engage in *unacceptable uses*, as detailed in these procedures, and otherwise follow these procedures.

Staff members shall supervise students while students are using District Internet access to ensure that the students abide by the *Terms and Conditions* for Internet access contained in these procedures.

Each District computer with Internet access has a filtering device that blocks entry to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The system administrator and Building Principals shall monitor student Internet access.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.  
Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).  
Enhances Education Through Technology Act of 2001, 20 U.S.C §6751 et seq.  
Harassing and Obscene Communications Act, 720 ILCS 135/0.01.

## **Instruction**

### **Exhibit - Student Authorization for Access to the District's Electronic Networks**

*This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of the District's Electronic Networks. It must be signed when students will have unsupervised Internet access or when supervision will be minimal. Please submit this form to the Building Principal.*

Dear Parents/Guardians:

Our School District has the ability to enhance your child's education through the use of electronic networks, including the Internet. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. Students and their parents/guardians need only sign this *Authorization for Access to the District's Electronic Networks* once while the student is enrolled in the School District.

The District *filters* access to materials that may be defamatory, inaccurate, offensive, or otherwise inappropriate in the school setting. If a filter has been disabled or malfunctions it is impossible to control all material and a user may discover inappropriate material. Ultimately, parents/guardians are responsible for setting and conveying the standards that their child should follow, and the School District respects each family's right to decide whether or not to authorize Internet access.

With this educational opportunity also comes responsibility. The use of inappropriate material or language, or violation of copyright laws, may result in the loss of the privilege to use this resource. Remember that you are legally responsible for your child's actions. If you agree to allow your child to have a network account, sign the *Authorization* form below and return it to your school.

Adopted by Northwestern CUSD #2 November 14, 2017



## Authorization for Access to the District's Electronic Networks Form

**Students must have a parent/guardian read and agree to the following before being granted unsupervised access:**

All use of the Internet shall be consistent with the District's goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. **The failure of any user to follow the terms of the *Acceptable Use of the District's Electronic Networks* will result in the loss of privileges, disciplinary action, and/or appropriate legal action.** The signatures at the end of this document are legally binding and indicate the parties who signed have read the terms and conditions carefully and understand their significance.

I have read this *Authorization* form. I understand that access is designed for educational purposes and that the District has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the District to restrict access to all controversial and inappropriate materials. I will hold harmless the District, its employees, agents, or Board members, for any harm caused by materials or software obtained via the network. I accept full responsibility for supervision if and when my child's use is not in a school setting. I have discussed the *Acceptable Use of the District's Electronic Networks* with my child. I hereby request that my child be allowed access to the District's electronic networks, including the Internet.

\_\_\_\_\_  
Parent/Guardian Name (*please print*)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Students must also read and agree to the following before being granted unsupervised access:**

I understand and will abide by the *Acceptable Use of the District's Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District's electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and school disciplinary action and/or legal action may be taken. In consideration for using the District's electronic network connection and having access to public networks, I hereby release the School District and its Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District's electronic networks, including the Internet.

\_\_\_\_\_  
Student Name (*please print*)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**Instruction**

**Exhibit - Staff Authorization for Access to the District’s Electronic Networks**

*This form accompanies Administrative Procedure 6:235-AP1, Acceptable Use of the District’s Electronic Networks. Each staff member must sign this Authorization as a condition for using the District’s Electronic Networks. Please submit this form to the Building Principal.*

All use of the Internet shall be consistent with the District’s goal of promoting educational excellence by facilitating resource sharing, innovation, and communication. Administrative Procedure 6:235-AP1, *Acceptable Use of the District’s Electronic Networks*, does not attempt to state all required or prohibited behavior by users. However, some specific examples are provided. **The failure of any user to follow the terms of *Acceptable Use of the District’s Electronic Networks*, will result in the loss of privileges, disciplinary action, and/or legal action.** The signature at the end of this document is legally binding and indicates that the individual has read the terms and conditions carefully and understands their significance.

Staff members need only sign this *Authorization for Access to the District’s Electronic Networks* once while employed by the School District.

I understand and will abide by the *Acceptable Use of the District’s Electronic Networks*. I understand that the District and/or its agents may access and monitor my use of the District’s electronic networks, including the Internet, my email and downloaded material, without prior notice to me. I further understand that should I commit any violation, my access privileges may be revoked, and disciplinary action and/or legal action may be taken. In consideration for using the District’s electronic network connection and having access to public networks, I hereby release the School District and its School Board members, employees, and agents from any claims and damages arising from my use of, or inability to use the District’s electronic networks, including the Internet.

\_\_\_\_\_  
User Name *(please print)*

\_\_\_\_\_  
User Signature

\_\_\_\_\_  
Date

## Instruction

### Administrative Procedure - Web Publishing Guidelines

#### General Requirements

All material published on the District's website must have educational value and/or support the District guidelines, goals, and policies. Material appropriate for web publishing includes information about the District and its School Board members, agendas, policies, appropriate administrative procedures, Department activities or services, schools, teachers or classes, student projects, and student extracurricular organizations. Personal information, not related to education, will not be allowed on the District's website.

The District webmaster shall implement a centralized process for review and uploading of material onto the District's website to ensure that, before material is published, it complies with District policy and procedures. The District webmaster shall supervise the efforts of all staff members responsible for web publishing at each level of District web publishing and, when appropriate, hold in-service opportunities for those staff members. The staff members responsible for web publishing are identified in these procedures in the section **Different Levels of Web Publication**. The District webmaster shall provide regular feedback and suggestions to the Superintendent regarding these Guidelines.

All content published on the District's website must:

1. Comply with all State and federal law concerning copyright, intellectual property rights, and legal uses of network computers.
2. Comply with Board policies, administrative procedures, these Guidelines, and other District guidelines provided for specific levels of publishing. This specifically includes the Board's *Access to Electronic Networks* policy and the District's procedures on *Acceptable Use of the District's Electronic Networks*.
3. Due to limited storage space and varying network speeds, file sizes must be kept under 500 kilobytes unless the District webmaster approves otherwise.
4. Comply with the publishing expectations listed below.

Material that fails to meet these Guidelines or is in violation of Board policy and/or procedures shall not be published on the District's website. The District reserves the right to remove any material in violation of its policy or procedures. Failure to follow these Guidelines or Board policy and/or procedures may result in loss of privileges, disciplinary action, and/or appropriate legal action.

#### Publishing Expectations

The following are minimum expectations for all District web pages:

1. The style and presentation of web published material should be of high quality and designed for clarity and readability. Material shall not be published in violation of the District's procedures on *Acceptable Use of the District's Electronic Networks*, including material that is defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or harassing, or material that invades the privacy of any individual. Anonymous messages are prohibited.

2. Correct grammar and spelling are expected.
3. All information must be verifiable.
4. Publications must include a statement of copyright when appropriate and indicate that permission has been secured when including copyrighted materials.
5. Publications must identify affiliation with the District, school, and/or department.
6. Widespread use of external links to non-District websites is discouraged, but if used, the external sites must contain appropriate educational materials and information as exclusively determined by the District. Every effort should be made to ensure that all links are operational. Every link to an external website must open a new browser window.
7. Relevant dates are required on all publications, including the date on which the publication was placed on the District's website. Each site should contain the date the page was last updated.
8. All publications must include the District email address of the staff member responsible for the page. This provides a contact person for questions or comments. If a student is the publisher, the sponsoring staff member's email must be included as the responsible person. Only District staff members may act as student sponsors.
9. Use of the District's website for personal or financial gain is prohibited. No commercial or private accounts should be listed on any District web pages.
10. All documents should be previewed on different web browsers, especially Google Chrome, Mozilla Firefox, or Microsoft Internet Explorer, before being posted on the District's website.

For more information about these expectations or other issues related to web publishing, please contact the System Administrator.

#### Protecting Student and Staff Privacy

Personal information concerning students or staff members, including home addresses and telephone numbers, shall not be published on District web pages.

A student's last name, last name initial, and grade-level shall not be published on District web pages. In addition, student records shall not be disclosed. In special circumstances (e.g., where accolades are warranted), the sponsoring staff member should contact the Building Principal who may seek permission from the student's parents/guardians. Web pages shall not display student pictures with a student identified by his or her name unless written parental permission was first granted (e.g., by executing the form *Using a Photograph or Videotape of a Student*). Student email addresses, whether a personal or District account, shall not be listed on any District web page.

#### Submitting Material to Be Published

Everyone submitting material for publication on the District's website shall have signed an *Authorization for Access to the District's Electronic Networks*. Before material is published on the District's website, the author must authorize the District in writing to publish the material, unless the District owns the copyright. All material submitted by a teacher or other staff member for publication on the District's website is deemed "work for hire," and the copyright in those works vests in the District. All material submitted for the District's website is subject to treatment as a District-sponsored publication.

## Different Levels of Web Publication

The following guidelines provide specific information regarding web publishing at different levels within the District. At each level, a staff member is identified as being responsible for web publishing at that level. This individual's web publishing efforts are supervised by the District webmaster.

### District-Level

The District webmaster conducts the District-level web publishing efforts and supervises other levels of web publishing. District-level publishing includes the District's homepage as well as any publishing activities representing the District as a whole, e.g., information about Board meetings, Board policy, and schedules. The District homepage shall have a link to an Online Privacy Statement.

### Department-Level

District departments (e.g., Transportation, Personnel, or Curriculum) may publish their own web pages as part of the District's website. The department supervisor or director is ultimately responsible for his or her respective department's web pages, but may appoint a staff member as the department's webmaster to fulfill the maintenance, reviewing, and uploading tasks. The department supervisor or director shall keep the District webmaster informed of who is the department webmaster.

The web-published material should coincide with that department's printed material. The District webmaster should be consulted before publishing potentially sensitive material, e.g., school comparisons or student data.

The department front pages should maintain the look and feel of the District homepage – the connection to the District should be obvious. Links to the main website's "home" must be included at the bottom of main pages, and the District's logo must be included at the top of main front pages of each department.

### School-Level

The Building Principal is ultimately responsible for his or her respective school's webpages, but may appoint a staff member as the school webmaster to fulfill the maintenance, reviewing, and uploading tasks. The Building Principal shall keep the District webmaster informed of who is the school webmaster. All official material originating from the school will be consistent with the District style and content guidelines. The Building Principal or school webmaster may develop guidelines for the various sections of and contributors to the school's web pages.

### Staff-Level

Any teacher or other staff member wanting to create web pages for use in class activities or to provide a resource for other teachers or staff members shall notify the school webmaster of his or her desired publishing activities.

### Student-Level

A student wanting to create web pages on the District's website as part of a class or school-sponsored activity should request a teacher or staff member to sponsor the student's publishing efforts. The sponsoring teacher or staff member shall notify the school webmaster of the desired publishing activities. The student's web page must include an introduction written by the sponsor that describes the intent of the student's web page and contains the sponsor's District email address. Student web pages will be removed at the end of the school year unless special arrangements are made.

Personal web pages are not allowed on the School District's web server. Likewise, student web pages may not contain commercial or advertising links, including links to games and advertisements for games.

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

ADMIN. PROC.: 5:170-AP1 (Administrative Procedure - Copyright Compliance), 6:235-AP1 (Administrative Procedure - Acceptable Use of the District's Electronic Networks), 6:235-AP1, E1 (Exhibit - Student Authorization for Access to the District's Electronic Networks), 6:235-AP1, E2 (Exhibit - Staff Authorization for Access to the District's Electronic Networks), 6:235-E3 (Exhibit - Online Privacy Statement)

## **Instruction**

### **Exhibit - Online Privacy Statement**

#### Online Privacy Statement

The School District respects the privacy of all website visitors to the extent permitted by law. This Online Privacy Statement is intended to inform you of the ways in which this website collects information, the uses to which that information will be put, and the ways in which we will protect any information you choose to provide us.

There are four types of information that this site may collect during your visit: network traffic logs, website visit logs, cookies, and information voluntarily provided by you.

#### Network Traffic Logs

In the course of ensuring network security and consistent service for all users, the District employs software programs to do such things as monitor network traffic, identify unauthorized access or access to nonpublic information, detect computer viruses and other software that might damage District computers or the network, and monitor and tune the performance of the District network. In the course of such monitoring, these programs may detect such information as e-mail headers, addresses from network packets, and other information. Information from these activities is used only for the purpose of maintaining the security and performance of the District's networks and computer systems. Personally identifiable information from these activities is not released to external parties without your consent unless required by law.

#### Website Visit Logs

District websites routinely collect and store information from online visitors to help manage those sites and improve service. This information includes the pages visited on the site, the date and time of the visit, the Internet address (URL or IP address) of the referring site (often called "referrers"), the domain name and IP address from which the access occurred, the version of browser used, the capabilities of the browser, and search terms used on our search engines. This site makes no attempt to identify individual visitors from this information; any personally identifiable information is not released to external parties without your consent unless required by law.

#### Cookies

Cookies are pieces of information stored by your web browser on behalf of a website and returned to the website on request. This site may use cookies for two purposes: to carry data about your current session at the site from one webpage to the next and to identify you to the site between visits. If you prefer not to receive cookies, you may turn them off in your browser, or may set your browser to ask you before accepting a new cookie. Some pages may not function properly if the cookies are turned off. Unless otherwise notified on this site, we will not store data, other than for these two purposes, in cookies. Cookies remain on your computer, and accordingly we neither store cookies on our computers nor forward them to any external parties. We do not use cookies to track your movement among different websites and do not exchange cookies with other entities.

### Information Voluntarily Provided by You

In the course of using this website, you may choose to provide us with information to help us serve your needs. For example, you may send us an email to request information, an application or other material, and you may sign up for a mailing list. Any personally identifiable information you send us will be used only for the purpose indicated. Requests for information will be directed to the appropriate staff and may be recorded to help us update our site. We will not sell, exchange, or otherwise distribute your personally identifiable information without your consent, except to the extent required by law. We do not retain the information longer than necessary for normal operations.

Each webpage requesting information discloses the purpose of that information. If you do not wish to have the information used in that manner, you are not required to provide it. Please contact the person listed on the specific page, or listed below, with questions or concerns on the use of personally identifiable information.

While no system can provide guaranteed security, we take reasonable efforts to keep information you provide to us secure, including encryption technology (if any), and physical security at the location of the server where the information is stored.

### Communication Preferences

You can stop the delivery of informational emails from the District by following the specific instructions in the email you receive. Depending on the respective service, you may also have the option of proactively making choices about the receipt of email, telephone calls, and postal mail for particular District information and activities.

### Links to Non-District Websites

District websites provide links to other websites or resources. We do not control these sites and resources, do not endorse them, and are not responsible for their availability, content, or delivery of services. In particular, external sites are not bound by this Online Privacy Statement; they may have their own policies or none at all. Often you can tell you are leaving a District website by noting the URL of the destination site. These links to external websites open a new browser window as well.

Please email your questions or concerns to the System Administrator [*insert contact information*].



## Instruction

### Exhibit - Keeping Yourself and Your Kids Safe On Social Networks

#### **For students:**

- Put everything behind password protected walls, where only friends can see.
- Protect your password and make sure you really know who someone is before you allow them onto your friend's list.
- Blur or morph your photos a bit so they won't be abused by cyberbullies or predators.
- Don't post anything your parents, principal or a predator couldn't see.
- What you post online stays online - forever!!!! So ThinkB4UClick!
- Don't do or say anything online you wouldn't say offline.
- Protect your privacy and your friends' privacy too...get their okay before posting something about them or their pics online.
- Check what your friends are posting/saying about you. Even if you are careful, they may not be and may be putting you at risk.
- That cute 14-year old boy may not be cute, may not be 14 and may not be a boy! You never know!
- And, unless you're prepared to attach your blog to your college/job/internship/scholarship or sports team application...don't post it publicly!
- Stop, Block and Tell! (don't respond to any cyberbullying message, block the person sending it to you and tell a trusted adult).
- R-E-S-P-E-C-T! (use good netiquette and respect the feelings and bandwidth of others).
- Keep personal information private (the more information someone has about you, the more easily they can bully you).
- Google yourself! (conduct frequent searches for your own personal information online and set alerts ... to spot cyberbullying early).
- Take 5! (walk away from the computer for 5 minutes when something upsets you, so you don't do something you will later regret).

#### **And for parents:**

- Talk to your kids - ask questions (and then confirm to make sure they are telling you the truth!)
- Ask to see their profile page (for the first time)...tomorrow! (It gives them a chance to remove everything that isn't appropriate or safe...and it becomes a way to teach them what not to post instead of being a gotcha moment! Think of it as the loud announcement before walking downstairs to a teen party you're hosting.)
- Don't panic...there are ways of keeping your kids safe online. It's easier than you think!
- Be involved and work with others in your community. (Think about joining WiredSafety.org and help create a local cyber-neighborhood watch program in your community.)
- Remember what you did that your parents would have killed you had they known, when you were fifteen.
- This too will pass! Most kids really do use social networks just to communicate with their friends. Take a breath, gather your thoughts and get help when you need it. (You can reach out to WiredSafety.org.)
- It's not an invasion of their privacy if strangers can see it. There is a difference between reading their paper diary that is tucked away in their sock drawer...and reading their blog. One is between them and the paper it's written on; the other between them and 700 million people online!
- Don't believe everything you read online - especially if your teen posts it on her blog!

For more information, visit [www.WiredSafety.org](http://www.WiredSafety.org); [www.stopcyberbullying.org](http://www.stopcyberbullying.org).

Reprinted with permission from "Parry Aftab's Guide to Keeping Your Kids Safe Online, MySpace, Facebook and Xanga, Oh! My!" Parry Aftab, Esq., [www.aftab.com](http://www.aftab.com).

## Resources for Students and Parents

### **Resources for students:**

Federal Trade Commission - Kids and Socializing Online [www.onguardonline.gov/articles/0012-kids-and-socializing-online](http://www.onguardonline.gov/articles/0012-kids-and-socializing-online).

Connect Safely - Social Web Tips for Teens [www.connectsafely.com/Safety-Tips/social-web-tips-for-teens.html](http://www.connectsafely.com/Safety-Tips/social-web-tips-for-teens.html) (2014).

Life online (Girls Scouts and Windows) - [lmk.girlscouts.org/Online-Safety-Topics/Social-Networking/Is-It-Safe-/Test-Your-Knowledge-on-Social-Networking-Safety.aspx](http://lmk.girlscouts.org/Online-Safety-Topics/Social-Networking/Is-It-Safe-/Test-Your-Knowledge-on-Social-Networking-Safety.aspx). Test for knowledge of networking safety. National Center for Missing and Exploited Children – Teens Talk Back, Social Networking [www.netsmartz.org/TeensTalkBack/SocialNetworking](http://www.netsmartz.org/TeensTalkBack/SocialNetworking).

### **Resources for parents:**

National Crime Prevention Council – Social Networking Safety, Tips for Parents [www.npc.org/topics/internet-safety/social-networking-safety](http://www.npc.org/topics/internet-safety/social-networking-safety). Great comprehensive article for parents.

Connect Safely - Social Web Tips for Parents [www.connectsafely.com/Safety-Tips/social-web-tips-for-parents.html](http://www.connectsafely.com/Safety-Tips/social-web-tips-for-parents.html) (2014).

National Cyber Security Alliance - Raising Digital Citizens [www.staysafeonline.org/stay-safe-online/for-parents/raising-digital-citizens](http://www.staysafeonline.org/stay-safe-online/for-parents/raising-digital-citizens).

Illinois Attorney General – Stay Connected Stay Informed [www.illinoisattorneygeneral.gov/cyberbullying/](http://www.illinoisattorneygeneral.gov/cyberbullying/).

DHS U.S. CERT - Socializing Securely: Using Social Networking Services [www.us-cert.gov/sites/default/files/publications/safe\\_social\\_networking.pdf](http://www.us-cert.gov/sites/default/files/publications/safe_social_networking.pdf).

DHS U.S. Computer Emergency Readiness Team - Staying Safe on Social Network Sites [www.us-cert.gov/ncas/tips/ST06-003](http://www.us-cert.gov/ncas/tips/ST06-003) (January 26, 2011).

Internet Safety: Social Networking Sites for Children [blog.privatewifi.com/internet-safety-social-networking-sites-for-children/](http://blog.privatewifi.com/internet-safety-social-networking-sites-for-children/) (March 30, 2011).

8 Safe Social Networks for Kids [kommein.com/8-safe-social-networks-for-kids/](http://kommein.com/8-safe-social-networks-for-kids/) (Jan. 5, 2011). List of sites that are compliant with Children’s Online Privacy Protection Act and have parental controls.

## **Instruction**

### **Exhibit - Children's Online Privacy Protection Act**

*On District letterhead:*

RE: Children's Online Privacy Protection Act

Dear Parent(s)/Guardian(s):

This letter is being sent as part of the District's continuing effort to educate parents and students about privacy protection and Internet use.

The Children's Online Privacy Protection Act gives parents control over what information websites can collect from their children. Many companies, however, are not providing information about what data a mobile app collects, who will have access to that data, and how it will be used. Allowing your child access to games and other seemingly harmless applications on a smartphone or computer risks his or her exposure to intrusive marketing and access to personal information.

A recent survey of apps for children by the Federal Trade Commission found that 10 percent of apps with social networking services did not disclose their presence; 17 percent of the apps allowed children to make purchases without parent/guardian consent; and 58 percent contained constant advertising, while less than 20 percent disclosed that advertising would appear.

The following suggestions may help keep children from being bombarded by unwanted advertising, from making unwanted purchases and from disclosing personal information and location:

- Be choosy about the applications that you let your child use. Try the app yourself to check for advertising messages and/or social networking and purchase options before allowing your child access.
- Select activities that do not require access to the Internet or an application, such as looking at family pictures or listening to preselected music, screened and approved by you.
- Make certain that the ability to make purchases is password protected.
- Set up family rules and consequences explaining that all purchases made via a smartphone or computer must have parent/guardian consent.
- Caution children about the use of social networking and other sites and/or apps that can pinpoint locations.
- Monitor computer and smartphone use whenever and wherever possible.

For more information on the Children's Online Privacy Protection Act, please see the following links:

[www.ftc.gov/opa/2012/12/kidsapp.shtm](http://www.ftc.gov/opa/2012/12/kidsapp.shtm)

[www.ftc.gov/opa/reporter/privacy/coppa.shtml](http://www.ftc.gov/opa/reporter/privacy/coppa.shtml)

Sincerely,

## **Instruction**

### **Field Trips**

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives.

All field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the School Board. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip; and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for a fee waiver under Board policy 4:140, *Waiver of Student Fees*. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

LEGAL REF.: 105 ILCS 5/29-3.1.

CROSS REF.: 4:140 (Waiver of Student Fees), 6:10 (Educational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:270 (Administering Medicines to Students)

**Instruction**

**Administrative Procedure - Field Trip Guidelines**

<b>Actor</b>	<b>Action</b>
Teacher(s) or administrator who seeks consent for a school-sponsored trip with students	<p>Submits a trip proposal to the Building Principal. The proposal must specifically describe each of the following:</p> <ol style="list-style-type: none"> <li>1. The trip, including possible dates, location, and experience</li> <li>2. The trip’s educational value</li> <li>3. Transportation requirements</li> <li>4. Supervision plans that include, among other things, plans for at least 2 adult supervisors to be present with every grouping of students</li> <li>5. The students who will be involved</li> <li>6. The alternative experience that will be provided non-participating students</li> <li>7. A summary and evaluation of any previous similar trip</li> </ol>
Building Principal	<p>Prepares a recommendation for the Superintendent or Board, as appropriate, using the following factors to analyze the trip proposal:</p> <ul style="list-style-type: none"> <li>Educational value</li> <li>Distance to be traveled</li> <li>Location</li> <li>Travel arrangements</li> <li>Fees</li> <li>Parent concerns</li> <li>Insurance carrier’s liability feedback</li> <li>Safety considerations</li> <li>Heightened security alerts</li> <li>Whether trip is an annual event</li> </ul>
Appropriate teacher(s) and Building Principal	<p>Makes final transportation arrangements.</p> <p>Recruits parents/guardians for supervisory roles, as appropriate.</p> <p>Collects signed consent forms and fees from all participating students’ parents/guardians.</p> <p>Makes sure all supervisors have a list of the following:</p> <ol style="list-style-type: none"> <li>1. Names of all student participants and supervisors</li> <li>2. Names and specifics of students with special needs</li> <li>3. Name/phone number of emergency contacts for all students and supervisors</li> <li>4. Date/time and specific destination of trip</li> <li>5. Departure/arrival times both to and from destination</li> <li>6. Name and phone number of transportation company and primary contact in case of emergency</li> <li>7. Name/phone number of contact at destination</li> <li>8. Once at destination, where to go in case of an emergency</li> </ol>

<b>Actor</b>	<b>Action</b>
	9. Make final supervisor assignments and inform all supervisors of their individual assignments
Parent(s)/guardian(s)	Decides whether to consent to their student's participation. If the student is participating, pays all applicable fees for entry, food, lodging, transportation, or other costs. The District will pay such costs for students who qualify for free and reduced school lunches.
Teacher(s) or administrator proposing the trip	After a trip, evaluates the trip and provides the Building Principal with the evaluation.

## Instruction

### Community Resource Persons and Volunteers

The School Board encourages the use of resource persons and volunteers to: (1) increase students' educational attainment; (2) provide enrichment experiences for students; (3) increase the effective utilization of staff time and skills; (4) give more individual attention to students; and (5) promote greater community involvement.

Resource persons and volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a certificated teacher's immediate supervision;
4. To assist in times of violence or other traumatic incidents within the District by providing crisis intervention services to lessen the effects of emotional trauma on staff, students, and the community, provided the volunteer meets the qualifications established by the Ill. School Crisis Assistance Team Steering Committee;
5. As a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval; or
6. As supervisors, chaperones, or sponsors for non-academic school activities.

The Superintendent shall follow Board policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, to establish procedures for securing and screening resource persons and volunteers. A person who is a *sex offender*, as defined by the Sex Offender Registration Act, or a *violent offender against youth*, as defined in the Murderer and Violent Offender Against Youth Registration Act, is prohibited from being a resource person or volunteer. All volunteer coaches must comply with the requirement to report hazing in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.: 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.  
 720 ILCS 5/12C-50.1, Failure to Report Hazing.  
 730 ILCS 150/1 *et seq.*, Sex Offender Registration Act.  
 730 ILCS 152/101 *et seq.*, Sex Offender Community Notification Law.  
 730 ILCS 154/75 *et seq.*, Murderer and Violent Offender Against Youth  
 Community Notification Law.  
 730 ILCS 154/101 *et seq.*, Murderer and Violent Offender Against Youth  
 Registration Act.

CROSS REF.: 4:170 (Safety), 4:175 (Convicted Child Sex Offender; Screening; Notifications),  
 5:90 (Abused and Neglected Child Reporting), 5:280 (Duties and Qualifications),  
 8:30 (Visitors to and Conduct on School Property), 8:95 (Parental Involvement)

## Instruction

### Administrative Procedure - Securing and Screening Resource Persons and Volunteers

The Building Principal or designee directs the use of resource persons and volunteers within his or her building. The use of any individual as a resource person or volunteer is subject to School Board policy 4:170, *Safety*; administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*; and School Board policy 8:30, *Visitors to and Conduct on School Property*. Specifically, the Principal or designee directs recruitment, screening, placement, and training within the following parameters:

**Qualifications** - Resource persons and volunteers may come from all backgrounds and all age groups. The main qualification is for the individual to have a desire to give his or her time and talent to enrich student learning opportunities and the school community generally.

**Individuals Not Allowed to Serve as a School Volunteer or Resource Person** - No individual who is a “sex offender,” as defined by the Sex Offender Registration Act, or a “violent offender against youth,” as defined in the Child Murderer and Violent Offender Against Youth Registration Act, may serve as a resource person or volunteer. Whenever an individual submits a new volunteer information form, the Building Principal or designee shall review the Illinois Sex Offender Registry, [www.isp.state.il.us/sor](http://www.isp.state.il.us/sor), and the Murderer and Violent Offender Against Youth Database maintained by the State Police [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/). The Building Principal may request an individual to submit to a criminal history records check in situations where a check would be prudent. In addition, the Building Principal or designee shall review each new list received from law enforcement containing the names of sex offenders (authorized by the Sex Offender Community Notification Law) and violent offenders against youth (authorized by the Child Murderer and Violent Offender Against Youth Community Notification Law) to determine if any resource person or volunteer appears on it.

**Recruitment** - School personnel may recruit resource persons and volunteers through the following resources: parents/guardians, parent organizations, retired teachers and other senior citizen groups, community businesses, local volunteer centers, and universities. If a staff member, other than the Building Principal, recruits someone, the staff member must provide the individual’s name and address to the Building Principal.

**Role** - Resource persons and volunteers serve only in an auxiliary capacity under the direction and supervision of a staff member; they are not a substitute for a member of the school staff. Resource persons and volunteers do not have access to confidential student school records.

**Selection, Placement, and Supervision** - Selection and placement shall be on the basis of an individual’s qualifications and availability and the school’s needs. The individual will be assigned to a staff member only with the staff member’s consent. The relationship between the individual and staff member should be one of mutual respect and confidence.

**Requirements** - Each resource person and volunteer must register in the school’s main office at the beginning of each visit and wear a name tag while in the building or serving. Unless he or she has already done so during the current academic year, the individual must complete an information form and waiver. Absent an indication on the form that the individual may not qualify, the individual may proceed to the assigned activity.



An individual is prohibited from being a resource person or volunteer if he or she behaves in any manner that demonstrates he or she is not a good role model or is otherwise detrimental to the school environment. Examples of such behavior include: swearing, failing to be dependable, failing to follow the supervisor's instructions, committing any criminal act on school grounds or at a school activity, touching a student in a rude or overly forceful manner, failing to dress in an appropriate manner, or violating any school rule.

**Training** - Each academic year, when an individual first completes the volunteer information form, the Principal or designee should give the individual a copy of this administrative procedure along with other pertinent information. The staff member to whom the individual is assigned is responsible for explaining what is expected of the individual. The Principal or designee should arrange appropriate training opportunities for those volunteer activities requiring a skill or knowledge base, e.g., working in the computer lab.

**Instruction**

**Exhibit - Resource Person and Volunteer Information Form and Waiver of Liability**

*Volunteers must complete this form one time each school year. Please print clearly in ink:*

Name \_\_\_\_\_  
Last First Middle Telephone

Address \_\_\_\_\_  
Street City Zip Code

Personal physician \_\_\_\_\_ Telephone \_\_\_\_\_

Emergency adult contact \_\_\_\_\_ Telephone \_\_\_\_\_

Are you now or have you ever been a school volunteer?  Yes  No

If yes, at which school? \_\_\_\_\_ Year? \_\_\_\_\_

Name(s) of any child(ren) attending this school \_\_\_\_\_

Criminal Conviction Information: Are you a child sex offender?  Yes  No

Have you ever been convicted of a felony?  Yes  No If Yes, list all offenses.

Offense	Date	Location
_____	_____	_____
_____	_____	_____

If requested, are you willing to consent to a criminal history records check?  Yes  No

**Waiver of Liability**

The School District does not provide insurance coverage to non-District personnel serving as volunteers for the School District. The purpose of this waiver is to provide notice to prospective volunteers that they do not have insurance coverage by the School District and to document the volunteer’s acknowledgment that they are providing volunteer service at their own risk.

**By your signature below:**

You acknowledge that the School District does not provide insurance coverage for the volunteer for any loss, injuries, illness, or death resulting from the volunteer’s unpaid service to the School District.

You agree to assume all risk for death or any loss, injury, illness, or damage of any nature or kind, arising out of the volunteer’s supervised or unsupervised service to the School District. You also agree to waive any and all claims against the School District, or its officers, School Board Members, employees, agents or assigns, for loss due to death, injury, illness or damage of any kind arising out of the volunteer’s supervised or unsupervised service to the School District.

**For volunteer coaches only:** I understand that while fulfilling my coaching responsibilities, I am a school official under State law. In accordance with policy 5:90, *Abused and Neglected Child Reporting*, I will report to the Building Principal any hazing, which includes any unsanctioned or unauthorized act that results in bodily harm to any person. If the act results in death or great bodily harm, I will make a report to law enforcement and promptly notify the Building Principal that a report has been made (720 ILCS 5/12C-50.1).

\_\_\_\_\_  
Volunteer Name (*please print*)

\_\_\_\_\_  
Volunteer Signature

\_\_\_\_\_  
Date

-----  
**For School Use Only**

General description of assignment(s):

- Supervising students as needed by a teacher
- Supervising students during a regularly scheduled activity
- Assisting with academic programs
- Assisting at the resource center or main office
- Other \_\_\_\_\_

Name of supervising staff member \_\_\_\_\_

Illinois Sex Offender Database Registry at: [www.isp.state.il.us/sor/](http://www.isp.state.il.us/sor/)

Registry checked by: \_\_\_\_\_ Date: \_\_\_\_\_ (*mandatory*)

Illinois Murderer and Violent Offender Against Youth Registry at: [www.isp.state.il.us/cmvo/](http://www.isp.state.il.us/cmvo/)

Registry checked by: \_\_\_\_\_ Date: \_\_\_\_\_ (*mandatory*)

Dru Sjodin National Sex Offender Public Website (NSOPW) at: [www.nsopr.gov](http://www.nsopr.gov)

NSOPW checked by: \_\_\_\_\_ Date: \_\_\_\_\_ (*mandatory*)

**To be completed by the Building Principal:**

Will the individual be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a fingerprint-based criminal history records check would be prudent?  Yes  No

If *yes*, and provided the individual authorized the fingerprint-based criminal history records check, please provide the following:

Date that the background check was requested \_\_\_\_\_

Date that the background check was received and reviewed \_\_\_\_\_

Check reviewed by (*please print*) \_\_\_\_\_

\_\_\_\_\_  
Signature of Reviewer

\_\_\_\_\_  
Date

## **Instruction**

### **Assemblies and Ceremonies**

Assemblies must be approved by the Superintendent or designee and be consistent with the District's educational objectives.

The District shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity.

LEGAL REF.: Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000).  
Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir., 1992),  
*reh'g denied*, 983 F.2d 234 (5th Cir., 1992) and *cert. denied*, 113 S.Ct. 2950  
(1993).

CROSS REF.: 6:70 (Teaching About Religion), 6:80 (Teaching About Controversial Issues)

## **Instruction**

### **Complaints About Curriculum, Instructional Materials, and Programs**

Persons with suggestions or complaints about curriculum, instructional materials, and programs should complete a curriculum objection form and/or use the Uniform Grievance Procedure. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 8:110 (Public Suggestions and Concerns)

**Instruction**

**Exhibit - Curriculum Objection**

*Please complete this form and return it to the Building Principal, who will submit it to the District Complaint Manager. Please print.*

\_\_\_\_\_  
Subject area

\_\_\_\_\_  
Classroom teacher

Please state, as precisely as possible, the specific curriculum area, instructional material, or program to which you object (*include name, title, author, and any other identifying information*).

\_\_\_\_\_  
\_\_\_\_\_

How did you become aware of the curriculum area, instructional material, or program?

- by classroom observation       by review
- by word-of-mouth               other \_\_\_\_\_

To what in the curriculum area, instructional material, or program do you object? Be specific.

\_\_\_\_\_  
\_\_\_\_\_

Do you want your child excluded from participation?     Yes             No

In place of participation in the curriculum area, what course of study would you recommend for your child?

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Complainant name (*please print*)

\_\_\_\_\_  
Telephone

Complainant represents:     Student     Parent/guardian of student  
    Other      \_\_\_\_\_

\_\_\_\_\_  
Complainant address

\_\_\_\_\_  
Signature of complainant

\_\_\_\_\_  
Date

## Instruction

### Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member.

*[For Elementary and Unit Districts]*

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

*[For High School and Unit Districts]*

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student's career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military, may be given access to the school campus in order to provide students and parents/guardians with information.

LEGAL REF.: 105 ILCS 5/10-22.24a and 5/10-22.24b.  
23 Ill.Admin.Code §1.420(q).

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 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), 6:130 (Program for the Gifted), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)

ADMIN. PROC.: 7:340-AP1 (School Student Records), 7:340-AP1, E1 (Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records), 7:340-AP1, E3 (Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information)

## **Instruction**

### **Grading and Promotion**

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the Illinois *Partnership for Assessment of Readiness for College and Careers* (PARCC) and/or other assessments. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted by Northwestern CUSD #2 November 14, 2017



**Instruction**

**Administrative Procedure - Evaluating and Reporting Student Achievement**

Actor	Action
Teacher	<p>Informs students about the grading system at the beginning of each school year or term, whichever is applicable.</p> <p>Explains that grades: (1) assess progress toward education goals and assist in the improvement of that progress, (2) will be given by the teacher, using his or her professional judgment, in an impartial and consistent manner, and (3) will reflect excessive, unexcused absences.</p> <p>Assesses student achievement as demonstrated through such performance indicators as the following (these are not listed in order of importance and are not exclusive):</p> <ol style="list-style-type: none"> <li>1. Preparation of assignments, including completeness, accuracy, legibility, and promptness.</li> <li>2. Contribution to classroom discussions.</li> <li>3. Demonstrated understanding of concepts.</li> <li>4. Application of skills and knowledge to new situations.</li> <li>5. Organization, presentation, and content of written and oral reports.</li> <li>6. Originality and reasoning ability when working through problems.</li> <li>7. Accomplishment in class presentations and projects.</li> <li>8. Performance on tests, quizzes, and final examinations.</li> </ol> <p>Assigns grades for academic improvement and achievement using standardized criterion-referenced test scores, letter grades, and/or other assigned numerical criteria.</p> <p>A grade of <i>incomplete</i> should be assigned when a student experiences an excused, extended absence at the end of the term or during final examinations; an incomplete grade, if not satisfied within 2 weeks, will be changed to a failure.</p> <p>Whenever it becomes evident that a student is in danger of failing, arranges a special conference with the parent(s)/guardian(s) or sends the parent(s)/guardian(s) a written report.</p>
Building Principal or designee	<p>Supervises implementation of this administrative procedure.</p> <p>Insures that parent(s)/guardian(s) are informed of their student's progress at regular intervals, but at least 4 times a year, and whenever the student's performance requires special attention.</p> <p>Divorced or separated parents will both be informed unless a</p>

Actor	Action
	<p>court order requires otherwise. All grades and symbols must be appropriately explained.</p> <p>Establishes an appropriate means of communication whenever he or she becomes aware that a parent/guardian is unable to understand written communications from the school or oral communications made during conferences related to the student's progress or school activities.</p> <p>Develops a timetable for deficiency reports.</p> <p>Supervises the various methods for communicating with parents/guardians including:</p> <ol style="list-style-type: none"> <li>1. Parent-teacher conferences, conducted on a regular basis. They may be scheduled on different days and at different times to accommodate the various grade levels and attendance centers.</li> <li>2. Open houses, parent education meetings, and newsletters.</li> <li>3. Interim reports, through which teachers contact parents/guardians whenever teachers believe additional information should be shared. Teachers shall try to be available to meet with parents/guardians at a mutually agreed upon time.</li> </ol>
<p>Building Principal or designee <i>[Elementary schools only]</i></p>	<p>Makes the final decision for a student's retention with input from the classroom teacher, parent/guardian, and other school personnel as appropriate.</p> <p>Retention decisions are based on quantitative measures (e.g., maturity level, ability, and level of academic achievement), supplemented by a qualitative assessment of the student's motivation, self-image, and social adjustment. Students shall not be promoted for purely social reasons.</p> <p>Recommends placement, promotion, or retention based on the student's best interests after a careful evaluation of the advantages and disadvantages of alternatives.</p> <p>For each student who does not qualify for promotion to the next higher grade, determines appropriate remedial assistance, that may include, without limitation, a summer bridge program of no less than 90 hours, tutorial sessions, increased or concentrated instructional time, modifications to instructional materials, and retention in grade. 105 ILCS 5/10-20.9a.</p>
<p>Building Principal or designee <i>[Secondary schools only]</i></p>	<p>Makes a recommendation to the Superintendent regarding:</p> <ol style="list-style-type: none"> <li>1. Whether a 4.0 or a 5.0 (or another alternative) system should be used for calculating grade point average (GPA);</li> <li>2. Whether advanced placement, honors, and accelerated courses will have additional points added toward calculating GPA and class rank;</li> </ol>

Actor	Action
	<ol style="list-style-type: none"> <li>3. Which courses' grades will be used in computing GPA and class rank;</li> <li>4. How to determine academic scholars, class valedictorian, salutatorian, and/or honor roll; and</li> <li>5. Whether a pass/fail option will be offered and, if so, the guidelines for that option.</li> </ol>
Parents/Guardians	<p>Attend parent-teacher conferences.</p> <p>Provide a study-conducive atmosphere and supervise their child's completion of course work.</p> <p>Sign their child's report cards and other assessment notices and provides appropriate feedback to their child.</p> <p>Whenever a question or concern arises, leave a phone message at the school for the appropriate teacher or other school staff member.</p> <p>In order to object to a grade or retention decision, first confer with the appropriate teacher and, if still not satisfied, contact the Building Principal.</p>
<p>Building Principal or designee</p> <p><i>[All schools]</i></p>	<p>Confers with any parent/guardian and/or student who object to a grade or retention decision.</p> <p>Discusses with the teacher the reason(s) why an objection was made to a grade or retention decision and requests the teacher's perspective.</p> <p>Determines whether to change the grade based on the existence of any of reasons authorized in policy 6:280, <i>Grading and Promotion</i>, i.e.:</p> <ul style="list-style-type: none"> <li>• A miscalculation of test scores;</li> <li>• A technical error in assigning a particular grade or score;</li> <li>• The teacher agrees to allow the student to do extra work that may impact the grade;</li> <li>• An inappropriate grading system used to determine the grade; or</li> <li>• An inappropriate grade based on an appropriate grading system.</li> </ul> <p>Decides whether to change the grade and, if so, notifies the teacher of the nature and reason for the change and signs the changed record.</p>

## **Instruction**

### **Homework**

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience. The Superintendent shall provide guidance to ensure that homework:

1. Is used to reinforce and apply previously covered concepts, principles, and skills;
2. Is not assigned for disciplinary purposes;
3. Serves as a communication link between the school and parents/guardians;
4. Encourages independent thought, self-direction, and self-discipline; and
5. Is of appropriate frequency and length, and does not become excessive, according to the teacher's best professional judgment.

## **Instruction**

### **Graduation Requirements**

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-22.
3. Completing all minimum requirements for graduation as specified by Illinois State Board of Education rule, 23 Ill.Admin.Code §1.440.
4. Passing an examination on patriotism and principles of representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Participating in State assessments that are required for graduation by the School Code, 105 ILCS 5/2-3.64a-5(c).

The Superintendent or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements.
2. Notifying students and their parents/guardians of graduation requirements.
3. Developing the criteria for #4 above.
4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions needed or necessary to implement this policy.

### **Early Graduation**

The Superintendent or designee shall implement procedures for students to graduate early, provided they finish seven semesters of high school and meet all graduation requirements.

### **Certificate of Completion**

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's four years of high school, qualifies for a certificate of completion after the student has completed four years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

### **Veterans of World War II, the Korean Conflict, or the Vietnam Conflict**

Upon application, an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict will be awarded a diploma, provided that he or she (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/22-27, 5/27-3, 5/27-22, and 5/27-22.10.  
105 ILCS 70/, Educational Opportunity for Military Children Act.  
23 Ill.Admin.Code §1.440.

CROSS REF.: 6:30 (Organization of Instruction), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted by Northwestern CUSD #2 November 14, 2017

**Instruction**

**Exhibit - Application for a Diploma for Veterans of WW II, the Korean Conflict, or the Vietnam Conflict**

*Complete and submit to the Superintendent.*

*Please print:*

_____			_____		
Name			Phone		
_____			_____		
Address			Birth Date		
_____			_____		
City		State	Zip		

The applicant is requesting a high school diploma and attests that he or she meets the following criteria as established by School Board policy:

1. Served in the U.S. Armed Forces during World War II or the Korean Conflict.

Please check one or more of the following:

- WW II: December 7, 1941 - September 2, 1945
- Korean Conflict: June 25, 1950 - July 27, 1953
- Vietnam Conflict: historians generally date U.S. Armed Forces involvement from late 1961-1975

2. Left high school in order to serve in the U.S. Armed Forces.
3. Resided within an area currently within the School District at the time he or she withdrew from high school.
4. Has not received a high school diploma or a GED (high school equivalency).

\_\_\_\_\_  
Applicant's Signature

\_\_\_\_\_  
Date

## Instruction

### **Exhibit - State Law Graduation Requirements**

The School Code, 105 ILCS 5/27-22, contains the following course requirements in order for a student in Illinois to receive a high school diploma. Other graduation requirements, including additional course requirements if any, are contained in School Board policy 6:300, *Graduation Requirements*. For guidance in offering the coursework necessary to meet the State graduation requirements see the Illinois State Board of Education, "State Graduation Requirements, Guidance Document" (December 2009), available at [www.isbe.state.il.us/news/pdf/grad\\_require.pdf](http://www.isbe.state.il.us/news/pdf/grad_require.pdf).

\*\*\*\*\*

### **State Law Graduation Requirements** 105 ILCS 5/27-22

Sec. 27-22. Required high school courses.

- (a) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 1984-1985 school year through the 2004-2005 school year must, in addition to other course requirements, successfully complete the following courses:
- (1) Three years of language arts;
  - (2) Two years of mathematics, one of which may be related to computer technology;
  - (3) One year of science;
  - (4) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government; and
  - (5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language or (D) vocational education.
- (b) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2005-2006 school year must, in addition to other course requirements, successfully complete all of the following courses:
- (1) Three years of language arts.
  - (2) Three years of mathematics.
  - (3) One year of science.
  - (4) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
  - (5) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (c) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2006-2007 school year must, in addition to other course requirements, successfully complete all of the following courses:
- (1) Three years of language arts.
  - (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
  - (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.



- (4) One year of science.
  - (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
  - (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (d) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2007-2008 school year must, in addition to other course requirements, successfully complete all of the following courses:
- (1) Three years of language arts.
  - (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
  - (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.
  - (4) Two years of science.
  - (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
  - (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (e) As a prerequisite to receiving a high school diploma, each pupil entering the 9th grade in the 2008-2009 school year or a subsequent school year must, in addition to other course requirements, successfully complete all of the following courses:
- (1) Four years of language arts.
  - (2) Two years of writing intensive courses, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
  - (3) Three years of mathematics, one of which must be Algebra I and one of which must include geometry content.
  - (4) Two years of science.
  - (5) Two years of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
  - (6) One year chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education.
- (f) The State Board of Education shall develop and inform school districts of standards for writing-intensive coursework.
- (g) This amendatory Act of 1983 does not apply to pupils entering the 9th grade in 1983-1984 school year and prior school years or to students with disabilities whose course of study is determined by an Individualized Education Program.
- This amendatory Act of the 94th General Assembly does not apply to pupils entering the 9th grade in the 2004-2005 school year or a prior school year or to students with disabilities whose course of study is determined by an Individualized Education Program.
- (h) The provisions of this Section are subject to the provisions of Section 27-22.05 [required course substitution].

Adopted by Northwestern C.U.S.D. #2, September 22, 2010

## Instruction

### High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students

#### Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses
4. College courses offering dual credit courses at both the college and high school level
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education
6. Work-related training at manufacturing facilities or agencies in a Youth Apprenticeship Vocational Education Program (Tech Prep)
7. Credit earned in a Vocational Academy

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. This section does not govern the transfer of credits for students transferring into the District.

#### Substitutions for Required Courses

**Vocational or technical education.** A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if:

1. The Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

**Advanced placement computer science.** The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with Section 27-22 of

the School Code. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

**Substitutions for physical education.** A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

1. Ongoing participation in a marching band program for credit;
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;
3. Ongoing participation in an interscholastic or extracurricular athletic program;
4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*.

**Volunteer service credit.** A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

#### Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other nonformal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the American Council on Education

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/10-22.43a, 5/27-6, 5/27-22.3, and 5/27-22.05.  
23 Ill.Admin.Code §§1.425(e) and (f), 1.440(f), and 1.470(c).

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:260 (Exemption from Physical Education)

Adopted by Northwestern CUSD #2 November 14, 2017



## Instruction

### High School Credit for Students in Grade 7 or 8

The Superintendent or designee may investigate, coordinate, and implement a program for students in grades 7 and 8 to enroll in a course required for a high school diploma.

*[The next two paragraphs are only for unit and high school districts; the final paragraph is only for elementary districts.]*

If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma when the course is offered by the high school that the elementary student would attend and either of the following is satisfied: (1) the student participates in the course at the high school and the elementary student's enrollment in the course would not prevent a high school student from being able to enroll, or (2) the student participates in the course where the student attends school as long as the course is taught by a teacher who holds a professional educator license with an endorsement for the grade level and content area of the course.

A student who successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive academic credit for the course. That academic credit shall satisfy the requirements of Section 27-22 of the School Code for purposes of receiving a high school diploma, unless evidence about the course's rigor and content show that the course did not address the relevant Illinois learning standard at the level appropriate for the high school grade during which the course is usually taken. The student's grade in the course shall also be included in the student's grade point average.

*[Elementary school districts only]*

If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma. Students in grades 7 and 8 who successfully complete a course required for a high school diploma will receive academic credit if permitted by, and in accordance with, the policy of the district where the elementary student will attend high school.

LEGAL REF.: 105 ILCS 5/10-22.43 and 5/27-22.10.  
23 Ill.Admin.Code §1.460.

CROSS REF.: 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:320 (High School Credit for Proficiency)

## Instruction

### High School Credit for Proficiency

#### Proficiency Credits

Subject to the limitations in this policy and State law, the Superintendent or designee is authorized to establish and approve a program for granting credit for proficiency with the goal of allowing a student who would not benefit from a course because the student is proficient in the subject area to receive credit without having to take the course. A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. The Superintendent or designee shall notify students of the availability of and requirements for receiving proficiency credit.

Proficiency credit will be offered in the following subject areas:

*Foreign language* - A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency, according to this District's academic criteria, in a language other than English. A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit. A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination.

*Other proficiency testing* - The program for granting credit for proficiency may allow, as the Superintendent deems appropriate, course credit to be awarded on the basis of a local examination to a student who has achieved the necessary proficiency through independent study or work taken in or through another institution. Proficiency testing may also be used to determine eligible credit for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

LEGAL REF.: 105 ILCS 5/10-22.43, 5/10-22.43a, 5/27-22, and 5/27-24.3.  
23 Ill.Admin.Code §1.460.

CROSS REF.: 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8)

## **Instruction**

### **Achievement and Awards**

*[High school and unit districts only]*

#### **Grade Point Average, Class Rank, and Class Honor Roll**

The Superintendent shall maintain a uniform process for secondary schools to calculate, on at least a yearly basis, each student's grade point average and class rank, as well as an honor roll for each class.

*[All districts]*

#### **Awards and Honors**

The Superintendent shall maintain a uniform process for presenting awards and honors for outstanding scholarship, achievement, and/or distinguished service in school activities in such a way as to minimize bias and promote fairness. The Superintendent shall supervise the selection of the recipient(s).

All donations for awards, honors, and scholarships must receive the School Board's prior approval.



## Instruction

### Student Testing and Assessment Program

The District student assessment program provides information for determining individual student achievement and instructional needs; curriculum and instruction effectiveness; and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Administers the State assessment system, known as the *Partnership for Assessment of Readiness for College and Careers* (PARCC), to all students and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*.
4. Utilizes professional testing practices.

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card. All reliable assessments administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30<sup>th</sup> day of each school year, and (2) made publicly available to parents and guardians of students. Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.  
Illinois School Student Records Act, 105 ILCS 10/  
105 ILCS 5/2-3.63a-5, 5/2-3.64a-5, 5/10-17a, 5/22-82, and 5/27-1.

CROSS REF.: 6:15 (School Accountability), 6:280 (Grading and Promotion), 7:340 (Student Records)

Adopted by Northwestern CUSD #2 November 14, 2017

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- 7:270 Administering Medicines to Students
  - 7:270-AP1 Administrative Procedure - Dispensing Medication
  - 7:270-AP2 Administrative Procedure - Checklist for District Supply of Undesignated Epinephrine Auto-Injectors and/or Opioid Antagonists
  - 7:270-E Exhibit - School Medication Authorization Form
- 7:275 Orders to Forgo Life-Sustaining Treatment
- 7:280 Communicable and Chronic Infectious Disease
  - 7:280-AP Administrative Procedure - Managing Students with Communicable and Infectious Diseases
  - 7:280-E1 **OPEN**
  - 7:280-E2 Exhibit - Reporting and Exclusion Requirements for Common Communicable Diseases
  - 7:280-E3 Exhibit - Preventing Staphylococcal Infections for Schools

- 7:285 Food Allergy Management Program
  - 7:285-AP Administrative Procedure - Implementing a Food Allergy Management Program
- 7:290 Suicide and Depression Awareness and Prevention
  - 7:290-AP Administrative Procedure - Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program

Activities

- 7:300 Extracurricular Athletics
  - 7:300-E1 Exhibit - Agreement to Participate
  - 7:300-E2 Exhibit - Certificate of Physical Fitness for Participation in Athletics
  - 7:300-E3 Exhibit - Authorization for Medical Treatment
- 7:305 Student Athlete Concussions and Head Injuries
  - 7:305-AP Administrative Procedure - Program for Managing Student Athlete Concussions and Head Injuries
- 7:310 Restrictions on Publications; Elementary Schools
  - 7:310-AP Administrative Procedure - Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools
- 7:315 Restrictions on Publications; High Schools
  - 7:315-AP Administrative Procedure - Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools
- 7:320 **OPEN**
- 7:325 Student Fundraising Activities
  - 7:325-E Exhibit - Application and Procedures to Involve Students in Fundraising Activities
- 7:330 Student Use of Buildings - Equal Access
  - 7:330-E Exhibit - Application for Student Groups that Are Not School Sponsored to Request Free Use of School Premises for Meetings

Records

- 7:340 Student Records
  - 7:340-AP1 Administrative Procedure - School Student Records
    - 7:340-AP1, E1 Exhibit - Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records
    - 7:340-AP1, E2 Exhibit - Using a Photograph or Video Recording of a Student
    - 7:340-AP1, E3 Exhibit - Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information
    - 7:340-AP1, E4 Exhibit - Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information

- 7:340-AP1, E5 Exhibit - Biometric Information Collection Authorization
- 7:340-AP2 Administrative Procedure - Storage and Destruction of School Student Records
- 7:340-AP2, E1 Exhibit - Letter Containing Schedule for Destruction of Student Records

## Students

### Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under School Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*.

### Sex Equity

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

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

### Administrative Implementation

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

- LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.  
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.  
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.  
Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).  
Ill. Constitution, Art. I, §18.  
105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60 (P.A.s 100-29 and 100-163, final citations pending), 5/10-22.5, and 5/27-1.  
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.  
775 ILCS 35/5, Religious Freedom Restoration Act.  
23 Ill.Admin.Code §1.240 and Part 200.
- CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:165 (Student Uniforms), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted by Northwestern CUSD #2 November 14, 2017



## Students

### Administrative Procedure - Accommodating Transgender Students or Gender Non-Conforming Students

This procedure's accommodation and support guidelines advance the District's goals of: (1) providing all students equal access to a safe, non-hostile learning environment, and (2) implementing risk management controls in a developing and unsettled area of the law in which the federal Office of Civil Rights and Dept. of Justice have issued guidance.

While there is no mandate requiring procedures for accommodating transgender students or gender non-conforming students, this procedure guides school officials through the: (1) application of State and federal anti-discrimination laws to this student population, and (2) common needs in which transgender or gender non-conforming students may request accommodations and support at school. This procedure applies to all school activities, school-provided transportation, and school-sponsored events regardless of where they occur.

The Building Principal, Nondiscrimination Coordinator, and/or Complaint Manager, with input from others as appropriate, will implement this procedure. They will work with each transgender or gender non-conforming student, and as appropriate with the student's parent(s)/guardian(s), to manage a student's accommodations and supports on a case-by-case basis. The Board Attorney will be consulted concerning legal compliance.

#### Gender-Based Discrimination Is Prohibited

School districts must provide equal educational opportunities to transgender students and gender non-conforming students. Under State law, *sex discrimination* extends to claims of discrimination based on *sexual orientation* and *gender identity*. 775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240. The Ill. Human Rights Act defines *sexual orientation* as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth." 775 ILCS 5/1-103(O-1). The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103.

Federal law prohibits exclusion and discrimination on the basis of *sex*. 20 U.S.C. §1681(a), Title IX of the Education Amendments of 1972. According to the U.S. Dept. of Education's Office for Civil Rights (OCR) and the U.S. Dept. of Justice, Title IX protects lesbian, gay, bisexual, and transgender students, from gender discrimination.

School Board policy 7:10, *Equal Educational Opportunities*, recognizes the legal requirements described above. This procedure's guidance on accommodating transgender students or gender non-conforming students is based on OCR pronouncements. See the last section, **Resources**.

#### Gender-Based Bullying and/or Harassment Is Prohibited

The laws prohibiting gender discrimination require the District to protect transgender students and gender non-conforming students from bullying and harassment by other students. According to the federal Office of Civil Rights, a school district is responsible for damages suffered by a student who was the victim of protected-class harassment: (1) that is severe, pervasive, or persistent; (2) about which school officials knew or should have known; and (3) that interferes with or limits a student's participation in or benefit from services, activities, or opportunities offered by the school.

The School Code prohibits bullying on the basis of actual or perceived sexual orientation, gender-related identity or expression, and/or association with a person or group with one of the aforementioned actual or perceived characteristics. 105 ILCS 5/27-23.7(a). The Board policy on bullying and the District's suite of bullying prevention materials must be used to address and resolve peer bullying and harassment of transgender or gender non-conforming students. See 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

### Terminology and Definitions

The District uses the following terms and definitions when discussing accommodations for a transgender student or gender non-conforming student (from the *Arcadia Resolution Agreement*, 7-24-13, at: [www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf](http://www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf)). **Note:** Definitions are not intended to label students, but rather to assist with understanding. *Gender identity*, *sex assigned at birth*, *transgender*, and *gender transition* are defined slightly differently in a *Dear Colleague Letter* issued jointly by the U.S. Depts. of Education and Justice on 5-13-16 (see **Resources** below).

*Gender-based discrimination* is a form of sex discrimination, and refers to differential treatment or harassment of a student based on the student's sex, including gender identity, gender expression, and non-conformity with gender stereotypes, that results in the denial or limitation of education services, benefits, or opportunities. Conduct may constitute gender-based discrimination regardless of the actual or perceived sex, gender identity, or sexual orientation of the persons experiencing or engaging in the conduct.

*Sex assigned at birth and assigned sex* refers to the gender designation listed on one's original birth certificate.

*Gender expression* refers to external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

*Gender identity* refers to one's internal sense of gender, which may be different from one's assigned sex, and which is consistently and uniformly asserted, or for which there is other evidence that the gender identity is sincerely held as part of the student's core identity.

*Transgender* describes an individual whose gender identity is different from the individual's assigned sex. *Transgender boy* and *transgender male* refer to an individual assigned the female sex at birth who has a male gender identity. An individual can express or assert a transgender gender identity in a variety of ways, which may but do not always include specific medical treatments or procedures. Medical treatments or procedures are not considered a prerequisite for one's recognition as transgender. For purposes of this procedure, a *transgender student* is a student who consistently and uniformly asserts a gender identity different from the student's assigned sex, or for whom there is documented legal or medical evidence that the gender identity is sincerely held as part of the student's core identity.

*Gender transition* refers to the experience by which a transgender person goes from living and identifying as one's assigned sex to living and identifying as the sex consistent with one's gender identity. A gender transition often includes a *social transition*, during which an individual begins to live and identify as the sex consistent with the individual's gender identity, with or without certain medical treatments or procedures.

*Gender stereotypes* refers to stereotypical notions of masculinity and femininity, including expectations of how boys or girls represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body characteristics.

*Gender non-conformity* refers to one's gender expression, gender characteristics, or gender identity that does not conform to gender stereotypes.

*Facilities* refers to facilities and accommodations used by students at school or during school-sponsored activities and trips, and include, but are not limited to, restrooms, locker rooms, and overnight facilities.

### Relevant Board Policies for Accommodations, Supports, and Inclusion of Transgender or Gender Non-Conforming Students

- 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
- 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
- 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
- 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
- 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
- 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.
- 7:165, *Student Uniforms*, encourages students to wear school uniforms in order to maintain and promote orderly school functions, school safety, and a positive learning environment, if adopted.
- 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
- 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health problems that impact learning.
- 7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
- 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

### Common Needs for Transgender or Gender Non-Conforming Students; Accommodations and Supports

The goal of an accommodation is to allow a transgender or gender non-conforming student to equally participate in educational and extracurricular opportunities. The right of transgender students to accommodations is generally found in legislation (Illinois Human Rights Act and Title IX) but has not been fully interpreted by the courts. Determining appropriate accommodations must be made on a case-by-case basis depending upon the needs expressed by the student.

The Superintendent may establish a gender support team that will identify accommodations for a specific student. The Board Attorney should be consulted and invited to be a member of the team.

This following list of possible accommodation considerations is not exhaustive, and each student's request must be managed on a case-by-case basis. A particular student may not be interested in an

accommodation for each item listed. Seek the Board Attorney's advice concerning the scope and extent of accommodations.

1. Gender transition
2. Names and pronouns
3. School student records

For managing demographic information in the ISBE Student Information System, see [www.isbe.net/Documents/student\\_demographics.pdf](http://www.isbe.net/Documents/student_demographics.pdf).

4. Student privacy and confidentiality
5. Access to gender-segregated areas, e.g. locker rooms and restrooms
6. Sports and physical education classes - participation in competitive athletic activities and contact sports is resolved pursuant to IHSA policy #34, *Policy and School Recommendations for Transgender Participation* at: [www.ihsa.org/AbouttheIHSA/ConstitutionBylawsPolicies.aspx](http://www.ihsa.org/AbouttheIHSA/ConstitutionBylawsPolicies.aspx)
7. Dress codes
8. Gender segregation in other areas, e.g., class discussions and field trips

#### Training for School Staff Members

When and where appropriate, professional development for staff members should include opportunities to gain a better understanding of equal educational opportunity laws, gender identity, gender expression, and gender diversity; the development of gender identity in children and adolescents; developmentally appropriate strategies for communicating with students and parents/guardians about issues related to gender identity; gender-affirming approaches to ensuring the safety and support of transgender students and gender non-conforming students; developmentally appropriate strategies for preventing and intervening in bullying incidents; and Board policies regarding bullying, discrimination, and student privacy.

#### Resources

*Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity*, published by the National School Board Association and other participating organizations, April 2013, at: [www.nsba.org/sites/default/files/reports/Dealing%20with%20Legal%20Matters%20Surrounding%20Students%E2%80%99%20Sexual%20Orientation%20and%20Gender%20Identity.pdf](http://www.nsba.org/sites/default/files/reports/Dealing%20with%20Legal%20Matters%20Surrounding%20Students%E2%80%99%20Sexual%20Orientation%20and%20Gender%20Identity.pdf).

*Gender Spectrum*, an organization whose mission is to help create gender sensitive and inclusive environments for all children and teens, at: [www.genderspectrum.org](http://www.genderspectrum.org).

Massachusetts Dept. of Elementary and Secondary Education, *Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment Nondiscrimination on the Basis of Gender Identity* (undated), at: [www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html](http://www.doe.mass.edu/sfs/lgbtq/GenderIdentity.html).

*OCR Dear Colleague Letter*, harassment and bullying (2010), at: [www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.html).

*OCR Guidance on Responsibilities of Schools to Address Sexual Violence, Other Forms of Sex Discrimination* (2014) at: [www.ed.gov/news/press-releases/guidance-issued-responsibilities-schools-address-sexual-violence-other-forms-sex](http://www.ed.gov/news/press-releases/guidance-issued-responsibilities-schools-address-sexual-violence-other-forms-sex).

OCR and DOJ Consent Decrees and Resolution Agreements at:

[www2.ed.gov/about/offices/list/ocr/docs/investigations/05115901.html](http://www2.ed.gov/about/offices/list/ocr/docs/investigations/05115901.html) (Anoka-Hennepin School District, MN, 3-5-2012).

[www2.ed.gov/about/offices/list/ocr/docs/investigations/09111031.html](http://www2.ed.gov/about/offices/list/ocr/docs/investigations/09111031.html) (Tehachapi Unified School District, CA, 7-7-2011).

[www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf](http://www.justice.gov/crt/about/edu/documents/arcadiaagree.pdf) (Arcadia Unified School District, CA, 7-24-2013).

OCR and DOJ *Dear Colleague Letter*, transgender students (2016), at:

[www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf).

Executive Order No. 11,246, 30 FR 12319, 12935, 3 CFR, 1964-1965 Comp., p. 339, (1965), as amended on 7-21-14, prohibits discrimination by the federal government or federal contractors on the basis of sexual orientation or gender identity. The Secretary of Labor was directed to prepare implementing regulations within 90 days (or by 10-19-14).

The School Leaders Risk Management Association. *District Transgender and Gender Non-conforming Student Practice and Policy*, May 2014 (Copyright - Chicago: Brokers Risk Placement Service, Inc., 2014).

*Transgender Students in Schools: Frequently Asked Questions and Answers for Public School Boards and Staff*. April 2016 (Copyright – National School Boards Association), at:

[cdn-files.nsba.org/s3fs-public/reports/2016\\_Transgender\\_Guide.pdf?fr8sknQRT6y2\\_Cy.WC6K2y2KEHewZg](http://cdn-files.nsba.org/s3fs-public/reports/2016_Transgender_Guide.pdf?fr8sknQRT6y2_Cy.WC6K2y2KEHewZg).

*Which Way to the Restroom? Respecting the Rights of Transgender Youth in the School System*. April 2012 (Copyright - National School Boards Association), Grant Bowers and Wendy Lopez, at:

[www.nsba.org/sites/default/files/reports/Respecting%20the%20Rights%20of%20Transgender%20Youth%20and%20appendices.pdf](http://www.nsba.org/sites/default/files/reports/Respecting%20the%20Rights%20of%20Transgender%20Youth%20and%20appendices.pdf).

Adopted by Northwestern CUSD #2 November 14, 2017

## Students

### Administrative Procedure - Accommodating Breastfeeding Students

The Superintendent or designee shall ensure that students who choose to breastfeed an infant after returning to school are provided reasonable accommodations. A student who is a nursing mother may take reasonable breaks during the school day to express breast milk or breastfeed her infant. The District's Title IX Coordinator, in consultation with the Building Principal, will implement reasonable accommodations for the nursing mother in a manner that minimizes disruption to the student's education.

Reasonable accommodations for breastfeeding students, include, but are not limited to:

1. Access to a private and secure room, other than a bathroom, to express breast milk or breastfeed an infant child.
2. Permission to bring onto the school campus a breast pump or other equipment used to express breast milk.
3. Access to a power source for a breast pump or any other equipment used to express breastmilk.
4. Access to a place to store expressed breastmilk safely.
5. Reasonable breaks to accommodate the student's need to express breast milk or breastfeed an infant child.
6. The opportunity to make up work missed to due to the student's use of reasonable accommodations for breastfeeding.

### Complaints

The District's Complaint Manager or Non-Discrimination Coordinator will process any complaints regarding reasonable accommodations for breastfeeding students in accordance with Policy 2:260, *Uniform Grievance Procedure*. In those cases where a complainant appeals the Superintendent's decision to the Board, the Superintendent will inform the complainant that he or she may appeal the Board's decision to the Regional Superintendent and, thereafter, to the State Superintendent, in accordance with 23 Ill.Admin.Code §200.40.

LEGAL REF.: 105 ILCS 5/10-20.60 (P.A. 100-20, final citation pending).  
34 C.F.R. §106.40.

Adopted by Northwestern CUSD #2 November 14, 2017

## Students

### Exhibit - Equal Educational Opportunities Within the School Community

The School District welcomes diversity in its schools. Policy 7:10, *Equal Educational Opportunities* cites the many civil rights laws that guarantee equal education opportunities to all students. In addition, the policies below address the equal educational opportunities, health, safety, and general welfare of students within the District. These policies are not a complete list, and depending on the factual context, another policy not specifically listed may apply:

1. 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
2. 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
3. 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
4. 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
5. 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
6. 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency.
7. 7:165, *Student Uniforms*, encourages students to wear school uniforms in order to maintain and promote orderly school functions, school safety, and a positive learning environment, if adopted.
8. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
9. 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health problems that impact learning.
10. 7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
11. 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

## Students

### Student and Family Privacy Rights

#### Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in School Board policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

#### Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

#### Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.



### Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

### Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term *invasive physical examination* means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*).
3. Is administered pursuant to the District's extracurricular drug and alcohol testing program (see Policy 7:240, *Conduct Code for Participants in Extracurricular Activities*).
4. Is otherwise authorized by Board policy.

### Selling or Marketing Students' Personal Information Is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

The above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.

6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's *personal information* to a business organization or financial institution that issues credit or debit cards.

Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

LEGAL REF.: 20 U.S.C. §1232h, Protection of Pupil Rights Act.  
325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.  
105 ILCS 5/10-20.38.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:210 (Instructional Materials), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics)

Adopted by Northwestern CUSD #2 November 14, 2017

**Students**

**Exhibit - Notification to Parents of Family Privacy Rights**

Date

Re: Student Survey Participation

Dear Parents:

Your child will be asked to complete a survey as described below:

Survey description: \_\_\_\_\_

Survey grade/participants: \_\_\_\_\_ Anticipated Survey date(s): \_\_\_\_\_

Parents/guardians may request that their child not participate in surveys that concern one or more of the following eight areas:

1. Political affiliations or beliefs of the student or student’s parent/guardian;
2. Mental or psychological problems of the student or student’s family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom the student has close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents/guardians; or
8. Income other than as required by law to determine program eligibility.

The school will not penalize any student whose parent/guardian exercises this option. In addition, a parent/guardian may review surveys asking questions about the above areas as well as other instructional materials. School Board policy 7:15, *Student and Family Privacy Rights*, contains a more thorough explanation of these rights and may be obtained from the Building Principal.

Opt-Out Instructions (Note: This notice and opt-out right transfers from parents/guardians to any student who is 18 years old.)

If you do not want your child to participate in this activity, contact your child’s Building Principal no later than \_\_\_\_\_. If we do not hear from you by this date, we will assume that you do not object to having your child participate in the surveys described above.

Request to Review

If you wish to review any survey instrument or instructional material, please submit your request to the Building Principal. You will be notified of the time and place where you may review these materials.

Building Principal contact information: \_\_\_\_\_

## Students

### Harassment of Students Prohibited

#### Bullying, Intimidation, and Harassment Prohibited

No person, including a 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; 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

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
  - a. Substantially interfering with a student's educational environment;
  - b. Creating an intimidating, hostile, or offensive educational environment;
  - c. Depriving a student of educational aid, benefits, services, or treatment; or
  - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms *intimidating*, *hostile*, and *offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

#### Making a Complaint; Enforcement

Students are encouraged to report claims or incidences of bullying, 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 staff member with whom the student is comfortable speaking. A student may choose to report to a person of the student's same

sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

**Nondiscrimination Coordinator:**

Heather Haley  
Name  
30953 Route 111 Palmyra, IL 62674  
Address  
hhaley@northwestern.k12.il.us  
Email  
217-436-2442 ext. 1207  
Telephone

**Complaint Managers:**

Heather Haley  
Name  
30953 Route 111 Palmyra, IL 62674  
Address  
hhaley@northwestern.k12.il.us  
Email  
217-436-2442 ext. 1207  
Telephone

Jeff Abell  
Name  
30889 Route 111 Palmyra, IL 62674  
Address  
jabell@northwestern.k12.il.us  
Email  
217-436-2011 ext. 1102  
Telephone

The Superintendent shall use reasonable measures to inform staff members and students of this policy, such as, by including it in the appropriate handbooks.

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 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 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.  
105 ILCS 5/10-20.12, 10-22.5, 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), 5:20 (Workplace Harassment Prohibited),  
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)

## Students

### **Administrative Procedure - Harassment of Students Prohibited**

The intent of this procedure is to (1) inform the Building Principal of specific steps to prevent harassment of students, and (2) inform staff members of the appropriate response to allegations of harassment. See the U.S. Department of Education’s pamphlet, *Sexual Harassment: It’s Not Academic*, [ed.gov/about/offices/list/ocr/docs/ocrshpam.html](http://ed.gov/about/offices/list/ocr/docs/ocrshpam.html).

<b>Actor</b>	<b>Action</b>
Building Principal or Designee	<p>Informs staff members and students that the District prohibits harassment of students. Distributes or references School Board policies, 7:20, <i>Harassment of Students Prohibited</i>, and 2:260, <i>Uniform Grievance Procedure</i> using various methods. Takes measures to prevent harassment of students, which may include:</p> <ol style="list-style-type: none"> <li>1. Conducts periodic harassment awareness training for all school staff, including administrators, teachers, and guidance counselors.</li> <li>2. Conducts periodic age-appropriate harassment awareness training for students.</li> <li>3. Provides a means for students to learn and discuss what constitutes harassment and how to respond to it in the school setting.</li> <li>4. Surveys students to determine if harassment is occurring at school.</li> <li>5. Conducts periodic harassment awareness training for parents/guardians.</li> <li>6. Works with parents/guardians and students to develop and implement age-appropriate, effective measures for addressing harassment.</li> <li>7. Determines when extra supervision and precaution should be taken, such as, when: two or more students seem to be in conflict with each other; there have been previous incidents of harassment, sexual assaults, threats, or bullying around perceived sexual orientation; or a specific student has had multiple disciplinary violations.</li> <li>8. Has a process in place to: (1) inform a staff member when a student that he or she supervises has a history of violent or sexually inappropriate behavior, and (2) keep such a student constantly supervised.</li> <li>9. Regularly trains staff members regarding: (1) their classroom and non-classroom supervisory responsibilities, e.g., during a school-sponsored event, before and after school, while students wait for the school bus, between classes, during lunch, and at recess, (2) behaviors that may be an indicator of sexual or physical violence against another student, and (3) what to do when they observe an unusual and disruptive student.</li> <li>10. Identifies areas in the school building that are isolated (e.g., restrooms, locker rooms, hallways while classes are in session, stairwells, and</li> </ol>

Actor	Action
	<p>empty rooms) and take extra steps to make them safe.</p> <p>11. Immediately notifies the police and relevant parents/guardians when an assault or attempted assault has occurred.</p>
<p>Nondiscrimination Coordinator and/or Grievance Complaint Manager</p>	<p>Thoroughly and promptly investigates allegations of harassment by:</p> <ol style="list-style-type: none"> <li>1. Distributing Board policy 2:260, <i>Uniform Grievance Procedure</i>, to any person upon request;</li> <li>2. Following Board policy 2:260, <i>Uniform Grievance Procedure</i>;</li> <li>3. Notifying a student’s parents/guardians that they may attend any investigatory meetings in which their child is present;</li> <li>4. Keeping the complaining parents/guardians informed of any investigation’s progress; and</li> <li>5. Keeping confidential all information about an investigation and the statements of students and other witnesses. The Superintendent shall be kept informed of an investigation’s progress.</li> </ol>
<p>All District Staff Members</p>	<p>Immediately report to the Illinois Department of Children and Family Services any situation that provides you with reasonable cause to believe that a child may be an abused child or a neglected child. Promptly notify the Superintendent and Building Principal that you made a report.</p>



## Students

### Student Assignment and Intra-District Transfer

#### Attendance Areas

The School District is divided into school attendance areas. The Superintendent will review the boundary lines annually and recommend any changes to the School Board. The Superintendent or designee shall maintain a map of the District showing current school attendance areas. Students living in a given school attendance area will be assigned to that school. Homeless children shall be assigned according to Board policy 6:140, *Education of Homeless Children*.

#### Transfers Within the District

A student's parent(s)/guardian(s) may request a transfer for their child to a District school other than the one assigned. A request should be directed to the Superintendent, who, at his or her sole discretion, may grant the request when the parent(s)/guardian(s) demonstrate that the student could be better accommodated at another school, provided space is available. If a request is granted, the parent/guardian shall be responsible for transportation. The provisions in this section have no applicability to transfers pursuant to the Unsafe School Choice Option covered in Board policy 4:170, *Safety*.

#### Class Assignments

The Superintendent or designee shall assign students to classes.

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

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

Adopted by Northwestern CUSD #2, November 14, 2016

## **Students**

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

#### Part-Time Attendance

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

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

#### Students with a Disability

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

#### Extracurricular Activities, Including Interscholastic Competition

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

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

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

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic

proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

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

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

CROSS REF.: 4:110 (Transportation), 6:170 (Title I Programs), 6:190 (Extracurricular and Co-Curricular Activities), 6:320 (High School Credit for Proficiency), 7:30 (Student Assignment), 7:300 (Extracurricular Athletics)

**Students**

**Administrative Procedure - Placement of Nonpublic School Students Transferring Into the District**

<b>Actor</b>	<b>Action</b>
Parent(s)/guardian(s) of a nonpublic school student transferring into the District	Shall perform all school admission requirements contained in School Board policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> , and administrative procedure 7:50-AP, <i>Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools</i> .
Building Principal or designee	<p>Meets with parent(s)/guardian(s) to discuss appropriate placement.</p> <p>Inquires about the student’s special interests, concerns, and goals.</p> <p>Administers a Student Home Language Survey. ISBE provides Sample Home Language Surveys that are available in English and twenty-nine other languages under the Home Language Surveys tab at: <a href="http://www.isbe.net/Pages/English-Learners-Forms-and-Notifications.aspx">www.isbe.net/Pages/English-Learners-Forms-and-Notifications.aspx</a>.</p> <p>Determines achievement level based on interviews, school records, achievement testing, and/or other appropriate means.</p> <p>Considers special circumstances, e.g., whether the student is: gifted, disabled, homeless, has limited English proficiency, is part of a migrant family, has special medical needs, or has other needs.</p> <p>Before making a placement decision, seeks input from appropriate school personnel.</p> <p>Awards credits and determines placement.</p> <p>Course credit awarded to students transferring from a non-graded school or a school that is not recognized by the state education agency, will be given the grade of “P” for passing with no letter or numerical designation for the level of proficiency.</p> <p>Completes other enrollment procedures.</p>

## Students

### School Admissions and Student Transfers To and From Non-District Schools

#### Age [Elementary or Unit Districts only]

To be eligible for admission, a child must be five years old on or before September 1 of that school term. A child entering first grade must be six years of age on or before September 1 of that school term. Based upon an assessment of the child's readiness, a child will be allowed to attend first grade if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately licensed teacher, and will be six years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at three years of age.

#### Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's temporary record, and return the original to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within ten days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that ten-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

#### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, *Education of*

*Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

#### Foster Care Students

The Superintendent will appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools.

#### Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

#### Foreign Students [*High School or Unit Districts only*]

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

#### Re-enrollment [*High School or Unit Districts only*]

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1 (see 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities Education Improvement Act or accommodation plans under the Rehabilitation Act, Section 504.

- LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232.  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
Illegal Immigrant and Immigrant Responsibility Act of 1996, 8 U.S.C. §1101.  
Individuals With Disabilities Education Improvement Act, 20 U.S.C. §1400 et seq.  
Rehabilitation Act, Section 504, 29 U.S.C. §794.  
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2,  
5/27-8.1, 10/8.1, 45/, and 70/.  
325 ILCS 50/ and 55/.  
410 ILCS 315/2e.  
20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School  
Registration.  
23 Ill.Admin.Code Part 375, Student Records.
- CROSS REF.: 4:110 (Transportation), 6:30 (Organization of Instruction), 6:110 (Programs for  
Students At Risk of Academic Failure and/or Dropping out of School and  
Graduation Incentives Program), 6:140 (Education of Homeless Children), 6:300  
(Graduation Requirements), 6:310 (High School Credit for Non-District  
Experiences; Course Substitutions; Re-Entering Students), 7:60 (Residence),  
7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations;  
Immunizations; and Exclusion of Students), 7:340 (Student Records)

Adopted by Northwestern CUSD #2, November 14, 2016

## Students

### Administrative Procedure - School Admissions and Student Transfers To and From Non-District Schools

#### Annual Review

The Superintendent or designee reviews this procedure to ensure it is consistent with applicable State and federal laws.

#### Legal Citations

The legal requirements contained in this procedure are followed by a citation to the controlling rule and/or statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

#### Guidance Documents

The following non-regulatory guidance list provides more information:

1. Ill. State Board of Education’s annual registration and enrollment guidance document titled *Residency & Enrollment, Immigrant Pupils, Homeless Pupils and School Fees & Waivers*, [www.isbe.net/Documents/guidance\\_reg.pdf](http://www.isbe.net/Documents/guidance_reg.pdf);
2. *Dear Colleague Letter: School Enrollment Procedures*, (OCR 05/08/14), [www2.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201405.pdf);
3. *Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents* (revised 05/08/14), [www2.ed.gov/about/offices/list/ocr/docs/qa-201405.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/qa-201405.pdf); and
4. *Fact Sheet: Information on the Rights of All Children to Enroll in School*, [www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf](http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201405.pdf).

### Transferring In

<b>Steps</b>	<b>Requirements and Actions That Must Be Completed</b>
Compliance with admission eligibility prerequisites in State law and School Board policy	All students seeking admission shall meet all residency, age, health examination, immunization, and other eligibility prerequisites as mandated by State law and School Board policy on admissions. See Board policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> .
Compliance with the Missing Children Records Act and Missing Children Registration Law	The Building Principal or designee of the school into which the student is transferring shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student’s birth certificate. 325 ILCS 55/5(b); 20 Ill.Admin.Code §1290. 60(a).  If the person enrolling a student fails to comply with the above requirement, the Building Principal or designee shall immediately notify the local law enforcement agency and shall



Steps	Requirements and Actions That Must Be Completed
	<p>also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the matter will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, refer the case.</p> <p>The Building Principal or designee shall immediately report to the local law enforcement authority and the Dept. of State Police any affidavit explaining the inability to produce a copy of the birth certificate that appears inaccurate or suspicious in form or content. 325 ILCS 50/5 and 55/5(b).</p> <p>The Building Principal or designee shall, within 14 days after enrolling a transfer student, request directly from the student's previous school a certified copy of the student's record. 23 Ill.Admin.Code §375.75(b); §325 ILCS 50/5(c).</p>
Compliance with the Good Standing Requirement	<p>The parent(s)/guardian(s) of a student who is transferring from an Illinois public school shall ensure that a completed <i>Good Standing Form</i> from that school arrives at the school into which the student is transferring. 105 ILCS 5/2-3.13a.</p> <p>The <i>Good Standing Form</i>, ISBE Form 33-78, available at: <a href="http://www.isbe.net/Documents/33-78_student_transfer.pdf">www.isbe.net/Documents/33-78_student_transfer.pdf</a>, indicates whether the student's medical records are current and whether the student is currently being disciplined by a suspension or expulsion. 105 ILCS 5/2-3.13a.</p> <p>If the student is transferring from any private school (whether located in Illinois or not) or any non-Illinois public school, the parent(s)/guardian(s) shall certify in writing that the student is not currently serving a suspension or expulsion imposed by the school from which the student is transferring. 105 ILCS 5/2-3.13a.</p> <p>The Building Principal or designee shall deny admittance to any student who was suspended or expelled for any reason from any public or private school in this or any other state until the student completes the entire term of the suspension or expulsion. 105 ILCS 5/2-3.13a. The Superintendent or designee may, upon the request of the parent(s)/guardian(s), place the student in an alternative school program established under the School Code. 105 ILCS 5/2-3.13a; 5/10-22.6, amended by P.A. 97-495. <b>Note:</b> Amend this paragraph as necessary to be consistent with board policy (see f/n 14, policy 7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i> and policy 7:190, <i>Student Behavior</i>).</p> <p>If the student is transferring from an Illinois public school, the Building Principal or designee shall refuse to admit the student unless the student can produce a <i>Good Standing Form</i>.</p>

Steps	Requirements and Actions That Must Be Completed
	<p>If the student is transferring from any private school (whether located in Illinois or not) or any non-Illinois public school, the Building Principal or designee shall refuse to admit the student unless his or her parent(s)/guardian(s) certify in writing that the student is not currently serving a suspension or expulsion imposed by the school from which the student is transferring.</p>
<p>Compliance with the School Code and the Illinois School Student Records Act</p>	<p>If a request has not been made, the Building Principal shall request academic transcripts and medical records from the student's former school.</p> <p>The Building Principal or designee shall enroll a student whose former school transferred an unofficial record of grades in lieu of the student's official transcript of scholastic records pursuant to 105 ILCS 5/2-3.13a(a) and 23 Ill.Admin.Code §375.75(i). 105 ILCS 10/8.1.</p> <p>Out-of-state transfer students, including children of military personnel, may use unofficial transcripts for admission to a school until official transcripts are obtained from the student's last school district. 105 ILCS 5/10-8.1 &amp; 70/32, added by P.A. 98-673. Simultaneous with the enrollment of a child of active duty military personnel, the Building Principal or designee shall request the child's educational records from his or her former school. 105 ILCS 70/32, added by P.A. 98-673.</p>
<p>Compliance with laws concerning education of homeless children</p>	<p>The Building Principal or designee shall immediately enroll a homeless child even if the child is unable to produce records normally required for enrollment, in accordance with 6:140, <i>Education of Homeless Children</i> and 6:140-AP; <i>Education of Homeless Children</i>. 42 U.S.C. §11432(g)(3)(C)(i)(McKinney-Vento Homeless Assistance Act) and 105 ILCS 45/1-20.</p> <p>The Building Principal or designee must immediately contact the school last attended by the child to obtain relevant academic and other records. 42 U.S.C. §11432(g)(3)(C)(ii) and 105 ILCS 45/1-10.</p>
<p>Other admission steps</p>	<p>Building Principal or designee shall make the class or grade level assignment, with input from a counselor when needed, and may accept or reject the transferring school's recommendations.</p> <p>When parent(s)/guardian(s) of a student eligible for special education present an individualized education program to a new school, the student must be placed in a program in accordance with the IEP. 105 ILCS 5/10-20.12A.</p> <p>The Building Principal or designee shall administer 6:160-E1, <i>Student Home Language Survey</i>, to each student entering the District's schools for the first time. 23 Ill.Admin.Code §228.15.</p> <p>If the Building Principal or designee did not send a request for</p>

Steps	Requirements and Actions That Must Be Completed
	<p>records to the student's former school or school district, he or she shall send a notification to the school or school district from which the student transferred documenting that the student has enrolled in the school. 105 ILCS 5/2-3.13a(c); 23 Ill.Admin.Code §375.75(e).</p> <p>The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U.S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. P.A. 99-30 repealed 105 ILCS 5/22-65; this language is not contained in 105 ILCS 70/. All course, program, extracurricular, graduation and other placements from the student's former school shall be initially honored if the District has those options, and spaces available. 105 ILCS 70/35, added by P.A. 98-673.</p> <p><i>For Districts that collect biometric information:</i></p> <p>The Building Principal or designee shall notify the student and the student's parent(s)/guardian(s) of their rights with respect to the collection, distribution, and retention of biometric information in accordance with the <b>Student Biometric Information Collection</b> subhead in 7:340, <i>Student Records</i>. 105 ILCS 5/10-20.40 and 23 Ill.AdminCode §375.30(a).</p>

**Transferring Out**

Steps	Requirements and Action That Must Be Completed
Initial step	The parent(s)/guardian(s) of a student shall notify the Building Principal of their intent, pay outstanding fees or fines, sign a release form authorizing the release of student records, and return all school-owned property.
Compliance with the Illinois School Student Records Act	<p>After receiving a request to transfer school student records, the Building Principal or designee of the transferring school must provide written notice of the nature and substance of the information to be transferred and the opportunity to inspect, copy, and challenge the record. 23 Ill.Admin.Code §§375.70(a) and 375.75(b).</p> <p>The Building Principal or designee of the transferring school must, within 10 days of the notice of the student's transfer, forward a copy of the student's school record to the student's new school. [105 ILCS 10/8.1.] Each school must forward written information relative to the grade levels, subjects and record of academic grades achieved, current mathematics and language arts placement levels, health records and a most current set of standardized test reports. However, if the student has unpaid fines or fees and is transferring to a public school located in Illinois or</p>

Steps	Requirements and Action That Must Be Completed
	<p>any other state, an official record of the student’s grades will be sent in lieu of the student’s official transcript of scholastic records. 105 ILCS 5/2-3.13a(a), 23 Ill.Admin.Code §375.75(i).</p> <p>For children of active duty military personnel, if official educational records cannot be released to a student for the purpose of transferring, the Building Principal or designee shall prepare and furnish a complete set of unofficial educational records to the extent feasible. 105 ICLS 70/32(a), added by P.A. 98-673.</p> <p>The Building Principal or designee shall, within 10 days after the student has paid all of his or her outstanding fines and fees and at the school’s own expense, forward an official transcript of the scholastic records as defined in 23 Ill.Admin.Code §375.75(i). 105 ILCS 5/2-3.13a(a).</p> <p>The Building Principal shall notify the parent(s)/guardian(s) and the student of the destruction schedule for the student’s permanent and temporary school records and of his or her right to request a copy of those records. 105 ILCS 10/4(h); 23 Ill.Admin.Code §375.40(c).</p> <p>If within 150 days after a student leaves a school, the school has not received a request for the student’s record, or been presented with other documentation that the student has enrolled in another school, the student is counted in the school’s and District’s calculation of its annual dropout rate. 105 ILCS 5/2-3.13a; 23 Ill.Admin.Code §375.70(d).</p>
Compliance with requirements for destruction of biometric information (if applicable)	<p>The Building Principal or designee of the transferring school shall, within 30 days, ensure the destruction of any biometric information collected in accordance with the <b>Student Biometric Information Collection</b> subhead in 7:340, <i>Student Records</i>.</p> <p>No biometric information shall be transferred to another school district in which a student has enrolled. 105 ILCS 5/10-20.40; 23 Ill.Admin.Code §375.70(a). Destruction of a student’s biometric information is not subject to authorization by the appropriate Local Record Commission. 50 ILCS 205/7. 23 Ill.Admin.Code §375.40(c).</p>
Compliance with the Missing Children Records Act and Missing Children Registration Law	<p>The Building Principal or designee of the transferring school must send the student’s records within 10 days of receipt of the request, unless the record has been flagged pursuant to the Missing Children’s Act; if flagged, the copy shall not be forwarded and the requested school must notify the local law enforcement authority and Dept. of State Police of the request. 325 ILCS 55/5 and 50/5.</p> <p>If the Dept. of State Police notifies a school of a current or former student’s disappearance, the school must flag the student’s record</p>

Steps	Requirements and Action That Must Be Completed
	so that whenever information regarding the record is requested, the school can immediately report the request to the Dept. of State Police.
Compliance with the Good Standing Requirement	<p>The Building Principal or designee of the transferring school shall send to the school in which the student will or has enrolled a completed <i>Good Standing Form</i> (ISBE Form 33-78 available at: <a href="http://www.isbe.net/Documents/33-78_student_transfer.pdf">www.isbe.net/Documents/33-78_student_transfer.pdf</a>, and, if a transferring student is currently suspended or expelled, indicate: 105 ILCS 5/2-3.13a.</p> <ol style="list-style-type: none"> <li>1. The date and duration of the suspension or expulsion, and</li> <li>2. Whether the suspension or expulsion is for knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. §8921 <i>et seq.</i>), for knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis, or for battering a staff member of the school.</li> </ol>
Compliance with the Illinois Domestic Violence Act	<p>If a child transferring to another school is a <i>protected person</i> under an order of protection, the petitioner may request the Building Principal or designee to provide written notice of the order of protection, along with a certified copy of the order, to the institution to which the child is transferring. 750 ILCS 60/222.</p> <p>The Building Principal or designee shall respond to the above request by providing, within 24 hours of the transfer or sooner if possible, written notice of the order of protection, along with a certified copy of the order, to the institution to which the child is transferring. 750 ILCS 60/222.</p>
Compliance with requirements for tracking transfer	<p>The Superintendent and Building Principal, or their designees, shall count a student as a dropout in the calculation of a school's and District's annual student dropout rate unless the school or district to which a student transferred sends notification that the student has enrolled in the transferee school or school district. 105 ILCS 5/2-3.13a(c); 23 Ill.Admin.Code §375.75(e).</p>

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232.  
Missing Children Records Act, 325 ILCS 50/  
Missing Children Registration Law, 325 ILCS 55/  
105 ILCS 5/2-3.13a , 10/8.1, 45/1-20, and 70/  
750 ILCS 60/222.  
20 Ill.Admin.Code §1290.60(a).  
23 Ill.Admin.Code §370.70 and §375.75.

## Students

### Residence

#### Resident Students

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

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

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

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

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

#### Requests for Nonresident Student Admission

Nonresident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for nonresident admission. The Superintendent may approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.
4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

#### Admission of Nonresident Students Pursuant to an Agreement or Order

Nonresident students may attend District schools tuition-free pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.

#### Homeless Children

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

#### Challenging a Student's Residence Status

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

LEGAL REF.: McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
 105 ILCS 5/10-20.12a, 5/10-20.12b, and 5/10-22.5.  
 105 ILCS 45/ and 70/  
 23 Ill.Admin.Code §1.240.  
Israel S. by Owens v. Board of Educ. of Oak Park and River Forest High School  
Dist. 200, 601 N.E.2d 1264 (Ill.App.1, 1992).  
Joel R. v. Board of Education of Manheim School District 83, 686 N.E.2d 650  
(Ill.App.1, 1997).  
Kraut v. Rachford, 366 N.E.2d 497 (Ill.App.1, 1977).

CROSS REF.: 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy)

Adopted by Northwestern CUSD #2, November 14, 2016

**Students**

**Administrative Procedure - Challenging a Student’s Residence Status**

Actor	Action
Superintendent or Designee	On behalf of the School Board, notifies the person who enrolled a student of the tuition amount due to the District for the nonresident student’s attendance. The notice shall detail the specific reasons why the board believes that the student is a nonresident of the District and shall be sent by certified mail, return receipt requested.
Person Who Enrolled the Student	<p>Within ten calendar days after receipt of the notice, may request a hearing to review the determination that tuition is due. The request shall be sent certified mail, return receipt requested, to the Superintendent.</p> <p><b>If a hearing is requested to review the Board’s decision:</b> May request that the student continue attending the District’s schools pending the Board’s final decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Board decides the student is a nonresident who must pay tuition.</p>
Superintendent or Designee	<p>On behalf of the Board and within ten calendar days after receiving the hearing request, shall notify the person requesting the hearing of its time and place; the notification shall be sent by certified mail, return receipt requested. The hearing shall be held not less than ten nor more than 20 calendar days after this hearing notice is given. The hearing notice shall notify the person requesting the hearing that any written evidence and testimony or witnesses not disclosed at least three calendar days prior to the hearing are barred at the hearing without the District’s consent.</p> <p>At least three calendar days prior to the hearing, discloses to the person requesting the hearing all written evidence and testimony the District may submit during the hearing and a list of witnesses it may call to testify during the hearing.</p>
Person Who Enrolled the Student	At least three calendar days prior to the hearing, discloses to the District all written evidence and testimony he/she may submit during the hearing and a list of witnesses he/she may call to testify during the hearing.
School Board or Hearing Officer Designated by the Board	<p>Conducts the hearing. At the hearing: (1) the Board and the person who enrolled the student may use representatives of their choice, and (2) the person who enrolled the student has the burden of going forward with the evidence concerning the student’s residency.</p> <p><b>If the hearing is conducted by a hearing officer:</b> Within five calendar days after the hearing’s conclusion, sends a written report</p>



Actor	Action
	of his or her findings to the Board and to the person who enrolled the student. The report shall be sent by certified mail, return receipt requested.
Person Who Enrolled the Student	<b>If the hearing is conducted by a hearing officer:</b> Within five calendar days after receiving the hearing officer's findings, may file written objections to the findings with the Board. The objections shall be sent by certified mail, return receipt requested, addressed to the Superintendent.
School Board	<b>Whether the hearing is conducted by the Board or a hearing officer:</b> Within 30 calendar days after the hearing's conclusion, decides whether or not the student is a resident of the District, and the amount of any tuition required to be charged as a result of the student's attendance in the District's schools. Within five calendar days of its decision sends a copy of its decision to the person who enrolled the student by certified mail, return receipt requested. The decision must inform the person who enrolled the student that: (1) he/she may, within five calendar days after receipt of the Board's decision, petition the Regional Superintendent or appropriate Intermediate Service Center of schools to review the decision; and (2) at his/her request, the student may continue attending the District's schools pending the Regional Superintendent or appropriate Intermediate Service Center's review of the Board's decision. Such attendance shall not relieve the person who enrolled the student of the obligation to pay the tuition for that attendance if the Regional Superintendent or appropriate Intermediate Service Center decides the student is a nonresident.
Person Who Enrolled the Student	Within five calendar days after receiving the Board's decision, may petition the Regional Superintendent or appropriate Intermediate Service Center to review the decision. The petition must include the basis for the request and be sent by certified mail, return receipt requested, to both the Regional Superintendent or appropriate Intermediate Service Center and the Superintendent.
School Board	Within five calendar days after receiving petition, delivers to the Regional Superintendent or appropriate Intermediate Service Center the Board's decision, any written evidence and testimony submitted by the parties during the hearing, a list of all witnesses that testified during the hearing, and any existing written minutes or transcript or verbatim record of the hearing. May also provide the Regional Superintendent or appropriate Intermediate Service Center and the person who enrolled the student with a written response to the petition.
Regional Superintendent of Schools or appropriate Intermediate Service Center	Within ten calendar days after receipt of documentation from the District, issues a written decision as to whether or not there is clear and convincing evidence the student is a resident of the District and eligible to attend the District's schools on a tuition-free basis. The

<b>Actor</b>	<b>Action</b>
	decision shall be transmitted to the Board and the person who enrolled the student, and shall, with specificity, detail the decision's rationale.

LEGAL REF: 105 ILCS 5/10-20.12b, amended by P.A. 99-670.

## Students

### Administrative Procedure - Establishing Student Residency

Actor	Requirements and Actions that Must Be Completed
Anyone Seeking to Enroll a Student	<p>Must present a certified copy of the student’s birth certificate.</p> <p>Must present proof of residency within the District by providing the required number of documents from each of the following categories:</p> <p><u>Category I</u> (One document required)</p> <ul style="list-style-type: none"> <li>Most recent property tax bill and proof of payment, e.g., canceled check or Form 1098 (homeowners)</li> <li>Mortgage papers (homeowners)</li> <li>Signed and dated lease and proof of last month’s payment, e.g., canceled check or receipts (renters)</li> <li>Letter from manager and proof of last month’s payment, e.g., canceled check or receipt (trailer park residents)</li> <li>Letter of residence from landlord in lieu of lease (7:60-AP2, E1)</li> <li>Letter of residence to be used when the person seeking to enroll a student is living with a District resident (7:60-AP2, E2)</li> </ul> <p><u>Category II</u> (Two documents showing proper address are required)</p> <ul style="list-style-type: none"> <li>Driver’s license</li> <li>Vehicle registration</li> <li>Voter registration</li> <li>Most recent cable television and/or credit card bill</li> <li>Current bank statement</li> <li>Current public aid card</li> <li>Current homeowners/renters insurance policy and premium payment receipt</li> <li>Most recent gas, electric, and/or water bill</li> <li>Current library card</li> <li>Receipt for moving van rental</li> </ul> <p><u>Military Personnel Enrolling a Student for the First Time in the District.</u></p> <p>Must provide one of the following within 60 days after the date of student’s initial enrollment)</p> <ul style="list-style-type: none"> <li>Postmarked mail addressed to military personnel</li> <li>Lease agreement for occupancy</li> <li>Proof of ownership of residence</li> </ul> <p><u>Military Personnel with Legal Custody of a Child Who Want to Keep the Child Enrolled in the District Despite Having Changed Residence Due to a Military Service Obligation.</u></p> <p>Upon submitting a written request, the student’s residence will be deemed to be unchanged for the duration of the custodian’s military service obligation. The District, however, is not responsible for the student’s</p>

Actor	Requirements and Actions that Must Be Completed
	transportation to or from school. <u>Military Personnel Placing Nonresident Child with Non-Custodial Parent While on Active Military Duty.</u> A student will not be charged tuition while he or she is placed with a <i>non-custodial parent</i> (a person who has temporary custody of a child of active duty military personnel and who is responsible for making decisions for the child). Must provide any “special power of attorney” created by the student’s parent/guardian for the District to follow. A special power of attorney authorizes: (1) the student to enroll in a district of the non-custodial parent, and (2) the non-custodial parent to make decisions for the student. Any special power of attorney will be filed in the student’s temporary record.
Anyone with a Custody Order Seeking to Enroll a Student	Presents court order, agreement, judgment, or decree that awards or gives custody of the student to any person (including divorce decrees awarding custody to one or both parents).
Non-Parent Seeking to Enroll a Student	Must complete and sign <i>Evidence of Non-Parent’s Custody, Control, and Responsibility of a Student</i> form, School Board exhibit 7:60-AP2, E3.

**IMPORTANT:**

The School District reserves the right to evaluate the evidence presented, and merely presenting the items listed in this Procedure does not guarantee admission.

**WARNING:**

If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law. 105 ILCS 5/10-20.12b(e).

A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor. 105 ILCS 5/10-20.12b(f).

Adopted by Northwestern CUSD #2 November 14, 2017

**Students**

**Exhibit - Letter of Residence from Landlord in Lieu of Lease**

A person seeking to enroll a child may use this form as evidence of residency when a signed lease is unavailable – other documents will also be required to establish residency. Return this completed form, signed by your landlord, to the Building Principal. The School District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

**To be completed and signed by the individual enrolling the child and returned to the Principal. Please print.**

_____		_____
Child		School
_____		_____
Individual enrolling the child		Home Telephone
_____		
Relationship to the child		
_____		
Residence street address	City	Zip code
_____		_____
Landlord’s name		Landlord’s telephone
_____		
Landlord’s address	City	Zip code
_____		_____
Signature of the individual enrolling the student		Date

**To be signed by your landlord to verify that you are renting this residence.**

I certify that the individuals named above are living in the residence named above for the lease term of \_\_\_\_ / \_\_\_\_ / \_\_\_\_ through \_\_\_\_ / \_\_\_\_ / \_\_\_\_.

_____	_____
Landlord’s signature	Date

**WARNING:** If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the district is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e)).

A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f)).

**Students**

**Exhibit - Letter of Residence to Be Used When the Person Seeking to Enroll a Student Is Living with a District Resident**

A person seeking to enroll a child should use this form as evidence of residency when he or she cannot produce a lease, purchase property agreement, or other similar document – other documents will also be required to establish residency. The School District reserves the right to evaluate the evidence presented; completing this form does not guarantee admission.

**To be completed by the individual enrolling the child and returned to the Principal. Please print.**

\_\_\_\_\_  
Child School

\_\_\_\_\_  
Individual enrolling the child Home Telephone

\_\_\_\_\_  
Relationship to the child

\_\_\_\_\_  
Residence street address City Zip code

\_\_\_\_\_  
Signature of the individual enrolling the student Date

**To be completed and signed by the individual who is responsible for the residence. Please print.**

\_\_\_\_\_  
Name of the individual who is responsible for the residence Telephone

I am responsible for this residence by  ownership,  lease, or  other \_\_\_\_\_

Total number of: Persons living at this residence \_\_\_\_\_ Rooms in residence \_\_\_\_\_ Bedrooms \_\_\_\_\_

State the reasons for this living arrangement, including your relationship to the individual enrolling the child:

**I certify that this information is true and that the individuals named above are living in my residence.**

\_\_\_\_\_  
Signature of the individual who is responsible for the residence Date

**WARNING:** If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the district is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e)).

A person who knowingly or willfully presents to the School District any false information regarding the residency of a student for the purpose of enabling that student to attend any school in that district without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f)).

**Students**

**Exhibit - Evidence of Non-Parent’s Custody, Control, and Responsibility of a Student**

This form establishes a child’s residency in the School District when the child is not living with a natural or adoptive parent. It must be completed by the individual who has assumed custody. Read **Important Warning** and submit this form with your signature to the Building Principal.

\_\_\_\_\_  
Student’s name

\_\_\_\_\_  
District attendance building

\_\_\_\_\_  
Name of individual completing this form (*Please print*)

\_\_\_\_\_  
Relationship to child

*Please check all applicable boxes:*

- The child lives with me at my residence address, as stated below, and is not living with me solely for the purpose of attending the District’s school.
- I have assumed and exercise full legal responsibility for and control of the child regarding daily educational and medical decisions, including responsibility for:
  - medical decisions and costs
  - discipline and restitution for vandalism or other crimes
  - food and clothing
  - school fees (books, bus, etc.)

At my residence the child regularly: (*Please explain any unchecked boxes*)

- Eats meals \_\_\_\_\_
- Sleeps \_\_\_\_\_
- Spends weekends and summers \_\_\_\_\_

**Important Warning:** The School District reserves the right to evaluate the evidence presented. Completing this form does not guarantee admission. If a student is determined to be a nonresident of the District for whom tuition must be charged, the persons enrolling the student are liable for nonresident tuition from the date the student began attending a District school as a nonresident.

A person who knowingly enrolls or attempts to enroll in this School District on a tuition-free basis a student known by that person to be a nonresident of the District is guilty of a Class C misdemeanor, except in very limited situations as defined in State law (105 ILCS 5/10-20.12b(e)).

A person who knowingly or willfully presents to the School District any false information regarding a student’s residency to enable that student to attend any school in the District without the payment of a nonresident tuition charge is guilty of a Class C misdemeanor (105 ILCS 5/10-20.12b(f)).

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of individual completing this form

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Address

**Optional:** *To be completed by the natural or adoptive parent(s), if one is available.*

*Please check all applicable boxes:*

- I am the natural or adoptive parent of the child.
- I have willingly transferred full custody and control of, as well as responsibility for this child to: \_\_\_\_\_
- The transfer of custody is not solely for the purpose of attending the District’s schools.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of individual completing this form

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Address

## Students

### Attendance and Truancy

#### Compulsory School Attendance

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

Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular 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, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student, other circumstances that cause reasonable concern to the parent/guardian for the student's safety or health, or other reason as approved by the Superintendent or designee.

#### Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and School Board 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 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in the School Code, Section 26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.



7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
9. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
10. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a chronic truant for his or her truancy unless available supportive services and other school resources have been provided to the student.
11. 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.

[For high school and unit districts only]

12. 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, *Students School Admissions and Student Transfers To and From Non-District Schools*.
13. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum academic or attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

LEGAL REF.: 105 ILCS 5/26-1 through 16.  
705 ILCS 405/3-33.5, Juvenile Court Act of 1987.  
23 Ill.Admin.Code §§1.242 and 1.290.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:190 (Student Behavior), 7:340 (Student Records)

Adopted by Northwestern CUSD #2 November 14, 2017

## **Students**

### **Release Time for Religious Instruction/Observance**

A student shall be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the Building Principal at least five calendar days before the student's anticipated absence(s). This notice shall satisfy the District's requirement for a written excuse when the student returns to school.

The Superintendent shall develop and distribute to teachers appropriate procedures regarding student absences for religious reasons and include a list of religious holidays on which a student shall be excused from school attendance, how teachers are notified of a student's impending absence, and the State law requirement that teachers provide the student with an equivalent opportunity to make up any examination, study, or work requirement.

LEGAL REF.: Religious Freedom Restoration Act, 775 ILCS 35/  
105 ILCS 5/26-1 and 5/26-2b.

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

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## **Students**

### **Release During School Hours**

For safety and security reasons, a prior written or oral consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

### **Early Dismissal Announcement**

The Superintendent or designee shall make reasonable efforts to issue an announcement whenever it is necessary to close school early due to inclement weather or other reason.

CROSS REF.: 4:170 (Safety)

## Students

### Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

#### Required Health Examinations and Immunizations

A student's parent(s)/guardian(s) shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth and ninth grades; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grades 6 and 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. Beginning with the 2017-2018 school year, an age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of one and seven years must provide a statement from a physician that their child was *risk-assessed* or screened for lead poisoning.
5. The IDPH will provide all female students entering sixth grade and their parents/guardians information about the link between human papilloma virus (HPV) and cervical cancer and the availability of the HPV vaccine.

Unless an exemption or extension applies, the failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations.

A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

### Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

### Dental Examination

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the second or sixth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

### Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious or medical grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease* and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if a physician provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

### Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. School Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.: McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
105 ILCS 5/27-8.1 and 45/1-20.  
410 ILCS 45/7.1 and 315/2e.  
23 Ill.Admin.Code §1.530.  
77 Ill.Admin.Code Part 665.  
77 Ill.Admin.Code Part 690.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children),  
6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student  
Transfers To and From Non-District Schools), 7:280 (Communicable and  
Chronic Infectious Disease)

## **Students**

### **Student Rights and Responsibilities**

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

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

LEGAL REF.: 20 U.S.C. §7904.  
105 ILCS 20/5.  
Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969).

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:190 (Student Behavior)

## Students

### Search and Seizure

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

#### School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

#### Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

#### Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

#### Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:



1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.  
Right to Privacy in the School Setting Act, 105 ILCS 75/.  
Cornfield v. Consolidated High School Dist. No. 230, 991 F.2d 1316 (7th Cir., 1993).  
People v. Dilworth, 661 N.E.2d 310 (Ill., 1996), *cert. denied*, 116 S.Ct. 1692 (1996).  
People v. Pruitt, 662 N.E. 2d 540 (Ill.App.1, 1996), *app. denied*, 667 N.E. 2d 1061 (Ill.App.1, 1996).  
T.L.O. v. New Jersey, 105 S.Ct. 733 (1985).  
Vernonia School Dist. 47J v. Acton, 115 S.Ct. 2386 (1995).  
Safford Unified School Dist. No. 1 v. Redding, 129 S. Ct. 2633 (2009).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Behavior)

## Students

### Administrative Procedure - Use of Metal Detectors for Student Safety

Nothing in this procedure shall limit the authority of school officials to search a student in accordance with School Board policy, 7:140, *Search and Seizure*. All property removed as a result of this procedure that may be legitimately brought onto District property will be returned to the individual. Property removed from a student, possession of which is violation of Board policy, shall be confiscated and the student disciplined in accordance with the Board policy.

Students who fail to cooperate with school personnel performing their duties may be subject to discipline for insubordination. Individuals who fail to cooperate will be asked to leave District property.

#### Metal Detectors

Metal detectors may be used when any one of the following occurs: (1) the administration has reasonable suspicion that a weapon is in the possession of unidentified students, (2) when weapons or dangerous objects were found at school, on school property, or in the vicinity of a school, (3) when violence involving weapons has occurred at a school or on school property, at school functions, or in a school's vicinity, or (4) when a mass search takes place according to the District's standards for when and how metal detector searches are to be conducted. The Building Principal shall obtain the Superintendent's permission before using a metal detector. The reasons supporting the use of a metal detector shall be documented.

Signs will be posted to inform individuals that they will be required to submit to a screening for metal as a condition of entering District property. The screening will be conducted by District staff who may be assisted by law enforcement officials.

An individual will be asked to remove metal objects from his or her person prior to use of a metal detecting device. If, after the removal of metal objects, the metal detector activates, the individual may be subjected to a *pat-down* search.

School personnel may inspect the contents of any briefcase, knapsack, purse, or parcel that activates the metal detector for the limited purpose of determining whether a weapon is concealed therein.

#### Pat-Down Search

When possible, the *pat-down* search will be conducted by school personnel of the same sex as that of the individual.

A *pat-down* search conducted by school personnel shall be limited to clothing for the purpose of discovering items that may have activated the metal detecting device.

If the school personnel conducting a *pat-down* search feels an object that may have activated the metal detecting device or be other prohibited contraband, the individual will be asked to remove it.

## **Students**

### **Exhibit - Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act**

*On District letterhead*

Re: When may school officials require a student to share the content from his or her account or profile on a social networking website?

Dear Parent(s)/Guardian(s):

State law requires the District to notify students and their parents/guardians of each of the following:

1. School officials may not request or require a student or his or her parent(s)/guardian(s) to provide a password or other related account information to gain access to the student's account or profile on a social networking website. Examples of *social networking website* include Facebook, Instagram, Twitter, and ask.fm.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

Please contact the school if you have any questions.

Sincerely,

Building Principal

## **Students**

### **Agency and Police Interviews**

The Superintendent shall develop procedures to manage requests by agency officials or police officers to interview students at school. Procedures will: (1) recognize individual student rights and privacy, (2) minimize potential disruption, (3) foster a cooperative relationship with public agencies and law enforcement, and (4) comply with State law.

LEGAL REF.: 55 ILCS 80/, Children's Advocacy Center Act.  
325 ILCS 5/, Abused and Neglected Child Reporting Act.  
720 ILCS 5/31-1 et seq., Interference with Public Officers Act.  
725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

Adopted by Northwestern CUSD #2 November 14, 2017

## Students

### Administrative Procedure - Agency and Police Interviews

These procedures should be used in conjunction with the Ill. Council of School Attorneys' *Guidelines for Interview of Students* at: [www.iasb.com/law/ICSAGuidelinesforInterviewsofStudents.pdf](http://www.iasb.com/law/ICSAGuidelinesforInterviewsofStudents.pdf).

*Police officer* means an officer who is not specifically assigned to the District or any of its buildings.

*School resource officer (SRO)* means a police officer who is assigned to the District or any of its buildings through an intergovernmental agreement or a memorandum of understanding with the District's local law enforcement agency.

#### Interviews by Police at School for Law Enforcement Purposes

1. The Building Principal or designee will check the police officer's credentials and any legal papers, such as, warrants for arrest, search warrants, or subpoenas to be served.
2. The Building Principal or designee will make a written record of the police officer's request and any accompanying paperwork.
3. The Building Principal or designee will copy the police officer's identification or note his or her badge number in the accompanying paperwork.
4. Interviews of minor students without permission of the parents/guardians are not permitted unless a legal process is presented or in extenuating circumstances. Prior to the interview, the Building Principal or designee will attempt to contact the student's parent/guardian, and inform him or her that their child is subject to an interview. In extreme emergency situations, DCFS employees, law enforcement personnel, or treating physicians may, in effecting temporary protective custody, request that the District not notify parents until the child's safety is ensured. The Building Principal or designee should ask that such a request be made in writing. If possible, the parent/guardian will be given the opportunity to be present and be represented by legal counsel at his or her own expense. Examples of extenuating circumstances include, but are not limited to the following instances:
  - a. There is a risk that delay in proceeding with the interview may pose imminent danger to the health or safety of students, school employees, or other persons in the community.
  - b. The student's parent(s)/guardian(s) are suspected of serious criminal activity or of co-involvement with the student in criminal activity.
  - c. Law enforcement authorities need to act promptly to prevent destruction of evidence of a serious crime, or flight from the jurisdiction by a person suspected of serious criminal activity.
5. The Building Principal or designee will document attempts to contact the student's parents/guardians. If the parent/guardian conditions consent on being present then, absent exigent circumstances, the interview should be delayed until the parent/guardian arrives.
6. Interviews will be conducted in a private setting. If a parent/guardian is absent, and the Building Principal or designee determines that is appropriate for the police officer to interview the student at school, the Building Principal or designee and one other adult witness, selected by the Building Principal or designee, will be present during the interview, unless the student requests them to leave. The Building Principal may allow the student to

choose another staff member in the building to be present during the interview if the parent/guardian is not available. The SRO should also be present, if available.

7. If the student refuses to speak to law enforcement authorities, the interview may not proceed on school grounds.
8. Interview proceedings will be documented in writing for inclusion in the student's temporary records.
9. No minor student shall be removed from the school by the police officer without the consent of a parent/guardian, except upon service of a valid warrant of arrest, in cases of warrantless temporary protective custody or when probable cause for arrest exists. When a police officer has no warrant and asserts that probable cause exists, the Building Principal or designee shall inform the police officer that removal of the student from the school will occur in the least disruptive setting as determined by the Building Principal or designee. To protect the student's privacy and limit notoriety of the student, removal of the student from the building should occur through the shortest, least conspicuous, route possible. The least conspicuous route possible includes not using handcuffs during removal of the student from the building, unless the Building Principal and police officer agree that safety concerns exist. If a parent/guardian is absent, the Building Principal or designee and one other adult witness, selected by the Building Principal or designee, will be present during the removal of the student from the school building.

#### Interviews by the Illinois Department of Children and Family Services (DCFS)

1. The Building Principal or designee will check the agent's credentials and any papers pertaining to a legal process. If DCFS presents a court order, an interview must be allowed. If no court order is presented by DCFS, the Building Principal or designee will allow reasonable access to interview the student who is a suspected victim of child abuse or neglect.
2. The Building Principal or designee shall immediately coordinate the timing of any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement when contacting or attempting to contact the student's parent/guardian to inform him or her that the student is subject to an interview.
3. If the DCFS agent does not want parents/guardians to be notified or present during the interview, this stipulation should be in writing and signed by the DCFS agent.
4. Interviews will be conducted in a private setting. If a parent/guardian is absent, the Building Principal or designee will condition the interview upon his or her presence along with one other adult witness, a member of the District staff.
5. If circumstances warrant, the student may be removed from school by the DCFS agent pursuant to the Juvenile Court Act, or if the police officer or a DCFS agent assumes temporary protective custody pursuant to the Illinois Abused and Neglected Child Reporting Act. The Building Principal or designee will request that the DCFS employee/agent or police officer: (1) sign an appropriate document memorializing that fact before assuming custody; or (2) provide permission for the Building Principal or designee to create a copy of the documentation presented authorizing the temporary custody of the student. The person taking or retaining a student in temporary protective custody shall immediately make every reasonable effort to notify the person responsible for the student's welfare and shall immediately notify DCFS.
6. No District employee may act as a DCFS agent.

LEGAL REF.: 55 ILCS 80/1 et seq., Children's Advocacy Center Act.  
325 ILCS 5/1 et seq., Abused and Neglected Child Reporting Act.  
720 ILCS 5/31-1 et seq., Interference with Public Officers Act.  
725 ILCS 120/1 et seq., Rights of Crime Victims and Witnesses Act.

## **Students**

### **Student Appearance**

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent and included in the Student Handbook.

LEGAL REF.: 105 ILCS 5/10-22.25b.  
Tinker v. Des Moines Independent School Dist., 89 S.Ct. 733 (1969).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:165 (School Uniform), 7:190 (Student Behavior)



## **Students**

### **School Uniforms**

Students are encouraged to wear school uniforms to school on all school attendance days, in order to maintain and promote orderly school functions, student safety, and a positive learning environment. The Building Principal is authorized to designate days on which this uniform policy is relaxed.

The Superintendent or designee shall designate a school-wide uniform after receiving input from school staff members, parents, and interested community members. Students may:

1. Display religious messages on items of clothing to the same extent they are permitted to display other messages;
2. Wear attire that is part of the student's religious practice;
3. Wear or display expressive items, such as a button, as long as such items do not contribute to disruption by substantially interfering with discipline or with the rights of others; and
4. Wear the uniform of a nationally recognized youth organization such as Boy Scouts or Girl Scouts on regular meeting days.

No student shall be denied attendance at school, penalized, or otherwise subject to compliance measures for failing to wear a uniform because of:

1. Personal choice;
2. Insufficient time in which to comply with this policy;
3. Financial hardship; or
4. Religious objection by the student's parent/guardian to the student's compliance with this policy or the applicable uniform, if they have provided the Superintendent with a signed statement detailing their objection.

Any student eligible for reduced or free lunches, or for a waiver of student fees, is eligible for financial assistance toward the purchase of school uniforms. The Superintendent or designee shall develop a process for informing parents/guardians of the availability of financial assistance and a method to process financial requests.

No student shall be suspended or expelled from school, or receive a lowered academic grade, because of failing to comply with this policy.

The Superintendent or designee shall develop incentives and positive reinforcement measures to encourage full compliance.

LEGAL REF: 105 ILCS 5/10-22.25b.

CROSS REF: 7:160 (Student Appearance), 7:190 (Student Behavior)

## **Students**

### **Vandalism**

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

LEGAL REF.: 740 ILCS 115/.

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

## Students

### Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the 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, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

#### Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

*Bullying* includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

*Cyberbullying* means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail,

Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

*Restorative measures* means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

*School personnel* means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

**Bullying Prevention and Response Plan**

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

**Nondiscrimination Coordinator:**

\_\_\_\_\_

Name

\_\_\_\_\_

Address

\_\_\_\_\_

\_\_\_\_\_  
Email

\_\_\_\_\_  
Telephone

**Complaint Managers:**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Address

\_\_\_\_\_  
Email

\_\_\_\_\_  
Email

\_\_\_\_\_  
Telephone

\_\_\_\_\_  
Telephone

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District’s jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student’s act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.

8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
  - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  - b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  - c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
  - d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
  - e. 7:20, *Harassment of Students Prohibited*. This policy prohibits *any* person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
  - f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
  - g. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.

- h. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 405 ILCS 49/, Children’s Mental Health Act.  
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.  
23 Ill.Admin.Code §1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

Adopted by Northwestern CUSD #2 November 14, 2017

## Students

### Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying and School Violence

The strategic components for integrating an anti-bullying program into the District's existing policies and procedures are listed below. Each component lists specific implementation steps along with resources and accompanying exhibits. The Superintendent or designee, at the District-level, or the Building Principal or designee, at the Building-level, is responsible for the integration of these components. Use the local conditions of the community and other available resources to determine the best implementation methods. At times, support from the School Violence Prevention Team (see 4:170-AP7, *Targeted School Violence Prevention Program*) may be appropriate as bullying and threats of school violence often arise from the same behavior pattern(s), i.e., interpersonal aggression.

#### Preventing Bullying and School Violence

1. Review 7:180-AP1, E1, *Resource Guide for Bullying and School Violence Prevention*.
2. Assess the District's Conditions for Development and Learning. Below are resources that discuss and provide information about how to implement school climate measurement instruments:

School Bullying Prevention Task Force Report, *Selection of School Climate Measures*, p. 19 at: [www.isbe.net/Documents/sbptf\\_report\\_030111.pdf](http://www.isbe.net/Documents/sbptf_report_030111.pdf).

*Safe Supportive Learning's* School Climate Measurement compendium at: [safesupportiveschools.ed.gov/index.php?id=133](http://safesupportiveschools.ed.gov/index.php?id=133).

#### Identifying Bullying and School Violence

1. Post 7:180-AP1, E2, *Be a Hero by Reporting Bullying and School Violence*, in school buildings, student handbooks, online, etc.
2. Train staff to recognize and accept reports of bullying and school violence, 7:180-AP1, E3, *Memo to Staff Regarding Bullying and School Violence*.
3. Inform parents about the District's anti-bullying program, 7:180-AP1, E4, *Memo to Parents/Guardians Regarding Bullying and School Violence*.
4. Inform students how to make a report, i.e., complete and submit 7:180-AP1, E5, *Report Form for Bullying and School Violence*.

#### Investigating Reports of Bullying and School Violence

1. Conduct a prompt, thorough and impartial investigation upon receiving a report.
2. Review the report, i.e., 7:180-AP1, E5, *Report Form for Bullying and School Violence*.
3. Interview the listed aggressor(s), target(s) and witnesses using 7:180-AP1, E6, *Interview Form for Bullying and School Violence Investigation*.

#### Responding to Bullying and School Violence

1. Complete 7:180-AP1, E7, *Response to Bullying and School Violence*.



2. Notify the District's Non-Discrimination Coordinator if the findings indicate that the behavior was based upon the protected statuses listed in 7:20, *Harassment of Students Prohibited*.
3. Communicate and partner with the parents/guardians of the students involved. Ask parents/guardians, "How can we help you and your child?"
4. Stop the behavior(s).
5. Eliminate any hostile environment(s) and its effects (see **Preventing Bullying and School Violence #2**, above).
6. Prevent the bullying from happening again.
7. Implement appropriate interventions for the target, aggressor, and District.
8. Address any findings of repeated inaccurate accusations against an alleged-aggressor that are beginning to impede his or her education, e.g., reverse bullying.
9. Follow-up with target, aggressor and their parent(s)/guardian(s) to ensure subsequent bullying has not occurred and no new concerns have arisen.

## Students

### Exhibit - Resource Guide for Bullying and School Violence Prevention

#### General Resources

ISBE's *School Bullying Prevention Task Force Report*:  
[www.isbe.net/Documents/sbptf\\_report\\_030111.pdf](http://www.isbe.net/Documents/sbptf_report_030111.pdf).

Resources section of the website managed by the U.S. Department of Health & Human Services:  
[www.stopbullying.gov/index.html](http://www.stopbullying.gov/index.html).

Bullying in Schools - Cops - Department of Justice:  
[www.cops.usdoj.gov/Publications/e07063414-guide.pdf](http://www.cops.usdoj.gov/Publications/e07063414-guide.pdf).

#### Restorative Discipline Resources

Positive Behavior Intervention & Supports (PBIS):  
[www.pbis.org/school/default.aspx](http://www.pbis.org/school/default.aspx).

Social and Emotional Learning Standards:  
[www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx](http://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx).

Dignity in Schools:  
[www.dignityinschools.org/files/DRAFT\\_Model\\_Code.pdf](http://www.dignityinschools.org/files/DRAFT_Model_Code.pdf).

#### Conditions for Development and Learning; Data Collection Resources

Centers for Disease Control and Prevention (CDC)'s *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools*:  
[www.cdc.gov/violenceprevention/pdf/bullyCompendiumbk-a.pdf](http://www.cdc.gov/violenceprevention/pdf/bullyCompendiumbk-a.pdf).

Safe Supportive Learning's School Climate Measurement Compendium:  
<http://safesupportiveschools.ed.gov/index.php?id=133>.

Positive Behavior Intervention & Supports (PBIS):  
[www.pbis.org/school/default.aspx](http://www.pbis.org/school/default.aspx).

CDC's *Youth Violence: Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools - Second Edition*:  
[www.cdc.gov/ViolencePrevention/pub/measuring\\_violence.html](http://www.cdc.gov/ViolencePrevention/pub/measuring_violence.html).

CDC's *Intimate Partner Violence and Sexual Violence Victimization Assessment Instruments for Use in Healthcare Settings, Version 1*:  
[www.cdc.gov/ncipc/pub-res/images/ipvandsvscreening.pdf](http://www.cdc.gov/ncipc/pub-res/images/ipvandsvscreening.pdf).

World Health Organization (WHO) Information Series on School Health's *Document 10, Creating an Environment for Emotional and Social Well-Being*:  
[www.who.int/school\\_youth\\_health/media/en/sch\\_childfriendly\\_03\\_v2.pdf](http://www.who.int/school_youth_health/media/en/sch_childfriendly_03_v2.pdf).

## Students

### **Exhibit - Be a Hero by Reporting Bullying and School Violence**

<b>Who reports?</b>	YOU, if you have information about bullying, harassment, school violence, and/or a threat of one of these actions. It doesn't matter whether you are the target of bullying or think someone is being bullied, please report it!
<b>What do I report?</b>	<p>Any activity that targets someone to be hurt. Bullying, harassment, school violence, and threats take many forms. One thing they have in common – someone is targeted to be hurt. Examples of these hurtful behaviors include unwanted teasing, intimidation, physical violence, humiliation, spreading false rumors, social exclusion, or theft or destruction of property.</p> <p>Bullying, harassment, school violence, and threats may occur almost anywhere students go – in school buildings, on school grounds or busses, at bus stops, for example. Bullying or harassing may also occur using social networking sites or cell phones.</p>
<b>When should I report?</b>	As soon as possible.
<b>Where or how do I report?</b>	<p>Tell any school staff member. You may do this in person, by phone, or by email. You may be asked to complete 7:180-AP1, E5, <i>Report Form for Bullying and School Violence</i>.</p> <p>You may make an anonymous tip.</p>
<b>Why should I report?</b>	Fear and abuse have no place in our school. Be a hero and report bullying. If you are being bullied, a report will help you and other students who may also be targeted for bullying.
<b>What will happen after I report?</b>	<p>An Administrator will:</p> <ol style="list-style-type: none"> <li>1. Acknowledge and review your report.</li> <li>2. Treat your report with privacy and respect.</li> <li>3. Investigate your report. The school will not bring students who bully and those they bully into the same room to confront each other. All interviews will be private.</li> <li>4. Take appropriate action that may include increased monitoring and supervision, restructuring schedules, additional resources, and disciplinary action for conduct code violations, among others.</li> <li>5. Provide you with feedback, if appropriate.</li> </ol>

## Students

### Exhibit - Memo to Staff Regarding Bullying and School Violence

*On District Letterhead*

Date

Re: Bullying

All staff members:

Please join me in stopping and preventing student bullying in our school. The purpose of this letter is to introduce you to our three-pronged approach that will help accomplish this goal.

**First** - If a student reports bullying or school violence to you, respond immediately and with compassion. Ask for the basic facts (who-what-when-where). You will need to evaluate the situation to determine if an immediate referral to my office is needed. Give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying and School Violence*.

**Second** - Provide me your feedback and concerns. Do you know of any bullying *hot spots* that need additional supervision or monitoring? Are there known bullies or targets of bullying?

**Third** - Intervene immediately to stop a bullying incident. When teachers or adults ignore bullying, students interpret it as acceptable behavior. Immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Bullying is defined in the School Board policy as follows:

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Board's entire policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, may be found on the District's website. Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

## Students

### Exhibit - Memo to Parents/Guardians Regarding Bullying and School Violence

*On District Letterhead*

Date

Re: Bullying

Dear Parents/Guardians:

At our school, bullying of any kind, by any person, is unacceptable. All students should be free from worries about being bullied. Students who bully others must be taught other, appropriate ways of interacting with peers. The purpose of this letter is to provide you with information concerning the School District's anti-bullying program and to encourage you to help us identify students who are being bullied.

The School Board policy on bullying begins with this goals statement:

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal.

Bullying is defined as follows:

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

I asked our school staff members to respond immediately and with compassion to a student who reports bullying or school violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying and School Violence*. I will inform you whenever your child is involved in a bullying report.

I also asked our staff members for their feedback and concerns specifically regarding locations that may be bullying *hot spots* needing additional supervision or monitoring or if there are any known bullies or targets of bullying in our building. I want to ask you to do the same thing. Please inform me

if you know of any bullying *hot spots* in or around our school, or if you are aware of a known bully or target of bullying.

Finally, I requested our staff members to intervene immediately to stop a bullying incident. They will immediately contact building security and or law enforcement if the incident involves a weapon or other illegal activity.

Below are some of the signs that a young person is being bullied:

- Does not want to go to school and refuses to explain the reason
- Talks about not having any friends
- Has unexplained bruises, cuts, scratches, or abrasions
- Has unexplained damage to clothing, possessions, books, etc.
- Frequently loses money or possessions
- Loses interest in school and/or has declining grades
- Becomes withdrawn and/or has stress or depression symptoms

These signs do not necessarily mean your child is being bullied, but if present, ask your child whether he or she is being bullied.

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

**Students**

**Exhibit - Report Form for Bullying and School Violence**

*To be completed by the bullying target, witness, or person with information about an incident of bullying or school violence and submitted to the Building Principal's office. Make readily accessible via website(s) and other publicized designated areas in schools.*

*Please print and check appropriate boxes.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Student  Parent  Staff  Other \_\_\_\_\_

Indicate here if you prefer to remain anonymous.  Yes  No

Are you the target of the bullying or school violence that you are reporting?  Yes  No

Date of incident: \_\_\_\_\_ Time of incident: \_\_\_\_\_

Person(s) being reported as targets of bullying or school violence:

Name: \_\_\_\_\_  Student  Staff  
Name: \_\_\_\_\_  Student  Staff  
Name: \_\_\_\_\_  Student  Staff

Person(s) being reported as aggressors engaged in bullying or school violence:

Name: \_\_\_\_\_  Student  Staff  Other  
Name: \_\_\_\_\_  Student  Staff  Other  
Name: \_\_\_\_\_  Student  Staff  Other

Person(s) who witnessed the bullying or school violence:

Name: \_\_\_\_\_  Student  Staff  Other  
Name: \_\_\_\_\_  Student  Staff  Other  
Name: \_\_\_\_\_  Student  Staff  Other

Was the incident based on any of these characteristics? (Check all that apply.)

- Race
- Sex
- Gender-related identity
- Age
- Mental disability
- Marital status
- Associated with person/group with one or more of the above actual or perceived characteristics
- Other \_\_\_\_\_
- I do not know.
- Color
- Sexual orientation
- Gender-related expression
- Religion
- Order of protection status
- Parental status
- Nationality
- Gender identity
- Ancestry
- Physical disability
- Homeless status
- Pregnancy

Student(s) were targeted for bullying in the following way(s): (Check all that apply.)

- Electronic devices (e.g., internet, Social media platforms, text, email, cyberbullying, etc.)
- Written communication (e.g., handwritten notes, other written documents, email, etc.)
- Physical act or conduct (e.g., pushing, hitting, destruction of property, stalking, etc.)
- Verbal act or conduct (e.g., rumors, lies, name-calling, using derogatory slurs, etc.)
- Social (e.g., purposeful exclusion, causing psychological harm, etc.)
- Items depicting implied hatred or prejudice were worn, possessed or displayed
- Other (*please explain*): \_\_\_\_\_

Student(s) were targeted for bullying in the following place(s): (Check all that apply.)

- Classroom
- Hallway
- Cafeteria
- Restroom
- Gym
- Other \_\_\_\_\_
- Locker room
- Extracurricular activity
- Bus
- Bus stop
- School or related activity or event

Please tell us about the incident in your own words. Use as much detail as possible - what time did the incident(s) take place, who witnessed it, what was said, what types of interactions occurred (physical, written, social, electronic, etc.)

The above information is true and accurate to the best of my knowledge.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Students

### **Exhibit - Interview Form for Bullying and School Violence Investigation**

*To be completed by the Building Principal or designee to obtain information about a bullying report. Use this form as a coversheet for each person interviewed during the investigation.*

Name of person interviewed: \_\_\_\_\_ Date: \_\_\_\_\_

Name of interviewer: \_\_\_\_\_ Title: \_\_\_\_\_

#### Instructions for Interviewer

1. Protect the identity of the student who reports. Begin a prompt, thorough and impartial investigation by interviewing witnesses separately in a private location with a school colleague present (not the school resource officer). Use the **Questions** section below to guide your notes while you interview the person listed above. Attach to 7:180-AP1, E7, *Response to Bullying and School Violence*.
2. Make your notes on a separate document and attach them to this form.
3. Review and preserve any videos, photos, screenshots or other physical evidence and label it.
4. File this form, notes, and any other evidence provided in a designated investigation and response folder.
5. Use this form to complete 7:180-AP1, E7, *Response to Bullying and School Violence*.
6. Create a *Basic Facts* section, i.e., who, what, where, when, why and how.
7. Record the actions and behavior that were experienced or observed (follow-up with leading questions to complete the description of what happened and its consequences, if necessary).
8. Include open-ended questions. For example, ask “How are you feeling?” “How has what happened affected you?”

#### Questions

1. Has this happened before?
2. Do you fear for your safety? How? Where (just at school, home, or both places)?
3. Do you fear that harm would come to any of your personal property? How?
4. Age appropriately ask whether the target’s health (physical, emotional, and/or mental) has been affected. How (seen by a doctor, missing school)?
5. Has your academic performance been affected? How (increase in tardiness/absences, grades going down, missed assignments)?
6. Have you quit or modified attendance in any extracurricular activities?
7. Have you changed any of your usual routines at school (using different hallway, skipping lunch in lunchroom or using different lunch period, taking different route to school, etc.)?
8. Why do you think this behavior is happening?
9. What will help make you feel safe?

**Students**

**Exhibit - Response to Bullying and School Violence**

*To be completed by the Building Principal and attached as a coversheet for the school office's designated bullying report investigation and response folder. Place a copy of the completed coversheet only (not attachments) in each listed student's temporary school student record. Redact all student names other than the student's name for which the record pertains.*

Investigator: \_\_\_\_\_ Title: \_\_\_\_\_

**Investigation**

File an interview form for each party interviewed in the designated investigation and response folder.

Check here to indicate that all interview forms have been properly completed and filed.

Target: \_\_\_\_\_ Date: \_\_\_\_\_

Aggressor: \_\_\_\_\_ Date: \_\_\_\_\_

Witnesses: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Are there any prior documented incidents by the aggressor identified above?  Yes  No (Attach information)

If yes, have incidents involved target or target group previously?  Yes  No

**Findings**

Bullying  Other: \_\_\_\_\_

Aggressor motivated by protected characteristics listed in policy 7:20, *Harassment of Students Prohibited*.

**Bullying and School Violence Investigation Response**

**Response and Plan for Target** (Check all that apply and include descriptions.)

Contact parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Circle contact method: Phone Email Letter In-person Other: \_\_\_\_\_

Safety plan: \_\_\_\_\_

Increase staff supervision: \_\_\_\_\_

Education: \_\_\_\_\_

Minimize contact with aggressor: \_\_\_\_\_

District resources: (Student Services/IDEA/504) \_\_\_\_\_

Other: \_\_\_\_\_

Target follow-up scheduled date: \_\_\_\_\_ Date and initial completed: \_\_\_\_\_

Parent/guardian follow-up date: \_\_\_\_\_ Date and initial completed: \_\_\_\_\_

Circle contact method: Phone Email Letter In-person Other: \_\_\_\_\_

Provide parent/guardian with copies of Board policy 2:260 and 7:180. Date: \_\_\_\_\_

**Response and Plan for Aggressor** (Check all that apply and include descriptions.)

Contact parent/guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Circle contact method: Phone Email Letter In-person Other: \_\_\_\_\_

7:190-E1, *Aggressive Behavior Reporting Letter and Form* sent Date: \_\_\_\_\_

Provide parent/guardian with copies of Board policy 2:260 and 7:180 Date: \_\_\_\_\_

Restorative Responses

Safety plan: \_\_\_\_\_

Increase staff supervision: \_\_\_\_\_

Education: \_\_\_\_\_

Non-District affiliated psychological services: \_\_\_\_\_

Alternative school assignment: \_\_\_\_\_

Minimize contact with target: \_\_\_\_\_

District resources (Student Services/IDEA/504): \_\_\_\_\_

Other: \_\_\_\_\_

Punitive Responses

Loss of privileges: \_\_\_\_\_

Detention: \_\_\_\_\_

Suspension: \_\_\_\_\_

Expulsion: \_\_\_\_\_

Community agency service: \_\_\_\_\_

Reciprocal Reporting Act utilized:  Yes  No

Other: \_\_\_\_\_

Aggressor follow-up date: \_\_\_\_\_ Date and initial completed: \_\_\_\_\_

Circle contact method: Phone Email Letter In-person Other: \_\_\_\_\_

Parent/guardian follow-up date: \_\_\_\_\_ Date and initial completed: \_\_\_\_\_

Circle contact method: Phone Email Letter In-person Other: \_\_\_\_\_

Contact District complaint manager: \_\_\_\_\_ Date: \_\_\_\_\_

Target response implementation: \_\_\_\_\_

Aggressor response implementation: \_\_\_\_\_

Systemic culture/climate intervention: \_\_\_\_\_

Referral to address needs for ideal conditions for developmental learning: \_\_\_\_\_

Other: \_\_\_\_\_

Submit reports to:  Building Principal (if not the investigator) Date: \_\_\_\_\_

Superintendent Date: \_\_\_\_\_

Signature of investigator: \_\_\_\_\_ Date: \_\_\_\_\_

## Students

### 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. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person 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).
  - b. 7:180, *Preventing 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 7 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  
and School Violence)

LEGAL REF.: 105 ILCS 110/3.10.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development), 5:230  
(Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student  
Social and Emotional Development), 7:20 (Harassment of Students Prohibited),  
7:180 (Preventing Bullying, Intimidation, and Harassment), 7:190 (Student  
Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with  
Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Approved by the Northwestern CUSD #2 April 16, 2014

## Students

### **Exhibit - Memo to Parents/Guardians Regarding Teen Dating Violence**

*On District letterhead*

Date

Re: Teen Dating Violence

Dear Parents/Guardians:

At our school, teen dating violence is unacceptable. We are committed to providing our students with a school environment where they can learn free from worries about school violence. The purpose of this letter is to inform you of School Board policy, 7:185, *Teen Dating Violence Prohibited*, which is a component of the District's anti-bullying program.

Research has shown that teen dating violence can form lifelong, unhealthy habits during young adults' formative years. Educating parents/guardians, students, and staff about teen dating violence can help us identify incidents of teen dating violence at school or school-related activities. The Board's policy states that *teen dating violence* occurs whenever a student 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.

Students in grades 7 through 12 will receive age-appropriate instruction on teen dating violence including its warning signs and prevention. School staff will also receive training on handling the signs and incidents of teen dating violence. I have asked our school staff members to respond immediately and with compassion to a student who reports teen dating violence. After evaluating the situation to determine if an immediate referral to my office is needed, a staff member will give the student our form for reporting bullying, 7:180-AP1, E5, *Report Form for Bullying and School Violence*.

Finally, I have requested staff members to intervene immediately to stop incidents of teen dating violence occurring at school. They will proceed under our District's procedures for responding to incidences of bullying and school violence.

Below are some warning signs that your child may be involved in teen dating violence:

- Name-calling and *put-downs*. Does one individual in the relationship call the other person names? Does he or she use insults to put the other person down?
- Extreme Jealousy. Does one individual in the relationship act incredibly jealous when the other talks to peers? Does one person accuse the other of flirting even when it's innocent conversation?
- Making Excuses. Does one individual in the relationship make excuses for the other? Does he or she have to apologize for the other person's behavior?
- Canceling or changing plans. Does one individual cancel plans often, and at the last minute? Do the reasons make sense or sound untrue?
- Monitoring. Does one person call, text message, or check up on the other constantly? Does he or she demand to know the other person's plans or with whom the other person was with?
- Uncontrolled Anger. Have you seen one individual lose his or her temper? Does he or she throw things – or break things – when angry? Does one person in the relationship worry a lot about upsetting the other?

- Isolation. Has one individual in the relationship given up spending time with friends? Has that individual stopped doing activities that used to be important?
- Dramatic Changes. Have either of the individuals in the relationship had appearance changes? Has he or she lost or gained weight? Have his or her grades dropped? Does he or she seem depressed?
- Injuries. Does one person in the relationship have unexplained injuries, or does he or she give explanations that don't make sense?
- Quick Progression. Did the relationship get serious very quickly?

These signs do not necessarily mean that your child is involved in teen dating violence, but, if present, talk to your child about teen dating violence.

For more information about this issue, please see the Centers for Disease Control and Prevention's educational materials at:

[www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen\\_dating\\_violence.html](http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/teen_dating_violence.html).

Please let me know if you have any questions or concerns.

Sincerely,

Building Principal

## Students

### Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

#### When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

#### Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
  - a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
  - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing



physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.

- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.

8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
20. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
21. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted

intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

#### Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.

11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. *Corporal punishment* is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

### Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

### Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

### Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

### Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to ten consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of ten school days for safety reasons.

### Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

- LEGAL REF.: Gun-Free Schools Act, 20 U.S.C. §7961 et seq.  
Pro-Children Act of 1994, 20 U.S.C. §6081.  
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.  
410 ILCS 647/, Powdered Caffeine Control and Education Act.  
430 ILCS 66/, Firearm Concealed Carry Act.  
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10,  
5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/24-24, 5/26-12, 5/27-23.7, 5/31-3, and  
110/3.10.  
23 Ill.Admin.Code §1.280.
- CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment ), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 8:30 (Visitors to and Conduct on School Property)

Adopted by Northwestern CUSD #2 November 14, 2017

## **Students**

### **Student Handbook - Hazing Prohibited**

Soliciting, encouraging, aiding, or engaging in hazing, no matter when or where it occurs, is prohibited. *Hazing* means any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

Students engaging in hazing will be subject to one or more of the following disciplinary actions:

1. Removal from the extracurricular activities,
2. Conference with parents/guardians, and/or
3. Referral to appropriate law enforcement agency.

Students engaging in hazing that endangers the mental or physical health or safety of another person may also be subject to:

1. Suspension for up to 10 days, and/or
2. Expulsion for the remainder of the school term.

## **Students**

### **Student Handbook - Gang Activity Prohibited**

Students are prohibited from engaging in gang activity. A *gang* is any group of 2 or more persons whose purpose includes the commission of illegal acts.

No student shall engage in any gang activity, including but not limited to:

1. Wearing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other thing that are evidence of membership or affiliation in any gang;
2. Committing any act or omission, or using any speech, either verbal or non-verbal (such as gestures or hand-shakes) showing membership or affiliation in a gang; and
3. Using any speech or committing any act or omission in furtherance of any gang or gang activity, including but not limited to: (a) soliciting others for membership in any gangs, (b) requesting any person to pay protection or otherwise intimidating or threatening any person, (c) committing any other illegal act or other violation of school district policies, (d) inciting other students to act with physical violence upon any other person.

Students engaging in any gang-related activity will be subject to one or more of the following disciplinary actions:

- Removal from extracurricular and athletic activities
- Conference with parent(s)/guardian(s)
- Referral to appropriate law enforcement agency
- Suspension for up to 10 days
- Expulsion not to exceed 2 calendar years



## Students

### Administrative Procedure - Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students

State law requires a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal offenses committed by students (105 ILCS 5/10-20.14). The Juvenile Court Act of 1987 and the School Code set requirements for the management and sharing of law enforcement records and other information about students if they have contact with local law enforcement. Implementation of reciprocal reporting procedures relies heavily on the District's parent-teacher advisory committee and Building Principals, in cooperation with local law enforcement agencies (105 ILCS 5/10-20.14). The parent-teacher advisory committee is a School Board committee and, thus, is subject to the Open Meetings Act (5 ILCS 120/1.02). Local implementation of reciprocal reporting procedures may be modified based upon the District's and local law enforcement's specific implementation needs.

#### Guidelines for Reports from the District to Local Law Enforcement

When sharing information, school officials should be aware of State and federal laws regarding *school student records* (Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99; Illinois School Student Records Act, 105 ILCS 10/). Information kept by law enforcement professionals working in a school is not considered a *school student record* (105 ILCS 10/2). Also, law enforcement records maintained by law enforcement agencies are not considered a *school student record* (105 ILCS 5/22-20, amended by P.A. 97-1104, eff. 1-1-2013). For more detailed information about *school student records* and its definition, see 7:340-AP1, *School Student Records*.

1. The Building Principal and/or the Police Department School Liaison Officer will arrange meetings as needed between school officials and individuals representing law enforcement to share information. While not required by State law, meetings may enhance a cooperative relationship between the school and local law enforcement agencies. The following people should be invited to these meetings: dean, building principal, guidance counselor, State's Attorney, juvenile probation officer, and police department school liaison officer.
2. The Building Principal and the Police Department School Liaison Officer will share information with the appropriate law enforcement agencies regarding the arrest of a student who is less than 17 years of age and is enrolled in the Building Principal's school when the arrest was for any offense listed in the Juvenile Court Act of 1987. 105 ILCS 5/10-20.14.
  - a. The reporter should identify the student by name and describe the circumstances of the alleged criminal activity. If the information is a *school student record*, local law enforcement officials must certify in writing that they will not disclose it to any other party except as provided by State law without the prior written consent of the student's parent/guardian. See administrative procedure 7:340-AP1, *School Student Records*, Section H. The *written certification requirement* is at 105 ILCS 10/6(6.5) and 20 U.S.C. §1232g(b)(1)(E)(ii)(II).
  - b. The report should be made as soon as possible after the Liaison Officer or Building Principal reasonably suspects that a student is involved in such activity.
  - c. The Building Principal's duty to report such activity arises only when the activity occurs on school property or off school grounds at a school-related function.

### Guidelines for Reporting from Local Law Enforcement to the District

The information shared with the District from law enforcement agencies and the confidentiality of shared law enforcement records are managed under 105 ILCS5/22-20 and 705 ILCS 405/1-7, amended by P.A. 97-1104, eff. 1-1-2013. These laws require the Building Principal to maintain all information and records that the District receives from local law enforcement separate from a student's official *school student record*. Unless otherwise indicated, the information received from local law enforcement may only be used by school staff having a legitimate educational or safety interest in the information to support (1) the proper rehabilitation of the student, and/or (2) the protection and safety of students and employees in the school.

1. The State's Attorney shall provide to the Building Principal a copy of any delinquency dispositional order concerning any student regardless of age where the crime would be a felony if committed by an adult, or was a Class A misdemeanor in violation of Article 24-1, 24-3, 24-3.1, or 24.5 of the Criminal Code (weapon offenses). Access to this information is limited to only the Building Principal, the Superintendent, and any guidance counselor designated by either administrator. 705 ILCS 405/1-8(F).
2. Local law enforcement may disclose the identity of a victim of aggravated battery, battery, attempted first degree murder, or another non-sexual violent offense to appropriate school officials if the presiding judge of the juvenile court approves the disclosure to prevent foreseeable violence. 705 ILCS 405/5-905(2.5).
3. Local law enforcement may transmit records relating to a minor who is arrested or taken into custody before his or her 17th birthday only if law enforcement believes that there is imminent threat of physical harm to students, school personnel, or others who are present in the school or on school grounds. 705 ILCS 405/1-7(A)(8) and 405/5-905(h), amended by P.A. 97-1104. For an example of relevancy and implementation of this type of law enforcement information in a school building, see 4:170-AP7, *Targeted School Violence Prevention Program*.
4. Local law enforcement agencies and all courts must report to the Building Principal the fact that a student enrolled in the building has been detained for proceedings under the Juvenile Court Act of 1987 or for any crime or violation of a municipal or county ordinance. 105 ILCS 5/22-20, amended by P.A. 97-1104.
5. Local law enforcement may allow the Building Principal or appropriate school official(s) to inspect and copy law enforcement records concerning a minor enrolled in the school who has been arrested or taken into custody for violating the following Ill. laws: Article 24 of the Criminal Code of 1961 (dangerous weapons); Ill. Controlled Substances Act; Cannabis Control Act; forcible felonies defined at Section 2-8 of the Criminal Code of 1961; Methamphetamine Control and Community Protection Act; Section 1-2 of the Harassing and Obscene Communications Act; Hazing Act; or Article 12 of the Criminal Code of 1961 (bodily harm); or Article 25 of the Criminal Code of 1961 (mob action and related offenses). 705 ILCS 405/1-7(A)(8)(A) and 405/5-905(h)(A), amended by P.A. 97-1104.
6. Local law enforcement shall provide a copy of all arrest records, and the State's Attorney shall provide a copy of all conviction records, to the Building Principal if the record involves a student who is arrested or taken into custody *after* his or her 17th birthday.
7. Local law enforcement may disclose only *oral information* about a minor who is the subject of a current police investigation that is directly related to school safety. 705 ILCS 405/5-905(h), amended by P.A. 97-1104. For an example of relevancy and implementation of this

type of law enforcement information in a school building, see 4:170-AP7, *Targeted School Violence Prevention Program*.

8. Local law enforcement and the State's Attorney may share or disclose information or records relating or pertaining to juveniles subject to the provisions of the Serious Habitual Offender Comprehensive Action Program when that information is used to assist in the early identification and treatment of habitual juvenile offenders. 705 ILCS 405/1-8(G).

LEGAL REF.: 105 ILCS 5/10-20.14 and 5/22-20.  
705 ILCS 405/1-7, 1-8(F), 1-8(G), and 5-905.

CROSS REF.: 2:150 (Committees), 4:170-AP7 (Targeted School Violence Prevention Program), 7:150 (Agency and Police Interviews), 7:340-AP1 (School Student Records)

## Students

### Administrative Procedure - Use of Isolated Time Out and Physical Restraint

This administrative procedure applies to all students. Isolated time out and physical restraint shall be used only as a means of maintaining discipline in schools, that is, as a means of maintaining a safe and orderly environment for learning and only to the extent that they are necessary to preserve the safety of students and others. Neither isolated time out nor physical restraint shall be used in administering discipline to individual students, i.e., as a form of punishment. The use of isolated time out and physical restraint by any staff member shall comply with the Illinois State Board of Education (ISBE) rules, Section 1.285, "Requirements for the Use of Isolated Time Out and Physical Restraint." Isolated time out and physical restraint are defined as follows:

**Isolated time out** - the confinement of a student in a time-out room or some other enclosure, whether within or outside the classroom, from which the student's egress is restricted.

**Physical restraint** - holding a student or otherwise restricting his or her movements. Restraint does not include momentary periods of physical restriction by direct person-to-person contact, without the aid of material or mechanical devices, accomplished with limited force and designed to: (1) prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property; or (2) remove a disruptive student who is unwilling to leave the area voluntarily.

The following also apply:

1. The circumstances under which isolated time out or physical restraint will be applied are limited to maintaining a safe and orderly learning environment. §1.280(c)(1).
2. The ISBE rules are adopted as the District's written procedure to be followed by staff for the use of isolated time out or physical restraint. §1.280(c)(2).
3. Staff members shall inform the Building Principal whenever isolated time out or physical restraint is used and the Building Principal shall maintain the documentation required according to Section 1.285. §1.280(c)(3).
4. The Building Principal shall investigate and evaluate any incident that results in a serious injury as reported by the affected student, parent/guardian, staff member, or other individual. §1.280(c)(4).
5. The Building Principal shall compile a description of alternative strategies that will be implemented when determined advisable pursuant to Section 1.285(f)(4). §1.280(c)(5).
6. The Superintendent or designee shall compile an annual review of the use of isolated time out or physical restraint. The Building Principal shall report the following information to the Superintendent in order to facilitate the report's compilation: §1.280(c)(6).
  - a. The number of incidents involving the use of these interventions;
  - b. The location and duration of each incident;
  - c. Identification of the staff members who were involved;
  - d. Any injuries or property damage that occurred; and
  - e. The timeliness of parental notification and administrative review.

LEGAL REF.: 105 ILCS 5/10-20.33.  
23 Ill.Admin.Code §§1.280 and 1.285.

## Students

### Student Handbook - Electronic Devices

#### Electronic Signaling Devices

Students may not use or possess electronic signaling (paging) devices or two-way radios on school property at any time, unless the Building Principal specifically grants permission.

#### Cell Phones and Other Electronic Devices

The possession and use of cell phones and other electronic devices, other than paging devices and two-way radios, are subject to the following rules:

1. They must be kept out of sight and in an inconspicuous location, such as a backpack, purse, or locker.
2. They must be turned **off** during the regular school day unless the supervising teacher grants permission for them to be used or if needed during an emergency.
3. They may not be used in any manner that will cause disruption to the educational environment or will otherwise violate student conduct rules.

Electronic study aids may be used during the school day if:

1. Use of the device is provided in the student's IEP, or
2. Permission is received from the student's teacher.

Examples of electronic devices that are used as study aids include tape recorders, palm pilots, and laptop computers.

Examples of electronic devices that are **not** used as study aids include: hand-held electronic games, CD players, MP3 players, global positioning systems (GPS), radios, and cellular telephones.

The School District is not responsible for the loss or theft of any electronic device brought to school.

Adopted by Northwestern School District August 2008

## Students

### Exhibit - Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting

*On District letterhead*

Re: Preventing and Reducing Incidences of Sexting

Dear Parent(s)/Guardian(s):

Many parents are unfamiliar with *sexting*. It is generally defined as sending, sharing, viewing, receiving or possessing *indecent visual depictions* of oneself or another person using a cell phone. A student will be disciplined for sexting at school.

Discussing sexting and its legal and social consequences with your children may prevent and reduce incidences of it at school and elsewhere. A recent survey revealed that about 20 percent of teen boys and girls have sent sext messages. It can cause enormous emotional pain for the students involved, often with legal implications. The following talking points from the American Academy of Pediatrics may help start the discussion:

- Introduce the issue as soon as a child is old enough to have a cell phone. Even if the issue hasn't directly impacted your school building's community, ask "have you heard of sexting?" "Tell me what you think it is." Learn what your child's understanding is and add an age appropriate explanation. For more information about starting age appropriate discussions, see *The New Problem of Sexting* subhead on the American Academy of Pediatrics website at: [www.aap.org/advocacy/releases/june09socialmedia.htm](http://www.aap.org/advocacy/releases/june09socialmedia.htm).
- Make sure children of all ages understand that the District's student discipline policy prohibits sexting at school, and that it is further punishable in Illinois through the Juvenile Court Act and The Criminal Code of 1961.
- Collect cell phones at gatherings of tweens and teens. Experts have noted that peer pressure can play a major role in the sending of texts, with attendance at parties being a major contributing factor.
- Monitor the media for stories about sexting that illustrate the consequences for both senders and receivers of these images. Ask "Have you seen this story?" "What did you think about it?" "What would you do if you were this child?"
- Rehearse ways your child can respond if asked to participate in inappropriate texting.

For more information on sexting and how to talk to your children about it, please see the following links:

[www.connectsafely.com/Safety-Tips/tips-to-prevent-sexting.html](http://www.connectsafely.com/Safety-Tips/tips-to-prevent-sexting.html);  
[www.aap.org/advocacy/releases/june09socialmedia.htm](http://www.aap.org/advocacy/releases/june09socialmedia.htm);  
[www.education.com/magazine/article/child-sexting-parents/?page=2](http://www.education.com/magazine/article/child-sexting-parents/?page=2);  
[www.athinline.org](http://www.athinline.org).

Sincerely,

Superintendent

Adopted by Northwestern CUSD #2, October 20, 2010

**Students**

**Exhibit - Aggressive Behavior Reporting Letter and Form**

Dear Parent(s)/Guardian(s):

Please be advised that your child engaged in behavior that, if repeated, may escalate into aggressive behavior, such as bullying. Illinois law requires school districts to notify the parent or guardian of a child who demonstrated behaviors that put him or her at risk for aggressive behavior.

The School Board policy on student behavior prohibits a student while at school or a school-related activity from: (1) engaging in any kind of bullying or aggressive behavior that causes physical or psychological harm to someone else, and/or (2) urging other students to engage in such conduct.

This early notification is intended to help all of us work together to avoid repetition of the behavior.

Student_____	Incident date_____
Incident location_____	Incident time_____
Reported by_____	Reporting date_____

**Description of the behavior:** *(Reporters, be specific. Describe what happened, what harm resulted, the child's explanation, and any known or suspected causes for what happened.)*

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**Follow-up conference:** I or someone from my office will telephone you to schedule an in-person meeting or telephone conference to discuss what occurred and ways to help your child, (1) be aware of how others were affected by the behavior, and (2) to understand boundaries and manage conflict.

**The following consequence(s) or intervention(s) is/are recommended:**

- Counseling or other support services for your child.
- Providing opportunities for all individuals involved in an incident to reach a resolution.
- Enabling your child to make amends for the harm caused.
- Suggesting your child receive non-District affiliated services.
- \_\_\_\_\_

The District is committed to helping those involved learn from this experience.

\_\_\_\_\_  
Building Principal

\_\_\_\_\_  
Date



## Students

### Exhibit - Student Handbook Checklist

The Checklist contains mandatory and recommended notices that schools should give to their students and the students’ parents/guardians. *Mandatory* means the notices are legally required. *Recommended* means including the notices are a best practice. The Checklist is in the IASB Policy Reference Manual (PRM) format, and it lists corresponding policies, procedures, and exhibits in numerical order within each sub-headed category. A corresponding citation to the Illinois Principals Association **Online Model Student Handbook (MSH)** is also listed, if one exists. Any handbook should be reviewed by the Board Attorney before distribution to ensure that all mandatory notices are included as this Checklist is subject to change without notice. This Checklist is not a substitute for legal advice.

### Mandatory Notices

#### Student Services

Mandatory Topics	IASB PRM	IPA MSH
Transportation	4:110, <i>Transportation</i>	4.10, <i>Bus Transportation</i>
Transportation reimbursement eligibility and dispute resolution <b>Note:</b> this program has been withdrawn due to lack of funding	4:110, <i>Transportation</i>	4.10, <i>Bus Transportation</i>
Eligibility criteria for free and reduced lunch	4:130, <i>Free and Reduced-Price Food Services</i> 4:130-E, <i>Free and Reduced-Price Food Services; Meal Charge Notifications</i>	3.10, <i>Fees, Fines &amp; Charges; Waiver of Student Fees</i>
Waiver of school fees along with the fee waiver application form	4:140, <i>Waiver of Student Fees</i> 4:140-AP, <i>Fines, Fees, and Charges - Waiver of Student Fees</i> 4:140-E1, <i>Application for Fee Waiver</i> 4:140-E2, <i>Response to Application for Fee Waiver, Appeal, and Response to Appeal</i>	3.10, <i>Fees, Fines &amp; Charges; Waiver of Student Fees</i> 3.10-E1, <i>Application for Fee Waiver</i>
Alternative learning opportunities	6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i>	2.90, <i>Course Alternatives &amp; Substitutions</i>
Notification to parents/guardians of English Learners regarding their child’s placement in, and infor-	6:160, <i>English Learners</i>	12.60, <i>English learners</i>

Mandatory Topics	IASB PRM	IPA MSH
mation about, the District’s English Learners programs		
Parental involvement under Title I (only when the district receives Title I funds)	<p>6:170, <i>Title I Programs</i></p> <p>6:170-AP1, <i>Checklist of Development, Implementation, and Maintenance of Parent and Family Engagement Compacts for Title I Programs</i></p> <p>6:170-AP1, E1, <i>District-Level Parent and Family Engagement Compact</i></p> <p>6:170-AP1, E2, <i>School-Level Parent and Family Engagement Compact</i></p> <p>6:170-AP2, <i>Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act</i></p>	12.50, <i>Parent Involvement Compact</i>
Notice to parents required by No Child Left Behind Act of 2001	6:170-AP2, <i>Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and protections of Pupil Rights Act</i>	
Surveys that request personal information from students	7:15, <i>Student and Family Privacy Rights</i>	11.10, <i>Student Privacy Protections</i>
Birth certificate requirements for enrollment	<p>7:50, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p> <p>7:50-AP, <i>School Admissions and Student Transfers To and From Non-District Schools</i></p>	
Administration of medications (includes asthma inhalers and epinephrine auto-injectors)	<p>7:270, <i>Administering Medicines to Students</i></p> <p>7:270-AP1, <i>Dispensing Medication</i></p> <p>7:270-E, <i>School Medication Authorization Form</i></p>	<p>5.20, <i>Student Medication</i></p> <p>5.20-E1, <i>Student Medical Authorization Form</i></p> <p>5.20-E2, <i>Authorization for Student Self Medication Form</i></p>

Student Programs

<b>Mandatory Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
Notice of instruction in recognizing and avoiding sexual abuse (K-8 only)	6:60-AP, <i>Comprehensive Health Education Program</i> 6:60-E, <i>Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</i>
Free appropriate public education to students with disabilities  Special education services to eligible children whether or not enrolled in the District	6:120, <i>Education of Children with Disabilities</i> 6:120-AP1, <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> (downloadable from IASB website, <a href="http://www.iasb.com">www.iasb.com</a> )	10.10, <i>Education of Children with Disabilities</i>

Student Responsibilities

<b>Mandatory Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
IHSA policy on banned substances (required only for IHSA schools)	6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:190-AP, <i>Academic Eligibility for Participation in Extracurricular Activities</i> 7:240, <i>Conduct Code for Participants in Extracurricular Activities</i> 7:240-AP1, <i>Code of Conduct for Extracurricular Activities</i>	9.10, <i>Athletic Rules &amp; Code of Conduct</i>
Absenteeism and truancy	7:70, <i>Attendance and Truancy</i>	2.10, <i>Attendance</i> 2.50, <i>Truancy</i>
Statement of district ownership of and right to search student lockers	7:140, <i>Search and Seizure</i>	8.10, <i>Search &amp; Seizure</i>
Search procedures for school grounds and lockers	7:140, <i>Search and Seizure</i>	8.10, <i>Search &amp; Seizure</i>
Notification regarding access to student accounts or profiles on social networking websites	7:140, <i>Search and Seizure</i>	8.10, <i>Search &amp; Seizure</i>
Bullying prohibited and reporting encouraged	7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>	6.40, <i>Bullying, Intimidation, &amp; Harassment</i> 6.40-E1, <i>Aggressive Behavior Reporting Letter &amp; Form</i>
Teen dating violence prohibited and reporting encouraged	7:185, <i>Teen Dating Violence Prohibited</i>	

<b>Mandatory Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
Prohibition of electronic paging devices and making threat by Internet	7:190, <i>Student Behavior</i>	6.30, <i>Student Discipline</i>
All prohibited conduct in the school discipline code, including, but not limited to: 1. Controlled substances 2. Firearms and other weapons 3. E-cigarettes 4. Gangs and gang-related activity 5. Sexting prohibited	4:170-AP2, E4, <i>Letter to Parents/Guardians About Preventing and Reducing Incidences of Sexting</i> 7:190, <i>Student Discipline</i> 7:190-AP5, <i>Student Handbook - Electronic Devices</i> 7:190-AP6, <i>Guidelines for Investigating Sexting Allegations</i>	6.30, <i>Student Discipline</i>
Inform parents/guardians when their child engaged in aggressive behavior along with the school's early intervention procedures	7:190-E1, <i>Aggressive Behavior Reporting Letter and Form</i>	6.40-E1, <i>Aggressive Behavior Reporting Letter &amp; Form</i>
Suspension and expulsion, and due process requirements	7:200, <i>Suspension Procedures</i> 7:210, <i>Expulsion Procedures</i>	
School bus safety	7:220, <i>Bus Conduct</i> 4:110-AP3, <i>School Bus Safety Rules</i>	4.10, <i>Bus Transportation</i>
Videotape surveillance of buses (if applicable)	7:220, <i>Bus Conduct</i> 7:220-AP, <i>Electronic Recordings on School Buses</i>	4.10, <i>Bus Transportation</i>
Behavior interventions (these may be developed through the Spec. Ed. Coop if the district belongs to one)	7:230, <i>Misconduct by Students With Disabilities</i>	
Dress code	7:160, <i>Student Appearance</i>	6.20, <i>School Dress Code &amp; Student Appearance</i>
All other conduct prohibited by Board policy - school discipline code	7:190, <i>Student Behavior</i>	6.30, <i>Student Discipline</i>

Student Rights

<b>Mandatory Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
Notice of non-discrimination coordinator(s) and making complaint of discrimination or sexual harassment	2:260, <i>Uniform Grievance Procedure</i>	6.40, <i>Bullying, Intimidation &amp; Harassment</i>
Prohibition of discrimination on the basis of race, color, national origin, sex, sexual orientation, ancestry, age, religious beliefs, physical or mental disability, status as home-	7:10, <i>Equal Educational Opportunities</i>	1.50, <i>Equal Opportunity &amp; Sex Equity</i>

<b>Mandatory Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
less, or actual or potential marital or parental status, including pregnancy		
Sex equity and grievance procedures	2:260, <i>Uniform Grievance Procedure</i> 7:10, <i>Equal Educational Opportunities</i>	1.50, <i>Equal Opportunity &amp; Sex Equity</i>
Sexual harassment prohibited and grievance procedures	2:260, <i>Uniform Grievance Procedure</i> 7:20, <i>Harassment of Students Prohibited</i>	6.40, <i>Bullying, Intimidation &amp; Harassment</i>
Notify parents of their right to request their child's classroom teachers' qualifications	5:190-E1, <i>Notice of Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications</i>	12.10, <i>Teacher Qualifications</i>
Educational rights of homeless students in the location where homeless children receive services	6:140, <i>Education of Homeless Children</i> 6:140-AP, <i>Education of Homeless Children</i>	12.30, <i>Homeless Child's Right to Education</i>
Notice of parent and student rights under the Children's Privacy Protection and Parental Empowerment Act	7:15, <i>Student and Family Privacy Rights</i> 7:15-E, <i>Notification to Parents of Family Privacy Rights</i>	11.10, <i>Student Privacy Protections</i>
Notice to parents/guardians about social network passwords	7:140, <i>Search and Seizure</i> 7:140-E, <i>Letter to Parents/Guardians Regarding the Right to Privacy in the School Setting Act</i>	6.70 (Pending)
Notice concerning privacy and access rights to school student records	7:340, <i>Student Records</i> 7:340-E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> 7:340-E2, <i>Using a Photograph or Video Recording of a Student</i>	11.20, <i>Student Records</i>
Disclosure of directory information	7:340-E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records</i> 7:340-E2, <i>Using a Photograph or Video Recording of a Student</i>	11.20, <i>Student Records</i>
Information classified as directory information and for objecting to disclosure of information	7:340-E1, <i>Notice to Parents/Guardians and Students of Their Rights Concerning a Stu-</i>	11.20, <i>Student Records</i>

<b>Mandatory Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
	<i>dent's School Records</i>	
Military recruiting	7:340-E3, <i>Letter to Parents Concerning Military Recruiters and Post-secondary Institutions Receiving Student Directory Information</i> 7:340-E4, <i>Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information</i>	11.20, <i>Student Records</i>
Student biometric information (when applicable)	7:340, <i>Student Records</i> 7:340-E5, <i>Biometric Information Collection Authorization</i>	11.30, <i>Student Biometric Information</i>
Notice of disability accommodation	8:70, <i>Accommodating Individuals with Disabilities</i>	1.110, <i>Accommodating Individuals with Disabilities</i>

General Information

<b>Mandatory Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
Notice before a pesticide application	4:160-AP, <i>Environmental Quality of Buildings and Grounds</i>	12.80, <i>Pesticide Application Notice</i>
Availability of information concerning sex offenders	4:175-AP1, <i>Criminal Offender Notification Laws; Screening</i> 4:175-AP1, E1, <i>Informing Parents About Offender Community Notification Laws</i>	12.120, <i>Sex Offender Notification Law</i>
School bus safety	4:110-AP3, <i>School Bus Safety Rules</i>	4.10, <i>Bus Transportation</i>
Notice to parents/guardians and staff of IHSA's online training video about hands-only CPR and AED	4:170, <i>Safety</i> 4:170-AP6, E1, <i>School Staff AED Notification Letter</i>	
Notice that a student athlete and his/her parent must sign acknowledgement of receiving the concussion policy (required only for IHSA schools)	7:305, <i>Student Athlete Concussions and Head Injuries</i>	9.30, <i>Student Athlete Concussions and Head Injuries</i>
School visitation rights notice	8:95-E1, <i>Letter Notifying Parents/Guardians of School Visitation Rights</i> 8:95-E2, <i>Verification of School Visitation</i>	12.70, <i>School Visitation Rights</i>

## **Recommended Notices**

### Student Services

<b>Recommended Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
Information regarding waiver of student fees	4:140, <i>Waiver of Student Fees</i>	
Fire drill program, building specific plan	4:170, <i>Safety</i> 4:170-AP1, <i>Comprehensive Safety and Security Plan</i>	5.40, <i>Safety Drill Procedures</i>
School safety plans, including severe weather and injury or sudden illness	4:170, <i>Safety</i> 4:170-AP1, <i>Comprehensive Safety and Security Plan</i> 4:170-AP1, E1, <i>Accident or Injury Form</i>	2.100, <i>Home and Hospital Instruction</i>
Home and hospital instruction	6:150, <i>Home and Hospital Instruction</i>	2.100, <i>Home and Hospital Instruction</i>
Student residency and tuition	7:60, <i>Residence</i> 7:60-AP1, <i>Challenging a Student's Residence Status</i> 7:60-AP2, <i>Establishing Student Residency</i> 7:60-AP2, E1, <i>Letter from Landlord in Lieu of Lease</i> 7:60-AP2, E2, <i>Letter of Residence to be Used When the Person Seeking to Enroll a Student is Living with a District Resident</i> 7:60-AP2, E3, <i>Evidence of Non-Parent's Custody, Control and Responsibility of a Student</i>	
Parking, building specific	7:140, <i>Search and Seizure</i>	4.20, <i>Parking</i>
Health and guidance counselor and social work access	7:250, <i>Student Support Services</i>	5.30, <i>Guidance &amp; Counseling</i>
Communicable and infectious disease	7:280, <i>Communicable and Chronic Infectious Disease</i> 7:280-AP, <i>Managing Students with Communicable and Infectious Diseases</i>	5.50, <i>Communicable Diseases</i> 5.60, <i>Head Lice</i>
Students with diabetes	6:120-AP4, <i>Care of Students with Diabetes</i>	1.130, <i>Care of Students with Diabetes</i> 1.130-E1, <i>Authorization to Provide Diabetes Care</i>

<b>Recommended Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
Food allergy management program	7:285, <i>Food Allergy Management Program</i> 7:285-AP, <i>Implementing a Food Allergy Management Program</i>	1.120, <i>Students with Food Allergies</i>
Telephone use, building specific		

Student Programs

<b>Recommended Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
Weighted grades		
District philosophy and goals	1:30, <i>School District Philosophy</i> 3:10, <i>Goals and Objectives</i> 6:10, <i>Educational Philosophy and Objectives</i>	
Anti-bias curriculum	6:60, <i>Curriculum Content</i>	
Driver education eligibility and requirements (high schools only)	6:60, <i>Curriculum Content</i>	
Parental objections to sex education, family life instruction, and sexually transmitted diseases	6:60-E, <i>Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes</i>	12.40, <i>Sex Education Instruction</i> 12.40-E1, <i>Notice to Parents on Sex Education Instruction</i>
Adaptive physical education program exemption	6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i>	2.80, <i>Exception from PE Requirement (Regular Education)</i>
Bilingual education availability	6:160, <i>English Learners</i>	12.60, <i>English Learners</i>
Co-curricular activities	6:190, <i>Extracurricular and Co-Curricular Activities</i>	9.10, <i>Athletic Rules &amp; Code of Conduct</i>
“No Pass, No Play”	6:190, <i>Extracurricular and Co-Curricular Activities</i> 6:190-AP, <i>Academic Eligibility for Participation in Extracurricular Activities</i>	9.10, <i>Athletic Rules &amp; Code of Conduct</i>
Parental right to review instructional materials	6:210, <i>Instructional Materials</i>	11.10, <i>Student Privacy Protections</i>
Acceptable use and Internet safety	6:235, <i>Access to Electronic Networks</i> 6:235-AP1, <i>Acceptable Use of the District’s Electronic Networks</i> 6:235-AP1, E1, <i>Student Authorization for Access to the District’s</i>	7.10, <i>Internet Acceptable Use</i> 7.10-E1, <i>Internet Acceptable Use Sign-Off</i>



<b>Recommended Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
	<i>Electronic Networks</i> 6:235-AP1, E2, <i>Staff Authorization for Access to the District's Electronic Networks</i>	
Social promotion	6:280, <i>Grading and Promotion</i> 6:280-AP, <i>Evaluating and Reporting Student Achievement</i>	2.60, <i>Grading &amp; Promotion</i>
High school graduation requirements (high schools only)	6:300, <i>Graduation Requirements</i>	2.120, <i>Graduation Requirements</i>
Right of students with IEP to participate in graduation ceremony (high schools only)	6:300, <i>Graduation Requirements</i>	10.40, <i>Certificate of High School Completion</i>
Physical education, including waiver of required classes	6:310, <i>High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students</i>	2.80, <i>Exception from PE Requirement (Regular Education)</i> 10.30, <i>Exemption from PE Requirement (Special Education)</i>
Class schedules, building specific		
Schedule of testing programs, building specific	6:340, <i>Student Testing and Assessment Program</i>	
Student distribution of non-curricular material	7:310, <i>Restrictions on Publications; Elementary Schools</i> 7:310-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools</i> 7:315, <i>Restrictions on Publications; High Schools</i> 7:315-AP, <i>Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools</i>	7.20, <i>Guidelines for Student Distribution of Non-School Sponsored Publications</i>

General Information

<b>Recommended Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
Asbestos management plan, notice of availability		
School calendar	6:20, <i>School Year Calendar and Day</i>	
Field trip	6:240, <i>Field Trips</i> 6:240-AP, <i>Field Trip Guidelines</i>	6.60, <i>Field Trips</i>

<b>Recommended Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
Release time for religious instruction/observance	7:80, <i>Release Time for Religious Instruction/Observance</i>	2.30, <i>Release Time for Religious Instruction/Observance</i>
Extra-curricular drug and alcohol testing (if applicable)	7:240-AP2, <i>Extracurricular Drug and Alcohol Testing Program</i> 7:240-E, <i>Consent to Participate in Extracurricular Drug and Alcohol Testing Program</i>	9.10, <i>Athletic Rules &amp; Code of Conduct</i>
Eligibility to remove college entrance exams from student transcripts	7:340, <i>Student Records</i>	11.20, <i>Student Records</i>
Equal access to school facilities	8:20, <i>Access to School Facilities</i>	
Identification and registration of persons entering the school building	8:30, <i>Visitors to and Conduct on School Property</i>	1.40, <i>Visitors</i>
Statement that the handbook is: 1. Only a summary of board policies governing the district; board policies are available to the public at the district office 2. A document that may be amended during the year without notice 3. Is a communication tool of all policies to persons expected to execute and comply with them	2:240, <i>Board Policy Development</i>	1.10, <i>Parent/Guardian Handbook Acknowledgement</i> 1.20, <i>Student Handbook Acknowledgement</i> 1.30, <i>General School Information</i>
Address of District offices, list of administrators, and contact information	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>	1.30, <i>General School Information</i>
Board members' names	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>	1.30, <i>General School Information</i>
List of District school addresses	2:250, <i>Access to District Public Records</i> 2:250-E2, <i>Immediately Available District Public Records and Web-Posted Reports and Records</i>	1.30, <i>General School Information</i>

**Special Circumstance Notifications**

<b>Special Circumstance Topics</b>	<b>IASB PRM</b>	<b>IPA MSH</b>
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Special Circumstance Topics	IASB PRM	IPA MSH
Notification for unsafe school transfer choice	4:170, <i>Safety</i> 4:170-AP5, <i>Unsafe School Choice Option</i>	12.100, <i>Unsafe School - Transfer</i>
Notification of right to review teachers' qualifications	5:190, <i>Teacher Qualifications</i> 5:190-E1, <i>Notice to Parents of Their Right to Request Their Child's Classroom Teachers' Qualifications</i> 5:190-E2, <i>Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements</i> 5:190-E3, <i>Letter to Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements for the Grade Level and Subject Area of Assignment</i>	12.10, <i>Teacher Qualifications</i>
<p>Notice when:</p> <ol style="list-style-type: none"> <li>1. Student is being taught by a teacher who is not highly qualified,</li> <li>2. School identified as in need of improvement,</li> <li>3. Schools are identified for corrective action,</li> <li>4. Schools are identified for restructuring,</li> <li>5. There is eligibility for supplemental educational services, and</li> <li>6. The district offers voluntary school choice, if applicable.</li> </ol>	5:190-E2, <i>Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements</i> 6:15, <i>School Accountability</i>	
Credit for proficiency	6:110, <i>Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program</i>	2.90, <i>Course Alternatives &amp; Substitutions</i>

## Students

### Suspension Procedures

#### In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

#### Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
  - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
  - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
  - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
  - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
    - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
      - a) A threat to school safety, or
      - b) A disruption to other students' learning opportunities.

- ii. For a suspension of 4 or more school days, an explanation:
    - a) That other appropriate and available behavioral and disciplinary interventions have been exhausted,
    - b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and
    - c) That the student's continuing presence in school would either:
      - i) Pose a threat to the safety of other students, staff, or members of the school community, or
      - ii) Substantially disrupt, impede, or interfere with the operation of the school.
  - iii. For a suspension of 5 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
  6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.: 105 ILCS 5/10-22.6.  
Goss v. Lopez, 95 S.Ct. 729 (1975).  
Sieck v. Oak Park River-Forest High School, 807 F.Supp. 73 (N.D. Ill., E.D., 1992).

CROSS REF.: 5:100 (Staff Development Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

Adopted by Northwestern CUSD #2 May 25, 2016

**Students**

**Exhibit - Long Term Out-of-School Suspension (4-10 Days) Reporting Form**

Dear Parent(s)/Guardian(s):

Illinois law requires a School District to provide the following information to a parent/guardian of a child who is suspended from school due to an act of gross disobedience or misconduct.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Incident Date

Student handbook rule(s) and/or Board policy violated: \_\_\_\_\_

Date and time of pre-suspension conference with student: \_\_\_\_\_

*(If this conference was not held because the student's conduct posed an immediate danger to persons or property, list the date and time the pre-suspension conference will be conducted.)*

**Date(s) of suspension:** \_\_\_\_\_

**Date student is eligible to return to school:** \_\_\_\_\_

**Description of incident:** *(List all pertinent information (date, time, location) regarding the specific act(s) of gross disobedience or misconduct resulting in the decision to suspend.)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Rationale for the specific duration of the suspension:**

\_\_\_\_\_  
\_\_\_\_\_

**It has been further determined that:** *(At least one of the following must be completed.)*

**I. Your child's continued presence at school poses a threat to school safety of other students, staff, or members of the school community.** Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct, school officials have determined that your child is likely to engage in similar conduct in the future. These determinations include, but are not limited to, one or more of the following additional reasons: *(List explanation below.)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Your child's continued presence at school substantially disrupts, impedes, or interferes with the operation of the school.** Due to the egregious nature of your child's conduct (i.e., physical harm, violence, threat) and/or the history or record of your child's past conduct school, officials have determined that (a) your child is likely to engage in similar conduct in the future, and/or (b) the presence of your child at school will foster a culture that his or her behavior(s) at school is/are acceptable or tolerated. These determinations include, but are not limited to, or more of the following: *(List explanation below.)*

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The school is required to make all reasonable efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions. To this end, the following behavioral and disciplinary interventions have been exhausted *(List all behavioral and disciplinary interventions and resources previously utilized to address the student's behavior or indicate if there are no appropriate and available interventions and resources. Examples of behavioral and disciplinary interventions include but are not limited to any previous correspondence with parents or guardians about the behavior, check-in/check-out, functional behavioral analysis (FIB), behavioral improvement plan (BIP), social academic instructional group (SAIG), in-school suspension, out-of-school suspension and/or other interventions and resources.)*

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**During the period of suspension, your child may not be present at school, on grounds owned or controlled by the School District or at any School District activity. Failure to comply with this directive constitutes a trespass and will be dealt with accordingly.**

Your child will be given an opportunity to complete missed assignments or work missed during the suspension for equivalent academic credit.

Students that are suspended out-of-school for longer than four (4) days must be provided with appropriate and available support services during the period of suspension. The following support services are available to your child: *(Note that this requirement only applies to students who are suspended out-of-school for 5 through 10 school days. List all support services or indicate if no support services are appropriate and available.)*

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To discuss this matter, you may contact the Building Principal.

Alternatively, you have the right to have the suspension reviewed by the School Board or a hearing officer acting on the Board's behalf. To schedule a Board hearing, please send a written request within ten (10) calendar days to *(insert name and address of the Superintendent)*.

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Building Principal

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Date

cc: School Board

## Students

### Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
  - a. Include the time, date, and place for the hearing.
  - b. Briefly describe what will happen during the hearing.
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
  - d. List the student's prior suspension(s).
  - e. State that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
  - f. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Dept. of Human Services to consult with the Board.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
4. If the Board acts to expel the student, its written expulsion decision shall:
  - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
  - b. Provide a rationale for the specific duration of the recommended expulsion.



- c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
  - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
5. Upon expulsion, the District may refer the student to appropriate and available support services.

LEGAL REF.: 105 ILCS 5/10-22.6(a).  
Goss v. Lopez, 95 S.Ct. 729 (1975).

CROSS REF.: 5:100 (Staff Development Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities)

Adopted by Northwestern CUSD #2 May 25, 2016

**Students**

**Exhibit - Notice of Expulsion Hearing**

Dear Parent(s)/Guardian(s):

Due to the act(s) of gross disobedience or misconduct described herein, a recommendation has been made to the School Board to expel your child from school. The School Code allows the School Board to expel a student for a definite time period not to exceed 2 calendar years, as determined on a case-by-case basis.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Incident Date

**Student handbook rule(s) and/or Board policy violated:** \_\_\_\_\_

**Length of the proposed expulsion:** \_\_\_\_\_

**Description of the incident and a justification for a recommendation of expulsion:** This information is contained in the *Long Term Out-of-School Suspension (4-10 days) Reporting Form* attached to this letter. If there was no long term suspension, the specific acts of gross disobedience or misconduct resulting in recommendation to expel are described in the attached sheet.

**The following additional efforts to resolve threats or disruptions and minimize the length of out-of-school suspensions were also provided:** \_\_\_\_\_

**Evidence will be presented and the Board will decide:**

1. Whether removing your child from his or her learning environment is in the best interest of the school;
2. What the rationale is for the specific duration of the recommended expulsion;
3. Whether all appropriate and available behavioral and disciplinary interventions were exhausted; and
4. Whether your child’s continuing presence in school would either: (a) pose a threat to the safety of other students, staff, or members of the school community, or (b) substantially disrupt, impede, or interfere with the operation of the school.

**You are requested to appear at a hearing before the board of education or a hearing officer acting on the Board's behalf to determine if your child should be expelled from school.**

<u>Hearing Date</u>	<u>Time</u>	<u>Location</u>
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At the expulsion hearing, the Board or hearing officer will consider evidence concerning whether your child is guilty of gross disobedience or misconduct as charged and should be expelled from school. The hearing will be held in closed session. At this hearing you have each of the following rights:

1. To be present.
2. To be represented by counsel. You must inform the District if your child will be represented by an attorney and, if so, the attorney's name.
3. To offer evidence.
4. To present witnesses and cross-examine witnesses who testify.
5. To present other reasons why your child should not be expelled.

After presentation of evidence or receipt of the hearing officer's report, the Board will decide the issue of guilt and take such actions as it finds appropriate.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

cc: School Board

enclosure: Copy of 7:200-E2, *Long Term Out-of-School Suspension (4-10 Days) Reporting Form* or a list of the specific acts of gross disobedience or misconduct

## **Students**

### **Bus Conduct**

All students must follow the District's *School Bus Safety Rules*.

#### **School Bus Suspensions**

The Superintendent, or any designee as permitted in the School Code, is authorized to suspend a student from riding the school bus for up to 10 consecutive school days for engaging in gross disobedience or misconduct, including but not limited to, the following:

1. Prohibited student conduct as defined in School Board policy, 7:190, *Student Behavior*.
2. Willful injury or threat of injury to a bus driver or to another rider.
3. Willful and/or repeated defacement of the bus.
4. Repeated use of profanity.
5. Repeated willful disobedience of a directive from a bus driver or other supervisor.
6. Such other behavior as the Superintendent or designee deems to threaten the safe operation of the bus and/or its occupants.

If a student is suspended from riding the bus for gross disobedience or misconduct on a bus, the School Board may suspend the student from riding the school bus for a period in excess of 10 days for safety reasons. The District's regular suspension procedures shall be used to suspend a student's privilege to ride a school bus.

#### **Academic Credit for Missed Classes During School Bus Suspension**

A student suspended from riding the bus who does not have alternate transportation to school shall have the opportunity to complete or make up work for equivalent academic credit. It shall be the responsibility of the student's parent or guardian to notify the school that the student does not have alternate transportation.

#### **Electronic Recordings on School Buses**

Electronic visual and audio recordings may be used on school buses to monitor conduct and to promote and maintain a safe environment for students and employees when transportation is provided for any school related activity. Notice of electronic recordings shall be displayed on the exterior of the vehicle's entrance door and front interior bulkhead in compliance with State law and the rules of the Illinois Department of Transportation, Division of Traffic Safety.

Students are prohibited from tampering with electronic recording devices. Students who violate this policy shall be disciplined in accordance with the Board's discipline policy and shall reimburse the School District for any necessary repairs or replacement.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99.  
105 ILCS 5/10-20.14, 5/10-22.6, and 10/  
720 ILCS 5/14-3(m).  
23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 7:130 (Student Rights and  
Responsibilities), 7:170 (Vandalism), 7:190 (Student Behavior), 7:200  
(Suspension Procedures), 7:230 (Misconduct by Students with Disabilities),  
7:340 (Student Records)

ADMIN. PROC.: 4:110-AP3 (School Bus Safety Rules)

## **Students**

### **Administrative Procedure - Electronic Recordings on School Buses**

#### Review of Electronic Recordings

Electronic video and audio recordings are viewed to investigate an incident reported by a bus driver, administrator, law enforcement officer working in the District, supervisor, student, or other person. They are also viewed at random.

Viewing and/or listening to electronic video and/or audio recordings is limited to law enforcement officers working in the District and District personnel. These individuals must have, (1) a law enforcement, security, or safety reason, or (2) a need to investigate and/or monitor student or driver conduct. A written log will be kept of those individuals viewing a video recording stating the time, name of individual viewing it, and date the video recording was viewed.

If the content of an electronic recording becomes the subject of a student disciplinary hearing, it will be treated like other evidence in the proceeding.

An electronic video or audio recording may be reused or erased after 14 days unless it is needed for an educational or administrative purpose.

#### Notice of Electronic Recordings 720 ILCS 5/14-3(m).

The Eavesdropping Act exempts electronic recordings on school buses from its coverage when transportation is provided for a school activity, provided the School Board adopted a policy authorizing their use. Notice of the adopted policy regarding video and audio recordings shall be: (1) clearly posted on the front door and interior of the school bus, (2) provided to students and parents/guardians, and (3) included in student handbooks and other documents.

## **Students**

### **Misconduct by Students with Disabilities**

#### **Behavioral Interventions**

Behavioral interventions shall be used with students with disabilities to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The School Board will establish and maintain a committee to develop, implement, and monitor procedures on the use of behavioral interventions for children with disabilities.

#### **Discipline of Special Education Students**

The District shall comply with the Individuals With Disabilities Education Improvement Act of 2004 and the Illinois State Board of Education's *Special Education* rules when disciplining special education students. No special education student shall be expelled if the student's particular act of gross disobedience or misconduct is a manifestation of his or her disability.

LEGAL REF.: Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. §§1412, 1413, and 1415.  
Gun-Free Schools Act, 20 U.S.C. §7151 et seq.  
34 C.F.R. §§300.101, 300.530 - 300.536.  
105 ILCS 5/10-22.6 and 5/14-8.05.  
23 Ill.Admin.Code §226.400.  
Honig v. Doe, 108 S.Ct. 592 (1988).

CROSS REF.: 2:150 (Committees), 6:120 (Education of Children with Disabilities), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct)

## Students

### Conduct Code for Participants in Extracurricular Activities

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with School Board policy. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves as good citizens and exemplars of their school at all times, including after school, on days when school is not in session, and whether on or off school property; (2) emphasize that hazing and bullying activities are strictly prohibited; and (3) notify participants that failure to abide by it could result in removal from the activity. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board.

Participants in extracurricular activities must abide by the conduct code for the activity and Board policy 7:190, *Student Behavior*. All coaches and sponsors of extracurricular activities shall annually review the conduct code with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 12 participating in these programs.

#### Extracurricular Drug and Alcohol Testing Program

The District maintains an extracurricular drug and alcohol testing program in order to foster the health, safety, and welfare of its students. Participation in extracurricular activities is a privilege and participants need to be exemplars. The program promotes healthy and drug-free participation.

Each student and his or her parent(s)/guardian(s) must consent to having the student submit to random drug and alcohol testing in order to participate in any extracurricular activity. Failure to sign the District's "Random Drug and Alcohol Testing Consent" form will result in non-participation.

If a test is *positive*, the student will not participate in extracurricular activities until after a *follow-up* test is requested by the Building Principal or designee and the results are reported. The Building Principal or designee will request a *follow-up* test after such an interval of time that the substance previously found would normally be eliminated from the body. If this *follow-up* test is negative, the student will be allowed to resume extracurricular activities. If a *positive* result is obtained from the *follow-up* test, or any later test, the same previous procedure shall be followed.

The Superintendent or designee shall develop procedures to implement this policy. No student shall be expelled or suspended from school as a result of any verified positive test conducted under this program other than when independent reasonable suspicion of drug and/or alcohol usage exists. This program does not affect the District policies, practices, or rights to search or test any student who at the time exhibits cause for reasonable suspicion of drug and/or alcohol use.

#### Performance Enhancing Drug Testing of High School Student Athletes

The Illinois High School Association (IHSA) prohibits participants in an athletic activity sponsored or sanctioned by IHSA from ingesting or otherwise using any performance enhancing substance on its banned substance list, without a written prescription and medical documentation provided by a licensed physician who evaluated the student-athlete for a legitimate medical condition. IHSA administers a performance-enhancing substance testing program. Under this program, student athletes are subject to random drug testing for the presence in their bodies of performance-enhancing



substances on the IHSA's banned substance list. In addition to being penalized by IHSA, a student may be disciplined according to Board policy 7:190, *Student Behavior*.

LEGAL REF.: Board of Education of Independent School Dist. No. 92 v. Earls, 122 S.Ct. 2559 (2002).  
Clements v. Board of Education of Decatur, 478 N.E.2d 1209 (Ill.App.4, 1985).  
Kevin Jordan v. O'Fallon THSD 203, 706 N.E.2d 137 (Ill.App.5, 1999).  
Todd v. Rush County Schools, 133 F.3d 984 (7th Cir., 1998).  
Veronia School Dist. 475 v. Acton, 515 U.S. 646 (1995).  
105 ILCS 5/24-24, 5/27-23.3, and 25/2.

CROSS REF.: 5:280 (Duties and Qualifications), 6:190 (Extracurricular and Co-Curricular Activities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:300 (Extracurricular Athletics)

## Students

### Administrative Procedure - Code of Conduct for Extracurricular Activities

This Code of Conduct applies to all school-sponsored activities that are neither part of an academic class nor otherwise carry credit or a grade. Sponsors shall create a roster of students who are members or participants in an extracurricular activity and maintain attendance records.

The goal of the extracurricular program is to provide opportunities for students to pursue interests and develop life skills beyond the classroom. An additional goal of the athletic program is to develop the physical skills of student athletes, which will allow them to compete to the best of their ability within the School Board policies and the by-laws of any association of which the school is a member.

Members must conduct themselves at all times, including after school and on days school is not in session, as good citizens and exemplars of their school - they must behave in ways that are consistent with good sportsmanship, leadership, and appropriate moral conduct. They are expected to demonstrate good citizenship and exemplary conduct in the classroom, in the community, and during all facets of the activity.

The Code of Conduct below describes the expectations and goals of the extracurricular and athletic programs. This Code does not contain a complete list of inappropriate behaviors for students in extracurricular activities and athletics. This Code of Conduct will be enforced 365 days a year, 24 hours a day. A student may be excluded from activities or competition while the school is conducting an investigation regarding that student's conduct.

Students and their parents/guardians are encouraged to seek assistance from the student assistance program regarding alcohol or other drug problems. Family-referrals or self-referrals will be taken into consideration in determining consequences for Code of Conduct violations.

#### Code of Conduct

A student participating in an activity or athletic program will be subject to disciplinary action if he or she violates this Code of Conduct for Extracurricular Activities. Violations will be treated cumulatively, with disciplinary penalties increasing with subsequent violations.

#### **The student shall not:**

1. Violate the District's policies or procedures on student discipline;
2. Use a beverage containing alcohol (except for religious purposes);
3. Use tobacco in any form;
4. Use, possess, buy, sell, barter, or distribute any illegal substance (including mood-altering and performance enhancing drugs or chemicals) or paraphernalia;
5. Use, possess, buy, sell, barter, or distribute any object that is or could be considered a weapon or any item that is a *look alike* weapon. This prohibition does not prohibit legal use of weapons in cooking and in sports, such as archery, martial arts practice, target shooting, hunting, and skeet;
6. Attend a party or other gathering and/or ride in a vehicle where alcoholic beverages and/or controlled substances are being consumed by minors;

7. Act in an unsportsmanlike manner;
8. Vandalize or steal;
9. Haze or bully other students;
10. Violate the written rules for the activity or sport;
11. Behave in a manner that is detrimental to the good of the group or school;
12. Be insubordinate or disrespectful toward the activity's sponsors or team's coaching staff;
13. Falsify any information contained on any permit or permission form required by the activity or sport.

Hazing and bullying activities are strictly forbidden at any time and in any location. *Hazing* is any humiliating or dangerous activity expected of a student to belong to a team or group, regardless of his or her willingness to participate. (Adapted from the definition of *hazing* adopted by the National Federation of State High School Associations.) *Bullying* is any physical or verbal act or conduct that has or can be reasonably predicted to place a student in reasonable fear of harm; cause a detrimental effect on a student's physical or mental health; interfere with a student's academic performance; or interfere with a student's ability to participate in or benefit from school activities. (Adapted from the definition of *bullying* included in the Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.)

#### Due Process Procedures

Students who are accused of violating the Code of Conduct for Extracurricular Activities are entitled to the following due process:

1. The student should be advised of the disciplinary infraction with which he or she is being charged.
2. The student shall be entitled to a hearing before an appropriate administrator.
3. The student will be able to respond to any charges leveled against him or her.
4. The student may provide any additional information he or she wishes for the administrator to consider.
5. The administrator, with the help of other staff members if needed, may interview material witnesses or others with evidence concerning the case.
6. If the administrator finds, after reviewing the evidence, that the violation occurred, he or she will impose sanctions on the student, as follows:
  - a. Sanctions for violations other than drug and alcohol will be based on the nature of the offense and the number of offenses, and may include suspension from all activities or sports for one of the time periods described below:
    - A specified period of time or percentage of events, competitions, or practices
    - The remainder of the season or for the next season
    - The remainder of the student's high school career
  - b. Sanctions for alcohol and other drug violations will be based on the following:

#### First violation

- Use, possession, buying, selling, bartering, or distributing: A suspension of one third of the total number of performances, activities, or competitions or the remainder of

the season, whichever is shorter. This penalty will be reduced if the student successfully completes a school-approved chemical awareness program.

- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed: A suspension of one sixth of the total number of performances, activities or competitions, or the remainder of the season, whichever is shorter.
- The student will be required to practice with the group, regardless of the violation (unless suspended or expelled from school).

#### Second violation

- Use, possession, buying, selling, bartering, or distributing: A suspension of 12 weeks or 1 season, including suspension from all performances, activities, or competitions during this period. To participate again in any activities, the student must successfully participate in and complete a school-approved alcohol and other drug abuse assessment and follow all recommendations from that assessment.
- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed: A suspension of one third of the season and all extracurricular group performances, activities, or competitions during this period.
- The student may be required to practice with the group (unless suspended or expelled from school).

#### Third violation

- Use, possession, buying, selling, bartering, or distributing: A suspension from extracurricular activities for the remainder of the student's high school career.
- Attendance at a party or riding in a vehicle where alcoholic beverages and/or controlled substances are being consumed: A suspension of one calendar year from the date of the suspension, including all extracurricular activities during this period.

7. The administrator will make a written report of his or her decision and rationale. The student may appeal the decision to the Building Principal.

All students remain subject to the Board's student discipline policy and/or the school's student handbook and the disciplinary measures listed in them.

## Students

### Administrative Procedure - Extracurricular Drug and Alcohol Testing Program

#### Testing Procedures

1. The Building Principal or designee shall, from time-to-time throughout the school year, randomly select extracurricular participants for drug and alcohol testing. Testing may occur on any day, Monday through Saturday. Names will be drawn from a pool of all student participants. Each student participant may be tested at any time during the year.
2. No student will be given advance notice or early warning of the testing.
3. Drug and/or alcohol testing may be performed by breath alcohol testing and/or urinalysis. Upon being selected for breath alcohol testing, a student must provide an adequate amount of breath so that the measuring device can measure any alcohol concentration in the breath. Upon being selected for a urinalysis test, the student shall provide a sample of "fresh" urine according to the quality control standards and policy of the laboratory conducting the urinalysis.
4. A staff member will accompany the student until he or she produces an adequate urine specimen. If unable to produce a specimen, the student will be given up to 24 ounces of fluid. If unable to produce a specimen within 2 hours, the student will be taken to the Building Principal's office and told he or she is ineligible for participation in any extracurricular activity. In addition, the parent(s)/guardian(s) will be telephoned and informed the student is unable to produce a sample for the testing procedure and he or she must be tested at a later date in order to be eligible.
5. All specimens registering below 90.5 degrees or above 99.8 degrees Fahrenheit will be invalid. The head strip on each specimen bottle indicates the validity of the urine specimen by temperature. If a specimen is invalid, the student must provide another specimen.
6. A student will be ineligible for all extracurricular activities for the remainder of the school year if he or she tampers or cheats during the collection. This will be reported to the parent(s)/guardian(s).
7. Immediately after the specimen is taken, the student may return to class with an admit slip or pass with the time he or she left the collection site.
8. Each specimen is given to the laboratory for testing for alcohol, controlled substances (that may include all drugs listed as controlled substances under Illinois law), and "performance enhancing" drugs, such as steroids.

#### Chain of Custody

1. The laboratory will provide training and direction to appropriate staff members, set up the collection environment, guarantee specimens, and supervise the chain of custody. To maintain anonymity, the student will be assigned a number.
2. The Building Principal or designee will escort students to the collection site. No student is allowed to go to his or her locker. The Building Principal or designee should minimize classroom interruptions. Student participants may be summoned after school, perhaps during practice time.
3. Before a student's urine is tested by the laboratory, he or she must sign any form that may be required by the testing laboratory. If a student chooses, he or she may notify the administrator that he or she is taking a prescription medication.

4. A sanitized kit containing a specimen bottle will be given to each student. The bottle will remain in the student's possession until a seal is placed upon the bottle and the student signs that the specimen is sealed. The seal may be broken only by the lab testing the specimen.
5. If the seal is tampered with or broken, after leaving the student's possession and prior to arriving at the lab, the specimen is invalid. The student will remain eligible for extracurricular activities subsequent to a retest.
6. The supervisor obtaining the urine specimen will be of the same gender as the student. Students will be instructed to remove all outerwear and wash their hands in the presence of the supervisor before entering the restroom stall. The stall door will be closed while the student provides a urine specimen. The supervisor will wait outside the restroom stall. The student will have 2 minutes to produce a urine specimen. The commode will contain a blue dye so the water cannot be used to dilute the sample. The faucets in the restrooms will be shut off.
7. After it is sealed, the specimen will be transported to the testing laboratory by lab personnel. The testing laboratory will report the results to the Building Principal or designee.
8. In order to maintain confidentiality, the student's name will not be on the urine specimen container. Instead, the student's random identification number will appear on the container.

#### Test Results

1. The Building Principal or designee will be notified of a student testing "positive" (i.e., if the test shows that drug residues are in the student's system after using at least 2 different types of analyses). The Building Principal or designee will notify the student and his or her parent(s)/guardian(s). The student or his or her parent(s)/guardian(s) may submit any documented prescription or explanation of a "positive" test result.
2. In addition, the student or parent(s)/guardian(s) may request that the urine specimen be tested again by a certified laboratory at their cost.
3. If the test is verified "positive," the Building Principal or designee will meet with the student and his or her parent(s)/guardian(s). The student and parent(s)/guardian(s) will be given the names of counseling and assistance agencies. The student may not participate in extracurricular activities until a "follow-up" test is requested by the Building Principal or designee and the results are "negative."
4. A "follow up" test will be requested by the Building Principal or designee after such an interval of time that the substance previously found would normally be eliminated from the body. If this "follow up" test is negative, the student will be allowed to resume extracurricular activities. If a "positive" result is obtained from the "follow up" test, or any later test, the previous procedure shall be repeated. In addition, the School District reserves the right to continue testing at any time during the remaining school year any participating student who had a verified "positive" test.
5. Information on a verified "positive" test result will be shared on a need-to-know basis with the student's coach or sponsor. The results of "negative" tests will be kept confidential.
6. Drug testing result sheets will be returned to the Building Principal or designee identifying students by number and not by name. Names will not be kept in open files or on any computer. Result sheets will be locked and secured in a location to which only the Building Principal or designee has access.

### Financial Responsibility

1. Under this policy, the School District will pay for all initial random drug tests and all initial “follow up” drug tests. Once a student has a verified “positive” test result and has subsequently tested negative from a “follow up” test, any future “follow up” drug test that must be conducted will be paid for by the student’s parent(s)/guardian(s).
2. A request for another test of a “positive” urine specimen is the financial responsibility of the student’s parent(s)/guardian(s).
3. Counseling and subsequent treatment by non-school agencies is the financial responsibility of the student’s parent(s)/guardian(s).

### Confidentiality

Under this drug testing program, no staff, coach, or sponsor shall divulge any information to anyone about a particular student or disposition of the student involved, other than in response to a legal subpoena.

### Other Rules

Apart from this drug testing program, the Illinois High School Association as well as each activity’s coaching staff or sponsor may have their own training rules and requirements. Coaches and sponsors have the necessary authority to enforce those rules. Any student-participant who violates a team or activity rule or requirement is subject to the consequences as defined in those rules and requirements.

**Students**

**Exhibit - Consent to Participate in Extracurricular Drug and Alcohol Testing Program**

*To be returned to the Building Principal. Please print.*

**Student** \_\_\_\_\_ **School year** \_\_\_\_\_

**To be read and signed by the student-participant and his/her parent(s)/guardian(s):**

We have received, and have read, and understand, the District Extracurricular Drug and Alcohol Testing Program. We voluntarily agree that our child shall be subject to its terms for his or her entire high school career (grades 9-12). We accept the method of obtaining breath and urine specimens, the testing and analyses of such specimens, and all other aspects of the program. The student-participant agrees to cooperate in furnishing urine specimens upon request.

We further agree and consent to the disclosure of the sampling, testing, and results as provided in this program. This consent is given pursuant to all State and federal privacy statutes, and it is a waiver of nondisclosure rights only to the extent of the disclosures required in the program.

We understand that there is more information available on the following websites:  
[www.ihsa.org/documents/sportsMedicine/Resource\\_Exchange\\_Center\\_Flyer.pdf](http://www.ihsa.org/documents/sportsMedicine/Resource_Exchange_Center_Flyer.pdf) and  
[www.ihsa.org/Resources/SportsMedicine/PerformanceEnhancingDrugsSteroidEducation.aspx](http://www.ihsa.org/Resources/SportsMedicine/PerformanceEnhancingDrugsSteroidEducation.aspx).

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Student signature

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**To be read and signed by student who is not participating:**

I have decided **not to participate** in any extracurricular activities sponsored by the School District for the remainder of this school year. In order for me to participate in the extracurricular activity program at a later date, I understand that I must submit to a urinalysis.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date



## Students

### Student Support Services

The following student support services may be provided by the School District:

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent/guardian must consent to regular or continuing services from a social worker.
4. Guidance and school counseling services.
5. A liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools.

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health problems that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such problems.

This policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act of 2003.  
740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.  
105 ILCS 5/10-20.58.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:280 (Communicable and Chronic Infectious Diseases), 7:340 (Student Records)

Adopted by Northwestern CUSD #2 November 14, 2017

## Students

### **Administrative Procedure - Measures to Control the Spread of Head Lice at School**

<b>Actor</b>	<b>Action</b>
School Nurse	<p>Involves parent organization in the development and implementation of programs regarding prevention and treatment.</p> <p>Provides information regarding control to staff, students, and parents.</p> <p>Provides information material and/or in-service to school personnel on:</p> <ol style="list-style-type: none"> <li>1. Confidentiality requirements</li> <li>2. Identification</li> <li>3. Preventing transmission in classrooms</li> <li>4. Precautions against self-contamination and cross-contamination, e.g.,                             <ol style="list-style-type: none"> <li>a. Carpets should be vacuumed frequently</li> <li>b. Cloth-covered stuffed animals, sleeping mats, pillows, sofas, and other stuffed furniture should be discouraged</li> </ol> </li> <li>5. Treatment and resources for treatment</li> <li>6. Readmission requirements</li> <li>7. Respect for sensitivity of students and parents/guardians regarding this condition</li> </ol>
Parent/Guardian	<p>Assists in preventing and managing head lice outbreaks by regularly checking their children’s hair and providing immediate treatment if lice are detected.</p> <ul style="list-style-type: none"> <li>• Check your child’s hair and scalp regularly for eggs.</li> <li>• Do not allow your child to use other children’s combs, brushes, hats, etc.</li> <li>• If you find your child does have head lice and you decide to keep him or her out of school, please follow the school’s student absence procedures.</li> <li>• Follow your family’s chosen protocol for treatment of the entire family. Both over-the-counter and prescription medications are available for treatment of lice.</li> <li>• Hats, combs, brushes, and bed linens should be cleaned thoroughly. After the medicated shampoo, you can loosen the eggs with scalp rinses of vinegar, and then slide the eggs off the hair shaft with tweezers, a special fine tooth comb, or your fingernails.</li> <li>• Review information from the Center for Disease Control (CDC) about Prevention and Control at:  <a href="http://www.cdc.gov/parasites/lice/head/prevent.html">www.cdc.gov/parasites/lice/head/prevent.html</a> and Treatment FAQ at <a href="http://www.cdc.gov/parasites/lice/head/gen_info/faqs_treat.html">www.cdc.gov/parasites/lice/head/gen_info/faqs_treat.html</a>.</li> </ul>
Staff	To prevent the spread of head lice infestations, report all suspected cases of head lice to the school nurse or designee as soon as possible.
School Nurse	<p>Inspects the head of any student reasonably suspected of having head lice as soon as possible.</p> <p>Checks the siblings of any student with head lice and notifies other schools</p>

Actor	Action
	<p>where siblings attend.</p> <p>Checks any of the student's contacts for the presence of lice.</p> <p>Provides the student's parent(s)/guardian(s) with information regarding head lice treatment.</p> <p>If more than one student is affected in any class, determines whether to examine all students in the class and/or provides information about head lice to all parents/guardians of students in the class.</p>
Building Principal	<p>If eggs (nits) or lice are found, determines whether to exclude the student from attendance or limit the student's head to head contact in the school building (especially in lower grades). Contact the Board Attorney before beginning the process to exclude any student.</p> <p>Informs the parent(s)/guardian(s) about recommended treatment procedures and sources of further information.</p>
Staff	Maintains the privacy of students identified as having head lice and excluded from attendance.
Parents/Guardians	Brings a note to school verifying treatment.
School Nurse	<p>Examines any excluded student and verifies to the Building Principal that all eggs (nits) and lice are gone so that the student may return.</p> <p><b>Note:</b> Delete this row and/or the re-inspection (nit-free) requirement, if the administration determines the requirement is (a) unnecessary to successfully manage head lice and/or (b) results in unnecessary absences. . Many nit-free requirements may unnecessarily exclude students from school. School nurses should discuss the following pros and cons of <i>No Nit Policies</i> with their Building Principals and/or Superintendents:</p> <p>Pros: A nit-free requirement simply eliminates any subjective call for school personnel as to whether the nit is dead or alive. The National Pediculosis Association recommends the <i>No Nit Policy</i> as the public health standard intended to keep children lice free, nit free, and in school, <a href="http://www.headlice.org/downloads/nonitpolicy.htm">www.headlice.org/downloads/nonitpolicy.htm</a>.</p> <p>Cons: The National Association of School Nurses takes the position that the management of head lice should not disrupt the educational process. No disease is associated with head lice, and in-school transmission is considered to be rare. Further, when transmission occurs, it is generally found among younger-age children with increased head-to-head contact: <a href="http://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/smId/824/ArticleID/40/Default.aspx">www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/smId/824/ArticleID/40/Default.aspx</a>.</p>
Building Principal	<p>Notifies parent(s)/guardian(s) whose excluded student has not returned to school within 5 days of the following:</p> <p>School attendance laws</p> <p>Action that may be taken if absence continues</p> <p>Resources for treatment information</p>

## Students

### Administrative Procedure - Protocol for Responding to Students with Social, Emotional, or Mental Health Problems

#### Student Support Committee

Each Building Principal shall annually appoint a building-level Student Support Committee that shall have the tasks described in this Administrative Procedure. Committee members must be school staff members who are qualified by professional licensing or experience to address issues concerning students who may have social, emotional, or mental health problems. As needed on a case-by-case basis, the Student Support Committee may request the involvement of the Building Principal, relevant teachers, and the parents/guardians. Records produced and shared among Committee members may be subject to laws governing student records. Confidential information given by a student to a therapist is governed by the Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/.

#### Children's Mental Health Partnership's Plan and Annual Progress Reports

The Illinois Children's Mental Health Partnership (ICMHP) monitors the implementation of its statewide Children's Mental Health Plan (CMH Plan). The CMH Plan is a statewide strategic blueprint or *roadmap* to promote and improve the children's mental health system and covers a range of recommendations and strategies necessary to reforming the children's mental health system in Illinois. Every year, the ICMHP must submit an annual progress report to the Governor for approval. The Student Support Committee will monitor the annual CMH Plan (at: [icmhp.org/wordpress/wp-content/uploads/2015/12/ICMHP\\_CMH-Strategic\\_Plan.pdf](http://icmhp.org/wordpress/wp-content/uploads/2015/12/ICMHP_CMH-Strategic_Plan.pdf) and updated at: [www.dhs.state.il.us/page.aspx?item=68168](http://www.dhs.state.il.us/page.aspx?item=68168)) and decide how to implement its recommendations and strategies as appropriate within the resources available in the District.

#### Referrals

Staff members should refer a student suspected of having social, emotional, or mental health problems to the building-level Student Support Committee. The Student Support Committee will review information about a referred student, including prior interventions, and suggest appropriate steps for referral and follow-up. The Student Support Committee may offer strategies to a referred student's classroom teachers and parents/guardians about ways they can manage, address, and/or enhance the student's social and emotional development and mental health. In addition, the Student Support Committee may recommend coordinated educational, social work, school counseling, and/or student assistance services within the school as well as referrals to outside agencies.

Referrals under this procedure are unrelated to the special education evaluation process and do not trigger the District's timeline for evaluations. However, the use of these procedures shall not circumvent the special education process. See Administrative Procedure 6:120-AP1, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*.

#### School Counseling, School Social Work, School Psychological, and School Nursing Services

The Student Support Committee may request school counselors, school social workers, school psychologists, and school nurses to provide support and consultation to teachers and school staff about strategies to promote the social and emotional development and mental health of all students.

They may also be requested to provide screening and early detection approaches to identify students with social, emotional, and mental health problems.

School counselors, school social workers, school psychologists, and school nurses will inform parents/guardians of all issues that pose a health and/or safety risk; they will inform the Building Principal of any health or safety risks that are present in the school.

#### Psycho-Educational Groups

As appropriate, the Student Support Committee may recommend that a student participate in a variety of psycho-educational groups. These groups are typically led by school counselors, social workers, or psychologists, but are not structured as therapeutic services. Groups are designed to help students better understand issues and develop strategies to manage issues of concern to them that may, if not addressed, interfere significantly with the students' educational progress or school adjustment. Groups have a written curriculum that guides discussion over a set period of time, generally five weeks. A student may participate in a group without parent/guardian permission for one such time period; subsequent enrollment in the same group requires parent/guardian permission.

Students in a group who present significant concern and for whom therapeutic services must be considered will be referred to the social workers, psychologists, or school counselors for individual consultation. (See above description of these services.)

#### School and Community Linkages

When possible, the Student Support Committee shall seek to establish linkages and partnerships with diverse community organizations with the goal of providing a coordinated, collaborative early intervention social and emotional development and mental health support system for students that is integrated with community mental health agencies and organizations and other child-serving agencies and systems.

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act of 2003.

Adopted by Northwestern CUSD #2 November 14, 2017

## Students

### Exemption from Physical Education

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

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

State law prohibits the Board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

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

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

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

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated in 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students*.

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program. The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

LEGAL REF.: 105 ILCS 5/27-6.  
225 ILCS 60/, Medical Practice Act.  
23 Ill.Admin.Code §1.420(p) and §1.425(d), (e), (f).

CROSS REF.: 6:60 (Curriculum Content), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students)

Adopted by Northwestern CUSD #2 November 14, 2017

## Students

### Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form* is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

### Self-Administration of Medication

A student may possess an epinephrine auto-injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed a *School Medication Authorization Form*. The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication, or the storage of any medication by school personnel.

### School District Supply of Undesignated Epinephrine Auto-Injectors

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated epinephrine auto-injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine auto-injector* means an epinephrine auto-injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

### School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to,



naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. On or after June 1, 2018, see the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

Void Policy; Disclaimer

The **School District Supply of Undesignated Epinephrine Auto-Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine auto-injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine auto-injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Alcoholism and Other Drug Abuse and Dependency Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

Upon any administration of an undesignated epinephrine auto-injector or an opioid antagonist, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector and/or opioid antagonist. This policy does not guarantee the availability of an epinephrine auto-injector and/or opioid antagonist; students and their parents/guardians should consult their own physician regarding such medication(s).

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30.  
23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Food Allergy Management)

ADMIN. PROC.: 7:270-AP1 (Dispensing Medication), 7:270-AP2 (Checklist for District Supply of Undesignated Epinephrine Auto-Injectors and/or Opioid Antagonists), 7:270-E (School Medication Authorization Form)

Adopted by Northwestern CUSD #2 November 14, 2017

## Students

### Administrative Procedure - Dispensing Medication

Actor	Action
Parents/Guardians	<p>Ask the child’s physician, dentist, or other health care provider who has authority to prescribe medications if a medication, either prescription or non-prescription, must be administered during the school day. <i>Medication</i> includes an epinephrine auto-injector, e.g., <i>EpiPen®</i>, and asthma inhaler medication (105 ILCS 5/22-30(a), amended by P.A.s 100-201 and 100-513).</p> <p><b>For a student with diabetes:</b> The parent(s)/guardian(s) are responsible to share the health care provider’s instructions. When the student is at school, the student’s diabetes will be managed according to a diabetes care plan, if one exists, and not this Procedure. See Care of Students with Diabetes Act, 105 ILCS 145/. Last, the Public Self-Care of Diabetes Act allows a person with diabetes (or a parent/guardian of a person with diabetes) to self-administer insulin (or administer insulin) in any location, public or private, where the person is authorized to be irrespective of whether the injection site is uncovered during or incidental to the administration of insulin (410 ILCS 135/).</p> <p><b>For a student with asthma:</b> The parent(s)/guardian(s) are responsible for sharing the student’s asthma action plan. When the student is at school, the student’s asthma will be managed according to an asthma action plan, if one exists, and not this Procedure. See 105 ILCS 5/22-30(j-5), added by P.A. 99-843. Asthma emergencies shall be managed pursuant to the District’s asthma emergency response protocol. 105 ILCS 5/22-30(j-10).</p> <p><b>Note:</b> The Ill. State Board of Education’s model asthma episode emergency response protocol required by 105 ILCS 5/22-30(j-10), added by P.A. 99-843, that must be incorporated in the District’s procedure is available at:  <a href="http://www.isbe.net/Documents/asthma_response_protocol.pdf">www.isbe.net/Documents/asthma_response_protocol.pdf</a>.</p> <p>When developing the District’s model protocol, consider that a district may be liable for injury to an asthmatic student during a medical emergency if the district does not respond by immediately calling 911. See <u>In re Estate of Stewart</u>, 406 Ill.Dec. 345 (2nd Dist. 2016); <u>In re Estate of Stewart</u>, 412 Ill.Dec. 914 (Ill. 2017)(school district’s appeal denied). Consult the board attorney about: (1) whether all asthma action plans should require immediate 911 calls based upon <u>Stewart</u>; and (2) the duties and responsibilities of a district when it asks for, but does not receive, an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon <u>Stewart</u>.</p>

Actor	Action
	<p>A student with asthma is allowed to self-administer and self-carry asthma medication if the student’s parent(s)/guardian(s) provide the school with: (1) written authorization for the self-administration and/or self-care of asthma medication; and (2) the prescription label containing the name of the asthma medication, the prescribed dosage, and the time at which or circumstances under which the asthma medication is to be administered. 105 ILCS 5/22-30(b), amended by P.A. 100-513.</p> <p>If so, ask the health care provider to complete a <i>School Medicine Authorization Form</i>. <b>This form must be completed and given to the school before the school will store or dispense any medication and before a child may possess asthma medication or an epinephrine auto-injector.</b></p> <p>If a student is on a medication indefinitely, the parent/guardian must file a new “School Medication Authorization Form” every year.</p> <p>Bring the medication to the school office. If the medicine is for asthma or is an epinephrine auto-injector, a student may keep possession of it for immediate use at the student’s discretion: (1) while in school, (2) while at a school-sponsored activity, (3) while under the supervision of school personnel, or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property. 105 ILCS 5/22-30(e).</p> <p>For asthma inhalers, provide the prescription label. Bring other prescription medications to the school in the original package or appropriately labeled container. The container shall display:</p> <ul style="list-style-type: none"> <li>Student’s name</li> <li>Prescription number</li> <li>Medication name and dosage</li> <li>Administration route and/or other direction</li> <li>Dates to be taken</li> <li>Licensed prescriber’s name</li> <li>Pharmacy name, address, and phone number</li> </ul> <p>Bring non-prescription medications to school in the manufacturer’s original container with the label indicating the ingredients and the student’s name affixed.</p> <p>At the end of the treatment regime, remove any unused medication from the school.</p>
School Office Personnel	<p>Provide a copy of these procedures, as well as a <i>School Medication Authorization Form</i>, to inquiring parents/guardians.</p> <p>If the building has no school nurse and a student is identified as having asthma, request the student’s parent(s)/guardian(s) to share their child’s asthma action plan. If the plan is provided, keep it on file in the school nurse’s office or, in the absence of a school nurse, the Building Principal’s or designee’s office. Tell the school nurse or Building Principal or</p>

Actor	Action
	<p>designee of the receipt of the plan as soon as possible so that he/she may provide copies of it to appropriate school staff interacting with the student on a regular basis and, if applicable, attach it to the student's Section 504 plan or individualized education plan (IEP). 105 ILCS 5/22-30(j-5), added by P.A. 99-843.</p> <p>Whenever a parent/guardian brings medication for a student to the office, summon the school nurse.</p> <p>If the school nurse is unavailable, accept the medication, provided the parent/guardian submits a completed "School Medication Authorization Form" and the medication is packaged in the appropriate container.</p> <p>Put the medication in the appropriate locked drawer or cabinet. Tell the school nurse about the medication as soon as possible.</p>
<p>School Nurse (certificated school nurse or non-certificated registered professional nurse)</p>	<p>Ensure that a parent/guardian who brings medication for his or her child has complied with the parent/guardian's responsibilities as described in this administrative procedure.</p> <p>If a student is identified as having asthma, request the student's parent(s)/guardian(s) to share their child's asthma action plan. If the plan is provided, keep it on file in the school nurse office. Provide copies of it to appropriate school staff who interact with the student on a regular basis and, if applicable, attach it to the student's Section 504 plan or individualized education plan (IEP). 105 ILCS 5/22-30(j-5), added by P.A. 99-843.</p> <p>In conjunction with the licensed prescriber and parent/guardian, identify circumstances, if any, in which the student may self-administer the medication and/or carry the medication. A student will be permitted to carry and self-administer medication for asthma or an epinephrine auto-injector.</p> <p>Store the medication in a locked drawer or cabinet. A student may keep possession of medication for asthma or an epinephrine auto-injector. Medications requiring refrigeration should be refrigerated in a secure area.</p> <p>Plan with the student the time(s) the student should come to the nurse's office to receive medications.</p> <p>Document each dose of the medication in the student's individual health record. Documentation shall include date, time, dosage, route, and the signature of the person administering the medication or supervising the student in self-administration.</p> <p>Assess effectiveness and side effects as required by the licensed prescriber. Provide written feedback to the licensed prescriber and the parent/guardian as requested by the licensed prescriber.</p> <p>Document whenever the medication is not administered as ordered along with the reasons.</p> <p>If the parent/guardian does not pick up the medication by the end of the school year, discard the medication in the presence of a witness.</p>

Actor	Action
Building Principal	<p>Supervise the use of these procedures.</p> <p>Perform any duties described for school office personnel, as needed.</p> <p>Perform any duties described for school nurses, as needed, or delegate those duties to appropriate staff members. No staff member shall be required to administer medications to students, except school nurses, non-certificated and registered professional nurses, and administrators.</p> <p>Make arrangements, in conjunction with the parent/guardian, supervising teachers, and/or bus drivers for the student to receive needed medication while on a field trip.</p>

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30.  
23 Ill.Admin.Code §1.540.  
In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016).  
In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017).

Adopted by Northwestern CUSD #2 November 14, 2017

## Students

### **Administrative Procedure - Checklist for District Supply of Undesignated Epinephrine Auto-Injectors and/or Opioid Antagonists**

- The Superintendent, school nurse, and/or other necessary school officials should consult the Board Attorney to develop a plan to implement Section 22-30 of the School Code.
- Obtain a prescription to maintain a supply of either or both undesignated epinephrine auto-injector(s) (UEAs) and/or opioid antagonist(s) (OAs) in the District’s name pursuant to 105 ILCS 5/22-30(f), amended by P.A.s 98-795, 99-480, and 100-513.
- Designate a secure location(s) to store UEAs and/or OAs where persons needing these medications are most at risk (105 ILCS 5/22-30(f)), amended by P.A.s 99-480 and 100-513). For UEAs, this includes but is not limited to, classrooms and lunchrooms. Id.
- Develop a method for maintaining an inventory of UEAs and OAs. The inventory should list the expiration dates of the UEAs and OAs.
- Identify procedures for a log or other recordkeeping of provisions, or administrations of UEAs OAs.
- Maintain a list in each building administrator and/or his or her corresponding school nurse’s office that includes the names of trained personnel who have received a statement of certification pursuant to State law.
- Develop procedures to implement the prescribed standing protocol for the provision, or administration of UEAs and/or OAs, including calling 911 and noting any instructions given by Emergency Management Services (EMS) (23 Ill.Admin.Code §1.540(d)). Upon any administration of *any* epinephrine auto-injector or opioid antagonist, procedures must include:
  1. Immediate activation of the EMS system. 105 ILCS 5/22-30(f-5), amended by P.A. 99-480.
  2. Notification to the student’s parent, guardian, or emergency contact, if known. Id.
  3. The following reports and/or notifications by the school nurse when a(n):

<b>UEA was administered:</b>	<b>OA was administered:</b>
a. Physician, physician assistant, or advance practice registered nurse who provided the standing protocol or prescription for the UEA <b>within 24 hours</b> . 105 ILCS 5/22-30(f-10), amended by P.A. 100-513.  b. Ill. State Board of Education (ISBE) <b>within three (3) days</b> . 105 ILCS 5/22-30(i). Notification will be on an ISBE-prescribed form, and will include: <ol style="list-style-type: none"> <li>i. Age and type of person receiving epinephrine (student, staff, visitor);</li> <li>ii. Any previously known diagnosis of a severe allergy;</li> </ol>	a. The health care professional (20 ILCS 301/5-23(d)(4), amended by P.A. 100-201) who provided the prescription for the opioid antagonist <b>within 24 hours</b> . 105 ILCS 5/22-30(f-10), amended by P.A.s 99-480 and 100-513.  b. Ill. State Board of Education (ISBE) <b>within three (3) days</b> . 105 ILCS 5/22-30(i-5), amended by P.A. 99-480. Notification will be on an ISBE-prescribed form, and will include: <ol style="list-style-type: none"> <li>i. Age and type of person receiving the opioid antagonist (student, staff, or</li> </ol>

<ul style="list-style-type: none"> <li>iii. Trigger that precipitated allergic episode;</li> <li>iv. Location where symptoms developed;</li> <li>v. Number of doses administered;</li> <li>vi. Type of person administering epinephrine (school nurse, trained personnel, student); and</li> <li>vii. Any other information required by ISBE on the form.</li> </ul>	<ul style="list-style-type: none"> <li>visitor);</li> <li>ii. Location where symptoms developed;</li> <li>iii. Type of person administering the opioid antagonist (school nurse or trained personnel); and</li> <li>iv. Any other information required by ISBE on the form.</li> </ul>
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- Determine how the District will identify the student populations whose parents/guardians:
  1. Have not completed and signed a *School Medication Authorization Form*, or
  2. Have not provided an epinephrine auto-injector and/or opioid antagonist, as applicable to the student, for a student for use at school, even though they have completed the *School Medication Authorization Form*.
- Determine when the school nurse will provide or administer the UEAs and/or OAs, as applicable, to students.

The school nurse or trained personnel may:

1. Provide a UEA or OA, as applicable to the situation, that meets the prescription on file in the *School Medication Authorization Form* to:
  - a. Any student for his or her self-administration only (105 ILCS 5/22-30(a) & (b-10), amended by P.A. 99-480), or
  - b. A student in need of his or her student-specific or UEA who has an Individual Health Care Action Plan, Food Allergy Emergency Action Plan and Treatment Authorization Form, or Section 504 plan. Such medication may be provided by any personnel authorized. 105 ILCS 5/22-30 (b-5). *Any personnel authorized* under these plans is limited to a school nurse, registered nurse, or a properly trained administrator in accordance with Section 10-22.21b of the School Code.
2. Administer a UEA to any student that the school nurse or *trained personnel* in good faith believes is having an anaphylactic reaction even though the parent/guardian has not completed and signed a *School Medication Authorization Form* or otherwise granted permission to administer the epinephrine auto-injector. 105 ILCS 5/22-30(b-10), amended by P.A. 98-795. **Note:** *Trained personnel* are different than *any personnel authorized* in 1.b., above. 105 ILCS 5/22-30(a), amended by P.A. 99-480. *Trained personnel* means any school employees or volunteer personnel who are (a) authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of the School Code, (b) annually trained online or in person to recognize and respond to anaphylaxis through a training curriculum developed by the Ill. State Board of Education (ISBE), and (c) submitting proof to their school's administration that they have completed the annual training. 105 ILCS 5/22-30(g). The law does not provide a deadline for ISBE to complete this training curriculum.
3. Administer an OA to any student that the school nurse or *trained personnel* in good faith believes is having an opioid overdose even though the parent/guardian has not completed and signed a *School Medication Authorization Form* or otherwise granted permission to administer the opioid antagonist. 105 ILCS 5/22-30(b-10), amended by P.A. 99-480. **Note:**

*Trained personnel* are different than *any personnel authorized*. See number 2, directly above. 105 ILCS 5/22-30(a), amended by P.A. 99-480. *Trained personnel* means any school employees or volunteer personnel who are (a) authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of the School Code, (b) annually trained online or in person to recognize and respond to opioid overdoses through a training curriculum developed by in compliance with the Alcoholism and Other Drug Abuse and Dependency Act, 20 ILCS 301/5-23, and (c) who have submitted proof to their school's administration that they have completed the annual training. 105 ILCS 5/22-30(g), amended by P.A. 99-480; 23 Ill.Admin.Code §1.540(e). The law does not provide a deadline for a training curriculum, but it does require ISBE to develop a heroin and opioid prevention pilot program by Jan. 1, 2017. 105 ILCS 5/22-80, added by P.A. 99-480.

- Assess how to manage requests from parents/guardians who wish to *opt-out* of the UEAs and/or OAs being available to their child.

The School Code does not provide a mechanism for a student or his or her parent/guardian to *opt-out* of the administration of the District's supply of UEAs or OAs when a nurse and/or trained personnel in good faith professionally believe a student is having an anaphylactic reaction or opioid overdose. While there may be religious, health, or other reasons that a student's parent/guardian may wish to *opt-out* of the administration of a UEA or OA to their child, the law does not provide a way for parents/guardians to do so. Management of this issue should be discussed with the Board Attorney. For additional guidance on this issue, see Board policy 7:275, *Orders to Forgo Life-Sustaining Treatment*.

- Determine how to notify all parents/guardians about how UEAs and/or OAs may be provided or administered to students.

If the District maintains a supply of UEAs and/or OAs, it must notify parents/guardians of the protections from liability granted to it and the prescribing physician by 105 ILCS 5/22-30(c). There are two groups of parents/guardians that the District must notify: (1) parents/guardians of students who have previously signed a *School Medication Authorization Form*, and (2) parents/guardians of all students.

For parents/guardians who have previously signed the *School Medication Authorization Form*, 105 ILCS 5/22-30(c) requires the District to provide additional notice that the physician(s)/individual(s) with prescriptive authority providing the standing protocol and prescription for the District's supply of UEAs and OAs are protected from liability, except for willful or wanton conduct arising from the use of a UEA or OA regardless of whether authorization was given by the student, parent/guardian, or student's physician. Discuss with the Board Attorney whether to amend the District's form(s) to include this language.

For parents/guardians of all students, 105 ILCS 5/22-30(c) requires parents/guardians to be informed that: (1) the District maintains a supply of UEAs and/or OAs, and (2) the District and the prescribing physician(s)/physician assistant(s)/advanced practice registered nurse(s) are protected from liability when the school nurse and/or trained personnel administer a UEA and/or OA to any student when these individuals in good faith professionally believe that the student is having an anaphylactic reaction. There are several methods to inform parent/guardians of this information, e.g., receipt of handbook signature, or see Exhibit 7:270-E, *School Medication Authorization Form*. Discuss with the Board Attorney the method that works best for the District.

Adopted by Northwestern CUSD #2 November 14, 2017



**Students**

**Exhibit - School Medication Authorization Form**

*To be completed by the child’s parent(s)/guardian(s). A new form must be completed every school year. Keep in the school nurse’s office or, in the absence of a school nurse, the Building Principal’s office.*

Student’s Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Emergency Phone: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_

*To be completed by the student’s physician, physician assistant with prescriptive authority, or advanced practice RN with prescriptive authority (Note: for asthma inhalers only, use the **Asthma Inhalers** section below):*

Prescriber’s Printed Name: \_\_\_\_\_

Office Address: \_\_\_\_\_

Office Phone: \_\_\_\_\_ Emergency Phone: \_\_\_\_\_

Medication name: \_\_\_\_\_

Purpose: \_\_\_\_\_

Dosage: \_\_\_\_\_ Frequency: \_\_\_\_\_

Time medication is to be administered or under what circumstances: \_\_\_\_\_

Prescription date: \_\_\_\_\_ Order date: \_\_\_\_\_ Discontinuation date: \_\_\_\_\_

Diagnosis requiring medication: \_\_\_\_\_

Is it necessary for this medication to be administered during the school day?  Yes  No

Expected side effects, if any: \_\_\_\_\_

Time interval for re-evaluation: \_\_\_\_\_

Other medications student is receiving: \_\_\_\_\_

\_\_\_\_\_  
Prescriber’s Signature

\_\_\_\_\_  
Date

**Asthma Inhalers**

*Parent(s)/Guardian(s) please attach prescription label here:*

***For only parents/guardians of students who need to carry and use their asthma medication or an epinephrine auto-injector:***

I authorize the School District and its employees and agents, to allow my child to self-carry and self-administer his or her asthma medication and/or epinephrine auto-injector: (1) while in school, (2) while at a school-sponsored activity, (3) while under the supervision of school personnel, or (4) before or after normal school activities, such as while in before-school or after-school care on school-operated property. Illinois law requires the School District to inform parent(s)/guardian(s) that it, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-carry and self-administration of asthma medication or epinephrine auto-injector. 105 ILCS 5/22-30.

***Please initial to indicate (a) receipt of this information, and (b) authorization for your child to carry and use his or her asthma medication or epinephrine auto-injector.***

\_\_\_\_\_  
Parent/Guardian Initials

***For all parents/guardians:***

By signing below, I agree that I am primarily responsible for administering medication to my child. However, in the event that I am unable to do so or in the event of a medical emergency, I hereby authorize the School District and its employees and agents, on my behalf, to administer or to attempt to administer to my child (or to allow my child to *self-administer* pursuant to State law, while under the supervision of the employees and agents of the School District), lawfully prescribed medication in the manner described above. This includes administration of undesignated epinephrine auto-injectors or opioid antagonists to my child when there is a good faith belief that my child is having an anaphylactic reaction or opioid overdose, whether such reactions are known to me or not. 105 ILCS 5/22-30, amended by P.A. 99-480. **I acknowledge that it may be necessary for the administration of medications to my child to be performed by an individual other than a school nurse and specifically consent to such practices, and**

I agree to indemnify and hold harmless the School District and its employees and agents against any claims, except a claim based on willful and wanton conduct, arising out of the administration or the child's self-administration of medication.

\_\_\_\_\_  
Parent/Guardian Printed Name

Address (if different from Student's above): \_\_\_\_\_

Phone: \_\_\_\_\_

Emergency Phone: \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Adopted by Northwestern CUSD #2 November 14, 2017

## **Students**

### **Orders to Forgo Life-Sustaining Treatment**

Written orders from parent(s)/guardian(s) to forgo life-sustaining treatment for their child must be signed by the student's physician and given to the Superintendent. This policy shall be interpreted in accordance with the Illinois Health Care Surrogate Act. 755 ILCS 40/.

Whenever an order to forgo life-sustaining treatment is received, the Superintendent shall convene a multi-disciplinary team that includes:

1. The student, when appropriate;
2. The student's parent(s)/guardian(s);
3. Other medical professionals, e.g., licensed physician, physician's assistant, or nurse practitioner;
4. Local first responders for the building in which the student is assigned to attend school;
5. The school nurse;
6. Clergy, if requested by the student or his or her parent(s)/guardians(s);
7. Other individuals to provide support to the student or his or her parent(s)/guardian(s); and
8. School personnel designated by the Superintendent.

The team shall determine guidelines to be used by school staff members in the event the child suffers a life-threatening episode at school or a school event.

The District personnel shall convey orders to forgo life-sustaining treatment to the appropriate emergency or healthcare provider.

LEGAL REF.:       Health Care Surrogate Act, 755 ILCS 40/  
                      Cruzan v. Director, Missouri Dept. of Health, 497 U.S. 261 (1990).  
                      In re C.A., a minor, 236 Ill.App.3d 594 (1st Dist. 1992).

Adopted by Northwestern CUSD #2 November 14, 2017

## **Students**

### **Communicable and Chronic Infectious Disease**

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the School Board's policies. The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.

LEGAL REF.:       105 ILCS 5/10-21.11.  
                      410 ILCS 315/2a.  
                      23 Ill.Admin.Code §§ 1.610 and 226.300.  
                      77 Ill.Admin.Code Part 690.  
                      Individuals With Disabilities Education Act, 20 U.S.C. §1400 et seq.  
                      Rehabilitation Act, Section 504, 29 U.S.C. §794(a).

## Students

### **Administrative Procedure - Managing Students with Communicable or Infectious Diseases**

If a student’s communicable or infectious disease affects his or her ability to participate in the District’s educational programs, he or she shall be treated as a *disabled person* under Section 504 of the Rehabilitation Act of 1973, unless the student has already qualified for and is receiving services through an IEP under the Individuals with Disabilities in Education Act. For students with an IEP, the District’s Administrative Procedure, 6:120-AP1, *Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities*, must also be followed and they will control whenever there is a conflict with these procedures.

Rules and guidance from the ISBE and IDPH should be consulted and supersede these procedures. Guidance documents and important information include:

1. *Communicable Disease Guide*, revised 2002, available at [www.idph.state.il.us/health/infect/comm\\_disease\\_guide.pdf](http://www.idph.state.il.us/health/infect/comm_disease_guide.pdf).
2. *Management of Chronic Infectious Diseases in Schoolchildren*, revised in 2003 by ISBE and IDPH, available at **Error! Hyperlink reference not valid.**[www.isbe.net/Documents/chronic\\_diseases.pdf](http://www.isbe.net/Documents/chronic_diseases.pdf).
3. The Department of Public Health Powers and Duties Law of the Civil Administrative Code of Illinois and the Department of Professional Regulation Law of the Civil Administrative Code both expanded the statutory authority of the governor and the IDPH to respond to significant threats to the public health.

### Managing Students with Communicable or Infectious Diseases

<b>Actor</b>	<b>Action</b>
Parents/Guardians	Notifies the Building Principal where their child is enrolled if their child has a communicative or infectious disease. A communicative or infectious disease includes Acquired Immune Deficiency Syndrome (AIDS), AIDS-Related Complex (ARC), and Human Immunodeficiency Virus (HIV). See Exhibit 7:280-E2, <i>Reporting and Exclusion Requirements for Common Communicable Diseases</i> , for a list of communicative or infectious diseases.
Building Principal or designee	Upon having knowledge of a known or suspected case or carrier of a communicable disease: <ol style="list-style-type: none"> <li>a. Notifies the <i>local health authority</i> as required by 77 Ill.Admin.Code §690.200. The <i>local health authority</i> is a full-time official health department, as recognized by the Department of Public Health, having jurisdiction over a particular area, including city, village, township, and county boards of health. If there is not a local health authority recognized by the Department, the local health authority is the Department (77 Ill.Admin.Code §690.10). See also Exhibit 7:280-E2, <i>Reporting and Exclusion Requirements for Common Communicable Diseases</i>, identifying the diseases for which there is mandatory reporting. <b>Note:</b> The Communicable Disease Report Act, 745 ILCS 45, grants immunity from slander or libel to persons who in good faith make such reports.</li> </ol>

Actor	Action
	<p>b. Follows directions for temporarily excluding a student from school according to the local health authority direction and 77 Ill.Admin.Code 690. Keeps the school open where a student with a communicable disease attended, except in the event of an emergency (77 Ill.Admin.Code §690.30(c)(1).</p>
District staff	<p>Observes all rules of the IDPH regarding communicable and chronic infectious disease. See the Legal References for a list of these rules.</p> <p>Collects and maintains the student’s medical information in a manner that ensures the strictest confidentiality and in accordance with federal and State laws regarding student records.</p>
Superintendent or designee	<p>Confirms that all required and appropriate notices are made.</p> <p>Convenes the Communicable and Chronic Infectious Disease Review Team. This Superintendent committee is composed of the District’s medical advisor, a school nurse, the Building Principal, and the Superintendent or designee (see 2:150-AP, <i>Superintendent Committees</i>).</p>
Communicable and Chronic Infectious Disease Review Team	<p>Arranges a meeting with the student’s parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available. The purpose of the meeting is to:</p> <ol style="list-style-type: none"> <li>a. Determine when an excluded student will return to school. This determination shall be based on whether the student poses a high risk of transmission of a communicable and chronic infectious disease to other students and staff. A student suspected of being infected with a disease for which isolation is required shall be refused admittance while acute symptoms are present (77 Ill.Admin.Code §690.30(c)(3).</li> <li>b. Perform a pre-placement evaluation (34 C.F.R. §104.35). See 7:280-E1, <i>Placement of School Children with Acquired Immunodeficiency Syndrome (AIDS)</i>, published by the U.S. Dept. of Education Office for Civil Rights.</li> <li>c. Make a placement decision based on the pre-placement evaluation. The placement decision shall include any needed related services (34 C.F.R. §104.35).</li> <li>d. If there is a reason to believe that the student may have a disability requiring special education and related services, the child shall be referred for a special education evaluation. Referrals may also be made, at any time, by any concerned person, including but not limited to School District personnel, the child’s parent(s)/guardian(s), a community service agency employee, a professional having knowledge of a child’s problems, a child, or an ISBE employee. See the District’s <i>Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i> (23 Ill.Admin.Code §226.110).</li> </ol> <p>Reports the meeting results to the Superintendent.</p>
Superintendent or designee	<p>Notifies the student’s parents/guardians when an excluded student can return to school and of the placement decision. If the student will not attend school, every reasonable effort shall be made to provide the student with an adequate alternative education. State regulations and school policy regarding homebound</p>

<b>Actor</b>	<b>Action</b>
	instruction shall apply.
Communicable and Chronic Infectious Disease Review Team	At least annually while a student has a contagious or infectious disease, arranges a meeting with the student's parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available, to review the student's education placement and the provision of related services.

Managing a Student with a Communicable or Infectious Disease Who Demonstrates Behavior that Could Result In Infecting Other Students or Staff Members

<b>Actor</b>	<b>Action</b>
Parents/Guardians or any staff member	Notifies the Building Principal if a student with a communicable or infectious disease shows a lack of control of bodily secretions, has open sores that cannot be covered, or demonstrates behavior (e.g., biting) that could result in direct inoculation of potentially infected body fluids into the bloodstream.
Building Principal	Immediately notifies the Superintendent of the above.
Superintendent or designee	Upon being notified that a student is demonstrating behavior that could spread his or her disease, convenes the Communicable and Chronic Infectious Disease Review Team.  If appropriate, notifies parents of students of possible exposure if their student may have been exposed to a communicable or infectious disease due to behaviors exhibited by a student having such a disease.
Communicable and Chronic Infectious Disease Review Team	Arranges a meeting with the student's parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available. The purpose of this meeting is to: <ul style="list-style-type: none"> <li>a. Determine whether the student's temporary removal from the classroom is appropriate because the student poses a high risk of transmitting a communicable and chronic infectious disease or whether another response exists to reduce the risk of transmission. A student suspected of being infected with a disease for which isolation is required shall be refused admittance while acute symptoms are present (77 Ill.Admin.Code §690.30(c)(3).</li> <li>b. Perform a pre-placement evaluation if the student will continue to attend school (34 C.F.R. §104.35).</li> <li>c. Make a placement decision based on the pre-placement evaluation. The placement decision shall include any needed related services (34 C.F.R. §104.35). If the student will continue to attend school, determine the student's appropriate educational placement. The team shall also determine if the student needs related services or placement outside the regular classroom.</li> </ul> Reports the meeting's results to the Superintendent.
Superintendent or Designee	Notifies the student's parent(s)/guardian(s) whether the student will attend school. If the student will not attend school or participate in school activities with other students, every reasonable effort shall be made to provide the student

Actor	Action
	with an adequate alternative education; however, an individual student's IEP will control. State regulations and school policy regarding homebound instruction apply.
Communicable and Chronic Infectious Disease Review Team	At least once a month while a student is removed from normal school attendance, arranges a meeting with the student's parent(s)/guardian(s), personal physician, local health authorities, as well as persons with knowledge of the placement options available, to review the removal and to determine whether the condition precipitating the removal has changed.

General Post-Evaluation Procedures

Actor	Action
Parents/Guardians	May appeal their child's exclusion from school or educational placement to the School Board within 10 days of being notified of the action.
Parents/Guardians	When their child returns to school after an absence due to a communicable and chronic infectious disease, present a certificate from a physician licensed in Illinois stating that the child qualifies for re-admission to school under the rules of the IDPH that regulate periods of incubation, communicability, quarantine, and reporting.

LEGAL REF.: 105 ILCS 5/10-21.11 and 10/1 et seq.  
410 ILCS 315/  
23 Ill.Admin.Code Part 226.  
77 Ill.Admin.Code Parts 665, 690, 693, 695, 696, and 697.  
34 C.F.R. §§104.34 and 104.35.  
Americans with Disabilities Act of 1990, 42 U.S.C. §12101 et seq.  
Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g.  
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §701 et seq.

CROSS REF.: 2:150 (Committees), 5:40 (Communicable and Chronic Infectious Disease)



## Students

### Exhibit - Placement of Students with AIDS

The following are excerpts from, "Placement of School Children with Acquired Immune Deficiency Syndrome (AIDS)," U.S. Department of Education, Office for Civil Rights:

[www.ed.gov/about/offices/list/ocr/docs/hq53e9.html](http://www.ed.gov/about/offices/list/ocr/docs/hq53e9.html).

#### OCR Policy on the School Placement of Children with AIDS

Children with AIDS are disabled persons. Section 504 prohibits discrimination against persons with disabilities in federally assisted programs such as elementary and secondary schools.

#### Where Should Children with AIDS Be Educated

Most children with AIDS can attend school in the regular classroom without restrictions. There has been no medical evidence disclosed to show that AIDS is contagious in the school setting. According to the latest medical information, there have been no reported cases of the transmission of the AIDS virus in schools. The Surgeon General and other health authorities, such as the Centers for Disease Control and the American Medical Association, have reinforced this position stating that there is no significant risk of contracting AIDS in the classroom.

If a parent or school official believes that a child with AIDS needs related services or placement outside the regular classroom, Section 504 requires an evaluation and placement process to determine the appropriate educational setting for a child with AIDS. However, a full educational evaluation is not required when neither the school officials nor parents believe that a child is in need of special education or related services.

If an evaluation is necessary, Section 504 requires the following procedures. Placement determinations are to be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation data, and the placement options available. The group may include the child's physician, public health personnel, the child's parent or guardian, and personnel familiar with all possible educational services. The group would draw upon information from a variety of sources, such as tests, teacher recommendations, and assessments of the child's physical condition.

In making placement decisions, the information needed by the placement team varies with the disabling condition. In the case of children with AIDS, the placement group must have the benefit of the latest reliable public health information with regard to the risks that the disease entails. This information would be considered along with information on the child's medical condition, behavior, and so forth. In each case, risks and benefits to both the infected child and others in the setting should be weighed.

#### A Child with AIDS Has a Right to Section 504 Procedural Safeguards

Section 504 requires elementary and secondary school districts to provide a free appropriate public education for disabled students that includes evaluation and placement procedures, and a system of procedural safeguards that includes notice to parents or guardians of their rights under the law, an opportunity for the child's parents or guardians to examine relevant records, an impartial hearing with an opportunity for participation by the parents or guardians and representation by counsel, and a review procedure.

### A Child with AIDS Has a Right to Confidentiality

Under Section 504, singling out children with AIDS for treatment that differs from that provided to nondisabled children or children with other disabilities with respect to confidentiality would constitute different treatment on the basis of disability, and would be a violation of the regulation.

This provision would not affect State and local public health rules regarding the duty of school districts to report specified diseases to public health departments. However, when reporting any cases of AIDS to public health authorities, school districts should convey such information in a manner that respects the privacy of the individual and the confidential nature of the information, in the same way that information about other diseases is treated.

## Students

### **Exhibit - Reporting and Exclusion Requirements for Common Communicable Diseases**

The following chart contains requirements from rules adopted March 3, 2008 by the Ill. Dept. of Public Health (IDPH), as amended. They provide routine measures for the control of communicable diseases by establishing progressive initiatives for implementing disease-reporting and exclusions measures.

#### Diseases and Conditions, 77 Ill.Admin.Code §690.100

The following are declared to be contagious, infectious, or communicable and may be dangerous to the public health. The Section number associated with the listed diseases indicates the Section of the rules explaining the reportable disease. Diseases and conditions are listed alphabetically by class. Every class has a different timeframe for mandatory reporting to the IDPH.

#### Class I(a) Diseases

The following diseases shall be reported by telephone immediately (within three hours) upon initial clinical suspicion of the disease to the local health authority, who shall then report to the IDPH immediately (within three hours).

<b>Disease</b>	<b>Exclusion Rules</b>
Any unusual case of a disease or condition caused by an infectious agent not listed in IDPH regulations that is of urgent public health significance (including, but not limited to, cowpox, Reye’s syndrome, glanders, amoebic meningoencephalitis, orf, monkeypox, hemorrhagic fever viruses, infection from a laboratory-acquired recombinant organism, or any disease non-indigenous to the United States), §690.295	Contacts shall be evaluated to determine the need for quarantine. The local health authority shall implement appropriate control measures.
Anthrax, §690.320	No restrictions if exposure is from infected animals or animal products. If there is a suspected bioterrorist threat or event, contacts will be evaluated to determine need for quarantine.
Botulism, Foodborne, Intestinal, §690.327	No restrictions
Brucellosis (if suspected to be a bioterrorist event or part of an outbreak), §690.330	Standard precautions shall be followed. Contact precautions shall be followed when dressing does not adequately contain drainage.
Diphtheria, §690.380	Standard precautions shall be followed until two successive cultures from both throat and nose (and skin lesions in cutaneous diphtheria) are negative for diphtheria bacilli or when a virulence test proves the bacilli to be avirulent. The first culture shall be taken not less than 24 hours after completion of

Disease	Exclusion Rules
	antibiotic therapy and the second culture shall be taken not less than 24 hours after the first.
Influenza A, Novel Virus, §690.469	Standard precautions, including routine use of eye protection, and contact precautions shall be followed for patients in health care settings, e.g., hospitals, long-term care facilities, outpatient offices, emergency transport vehicles. Control of contacts is based on transmissibility and severity of the illness that caused the influenza strain.
Plague, §690.570	Standard precautions shall be followed. For all patients, droplet precautions shall be followed until pneumonia has been determined not to be present. For patients with pneumonic plague, droplet precautions shall be followed until 48 hours after initiation of effective antimicrobial therapy and the patient has a favorable clinical response. Antimicrobial susceptibility testing is recommended. A strict, seven day quarantine is required for contacts to pneumonic plague who refuse chemoprophylaxis.
Poliomyelitis, §690.580	Occurrence of a single case of poliomyelitis due to wild polio virus shall be recognized as a public health emergency, prompting immediate investigation and response.
Q-fever (if suspected to be a bioterrorist event or part of an outbreak), §690.595	Standard precautions shall be followed. No restrictions on contacts.
Severe Acute Respiratory Syndrome (SARS), §690.635	Observation and monitoring, isolation and quarantine procedures shall comply with <i>Public Health Guidance for Community-Level Preparedness and Response to Severe Acute Respiratory Syndrome (SARS) Version 2</i> , U.S. Dept. of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, Atlanta, Georgia 30333 (January 8, 2004). Contacts may be quarantined and/or shall be placed under surveillance, with close observation for fever and respiratory symptoms for the 10 days following the last exposure.
Smallpox, §690.650	Post-exposure immunization, within three to four days after exposure, provides some protection against disease and significant protection against a fatal outcome. Any person with significant exposure to a person with probable or confirmed smallpox during the infectious stage of illness requires immunization as soon after exposure as possible, but within the first four days after exposure.
Tularemia (if suspected to be a bioterrorist event or part of an outbreak), §690.725	Standard precautions shall be followed.
Any suspected bioterrorist threat or event, §690.800	Cases and contacts shall be evaluated to determine need for quarantine.

**Class I(b) Diseases**

The following diseases shall be reported as soon as possible during normal business hours by telephone (some rules state that facsimile or electronic reporting are also acceptable, the Disease column indicates “F” for facsimile or “E” for electronic in those instances), but within 24 hours, i.e.,

within eight regularly scheduled business hours after identifying the case, to the local health authority, who shall then report to IDPH as soon as possible, but within 24 hours.

Disease	Exclusion Rules
Botulism (intestinal, wound and other), §690.327	No restrictions.
Brucellosis (not part of suspected bioterrorist event or part of an outbreak), §690.330	Standard precautions shall be followed. No restrictions on contacts.
Chickenpox (Varicella), §690.350 (F or E)	Children shall be excluded from school or child care facilities for a minimum of five days after the appearance of eruption or until vesicles become dry.
Cholera, §690.360 (F)	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours.
Escherichia coli infections (E. coli O157:H7 and other Shiga toxin-producing E. coli, enterotoxigenic E. coli, enteropathogenic E. coli and enteroinvasive E. coli), §690.400 (F)	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours.
Haemophilus influenzae, meningitis and other invasive disease, §690.441 (F)	Standard precautions and droplet precautions shall be followed. Droplet precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Hantavirus pulmonary syndrome, §690.442 (F)	Standard precautions shall be followed. No restrictions on contacts.
Hemolytic uremic syndrome, post-diarrheal, §690.444 (F)	See requirements for the applicable disease that preceded the HUS (when preceding cases are either E.Coli (Section §690.400) or Shigellosis (Section §690.640) standard precautions shall be followed and contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours).
Hepatitis A, §690.450 (F)	Standard precautions shall be followed. In diapered or incontinent persons, the following contact precautions shall be followed: <ul style="list-style-type: none"> <li>• Infants and children less than three years of age for duration of hospitalization;</li> <li>• Children 3 to 14 years of age, until two weeks after onset of symptoms; and</li> <li>• Those greater than 14 years of age, for one week after onset of symptoms.</li> </ul>
Influenza admissions into intensive care unit, §690.468 (F or E)	Standard and droplet precautions shall be followed. IDPH may distribute additional recommendations in conjunction with CDC guidance.
Measles, §690.520	Children with measles shall be kept out of school or child care facilities for at least four days after appearance of the rash.
Mumps, §690.550 (F or E)	Cases shall be excluded from school, child care facilities or workplace until five days after onset of symptoms (parotitis). Susceptible contacts should be excluded from school or the

Disease	Exclusion Rules
	workplace from days 12 through 25 after exposure.
Neisseria meningitidis, meningitis and invasive disease, §690.555 (F)	Standard precautions shall be followed. Droplet precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Outbreaks for public health significance (including but not limited to, foodborne and waterborne outbreaks), §690.565 (E)	Make a report to local health authority within 24 hours for investigation for investigation. If outbreak has occurred, the local health authority makes a final report to IDPH. Cases are evaluated to determine need for isolation.
Pertussis (whooping cough), §690.750	Standard and droplet precautions shall be followed for known cases until the patient has received at least five days of a course of appropriate antibiotics.  Case shall be excluded from school until five days of appropriate antibiotic therapy is complete. Suspected cases who do not receive antibiotics should be isolated for three weeks after onset of paroxysmal cough or until the end of the cough, whichever comes first.
Q-fever (not suspected in bioterrorist attack or part of an outbreak), §690.595	Standard precautions shall be followed. No restrictions for contacts.
Rabies, human, §690.600 (F)	Standard precautions shall be followed.
Rabies, potential human exposure, §690.601 (F)  Definition of exposed person to be reported is lengthy and available in §690.601.	The local health authority determines whether rabies post-exposure prophylaxis for the exposed person is needed.
Rubella, §690.620 (F or E)	Cases shall be excluded from school, child care facilities or the workplace for seven days after rash onset. Susceptible contacts should be excluded from school from days seven through 23 following rash onset after last exposure.
Smallpox vaccination, complications of §690.655 (E)	Precautions for individuals with vaccination complications vary depending upon the type of complication. See Smallpox, §690.650 above.
Staphylococcus aureus, Methicillin resistant (MRSA) clusters of 2 or more cases in a community setting, §690.658 (F)	The local health authority shall be consulted regarding any identified cluster of two or more cases for recommendations specific to the setting where the cluster is identified.
Staphylococcus aureus, Methicillin resistant (MRSA), occurring in infants under 61 days of age, §690.660 (F)	Contact precautions shall be followed
Staphylococcus aureus infections with intermediate or high level resistance to Vancomycin, §690.661 (F)	The Department will issue specific recommendations on a case-by-case basis.
Streptococcal infections, Group A, invasive and sequelae to Group A streptococcal infections, §690.670 (F)	Standard Precautions shall be followed. Droplet Precautions shall be followed for persons with necrotizing fasciitis or toxic shock syndrome until 24 hours after initiation of effective antimicrobial therapy. In cases of necrotizing fasciitis, when

Disease	Exclusion Rules
	dressing does not adequately contain drainage, contact precautions shall be followed until 24 hours after initiation of effective antimicrobial therapy.
Tularemia (not suspected to be bioterrorist event or part of an outbreak), §690.725	Standard precautions shall be followed. No restrictions on contacts.
Typhoid fever, §690.730 (F)	All persons living in the household of a newly identified chronic carrier and other contacts living outside the home must submit two consecutive negative specimens of feces.  If persons required to be tested refuse to comply within one week after notification, they shall be restricted from their occupations, school attendance or day care (adult or child) attendance until compliance is achieved.
Typhus, §690.740 (F)	Standard precautions shall be followed. Proper delousing for louseborne typhus is required. The local health authority shall monitor all immediate contacts for clinical signs for two weeks.

Class II Diseases

The following diseases shall be reported as soon as possible by mail, telephone, facsimile or electronically during normal business hours, but within seven days, to the local health authority which shall then report to the IDPH within seven days.

Disease	Exclusion Rules
Arboviral Infection (including, but not limited to, California encephalitis, St. Louis encephalitis and West Nile virus), §690.322	Standard precautions shall be followed. No restrictions on contacts.
Campylobacteriosis, §690.335	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until diarrhea is absent for 24 hours.
Creutzfeldt-Jakob Disease (laboratory confirmed cases), §690.362	Standard precautions shall be followed. No restrictions on contacts.
Cryptosporidiosis, §690.365	Standard precautions shall be followed until absence of diarrhea for 24 hours. Cases shall avoid swimming in public recreational water venues (e.g., swimming pools, whirlpool spas, wading pools, water parks, interactive fountains, lakes) while symptomatic and for 2 weeks after cessation of diarrhea.
Cyclosporiasis, §690.368	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours. <u>Cases shall avoid swimming in public recreational water venues while symptomatic and for two weeks after cessation of diarrhea.</u>
Hepatitis B and Hepatitis D, §690.451	Standard precautions shall be followed. No restrictions on contacts.
Hepatitis C, §690.452	Standard precautions shall be followed. No restrictions on

Disease	Exclusion Rules
	contacts.
Histoplasmosis, §690.460	Standard precautions shall be followed. No restrictions on contacts.
Influenza, Deaths in persons less than 18 years of age (lab confirmed and no recovery between illness and death), §690.465	N/A
Legionellosis, §690.475	Standard precautions shall be followed. No restrictions on contacts.
Leprosy (Hansen’s Disease), §690.480	Standard precautions shall be followed. No restrictions at school facilities.
Leptospirosis, §690.490	Standard precautions shall be followed. No restrictions on contacts.
Listeriosis (when both mother and newborn are positive, report mother only), §690.495	Standard precautions shall be followed. No restrictions on contacts.
Malaria, §690.510	Standard precautions shall be followed. No restrictions on contacts.
Ophthalmia neonatorum, §693.20	None
Psittacosis due to chlamydia psittaci, §690.590	Standard precautions shall be followed. No restrictions on contacts.
Salmonellosis (other than typhoid fever), §690.630	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until absence of diarrhea for 24 hours.
Shigellosis, §690.640	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until diarrhea is absent for 24 hours.
Toxic shock syndrome due to Staphylococcus aureus infection, §690.695	Standard precautions shall be followed. No restrictions on contacts.
Streptococcus pneumoniae, invasive disease in children less than five years, §690.678	Standard precautions shall be followed. No restrictions on contacts.
Tetanus, §690.690	Standard precautions shall be followed and post-injury patients at risk should receive human tetanus immune globulin and/or toxoid. No restrictions on contacts.
Tickborne Disease, including ehrlichiosis, anaplasmosis, Lyme disease, and Rocky Mountain spotted fever, §690.698	Standard precautions shall be followed. No restrictions on contacts.
Trichinosis, §690.710	Standard precautions shall be followed. No restrictions on contacts.
Tuberculosis, §696.170	Reporting requirement is limited to health care professionals (includes nurses and health coordinators or health care settings). Report electronically or by facsimile, followed up with a phone



Disease	Exclusion Rules
	call to local TB authority, or if none, to IDPH. Exclude case if considered to be infectious according to IDPH's rules and regulations for the control of TB or as recommended by the local health authority.
Vibriosis (Non-cholera Vibrio infections), §690.745	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until diarrhea ceases.
Yersiniosis, §690.752	Standard precautions shall be followed. Contact precautions shall be followed for diapered or incontinent persons or during institutional outbreaks until diarrhea ceases..

Reporting of Sexually Transmissible Infections, 77 Ill.Admin.Code 693.30

The following sexually transmitted infections are reportable by *health care professionals* only (which includes advanced practice nurses, licensed nurses (including school nurses), or other persons licensed or certified to provide health care services of any kind to the local health department, or if none exists, to IDPH: Reports are strictly confidential and must be made within seven days after the diagnosis or treatment.

Infection	Exclusion Rules
Acquired Immunodeficiency Syndrome (AIDS)	A person may only be isolated with that person's consent or upon order of a court in those cases where the public's health and welfare are significantly endangered and where all other reasonable means have been exhausted and no less restrictive alternative exists. 77 Ill.Admin.Code §693.60.
HIV Infection	See above.
Syphilis	See above.
Gonorrhea	See above.
Chlamydia	See above.
Chancroid	See above.

Exclusion Criteria for Non-Reportable Diseases and Illnesses

There are a number of diseases and illnesses that have either never been reportable or no longer need to be reported under IDPH rules. However, some of these conditions may still pose a health risk and require exclusion from school. IDPH has published a chart which includes diseases and illnesses that do not require reporting of individual cases (as well as more common diseases those that do need to be reported), but may still require exclusion from school. Please refer to the following link for further guidance at:

<http://dph.illinois.gov/sites/default/files/publications/commchartschool-032817.pdf>.

## Instruction

### **Exhibit - Prevention of Staphylococcal Infections for Schools**

The following includes excerpts from *Recommendations for the Prevention of Staphylococcal Infections for Schools*, *Basic Hygiene Guidelines for the Prevention of Staphylococcal Infections in Schools*, and *Guidance for School and Student Athletes About Community-Associated Staphylococcus Aureus (CA-MRSA) Infections*, Ill. Dept. of Public Health (IDPH):

[www.idph.state.il.us/health/infect/schoolstaphrecs.htm](http://www.idph.state.il.us/health/infect/schoolstaphrecs.htm).

[www.idph.state.il.us/health/infect/hygiene.htm](http://www.idph.state.il.us/health/infect/hygiene.htm).

[www.idph.state.il.us/health/infect/MRSA\\_School\\_Recs.htm](http://www.idph.state.il.us/health/infect/MRSA_School_Recs.htm).

This exhibit may be reformatted and distributed to students and their parents/guardians, faculty, and staff to inform them about what staphylococcus aureus is, how it spreads, and how staph infections can be prevented.

#### Education/Increased Awareness

*Staphylococcus aureus*, often referred to as *staph*, are bacteria commonly found on the skin or in the noses of healthy people. On occasion, staph bacteria can cause much more serious skin infections, such as bloodstream infections or pneumonia.

Treatment of some staph infections has become more problematic in recent years because the bacteria have become resistant to various antibiotics. Methicillin-resistant *Staphylococcus aureus* (MRSA) is a type of staph that is resistant to some antibiotics, including the antibiotic methicillin. CA-MRSA can be transmitted from person to person through close contact. Recently, the IDPH has received increasing reports of both outbreaks and sporadic cases of CA-MRSA infections.

Knowledge regarding precautions and preventive measures related to CA-MRSA is prudent practice. Transmission of MRSA skin and soft tissue infections among students and those who participate in competitive sports is a significant concern. All persons, especially coaches, athletic trainers, parents/guardians, and teammates, associated with the school's competitive sport activities and sport teams should engage in initiatives to increase adherence to Board policy, 7:280, *Communicable and Chronic Infectious Disease*, and procedures designed to prevent transmission of MRSA skin infections, and awareness of risk factors for infections.

All students, athletes, and their parents/guardians should also be aware of the possible risk factors for MRSA skin and soft tissue infection especially occurring among athletes:

- Physical contact/skin trauma
- Turf burns (football players)
- Contact with teammates' uncovered skin lesions
- Sharing protective equipment, clothing, or towels
- Sharing sports equipment
- Sharing personal hygiene items
- Reuse of unlaundered towels, clothing, uniforms, etc.
- Inadequate supply of dispensable or individual-use soap
- Cosmetic body shaving
- Poor personal hygiene practices, including infrequent hand washing

- Poor cleaning of locker rooms/sport rooms

In addition, since staph infections start when staph bacteria enter the body through a break in the skin, keeping skin healthy and intact is a good preventive measure. Good skin care should be encouraged among students and athletes.

### Basic Hygiene Guidelines

#### Hand Hygiene

Students, faculty, and staff should be instructed about the correct technique for hand washing, including the importance of washing hands before eating or preparing food, after touching any skin lesions (sores) and wounds or clothing contaminated by drainage from lesions and wounds, and after using the toilet. Instructions should include the following:

- Turn on faucet and wet hands with running water.
- Apply soap and spread across all surfaces of hands.
- Scrub all surfaces of hands, including between each finger, for at least 20 seconds (saying the alphabet slowly will take at least 20 seconds).
- Rinse hands under running water.
- Dry hands with paper towels or air dryers.
- If available, use a paper towel to turn off faucet handles.

#### Hygiene

Students, faculty, and staff should be provided information about general hygienic measures, including the following:

- Keep your hands clean by washing thoroughly with soap and water. Use an alcohol hand gel when soap and water are not available.
- Avoid sharing eating and drinking utensils.
- Avoid sharing unwashed towels, washcloths, clothing, or uniforms.
- Avoid sharing personal items, e.g., deodorant, razors.
- Change socks and underwear daily.
- Wash bed linens and pajamas regularly, at least once a week if feasible.
- Wash soiled bed linens and clothes with hot water and laundry detergent. Drying clothes in a hot dryer, rather than air-drying, also helps kill bacteria in clothes.
- Bathe or shower with soap each day.
- Bathe or shower with soap after every sports practice or competition.
- Keep cuts and abrasions clean and covered with clean, dry bandages until healed.
- Follow your health care provider's instructions on proper care of wounds.
- Avoid contact with other people's wounds or material contaminated by wounds.

#### Hygiene for Sports Participants

In addition to the previously mentioned recommendations, sports participants should be provided these recommendations:

- Do not share towels, clothing, or uniforms.
- Do not store wet, dirty clothing in lockers.
- Avoid sharing personal equipment.
- Keep equipment clean. Follow coach's directions about cleaning the equipment.
- Keep cuts, abrasions, and wounds covered with clean, dry bandages. Persons with draining wounds or infections are not allowed to participate in practices or games until the wound has stopped draining.

- Report any cuts, abrasions, or wounds to the coach and school nurse.

See also: <http://www.cdc.gov/mrsa>.

The local health department may have more information specific to the District's jurisdiction.

## Students

### Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions.

The Superintendent or designee shall develop and implement a Food Allergy Management Program that:

1. Fully implements the following goals established in the School Code: (a) identifying students with food allergies, (b) preventing exposure to known allergens, (c) responding to allergic reactions with prompt recognition of symptoms and treatment, and (d) educating and training all staff about management of students with food allergies, including administration of medication with an auto-injector, and providing an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management.
2. Follows and references the applicable best practices specific to the District's needs in the joint State Board of Education and Ill. Dept. of Public Health publication *Guidelines for Managing Life-Threatening Food Allergies in Schools*, available at: [www.isbe.net/Documents/food\\_allergy\\_guidelines.pdf](http://www.isbe.net/Documents/food_allergy_guidelines.pdf).
3. Complies with State and federal law and is in alignment with Board policies.

LEGAL REF.: 105 ILCS 5/2-3.149 and 5/10-22.39.  
*Guidelines for Managing Life-Threatening Food Allergies in Schools (Guidelines)*, jointly published by the State Board of Education and Ill. Dept. of Public Health.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

## Students

### **Administrative Procedure - Implementing a Food Allergy Management Program**

The following procedure implements policy 7:285, *Food Allergy Management Program*, which is based upon the joint State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) publication, *Guidelines for Managing Life-Threatening Food Allergies in Schools (ISBE/IDPH Guidelines)*, available at: [www.isbe.net/Documents/food\\_allergy\\_guidelines.pdf](http://www.isbe.net/Documents/food_allergy_guidelines.pdf) (105 ILCS 5/2-3.149(b)). The District's Food Allergy Management Program is developed and collectively implemented by local school officials, District staff, students and their families, and the community. This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Food Allergy Management Program
3. Individual Food Allergy Management (Three Phases)
  - Phase One: Identification of Students with Food Allergies
  - Phase Two: Prevention of Exposure to Known Allergens
  - Phase Three: Response to Allergic Reactions

**All references to the *ISBE/IDPH Guidelines* within the procedures will refer to the specific section title or Appendix with the page number in parenthesis.**

#### Glossary of Terms

**The Glossary at Appendix J of the *ISBE/IDPH Guidelines* is incorporated here by reference.**

**Food Allergy Management Program (Program)** - The overall process that the Superintendent and other District-level administrators use to implement policy 7:285, *Food Allergy Management Program*, which is based upon the *ISBE/IDPH Guidelines*.

**Food Allergy Management Committee (Committee)** - A District-level team that the Superintendent creates to develop a Food Allergy Management Program. It monitors the District's Food Allergy Management Program for effectiveness and establishes a schedule for the Superintendent to report information back to the Board. It is not required by State law, but it is a best practice method to ensure the Program's continued legal compliance and alignment with governance principles.

**Individual Food Allergy Management** - The process at the building level used to manage and prevent anaphylaxis. The process identifies: (a) students with allergies, (b) procedures to prevent exposure to known allergens, and (c) appropriate responses to allergic reactions. It is synonymous with the third section in this sample administrative procedure.

**Individualized Educational Program/Plan (IEP)** - A plan or program developed to ensure that a child who has a disability identified under the law and is attending a public elementary or secondary school receives specialized instruction and related services.

**Individual Health Care Plan (IHCP)** - A document that outlines a food allergic student's needs, and at minimum, includes the precautions necessary for food allergen avoidance and emergency procedures and treatments. Its function is similar to a 504 Plan (see below). **Important:** Consult the Board Attorney about whether the Program should implement a 504 Plan or IHCP. This Program's procedures implement 504 Plans only. Insert IHCP in place of or in addition to 504 Plan in this document if the District will also implement IHCPs.

**504 Plan** - A document that outlines a food allergic student's needs, necessary accommodations, and individual staff member responsibilities. Its function is identical to an IHCP while also including procedural protections (see above). This Program's procedures implement 504 Plans only. **Important:** Consult the Board Attorney about whether implementing only 504 Plans is the best method. Many attorneys agree that a 504 Plan is the best (although not universal) practice for a student with a diagnosis of an allergy.

**504 Team** - A building-level team that implements the phases of Individual Food Allergy Management in a student's 504 Plan. Insert "IHCP Team" in place of or in addition to "504 Team" if the district will also implement IHCPs. **Note:** If the District implements IHCPs, gathering information, identifying methods to prevent exposure, and assigning staff responsibilities will rely heavily on the Nurse/DSP, not a 504 Team.

#### Food Allergy Management Program

This section relies heavily upon District-level administrators to implement the Program even if the District has no students with food allergies (105 ILCS 5/2-3.149). This is because identification of students at risk of anaphylaxis cannot be predicted, and it is possible that a student who has not been identified could have his or her first reaction at school (p. 7). This section references the *ISBE/IDPH Guidelines* and aligns with governance principles so that District-level administrators can: (a) integrate the Program into the District's existing policies and procedures, (b) engage in ongoing monitoring of the Program, (c) assess the Program's effectiveness, and (d) inform the Board about the Program along with recommendations to enhance its effectiveness.

**Note:** Modify this section based upon the District's specific implementation needs. The only mandate in 105 ILCS 5/2-3.149 is that school boards implement a policy based upon the *ISBE/IDPH Guidelines* by January 1, 2011. Implementation methods are infinite; this Program provides one method.

Actor	Action
<p>Superintendent or designee</p>	<p>Establish a District-wide Food Allergy Management Committee (Committee) to operate as a Superintendent committee. Consider including:</p> <ul style="list-style-type: none"> <li>District-level administrators</li> <li>Building Principals (Building Principals are mandatory for successful implementation of the Program)</li> <li>District Safety Coordinator (see 4:170-AP1, <i>Comprehensive Safety and Security Plan, Part C, District Safety Coordinator and Safety Team; Responsibilities</i>)</li> <li>District 504 Coordinator (see 6:120, <i>Education of Children with Disabilities</i> and 6:120, AP1, E1 <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>)</li> <li>Staff members</li> <li>Parents/Guardians</li> <li>Community members</li> <li>Students</li> </ul> <p>Chair and convene Committee meetings for the purpose of implementing the Program. <b>Note:</b> The Committee is not required by State law. However, establishing it provides a best practice for aligning with governance principles and examining implementation issues specific to each individual school district. While smaller school districts, i.e., one-building districts, may be able to implement a Program through one meeting, larger school districts will likely require the uniform coordination that this Committee provides. Some school districts may choose to use the modifiable <i>ISBE/IDPH Guidelines</i> document, available at: <a href="http://www.isbe.net/Pages/Food-Allergy-Guidelines.aspx">www.isbe.net/Pages/Food-Allergy-Guidelines.aspx</a>, and add or delete items as necessary to the specific needs of the school district.</p> <p>Inform the School Board of the Committee’s progress and needs by adding information items to the Board’s agendas as needed.</p>
<p>Food Allergy Management Committee</p>	<p>Identify existing policies, procedures, and exhibits that affect implementation of the Program, including, but not limited to:</p> <ul style="list-style-type: none"> <li>1:20, <i>District Organization, Operations, and Cooperative Agreements</i></li> <li>2:20, <i>Powers and Duties of the School Board; Indemnification</i></li> <li>2:240, <i>Board Policy Development</i></li> <li>4:110, <i>Transportation</i></li> <li>4:120, <i>Food Services</i></li> <li>5:100, <i>Staff Development Program</i></li> <li>5:100-AP, <i>Administrative Procedure - Staff Development Program</i></li> <li>6:65, <i>Student Social and Emotional Development</i></li> <li>6:120, <i>Education of Children with Disabilities</i></li> <li>6:120-AP1, <i>Administrative Procedure - Special Education Procedures Assuring the Implementation of Comprehensive Programming for Children with Disabilities</i></li> <li>6:240, <i>Field Trips</i></li> <li>7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i></li> </ul>



Actor	Action
	<p>7:250, <i>Student Support Services</i>  7:270, <i>Administering Medicines to Students</i>  7:270-AP1, <i>Administrative Procedure - Dispensing Medication</i>  7:270-E, <i>School Medication Authorization Form with the Emergency Action Plan</i>  8:100, <i>Relations with Other Organizations and Agencies.</i></p> <p>Recommend, through the Superintendent, any policy changes to the School Board for consideration. See policy 2:240, <i>Board Policy Development.</i></p> <p>Recommend to the Superintendent any amendments to administrative procedures. <b>Note:</b> To minimize paper and confusion, the Committee may want to replace 7:270-E, <i>School Medication Authorization Form</i> with the <i>ISBE/IDPH Guidelines'</i> sample form, <i>Emergency Action Plan (EAP)</i> at App. B-5 (p. 48) and available at: <a href="http://www.isbe.net/Documents/food_allergy_emer_action_plan.pdf">www.isbe.net/Documents/food_allergy_emer_action_plan.pdf</a>.</p> <p>The Committee should also assess the feasibility of adding staff training during a Periodic Emergency Response Drill (App. B-3, p. 44) to the District's School Safety Drill Plan (see 4:170-AP1, <i>Administrative Procedure - Comprehensive Safety and Security Plan, F</i>). Adding this suggested drill is not required and exceeds the mandate contained in 105 ILCS 128/. If added, revise paragraph E of 4:170-AP1, <i>Administrative Procedure - Comprehensive Safety and Security Plan</i> to include the applicable School Administrators and Nurse/Designated School Personnel (DSP) Checklist items (p. 24 and 32).</p> <p>Convene a District-wide meeting with all Building Principals, other appropriate administrative and special education staff, and the Board Attorney to discuss this Program, the <i>ISBE/IDPH Guidelines</i>, and prepare each individual Building Principal to implement it in his or her building. <b>Note:</b> The Board Attorney will be a necessary participant in the District's efforts to manage food allergy management issues. The Superintendent may want to authorize individual Building Principals to consult with the Board Attorney in some circumstances. If so, the Superintendent should outline this process during this meeting.</p> <p>Educate and train all staff by coordinating, through the Superintendent or Building Principals, the required in-service training program(s) for staff working with students. The in-service must be conducted by a person with expertise in anaphylactic reaction management and include administration of medication with an auto-injector (105 ILCS 5/10-22.39(e)). <i>Person with expertise</i> is not defined, but the use of the word <i>expertise</i> suggests that using a lay person to provide training is not appropriate. Use the list of training resources in App. I. (p. 71) and see the Potential Sources for Food Allergy Education, available at: <a href="http://www.isbe.net/Documents/food_allergy_educ_sources.pdf">www.isbe.net/Documents/food_allergy_educ_sources.pdf</a>. This training should also include:</p> <ul style="list-style-type: none"> <li>• How to recognize symptoms of an allergic reaction</li> <li>• Review of high-risk areas</li> </ul>

Actor	Action
	<ul style="list-style-type: none"> <li>• Steps to take to prevent exposure to allergen</li> <li>• How to administer an epinephrine auto-injector</li> <li>• How to respond to a student with a known allergy as well as a student with a previously unknown allergy</li> <li>• Information to increase awareness of bullying and sensitivity to issues that students with food allergies face in the school setting</li> </ul> <p>Consider implementing the Nurse/DSP checklist item (p. 22) addressing the above issues by informing staff of the goals established in each of the following Board policies:</p> <p><i>6:65, Student Social and Emotional Development.</i> This policy requires the District’s educational program to incorporate student social and emotional development into its educational program and be consistent with the social and emotional development standards in the Illinois Learning Standards.</p> <p><i>7:180, Prevention of and Response to Bullying, Intimidation, and Harassment.</i> This policy prohibits students from engaging in bullying, intimidation, and harassment, which diminish a student’s ability to learn and a school’s ability to educate. It states that preventing students from engaging in these disruptive behaviors is an important District goal. <b>Note:</b> Including bullying and sensitivity awareness in the required in-service exceeds State law requirements. Because State law requires districts to have policies addressing bullying (105 ILCS 5/27-23.7) and social and emotional development (405 ILCS 49/) and the Guidelines highlight that increasing awareness of these issues is a best practice consideration, the required in-service is a logical place to include this education. Be sure the referenced board policies contain the locally adopted policy language.</p> <p>Provide community outreach through Building Principals by providing information to students and their parents/guardians about the Program. Establish linkages and partnerships with organizations that can assist the Committee or Building Principals with the goal of providing a coordinated, collaborative education and outreach system to all members of the school community to better understand food allergy management issues in the school setting (App. I, p.71). Provide and inform Building Principals, when possible, of opportunities to “close the food allergy knowledge gap” (p. 21, citing a <i>Gupta, et. al, BMC Pediatrics</i> report that the general population has many misconceptions about food allergies). See Potential Sources for Food Allergy Education, available at: <a href="http://www.isbe.net/Documents/food_allergy_educ_sources.pdf">www.isbe.net/Documents/food_allergy_educ_sources.pdf</a>.</p> <p>Monitor the Program by periodically assessing its effectiveness.</p> <p>Incorporate updated medical best practices into all areas of the Program.</p> <p>Establish a schedule for the Superintendent to report any recommendations to enhance the Program’s effectiveness to the Board</p>

Actor	Action
	for consideration.
Building Principal	<p>Inform the school community of the Program by providing the information to students and their parents/guardians. For a sample letter, see App. C-1 (p. 58). Inform the school community of the opportunities to better understand food allergy management issues.</p> <p>Implement the Program in the building by meeting with the Nurse/DSP and special education staff in the building to examine the <i>ISBE/IDPH Guidelines</i>. Identify and follow:</p> <ul style="list-style-type: none"> <li>All best practices that apply to the conditions in the school building to reduce exposure to allergens (p. 20).</li> <li>All items from the School Administration Nurse/DSP Checklists that apply to the working conditions in the school building (p. 22-24, 32-33).</li> </ul> <p>Educate staff members about the Program and their likely involvement with Individual Food Allergy Management (p. 20-40). Inform staff members about Constructive Classroom Rewards (App. G, p. 67-69), at: <a href="http://www.isbe.net/Documents/const_clsrm_rewards.pdf">www.isbe.net/Documents/const_clsrm_rewards.pdf</a>.</p> <p>Inform staff members and volunteers to first use the epinephrine auto-injector and then call 911 any time an allergic reaction is suspected, and review the <i>ISBE/IDPH Guidelines</i>, specifically Food Allergies (p. 9-12). <b>Note:</b> Fatalities occur when epinephrine is delayed or withheld (p. 21).</p> <p>Add information about the District’s Program and any other building-related specifics of the Program to student handbooks. To increase awareness of the bullying issues faced by students with food allergies, consider including information for students and their parents about the goals established in Board policy 7:180, <i>Prevention of and Response to Bullying, Intimidation, and Harassment</i>. See Nurse/DSP Checklist (p. 22).</p>
School Board	<p>Monitor 7:285, <i>Food Allergy Management</i>, and make changes recommended by the Committee. See policy 2:240, <i>Board Policy Development</i>.</p> <p>Consider all policy changes recommended by the Superintendent.</p> <p>Provide the appropriate resources for the Superintendent to successfully implement the Program.</p>

### Individual Food Allergy Management

This section’s procedures are implemented each time the school identifies a student with a food allergy. It follows Board policy 6:120, *Education of Children with Disabilities* and references additional considerations based upon the *ISBE/IDPH Guidelines*. It relies heavily upon Building Principals and Nurse/Designated School Personnel (DSP) to identify the necessary accommodations for each student and determine which staff members are responsible to provide them. Accommodations are impacted by a number of factors, e.g., the student’s age, the allergen(s) involved, the facilities at each school building, etc.

**Phase One: Identification of Students with Food Allergies**

Actor	Action
Parent/Guardian	<p>Inform the Building Principal of the student’s food allergy.</p> <p>Complete Allergy History Form (App. B-8, p. 56 and available at: <a href="http://www.isbe.net/Pages/Food-Allergy-Guidelines.aspx">www.isbe.net/Pages/Food-Allergy-Guidelines.aspx</a>) and School Medication Authorization Form (see 7:270-E, <i>School Medication Authorization Form</i>). Return them to the Building Principal or Nurse/DSP. <b>Note:</b> The Emergency Action Plan (EAP) (p. 48) may be used instead of 7:270-E, <i>School Medication Authorization Form</i>.</p> <p>Participate in all meetings to assess and manage the individual student’s health needs. Follow the <i>Parent/Guardian of Children with Food Allergies Checklist</i>. See <i>Guidelines</i>, p. 25.</p>
Building Principal and/or Nurse/DSP	<p>Follow the District’s procedural safeguards for convening a meeting to assess the individual student’s allergy management needs.</p>
IEP or 504 Team	<p>Modify this section if the District implements IHCPs. See <b>Glossary</b> above for more information.</p> <p>For a student who is not already identified as disabled, determine whether a referral for an evaluation is warranted using the District’s evaluation procedures for determining whether a student is a student with a disability within the meaning of IDEA or Section 504 (see Board policy 6:120, <i>Education of Children with Disabilities</i>).</p> <p>For a student with an existing IEP or Section 504 plan, or who qualifies for one on the basis of his or her food allergy, determine:</p> <ol style="list-style-type: none"> <li>1. Whether the student’s food allergy requires <i>related services</i> to ensure the provision of a “free appropriate public education” (FAPE), and/or</li> <li>2. Whether the student’s food allergy requires appropriate <i>reasonable accommodations</i> for the student’s disability.</li> </ol> <p>If the answer to either of the above questions is negative, notify the parent/guardian in writing of the reasons for the denial and the right to appeal. Provides any required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.</p> <p><b>If the answer to either of the above questions is positive:</b></p> <ol style="list-style-type: none"> <li>1. Gather appropriate health information by using the completed Allergy History Form (App. B-8, p. 56) and Emergency Action Plan (EAP) (App. B-5, p.48).</li> <li>2. Identify all necessary accommodations and complete a 504 Plan (use the District’s established forms or App. B-7, p. 52-55). For meal substitutions, see App. B-4, p. 45-46.</li> <li>3. Determine which staff provides the identified accommodations. Remember that accidental exposures are</li> </ol>

Actor	Action
	<p>more likely to happen when an unplanned event or non-routine event occurs, and special care should be taken to address procedures for staff members who provide transportation, substitute teaching, coaching or other activities, field trips, and classroom celebrations. For a list of staff members to consider, see <i>Creating a Safer Environment for Students with Food Allergies</i> (p. 19).</p> <ol style="list-style-type: none"> <li>4. Assign responsibilities to individual staff members for providing the identified accommodations (General Guidelines, p. 20-40). Inform absent staff members during the creation of the 504 Plan of their responsibilities.</li> <li>5. Identify willing 504 Team members trained in emergency response to respond to any allergic reactions the student may have. See EAP, <i>Trained Staff Members</i> box (p. 49). <b>Note:</b> Consult the Board Attorney if options are limited or the classroom teacher is not willing to administer epinephrine. While classroom teachers are a logical choice to provide emergency response due to their continual close proximity to students, such an assignment may: (1) impact terms and conditions of employment and may trigger collective bargaining rights, and/or (2) violate 105 ILCS 5/10-22.21b, which states that under no circumstances shall teachers or other non-administrative school employees, except certified school nurses and non-certificated registered professional nurses, be required to administer medication to students.</li> <li>6. Provide the required procedural safeguard notices. See 23 Ill.Admin.Code Part 226; Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Parts 104 and 300); and 6:120-AP1, E1, <i>Notice to Parents/Guardians Regarding Section 504 Rights</i>.</li> </ol>

**Phase Two: Prevention of Exposure to Known Allergens**

Actor	Action
Building Principal and/or Nurse/DSP	<p>Convene a meeting to educate all the staff members who will provide the identified 504 Plan accommodations about their responsibilities.</p> <p>Ensure individual staff members perform their responsibilities and provide the necessary accommodations for the student’s individual health needs (p. 20-40).</p> <p>Facilitate the dissemination of accurate information in the building about the student’s food allergy while respecting privacy rights.</p> <p><b>Note:</b> Request permission from the Superintendent to consult the Board Attorney about best practices for disclosures to volunteers (e.g., field trip chaperones or room parents) of confidential medical information without</p>

Actor	Action
	<p>parental consent. Generally Building Principals have discretion, but these situations are fact specific. Ideally the District should attempt to get parental permission to disclose the information about the allergy, but practically this cannot always occur. Many agree that safety trumps confidentiality in these situations, especially when volunteers have a legitimate educational interest if knowledge of the information is related to their ability to perform their duties (See, <i>Letter to Anonymous</i>, 107 LRP 28330 (FPCO 2007)).</p> <p>Provide a medical alert to parents/guardians (App. B-9, p. 57) also available at: <a href="http://www.isbe.net/Pages/Food-Allergy-Guidelines.aspx">www.isbe.net/Pages/Food-Allergy-Guidelines.aspx</a> that does not name the student. The communication should inform other students and their parents/guardians about the importance of keeping their educational setting free of the food allergen.</p> <p><b>Note:</b> Request permission from the Superintendent to consult the Board Attorney about disclosures and providing joint communications from the Building Principal and the parent/guardian of the food allergic student. While joint communications allow the school to exchange the information needed to protect the food allergic student and balance competing educational interests without violating federal or State laws that govern student records, they can also present other risks (i.e., re-disclosure of the confidential information). See Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, and its implementing rules at 34 C.F.R. Part 99; Ill. School Student Records Act, 105 ILCS 10/, and its implementing rules at 23 Ill.Admin.Code Part 375. FERPA prohibits schools from disclosing personally identifiable information from students' education records without the consent of a parent or eligible student, unless an exception applies. See policy 7:340, <i>Student Records</i>.</p> <p>Prepare a list of answers to anticipated questions about managing the student's health needs.</p> <p>Check with the Nurse/DSP regarding any known competing educational interests with the student's health needs among other students attending the school (i.e., diabetes, service animals, etc.).  Manage identified students' competing educational interests by:</p> <ol style="list-style-type: none"> <li>1. Consulting the Board Attorney.</li> <li>2. Creating a method to monitor identified competing educational interests between students.</li> <li>3. Responding to future unidentified competing educational interests and managing them immediately.</li> <li>4. Modifying any other conditions as the facts of the situation require.</li> </ol>

Actor	Action
IEP or 504 Team	<p>Implement and follow all identified responsibilities in the 504 Plan. Understand that accidental exposures are more likely to occur when an unplanned event occurs, which makes it critical to follow the exact accommodations in the student's 504 Plan (p.13).</p> <p>Practice emergency procedures outlined in the student's EAP and be prepared to follow them (App. B-3, p. 44).</p>
Parent/Guardian	<p>Implement and follow the applicable items in the <i>Parent/Guardian of Children with Food Allergies Checklist</i> (p. 25).</p>
Student	<p>Implement and follow the applicable items in the <i>Students with Food Allergies Checklist</i> (p. 26).</p>

**Phase Three: Response to Allergic Reactions**

Actor	Action
IEP or 504 Team	<p>Follow the student's 504 Plan and EAP.</p>
Anyone	<p>Any time an allergic reaction is suspected, administer the epinephrine auto-injector first, and then call 911. Fatalities occur when epinephrine is delayed or withheld (p. 21).</p>
Nurse/DSP	<p>Implement and follow the applicable items in the <i>Return to School After a Reaction Checklist</i> (App. B-2, p. 43). If the student has no EAP and IHCP or 504 Plan, provide the parent/guardian with the EAP (App. B-5, p. 48) and <i>Sample Allergy History</i> (App. B-8, p. 56) forms and refer them to the process outlined in the <b>Identification of Students with Food Allergies</b> phase above.</p> <p>Review <i>Special Considerations for the Student</i>; specifically, collaborate with the student's medical provider (p. 23).</p>

LEGAL REF: 105 ILCS 5/2-3.149.

## Students

### Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

#### Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of Ann Marie's Law listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.163(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
  - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements 105 ILCS 5.2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
  - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide.
  - a. For students in grades 7 through 12, implementation shall incorporate the training required by 105 ILCS 5/10-22.39 for school guidance counselors, teachers, school social workers, and other school personnel who work with students to identify the warning signs of suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide.
  - b. For all students, implementation shall incorporate Illinois State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to Ann Marie's Law on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide. Implementation will incorporate paragraph number 2, above, along with:
  - a. Board policy 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);



- b. Board policy 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services.
  - c. Board policy 7:250, *Student Support Services*, implementing the Children’s Mental Health Act of 2003, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
  - d. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE’s website pursuant to Ann Marie’s Law.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
  5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
  6. A process to incorporate ISBE-recommend resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District’s Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District’s Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to Ann Marie’s Law and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District’s website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Children’s Mental Health Act of 2003, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend

beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.: 105 ILCS 5/2-3.163, 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b.  
745 ILCS 10/.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

## Students

### Administrative Procedure - Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program

The Superintendent or designee, at the District level, or the Building Principal or designee, at the building level, is responsible for implementing the Board's goals of increasing awareness and prevention of depression and suicide. The Superintendent and/or Building Principal(s) may want to assign Student Support Committees as established under 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Problems*, to assist them with the implementation of these goals. Use other locally available resources that may not be listed below to determine the best implementation methods.

Listed below are the six policy implementation components of Ann Marie's Law, 105 ILCS 5/2-3.163(c), amended by P.A. 99-443, that are required to be included in Board policy 7:290, *Suicide and Depression Awareness and Prevention*. Each component lists specific implementation steps, along with any applicable sample **PRESS** policies, administrative procedures and/or exhibits, available State and/or federal resources, and examples if available. The resources listed in this procedure, and any information provided in the hyperlinks, should be confirmed with the Board Attorney before the Superintendent, Building Principal, or Student Support Committees apply them to a specific situation in the District.

#### Policy Implementation Components of Ann Marie's Law

1. Awareness and Prevention Education Protocols for Students and Staff (105 ILCS 5/2-3.163(c)(2).
  - a. For students, review 6:60, *Curriculum Content*, requiring health education for developing a sound mind and a healthy body and 7:250, *Student Support Services*, requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability.
  - b. For staff, review, 5:100, *Staff Development Program*, discussing in-service training and citing required teacher institute training concerning the warning signs of suicidal behavior, and assess incorporating information from the following resources:
 

*Preventing Suicide: A Toolkit for High Schools (SAMHSA Toolkit)*, Chapter 4: Staff Education and Training including Tools, pp. 111 through 123 at: [www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669](http://www.store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669).

Illinois State Board of Education (ISBE)-recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.163(b)(2)(B), amended by P.A. 99-443).
2. Methods of Prevention, Early Identification, and Referral (105 ILCS 5/2-3.163(c)(3).
  - a. For staff working with students in grades 7 through 12, review 5:100, *Staff Development Development*, discussing required behavioral training for school personnel who work with students in these grades and see 2.b., below.

- b. For staff working with students in all grades, review 6:60, *Curriculum Content* (see above for description); 7:250, *Student Support Services* (see above for description); and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Problems*, establishes Student Support Committees to identify, prevent, and refer for students services with mental health challenges.
- c. For staff working with students in all grades, assess incorporating information from the following resources:

*SAMHSA Toolkit* at: [store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669](https://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669).

Chapter 1: Getting Started pp. 15-22; Tool 1.A, Suicide Prevention: Facts for Schools, p. 24; and Tools 1.D-1.H, pp. 32-51 (includes various youth suicide prevention topics).

Chapter 4: Staff Education and Training including Tools, pp. 111-123.

Chapter 7: Screening, and Resources: Staff Education and Screening including Tools, pp. 157-171.

ISBE *Suicide Prevention* at: [www.isbe.net/Pages/Suicide-Prevention.aspx](http://www.isbe.net/Pages/Suicide-Prevention.aspx).

ISBE recommended guidelines and educational materials for training and professional development and ISBE recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.163(b)(2)(B), amended by P.A. 99-443).

Illinois Suicide Prevention Strategic Plan at:

[idph.state.il.us/about/chronic/Suicide\\_Prevention\\_Plan\\_Jan-08.pdf](http://idph.state.il.us/about/chronic/Suicide_Prevention_Plan_Jan-08.pdf).

Free online training for public schools in recognizing students exhibiting psychological distress is provided in Illinois by the Illinois Youth Suicide Prevention Project, Illinois Department of Public Health, available at: [ill.kognito.com/](http://ill.kognito.com/).

Sample policy (procedures) on youth suicide prevention are available from The Trevor Project at: [thetrevorproject.org/pages/modelschoolpolicy](http://thetrevorproject.org/pages/modelschoolpolicy)

Risk and Protective Factors for Suicide available at:

[www.isbe.net/Pages/Suicide-Prevention.aspx](http://www.isbe.net/Pages/Suicide-Prevention.aspx).

[itonlytakesone.org/preventing-suicide/protective-risk-factors/](http://itonlytakesone.org/preventing-suicide/protective-risk-factors/).

[sprc.org/sites/sprc.org/files/library/RiskProtectiveFactorsPrimer.pdf](http://sprc.org/sites/sprc.org/files/library/RiskProtectiveFactorsPrimer.pdf).

- d. Review and train staff on appropriate identification procedures (see example below):

Identification of the At-Risk Student

**Note:** A more detailed procedure may be developed with the aid of the resources in 2.c., above.

- (1) An employee having any reason to believe a student is considering or threatening suicide is to contact the Building Principal and District social worker/counselor.
- (2) The social worker/counselor or Building Principal will meet with the student.
- (3) The social worker/counselor will call the student's parent(s)/guardian(s) and arrange a meeting. All calls and meetings with parent(s)/guardian(s) will be documented and a copy of the documentation sent by certified mail to the parent(s)/guardian(s).

- (4) The social worker/counselor will suggest to the parent(s)/guardian(s) that the State or community mental health agency be contacted. This suggestion shall be a part of the documentation sent to the parent(s)/guardian(s). A student should never be left alone if an employee reasonably believes the student is in imminent risk of suicide. An employee should immediately contact the student's parent(s)/guardian(s).
3. Methods of Intervention; Emotional or Mental Health Safety Plans for At-Risk Students (105 ILCS 5/2-3.163(c)(4)).
- a. Review policies 6:65, *Student Social and Emotional Development*, incorporating student social and emotional development into the District's educational program as required by the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b); 6:270, *Guidance and Counseling Program*, requiring the District to have guidance counseling available to implement the protocols directed in 7:250, *Student Support Services*; and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Problems*, requiring protocols for responding to students with social, emotional, or mental health problems that impact learning ability as required by the Children's Mental Health Act of 2003, 405 ILCS 49/.
  - b. Train staff pursuant to 105 ILCS 5/10-22.24b, which allows school counseling services to be used for suicide issues and intervention.
  - c. Assess incorporating information from the following resources:
    - SAMHSA Toolkit* at: [store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669](http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669).
    - Chapter 2: Protocols for Helping Students at Risk of Suicide, pp. 57-66 and Tools 2.A-2.B.2, pp. 68-72.
    - Chapter 6: Student Programs including Tools, pp. 139-156.
    - Resources: Getting Started, pp. 177-182; Staff Education and Training, pp. 186-192; and Student Education and Skill-Building, pp. 194-204.
    - ISBE recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.163(b)(2)(B), amended by P.A. 99-443).
    - Illinois Suicide Prevention Strategic Plan at: [idph.state.il.us/about/chronic/Suicide\\_Prevention\\_Plan\\_Jan-08.pdf](http://idph.state.il.us/about/chronic/Suicide_Prevention_Plan_Jan-08.pdf).
4. Methods of Responding to a Suicide Attempt (105 ILCS 5/2-3.163(c)(5)).
- a. Review policies listed above in number 3.a.
  - b. Assess incorporating information from the following resources:
    - SAMHSA Toolkit* at: [store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669](http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669).
    - Chapter 3: After a Suicide including Tools, pp. 92-109. (some material adaptable to a suicide attempt)
    - Resources: Crisis Response Postvention, pp. 182-185.

*After a Suicide: A Toolkit for Schools (ISBE Toolkit)* at:  
[www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf](http://www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf).  
(some material adaptable to a suicide attempt)

ISBE recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.163(b)(2)(B), amended by P.A. 99-443).

5. Reporting Procedures (105 ILCS 5/2-3.163(c)(6)).

- a. Review 6:270, *Guidance and Counseling Program*, providing a counseling program that the Superintendent may designate as responsible for development of the District's depression awareness and suicide prevention program procedures; 7:250, *Student Support Services*, identifying District support services that will be ultimately responsible for properly implementing the reporting procedures; and 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Problems*, establishing Student Support Committees for purposes of identifying, preventing and referring for services students with mental health challenges.

- b. Assess incorporating information from the following resources:

*SAMHSA Toolkit* at: [store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669](http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669).

Chapter 2: Protocols for Helping Students at Risk of Suicide: Tools 2.B.3-6 (pp. 70-72), 2.C (p. 79) and 2.D (pp. 70-81).

ISBE recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.163(b)(2)(B), amended by P.A. 99-443).

- c. Review appropriate identification procedures (see example below):

Documentation Regarding the At-Risk Student

**Note:** A more detailed procedure may be developed with the aid of the resources in 5.b., above.

- (1) District employees shall take notes on any conversations that involve or relate to the at-risk student. The notes shall become a part of a written report to the Building Principal.
- (2) Conversations that involve or relate to the at-risk student shall be confirmed in writing with the other party(s).
- (3) The Superintendent shall receive a copy of all reports and documentation regarding the at-risk student.
- (4) The social worker/counselor shall prepare a report of the situation for the student's records.

- d. Provide training for staff regarding identification procedures that the District will implement.

6. Resources and Contact Information (105 ILCS 5/2-3.163(c)(7)).

- a. Illinois suicide prevention organizations and State contacts at: [sprc.org/states/illinois](http://sprc.org/states/illinois):

Jennifer L. Martin, Injury Prevention Coordinator (at time of publication)  
535 West Jefferson, 2nd Floor  
Springfield, IL 62761  
[Jennifer.L.Martin@illinois.gov](mailto:Jennifer.L.Martin@illinois.gov)  
(217) 558-4081

Patricia Reedy, Chief Social Worker, Division of Mental Health, Illinois Department of Human Services (at time of publication)  
401 South Clinton Street  
Chicago, IL 60607  
[Patricia.Reedy@illinois.gov](mailto:Patricia.Reedy@illinois.gov)  
(312) 814-1656

- b. Primary implementation resources for 7:290-AP, *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*:

*SAMHSA Toolkit*: Chapter 1: Getting Started; Tools 1.I and 1.J., pp. 52-53.

Resources: Screening Program, p. 205; and National Organization and Federal Agencies with Resource and Information on Adolescent Suicide Prevention, pp. 206-208.

ISBE *Toolkit* at:

[www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf](http://www.sprc.org/sites/default/files/migrate/library/AfteraSuicideToolkitforSchools.pdf).

ISBE *Suicide Prevention* at: [www.isbe.net/Pages/Suicide-Prevention.aspx](http://www.isbe.net/Pages/Suicide-Prevention.aspx).

ISBE recommended guidelines and educational materials for training and professional development and ISBE-recommended resources containing age-appropriate educational materials on youth suicide and awareness, if available on ISBE's website pursuant to Ann Marie's Law (105 ILCS 5/2-3.163(b)(2)(B), amended by P.A. 99-443).

Illinois Suicide Prevention Strategic Plan at:

[idph.state.il.us/about/chronic/Suicide\\_Prevention\\_Plan\\_Jan-08.pdf](http://idph.state.il.us/about/chronic/Suicide_Prevention_Plan_Jan-08.pdf).

- c. Other available resources:

Altman, Lawrence, *How Schools Should Respond to Student with Mental Health Issues*. National School Board Association, Council of School Attorney's Inquiry & Analysis (published October 2015) discussing best practices for school district responses to student mental health issues, including Section 504, Title IX, and IDEA obligations, available at:

[www.nsba.org/sites/default/files/reports/1015\\_InquiryAnalysis-Updated2.pdf](http://www.nsba.org/sites/default/files/reports/1015_InquiryAnalysis-Updated2.pdf).

American Foundation for Suicide Prevention, Illinois Chapter at:

[afsp.org/local-chapters/find-your-local-chapter/afsp-illinois](http://afsp.org/local-chapters/find-your-local-chapter/afsp-illinois)

National Suicide Prevention Center at:

[suicidepreventionlifeline.org/GetHelp/WhatIfSomeoneIKnowNeedsHelp.aspx](http://suicidepreventionlifeline.org/GetHelp/WhatIfSomeoneIKnowNeedsHelp.aspx).

Sexual Orientation, Gender Identity and Youth Suicide at:

[dph.illinois.gov/sites/default/files/publications/suicidosexualorientationinyouth.pdf](http://dph.illinois.gov/sites/default/files/publications/suicidosexualorientationinyouth.pdf).

The Suicide Prevention Resource Center (SPRC) ([sprc.org/](http://sprc.org/)) has an Illinois-specific site at: [sprc.org/states/illinois](http://sprc.org/states/illinois).

The Suicide Resource Center has an awareness public prevention pilot program titled *It Only Takes One* at: [itonlytakesone.org/](http://itonlytakesone.org/).

## Students

### Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice nurse, or a physician assistant. The ***Pre-Participation Physical Examination Form***, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by a policy purchased through the District-approved insurance plan or a parent(s)/guardian(s) written statement that the student is covered under a family insurance plan.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parent(s)/guardian(s) must provide written consent to random drug and alcohol testing pursuant to the Extracurricular Drug and Alcohol Testing Program.
7. The student and his or her parent(s)/guardian(s) must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about the Board's concussion policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.: 105 ILCS 5/10-20.30, 5/10-20.54, 5/22-80, and 25/2.  
23 Ill.Admin.Code §1.530(b).

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Athlete Concussions and Head Injuries), 7:340 (Student Records)



## Students

### Exhibit - Agreement to Participate

*On District letterhead*

**Each student and his or her parent/guardian must read and sign this *Agreement to Participate* each year before being allowed to participate in interscholastic athletics or intramural athletics. The completed *Agreement* should be returned to the Coach.**

Student Name (*printed*) \_\_\_\_\_

1. I wish to participate in the interscholastic athletics or intramural athletics that are circled: baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, wrestling, other (identify sports) \_\_\_\_\_. (Another *Agreement* must be signed if the student later decides to participate in a sport not circled above).
2. I acknowledge reading the eligibility rules of any group or association sponsoring any athletic activity in which I want to participate and I agree to abide by them.
3. Before I am allowed to participate, I must: (a) provide the School District with a certificate of physical fitness (the ***Pre-Participation Physical Examination Form*** from the IHSA or IESA serves this purpose), (b) show proof of accident insurance coverage, and (c) complete all forms required by any association sponsoring the interscholastic athletic activity, including when applicable and without limitation, ***IHSA Sports Medicine Acknowledgment & Consent Form, Acknowledgement and Consent***. IHSA refers to the Illinois High School Association and IESA refers to the Illinois Elementary School Association.
4. I agree to abide by all conduct rules and will behave in a sportsmanlike manner. I agree to follow the coaches' instructions, playing techniques, and training schedule as well as all safety rules.
5. I understand that Board policy 7:305, *Student Athlete Concussions and Head Injuries*, requires, among other things, that a student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion or head injury must be removed from practice or competition at that time and that the student will not be allowed to return to play or practice until he or she has successfully completed return-to-play and return-to-learn protocols, including having been cleared to return by the treating physician licensed to practice medicine in all its branches, physician assistant, treating advanced practice registered nurse, or a certified athletic trainer working under the supervision of a physician.
6. I am aware that with participation in sports comes the risk of injury, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the highest risk. I am aware that participating in sports involves travel with the team. I acknowledge and accept the risks inherent in the sport(s) or athletics in which I will be participating and in all travel involved. I agree to hold the District, its employees,

agents, coaches, School Board members, and volunteers harmless from any and all liability, actions, claims, or demands of any kind and nature whatsoever that may arise by or in connection with my participating in the school-sponsored interscholastic sport(s) or intramural athletics. The terms hereof shall serve as a release and assumption of risk for my heirs, estate, executor, administrator, assignees, and for all members of my family.

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**Student Signature**

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**Date**

Adopted by Northwestern CUSD #2 November 14, 2017

**To be read and signed by the parent/guardian of the student:**

1. I am the parent/guardian of the above named student and give my permission for my child to participate in the interscholastic sport(s) or intramural athletics indicated. I have read the above *Agreement to Participate* and understand its terms.
2. I understand that all sports can involve many **risks of injury**, and I understand that the degree of danger and seriousness of risk vary significantly from one sport to another with contact sports carrying the higher risk. I am aware that participating in sports involves travel with the team. In consideration of the School District permitting my child to participate, I agree to hold the District, its employees, agents, coaches, Board members and volunteers harmless from any and all liability, actions, claims or demands of any kind and nature whatsoever that may arise by or in connection with the participation of my child in the sport(s) or athletics. I assume all responsibility and certify that my child is in good physical health and is capable of participation in the above indicated sport or athletics.

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

**Emergency Contact Information**

Name: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

Day phone number: \_\_\_\_\_ Evening phone number: \_\_\_\_\_

Cell phone number: \_\_\_\_\_ Other: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

Day phone number: \_\_\_\_\_ Evening phone number: \_\_\_\_\_

Cell phone number: \_\_\_\_\_ Other: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

Day phone number: \_\_\_\_\_ Evening phone number: \_\_\_\_\_

Cell phone number: \_\_\_\_\_ Other: \_\_\_\_\_

Name: \_\_\_\_\_ Relationship to student: \_\_\_\_\_

Day phone number: \_\_\_\_\_ Evening phone number: \_\_\_\_\_

Cell phone number: \_\_\_\_\_ Other: \_\_\_\_\_

## Students

### **Exhibit - Certificate of Physical Fitness for Participation in Athletics**

*To be submitted to the Building Principal. (please print)*

Student	Sport/Activity
Parent/Guardian	Home phone
Home address	Cell phone
Emergency contact ( <i>relationship to student</i> )	Contact phone
Physician	Physician phone
<b>Medical History:</b> Date of Birth: _____    Height: _____    Weight: _____ <input type="checkbox"/> Heart condition <input type="checkbox"/> Diabetes <input type="checkbox"/> Asthma: <input type="checkbox"/> Requires child to self-administer medication <input type="checkbox"/> Epilepsy <input type="checkbox"/> Allergies: <input type="checkbox"/> Requires student to carry EpiPen® <input type="checkbox"/> Other _____	

List all medications (*prescribed and over the counter*)

Injuries (*brief description and dates*)

Surgeries (*brief description and dates*)

Physical activity restrictions (*brief description and duration*)

**I certify that:**

1. My child is in good health and is capable of participating in the above sport or activity. No need exists to limit his/her participation. I assume full responsibility for his/her physical condition and participation, and will notify you of any changes.
2. I have completed and submitted the *Authorization for Medical Treatment* form allowing the school to seek medical treatment for my child in the event of a medical emergency when reasonable attempts to contact me are unsuccessful.
3. If my child requires or may need medication while participating in athletics, I have completed and submitted the *School Medication Authorization Form*.

\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date

**Students**

**Exhibit - Authorization for Medical Treatment**

*To be submitted to the Superintendent. (please print)*

_____	_____
Student	Sport/Activity
_____	_____
Parent/Guardian	Home phone
_____	_____
Home address	Cell phone
_____	_____
Physician	Physician phone

Medical Information: *(list allergies, medications, conditions and any known restrictions)*

In the event of a medical emergency and if reasonable attempts to contact me using the telephone numbers listed above are unsuccessful:

I, as parent or legal guardian of the above student, do hereby authorize:

1. Treatment by a licensed medical physician of my child in the event of a medical emergency that, in the opinion of the attending physician, may endanger his/her life, cause disfigurement, physical impairment, or undue discomfort if delayed, and
2. Transfer of my child to any hospital reasonably accessible at my expense.

_____	_____
Parent/Guardian Signature	Date

Adopted by Northwestern CUSD #2 November 14, 2017

## **Students**

### **Student Athlete Concussions and Head Injuries**

The Superintendent or designee shall develop and implement a program to manage concussions and head injuries suffered by students. The program shall:

1. Fully implement the Youth Sports Concussion Safety Act, that provides, without limitation, each of the following:
  - a. The Board must appoint or approve member(s) of a Concussion Oversight Team for the District.
  - b. The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:
    - i. A return-to-play protocol governing a student's return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.
    - ii. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol.
  - c. Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity.
  - d. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.
  - e. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student's return-to-play or return-to-learn.
  - f. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses, licensed healthcare professionals or non-licensed healthcare professionals who serve on the Concussion Oversight Team (whether or not they serve on a volunteer basis); athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.



LEGAL REF.: 105 ILCS 5/22-80.  
105 ILCS 25/1.15.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 7:300 (Extracurricular Athletics)

Adopted by Northwestern CUSD #2 November 14, 2017



## Students

### Administrative Procedure - Program for Managing Student Athlete Concussions and Head Injuries

State Law

1. The Youth Sports Concussion Safety Act contains concussion safety directives for school Boards and certain identified staff members. 105 ILCS 5/22-80, added by P.A. 99-245, amended by P.A.s 99-486 and P.A. 100-309. A School District must implement Sec. 22-80 if it offers interscholastic athletic activities or interscholastic athletics under the direction of a coach (volunteer or school employee), athletic director, or band leader. An *interscholastic athletic activity* “means any organized school-sponsored or school-sanctioned activity for students, generally outside of school instructional hours, under the direction of a coach, athletic director, or band leader, including, but not limited to, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling. All interscholastic athletics are deemed to be interscholastic activities.” 105 ILCS 5/22-80(b).

A School District may need to implement its return-to-learn protocol for a student’s return to the classroom after he or she is believed to have experienced a concussion, “whether or not the concussion took place while the student was participating in an interscholastic activity.” 105 ILCS 5/22-80(d). For a comprehensive discussion of this Act, see the IASB publication *Checklist for Youth Sports Concussion Safety Act*, at: [iasb.com/law/concussions.cfm](http://iasb.com/law/concussions.cfm). Helpful guidance for implementing this law plus training modules are available from the Lurie Children’s Hospital’s *A Guide for Teachers and School Professionals*, also available using the above link.

2. 105 ILCS 25/1.15 requires: (a) all high school coaching personnel to complete online concussion awareness training, and (b) all student athletes to view the IHSA video about concussions.
3. 105 ILCS 25/1.20, added by P.A. 99-831, requires the IHSA to require all member districts that have certified athletic trainers to have those trainers complete and submit a monthly report on student-athletes who have sustained a concussion during: (1) a school-sponsored activity overseen by the athletic trainer; or (2) a school-sponsored event of which the athletic director is made aware. **Concussion** - A complex pathophysiological process affecting the brain caused by a traumatic physical force or impact to the head or body, which may include temporary or prolonged altered brain function resulting in physical, cognitive, or emotional symptoms or altered sleep patterns and which may or may not involve a loss of consciousness. 105 ILCS 5/22-80. See also: *Returning to School After a Concussion: A Fact Sheet for School Professionals*, [www.cdc.gov/headsup/pdfs/schools/tbi\\_returning\\_to\\_school-a.pdf](http://www.cdc.gov/headsup/pdfs/schools/tbi_returning_to_school-a.pdf).

Actor	Action
School Board	Adopt a Board policy on concussions. See policy 7:305, <i>Student Athlete Concussions and Head Injuries</i> .  Approve members of the Concussion Oversight Team. 105 ILCS 5/22-80(d).  Approve school-specific emergency action plan(s) for interscholastic

Actor	Action
	<p>athletic activities to address serious injuries and acute medical conditions that may cause a student’s condition to deteriorate rapidly. 105 ILCS 5/22-80(i).</p> <p>Monitor the effectiveness of Board policy 7:305, <i>Student Athlete Concussions and Head Injuries</i>, by discussing with the Superintendent or designee the type of data the Board needs to monitor the policy, establishing a monitoring calendar, and reviewing the data provided by the Superintendent or designee.</p>
Superintendent or designee	<p>Identify individuals to serve on the Concussion Oversight Team; request Board approval. 105 ILCS 5/22-80(d).</p> <p>A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, he or she must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. The Team may be composed of only one person who need not be a licensed healthcare professional, but may not be a coach.</p> <p><b>Note:</b> As this is administrative/staff work rather than governance work, the best practice is to have the Concussion Oversight Team be an <i>administrative</i> committee, but consult the Board Attorney for guidance. If it is a Board committee, it must comply with the Open Meetings Act, 5 ILCS 120/1.02. For a discussion of the Open Meetings Act’s treatment of committees, see the footnotes in Board policy 2:150, <i>Committees</i>.</p> <p>Require that all high school coaching personnel, including the head and assistant coaches, and athletic directors obtain an online concussion certification in accordance with 105 ILCS 25/1.15.</p> <p>Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position’s starting date.</p> <p>Require that the following individuals complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches or assistant coaches (whether volunteer or a District employee) of interscholastic athletic activities; nurses, physicians, other licensed health professionals and non-licensed health care professionals who serve on the Concussion Oversight Team; athletic trainers; and game officials of interscholastic athletic activities. 105 ILCS 5/22-80(h).</p> <p>Individuals covered by this training mandate must initially have completed the training prior to serving on the Concussion Oversight Team and at least once every two years (or if not on the Team, at least once every two years). See the footnotes in policies 5:100, <i>Staff Development Program</i>, and 7:305, <i>Student Athlete Concussions and Head Injuries</i>.</p>

Actor	Action
	<p>Identify the staff members who are responsible for student athletes, including Building Principals, and require that they comply with IHSA concussion protocols, policies, and by-laws, including its <i>Protocol for Implementation of NFHS Sports Playing Rules for Concussions</i>, at:  <a href="http://www.ihsa.org/documents/sportsmedicine/ihsa_protocols_for_nfhs_concussion_playing_rule.pdf">www.ihsa.org/documents/sportsmedicine/ihsa_protocols_for_nfhs_concussion_playing_rule.pdf</a>.</p> <p>Along with the Building Principal(s), develop and maintain school-specific emergency action plan(s) for interscholastic athletic activities to address serious injuries and acute medical conditions that may cause a student’s condition to deteriorate rapidly; present it/them to the Board for approval. 105 ILCS 22-80(i).</p> <p>Hold the staff members responsible for implementing this procedure.</p>
Concussion Oversight Team	<p>Establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention. 105 ILCS 5/22-80(d). See <a href="http://www.cdc.gov/headsup/index.html">www.cdc.gov/headsup/index.html</a>.</p> <ol style="list-style-type: none"> <li>1. A <i>return-to-play protocol</i> governing a student’s return to interscholastic athletic practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee (not a coach) must supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol. 105 ILCS 5/22-80(g).  The student’s treating physician or an athletic trainer working under a physician’s supervision must evaluate and find that it is safe for the student to return to play. The student’s parent/guardian must sign a consent form that complies with statutory prerequisites. IHSA’s website contains a form for this, <i>Post-concussion Consent Form (RTP/RTL)</i>, at:  <a href="http://ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx">ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx</a>.  It is an open question whether the return-to-play protocol is limited to when the concussion occurred during an interscholastic athletic activity, because the statute does not state “whether or not the concussion took place while the student was participating in an interscholastic athletic activity.” It makes sense, however, to apply the return-to-play protocol whenever a student suffers a concussion before allowing him or her to participate in an interscholastic athletic activity.</li> <li>2. A <i>return-to-learn protocol</i> governing a student’s return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee (not a coach) must supervise the person responsible for compliance with the return-to-learn protocol. 105 ILCS 5/22-80(g).</li> </ol>

Actor	Action
	<p>The return-to-learn protocol governs a student’s return to the classroom after a concussion, whether or not the concussion took place while the student was participating in an interscholastic athletic activity. Guidance from Lurie Children’s Hospital explains that recovery from a concussion must be an individualized process, because no two concussions are the same. See <i>Return to Learn after a Concussion: A Guide for Teachers and School Professionals</i>, Lurie Children’s Hospital. This Guide explains that a student’s full recovery depends on both cognitive and physical rest. It suggests using a multidisciplinary team to facilitate a student’s return to the classroom and provides examples of accommodations and interventions. It also stresses the importance of identifying a school staff member who will function as a case manager or concussion management leader, e.g., a school nurse, athletic trainer, or school counselor.</p>
<p>Building Principals or designees</p>	<p>Along with the Superintendent, develop and maintain school-specific <i>emergency action plan(s)</i> for interscholastic athletic activities to address serious injuries and acute medical conditions that may cause a student’s condition to deteriorate rapidly; present the plan(s) to the Superintendent who will present it/them to the Board for approval. 105 ILCS 22-80(i).</p> <p>A template is available on the IHSA website under Emergency Action Plan (EAP) Resources, at:  <a href="http://www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx">www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx</a>.</p> <p>Require coaches and assistant coaches, trainers, and other staff members who are responsible for student athletes to:</p> <p>Review and abide by the IHSA protocols, policies, and by-laws regarding concussions and head injuries, at:  <a href="http://www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/StakeholderResponsibilities.aspx">www.ihsa.org/Resources/SportsMedicine/ConcussionManagement/StakeholderResponsibilities.aspx</a>.</p> <p>1. Provide information to student athletes and their parents/guardians each school year about concussions and otherwise perform all duties identified by law or described in this procedure.</p> <p>School districts must include information about concussions in the student athlete agreement, contract, code, or written instrument that a student athlete and his or her parent/guardian are required to sign before participating in a practice or interscholastic competition. IHSA drafted a sample <i>Concussion Information Sheet</i>, which is included within the <i>IHSA Sports Medicine Acknowledgement &amp; Consent Form</i> at:  <a href="http://ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx">ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx</a>. It has been incorporated into 7:300-E1, <i>Agreement to Participate</i>.</p>

Actor	Action
	<p>Maintain appropriate school student records for student athletes.</p> <p>Although a <i>concussion policy acknowledgment</i> is no longer required, an ISBE rule defines <i>health-related information</i> to include a <i>concussion policy acknowledgment</i>. 23 Ill.Admin.Code §375.10. The acknowledgment must be kept with the student’s school student records as a temporary record. 23 Ill.Admin.Code §375.40.</p> <p>All written information concerning an injury to a student athlete, including without limitation, a return-to-play clearance, must be kept with the student’s school student records as a temporary record. 23 Ill.Admin.Code §§375.10 and 375.40. An ISBE rule defines <i>health-related information</i> to include “other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports.” 23 Ill.Admin.Code §375.10.</p>
<p>Each student participant in an interscholastic athletic activity and his or her parent/guardian</p>	<p>Each school year, sign a concussion information receipt form before participating in an interscholastic athletic activity. 105 ILCS 5/22-80(e).</p> <p><i>Interscholastic athletic activity</i> is defined on the first page of this procedure. 105 ILCS 5/22-80(b).</p> <p>The form must be approved by IHSA. See <a href="http://ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx">ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx</a>, for <i>IHSA Concussion Protocols</i> and <i>IHSA Sports Medicine Acknowledgement &amp; Consent Form (Concussion, PES, Asthma Medication)</i>.</p> <p>Annually view IHSA’s video about concussions (applicable to only high school student athletes). 105 ILCS 25/1.15(e).</p> <p>Become knowledgeable about the concussion symptoms and ask questions of any athletic staff member.</p> <p>Inform the coach or other supervisor about any trauma to the student’s head and/or any symptoms of a concussion or confirmed concussion regardless of where and when it occurred.</p> <p>Follow the District’s return-to-play and/or return-to-learn protocol(s), as applicable, whenever the student suffers a concussion.</p>
<p>Coaches or Assistant Coaches (whether volunteer or a District employee) of <i>interscholastic athletic activities</i>;</p> <p>Nurses and Physicians who serve on the Concussion Oversight Team;</p>	<p>Complete concussion training as specified in the Youth Sports Concussion Safety Act. 105 ILCS 5/22-80(h).</p> <p><i>Interscholastic athletic activity</i> is defined on the first page of this procedure. 105 ILCS 5/22-80(b).</p> <p>Individuals covered by this training mandate must complete the training prior to serving on the Concussion Oversight Team and at least once every two years (or if not on the Team, at least once every two years). See the footnotes in policy 5:100, <i>Staff</i></p>

Actor	Action
<p>Athletic Trainers; and Game Officials of <i>interscholastic athletic activities</i></p>	<p><i>Development Program.</i></p> <p>Complete IHSA’s online concussion certification program (required only of high school coaching personnel including, without limitation, athletic directors). 105 ILCS 25/1.15.</p> <p>Learn concussion symptoms and danger signs. See <a href="http://www.ihsa.org/documents/sportsmedicine/ihsa_concussion_information_sheet.pdf">www.ihsa.org/documents/sportsmedicine/ihsa_concussion_information_sheet.pdf</a>.</p>
<p>Coaches and Assistant Coaches of interscholastic athletic activities  Athletic Trainers  Other staff members who are responsible for student athletes</p>	<p>Each school year, have student athletes and their parents/guardians, or another person with legal authority to make medical decisions for the student, sign a form “that acknowledges receiving and reading written information that explains concussion prevention, symptoms, treatment, and oversight and that includes guidelines for safely resuming participation in an athletic activity following a concussion.” The form must be approved by IHSA. 105 ILCS 5/22-80(e).</p> <p>Each school year, inform student athletes and their parents/guardians about concussions and head injuries by:</p> <ol style="list-style-type: none"> <li>1. Giving them a copy of the IHSA’s <i>Concussion Information Sheet</i> at the time they sign exhibit 7:300-E1, <i>Agreement to Participate</i>, or other agreement, contract, code, or written instrument that a student athlete and his or her parent/guardian are required to sign before the student is allowed to participate in a practice or interscholastic competition. The <i>Concussion Information Sheet</i>, is included within the <i>IHSA Sports Medicine Acknowledgement &amp; Consent Form</i> at: <a href="http://www.ihsa.org/Resources/DownloadCenter.aspx">www.ihsa.org/Resources/DownloadCenter.aspx</a>.</li> <li>2. Using educational material provided by IHSA to educate student athletes and parents/guardians about the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury. See <a href="http://www.ihsa.org/Resources/SportsMedicine/ConcussionManagement.aspx">www.ihsa.org/Resources/SportsMedicine/ConcussionManagement.aspx</a>. The Center for Disease Control and Prevention offers free printed educational materials on concussions that can be ordered or downloaded and distributed to parents, students, and coaches. See <a href="http://www.cdc.gov/headsup/index.html">www.cdc.gov/headsup/index.html</a>.</li> </ol> <p>Remove a student from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student’s parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol. 105 ILCS 5/22-80(f).</p> <p>Comply with the IHSA concussion management guidelines, including its <i>Protocol for Implementation of NFHS Sports Playing Rules for Concussion</i>, which includes its <i>Return to Play (RTP) Policy</i>, at: <a href="http://www.ihsa.org/documents/sportsmedicine/ihsa_protocols_for_nfhs_co">www.ihsa.org/documents/sportsmedicine/ihsa_protocols_for_nfhs_co</a></p>

Actor	Action
	<p><a href="#">ncussion_playing_rule.pdf</a>. These guidelines, in summary, require that:</p> <ol style="list-style-type: none"> <li>1. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion (e.g., loss of consciousness, headache, dizziness, confusion, or balance problems) in a practice or game shall be removed from participation or competition at that time.</li> <li>2. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.</li> <li>3. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois, advanced practice registered nurse, physician assistant or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois, and has completed the return-to-play protocol in compliance with the Youth Sports Concussion Safety Act, 105 ILCS 5/22-80(g).</li> </ol> <p>Inform the student athlete’s parent/guardian about a possible concussion and give the parent/guardian a fact sheet on concussion, at:  <a href="http://www.ihsa.org/Resources/SportsMedicine/ConcussionManagement.aspx">www.ihsa.org/Resources/SportsMedicine/ConcussionManagement.aspx</a>.</p> <p>Allow a student who was removed from interscholastic athletic practice or competition to return only after all statutory prerequisites are completed, including without limitation, completing the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student’s return-to-play or return-to-learn. 105 ILCS 5/22-80(g).</p> <p>Most students with a concussion will not need a formal 504 plan or individualized education program; contact the Board Attorney whenever one is requested or the student’s symptoms are prolonged.</p>
Athletic trainers	<p>Complete a monthly report on student-athletes who have sustained a concussion during: (1) a school-sponsored activity overseen by the athletic trainer; or (2) a school-sponsored event of which the athletic director is made aware. Do not identify student names in the monthly report. 105 ILCS 25/1.20.</p> <p>Submit this monthly report to the interscholastic athletic organization to which the school belongs.</p>

Adopted by Northwestern CUSD #2 November 14, 2017



## Students

### Restrictions on Publications; Elementary Schools

*[For elementary or unit districts only]*

#### School-Sponsored Publications and Web Sites

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

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

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

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

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

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

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

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

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

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

Bullying and Cyberbullying

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

LEGAL REF.: 105 ILCS 5/27-23.7  
Hazelwood v. Kuhlmeier, 108 S.Ct. 562 (1988).  
Hedges v. Wauconda Community Unit School Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).  
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 89 S.Ct. 733 (1969).

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

Adopted by Northwestern CUSD #2, November 14, 2016

## Students

### Administrative Procedure - Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools

A student or group of students seeking to distribute more than 10 copies of the same material on one or more days to students must comply with the following guidelines:

1. The student(s) must notify the Building Principal of the intent to distribute, in writing, at least 24 hours before distributing the material. No prior approval of the material is required.
2. The material may be distributed at times and locations selected by the Building Principal, such as, before the beginning or ending of classes at a central location inside the building.
3. The Building Principal may impose additional requirements whenever necessary to prevent disruption, congestion, or the perception that the material is school-endorsed.
4. Distribution must be done in an orderly and peaceful manner, and may not be coercive.
5. The distribution must be conducted in a manner that does not cause additional work for school personnel. Students who distribute material are responsible for cleaning up any materials left on school grounds.
6. Students must not distribute material that:
  - a. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
  - b. Violates the rights of others, including but not limited to, material that is libelous, slanderous or obscene, or invades the privacy of others, or infringes on a copyright;
  - c. Is socially inappropriate or inappropriate due to the students' maturity level, including but not limited to, material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and/or Student Handbooks;
  - d. Is reasonably viewed as promoting illegal drug use;
  - e. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
  - f. Incites students to violate any Board policy.
7. A student may use School Board policy 2:260, *Uniform Grievance Procedure*, to resolve a complaint.
8. Whenever these guidelines require written notification, the appropriate administrator may assist the student in preparing such notification.

A student or group of students seeking to distribute 10 or fewer copies of the same publication on one or more days to students must distribute such material at times and places and in a manner that will not cause substantial disruption of the proper and orderly operation and discipline of the school or school activities and in compliance with paragraphs 4, 5, 6, and 7.

LEGAL REF.: 105 ILCS 80/, Speech Rights of Student Journalists Act.  
Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).  
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).  
Hedges v. Wauconda Community Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir.  
1993).

## Students

### Restrictions on Publications; High Schools

*[For high school or unit districts only]*

#### Definitions

*School official* means a Building Principal or designee.

*School-sponsored media* means any material that is prepared, substantially written, published, or broadcast by a student journalist, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. It does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

*Student journalist* means a public high school student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

*Student media adviser* means an individual employed, appointed, or designated by the District to supervise or provide instruction relating to school-sponsored media.

#### School-Sponsored Media

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act and the School Board policies. Student journalists may not use school-sponsored media that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwarranted invasion of privacy;
3. Violates federal or State law, including the Constitutional rights of third parties; or
4. Incites students to:
  - a. Commit an unlawful act;
  - b. Violate any of the District's policies, including but not limited to (1) its educational mission in policies 1:30, *School District Philosophy* and 6:10, *Educational Philosophy and Objectives*, and (2) speech that is socially inappropriate or inappropriate due to the maturity of the students pursuant to policies 6:65, *Student Social and Emotional Development*, and 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; or
  - c. Materially and substantially disrupt the orderly operation of the school.

All school-sponsored media shall comply with the ethics and rules of responsible journalism. Text that fits into numbers one (1) through four (4) above will not be tolerated and school officials and student media advisers may edit or delete such media material.

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

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the District or an expression of Board policy.

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

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

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

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

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, or invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy and Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

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

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

### Bullying and Cyberbullying

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

- LEGAL REF.: 105 ILCS 5/27-23.7  
Speech Rights of Student Journalists Act, 105 ILCS 80/.  
Hazelwood v. Kuhlmeier, 108 S.Ct. 562 (1988).  
Hedges v. Wauconda Community Unit School Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).  
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 89 S.Ct. 733 (1969)  
Morse v. Frederick, 551 U.S. 393 (2007).
- CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:25 (Advertising and Distributing Materials in School Provided by Non-School Related Entities)

Adopted by Northwestern CUSD #2, November 14, 2016

## Students

### Student Fundraising Activities

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

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

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

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

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

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



**Students**

**Exhibit - Application and Procedures to Involve Students in Fundraising Activities**

*To be submitted to the Building Principal*

Organization Name	School
Activity	Activity Dates

**This application must be approved before involving students in a fundraising activity.** Only the following organizations are permitted to involve students in fundraising activities while they are on school grounds during school hours or during any school activity: *(check at least one box)*

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

**Describe how students will be involved in the fundraising activity, including whether they will be asked to buy or sell items:**

**Will the proposed activity involve selling food or beverage items to students on campus during the school day?**

- Yes - An approval may be contingent on the availability of an *exempted fundraising day*; please attach an exact description of what you propose to sell including the nutritional analysis.
- No - Food and beverage items will not be sold to students on campus during the school day.

**Fundraising efforts must not conflict with instructional activities or programs.** Sales booths during a school activity or lunch are permissible.

What, if any, activity will be done while students are on school premises?

**Student participation must be voluntary.** Penalties for failure to participate are prohibited.

Describe student incentives for participation: \_\_\_\_\_

**Fundraising efforts should not burden students, their families, citizens, or merchants by being too frequent.**

When and what was the last fundraising activity done by this organization or club?

**Local ordinances must be followed, merchants must approve of any activities on their property, and students must conduct themselves as ambassadors for their School.**

How will students be informed? \_\_\_\_\_

**Student safety must be paramount.**

How will students be kept safe if fundraising activities occur away from school?

- Not applicable - all student involvement occurs at school.

**Sales or service campaigns to raise money should offer appropriate merchandise or services.**

Describe the merchandise or services students will be asked to sell or perform:

---

**For school-sponsored student organizations, a school staff member must supervise the fundraising activities in addition to any other adult volunteers.**

List all of the adult sponsors, including staff members and non-staff adult volunteers:

---

Not applicable - activity is not being proposed by a school-sponsored student organization.

**For school-sponsored student organizations, the student activity funds treasurer must safeguard the financial accounts.**

Is this agreeable?  Yes  No

Not applicable - activity is not being proposed by a school-sponsored student organization.

**Parent organizations and booster clubs are governed by School Board policy 8:90, *Parent Organizations and Booster Clubs*.**

Is the organization prepared to abide by this policy? \_\_\_\_\_

Not applicable - activity is not being proposed by a parent organization or booster club.

**The fundraising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.**

Describe how funds raised through the proposed activity will be used:

---

If the activity will help fund a trip or overnight excursion, describe the travel plans:

---

**The funds must be used to the maximum extent possible for the designated purpose.**

Is this agreeable?  Yes  No

**Fundraising efforts that solicit donor messages for placement on school property must follow the District's viewpoint neutral guidelines for the creation of messages.**

Is this agreeable?  Yes  No

Not applicable - activity being proposed will not solicit donor messages.

I agree to abide by the conditions stated in this application and agree to adhere to all Board policies and administrative procedures.

_____ Applicant name ( <i>please print</i> )	_____ Telephone number
_____ Address	_____
_____ Applicant signature	_____ Date

The Building Principal will base his or her decision on the information being provided in this form as well as other criteria deemed important. (*Note to Building Principal: after approving or denying this application, return a copy of it to the person making the request, send the original to the Superintendent, and retain a copy at the School.*)

**Approved**       **Denied**

_____ Building Principal or designee	_____ Date
---	---------------

## Students

### Student Use of Buildings - Equal Access

*[For high school and unit districts]*

Student groups or clubs that are not school sponsored are granted free use of school premises for a meeting or series of meetings under the following conditions:

1. The meeting is held during those noninstructional times identified by the Superintendent or designee for noncurricular student groups, clubs, or organizations to meet. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends. "Noncurricular student groups" are those student groups, clubs, or organizations that do not directly relate to the curriculum.
2. All noncurriculum related student groups that are not District sponsored receive substantially the same treatment.
3. The meeting is student-initiated, meaning that the request is made by a student.
4. Attendance at the meeting is voluntary.
5. The school will not sponsor the meeting.
6. School employees are present at religious meetings only in a non-participatory capacity.
7. The meeting and/or any activities during the meeting do not materially or substantially interfere with the orderly conduct of educational activities.
8. Non-school persons do not direct, conduct, control, or regularly attend the meetings.
9. The school retains its authority to maintain order and discipline.
10. A school staff member or other responsible adult is present in a supervisory capacity.
11. The Superintendent or designee approves the meeting or series of meetings.

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

LEGAL REF.: Equal Access Act, 20 U.S.C. §4071 et seq.  
Board of Education of Westside Community School Dist. v. Mergens, 496 U.S. 226, 110 S.Ct. 2356, 110 L.Ed.2d 191 (1990).  
Gernetzke v. Kenosha Unified School Dist. No. 1, 274 F.3d 464 (7th Cir. 2001), *cert. denied*, 122 S.Ct. 1606.

CROSS REF.: 7:10 (Equal Education Opportunities), 8:20 (Community Use of School Facilities)

**Students**

**Exhibit - Application for Student Groups that Are Not School Sponsored to Request Free Use of School Premises for Meetings**

*[For high school and unit districts]*

A student must complete this form to request the free use of school premises for a meeting of a student group that is not school sponsored. Only one student needs to complete the application. The completed application should be submitted to the Building Principal at least one week before the first meeting. When a copy of this form is returned to the student with the necessary approval signature, the group may use the designated school premises, at the identified time, for its meetings.

Student applicant	Student contact number
Student group	Requested premise
Program/Meeting	Program/Activity date(s) and time(s)

Materials to be brought into facility, if any

**The following rules apply to the free use of school premises by non-school sponsored student groups:**

1. The meeting(s) must be student-initiated, meaning that a request to use school premises is being made by a student.
2. The meeting(s) must occur during non-instructional time identified by the Superintendent. This time is typically before classroom instruction begins or after it ends.
3. In scheduling the use of school premises, activities associated with the District’s educational program have priority over the activities of any other organization. Otherwise, school premises will be available on a first come first served basis.
4. The assigned room and its contents must be restored to its original condition and configuration after each use. Only modular furniture may be moved. Nothing shall be adhered or affixed to walls that will leave marks. Any decorations used shall be removed after the meeting. The contents of any assigned room are the property of the School District or teacher and shall not be handled or removed.
5. Before any meeting, a member of the non-school sponsored student group must give the office the names of anyone attending the meeting who is neither a student nor a school staff member. All visitors must register at the school office before proceeding to any scheduled student meeting. Non-school individuals may not regularly attend meetings.
6. The following mediums are available on request to announce group meetings:
  - Office bulletin board containing announcements
  - Public address system
  - Student newspaper
  - School or District Website
7. No activity is allowed on school grounds that would violate the student disciplinary policy. Any student who engages in misconduct is subject to disciplinary action, including suspension and expulsion.
8. A school staff member or other responsible adult must be present in a supervisory capacity.
9. The Equal Access Act, 20 U.S.C. §4071 *et seq.*, controls the free use of school premises by non-school sponsored student groups. The use of school facilities by non-school sponsored groups is governed by Board policy 8:20, *Community Use of School Facilities*.

**I agree to abide by the conditions stated in this application and to adhere to all Board policies and administrative procedures.**

\_\_\_\_\_  
Student applicant signature

\_\_\_\_\_  
Date

-----  
*Note to office: after the Building Principal acts on this application, return a copy of it to the student making the request and keep the original in the office.*

**Approved**       **Denied**

**This non-school sponsored student group may meet in the following location at the identified times:**

\_\_\_\_\_  
Location

\_\_\_\_\_  
Time

\_\_\_\_\_  
Building Principal or designee

\_\_\_\_\_  
Date

## Students

### Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to object to the release of information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian. Upon request, the District discloses school student records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

### Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility or the student (if over the age of 18). Upon a

student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act, implemented by 34 C.F.R. Part 99.  
50 ILCS 205/7.  
105 ILCS 5/10-20.21b, 5/20.37, 5/20.40, and 5/14-1.01 et seq.  
105 ILCS 10/, Ill. School Student Records Act.  
325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.  
750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.  
23 Ill.Admin.Code Parts 226 and 375.  
Owasso I.S.D. No. I-011 v. Falvo, 534 U.S. 426 (2002).  
Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct)

ADMIN. PROC.: 7:15-E (Notification to Parents of Family Privacy Rights), 7:340-AP1 (School Student Records), 7:340-AP1, E1 (Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records), 7:340-AP1, E3 (Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information), 7:340-AP1, E4 (Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information, 7:340-AP1, E5 (Biometric Information Collection Authorization), 7:340-AP2 (Storage and Destruction of School Student Records), 7:340-AP2, E1 (Schedule for Destruction of School Student Records)

Adopted by Northwestern CUSD #2 November 14, 2017

## Students

### **Administrative Procedure - School Student Records**

This procedure implements policy 7:340, *Student Records*. It contains a **Table of Contents** and lettered **Sections**.

#### Table of Contents

- A. Legal Citations and Definitions
- B. School Student Records Defined
- C. Eligible Students Accorded the Rights of Parent/Guardian
- D. Official Records Custodians
- E. Maintenance of School Student Records
- F. Retention and Destruction of School Student Records
- G. Social Security Numbers
- H. Access to School Student Records
- I. Record of Release
- J. Orders of Protection
- K. Parenting Plans
- L. Transmission of Records for Transfer Students
- M. Directory Information
- N. Student Record Challenges

#### Sections

##### **A. Legal Citations and Definitions**

The legal requirements contained in this procedure are followed by a citation to the controlling rule and/or statute. Citations in parenthesis indicate the location of a named law. For additional clarification regarding a requirement, the cited law should be reviewed.

Definitions are found in the Ill. School Student Records Act and the Ill. State Board of Education (ISBE) rules. 105 ILCS 10/2; 23 Ill.Admin.Code §375.10. For easy reference, some definitions are re-printed in this procedure.

The release of confidential information given by a student to a therapist, e.g., school counselor or psychologist, is not included in these procedures but is governed by the Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA). 740 ILCS 110/.

##### **B. School Student Records Defined**

*School Student Record* means any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by an employee of a school, regardless of how or where the information is stored. 105 ILCS 10/2(d).

*Special Education Records* means school records that relate to identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities under the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*) and Article 14 of the School Code. These records include the report of the multidisciplinary staffing conference on which placement or nonplacement was based and all records and audio recordings in any format relating to special education placement hearings and appeals. 23 Ill.Admin.Code §375.10.

A school student record does not include any of the following:



1. Writings or other recorded information kept in a school staff member's sole possession that is destroyed not later than the student's graduation or permanent withdrawal, and is not accessible or revealed to any other person except a temporary substitute teacher. 105 ILCS 10/2(d).
2. Information maintained by law enforcement professionals working in the school. 105 ILCS 10/2(d).
3. Video or other electronic recordings created and maintained by law enforcement professionals working in the school or for security or safety reasons or purposes, provided the information was created at least in part for law enforcement or security or safety reasons or purposes. This includes, without limitation, electronic recordings made on school buses, as defined in the exemption from the criminal offense of eavesdropping in 720 ILCS 5/14-3. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials for disciplinary or special education purposes regarding a particular student. 23 Ill.Admin.Code §375.10. **Note:** For districts and schools that do not have a designated law enforcement unit, consult the Board Attorney regarding designating an employee to serve as the *law enforcement unit* in order to maintain the security camera and determine the appropriate circumstances in which the school would disclose recorded images.
4. Any information, either written or oral, received from law enforcement officials pursuant to 105 ILCS 5/22-20 concerning a student less than the age of 17 years who has been arrested or taken into custody. 23 Ill.Admin.Code §375.10.

#### **C. Eligible Students Accorded the Rights of Parent/Guardian**

All rights and privileges concerning school student records that are accorded to parents/guardians become exclusively those of the student when the student reaches 18 years of age, graduates from high school, marries, or enters military service, whichever occurs first. 105 ILCS 10/2(g). Such students are called *eligible students* in this procedure.

#### **D. Official Records Custodians**

Each Building Principal is designated the Official Records Custodian for his or her respective school and has the duties, without limitation, listed below.

1. Is responsible for the maintenance, care, and security of all school student records, whether or not the records are in his or her personal custody or control, and shall take all reasonable measures to protect school student records through administrative, technical, and security safeguards against risks, such as unauthorized access, release, or use. 105 ILCS 10/4(a) and (b); 23 Ill.Admin.Code §375.40(g).
2. Reviews student temporary records at least every four years, or upon a student's change in attendance centers, whichever occurs first, to verify entries and correct inaccurate information. The records review is required in any given school year at the time a student first changes attendance centers within the District, but it does not need to be conducted if the student enrolls in a different attendance center later in that same school year. 23 Ill.Admin.Code §375.40(b).
3. When notified by the Ill. Dept. of Children and Family Services (DCFS), purges DCFS's final finding report from the student's record and returns the report to DCFS. If a school has transferred the report to another school as part of the transfer of the student's records, the sending school shall forward a copy of the DCFS's request to the receiving school. 325 ILCS 5/8.6.

4. Manages requests to access school student records.
5. Transfers a certified copy of the records of students transferring to another school and retains the original records.
6. Provides all required notices to parents/guardians and students, including without limitation, each of the following:
  - a. Upon initial enrollment or transfer to the school, notification of rights concerning school student records; the notification may be delivered by any means likely to reach parents, including direct mail or email, delivery by the student to the parent, or incorporation into a student handbook. 23 Ill.Admin.Code §375.30.
  - b. Annual notification of information that is considered to be *directory information* and of the procedures to be used by parents/guardians to request that specific information not be released. 23 Ill.Admin.Code §375.80.
  - c. Notification to secondary students and their parents/guardians that they may opt out of the disclosure of students' names, addresses, and telephone listings to military recruiters and institutions of higher learning by submitting a written request that such information not be released without the prior written consent of the parent/guardian. 20 U.S.C. §7908.
  - d. Notification of their right to a hearing to challenge any entry in the school student records (except for academic grades) and Official Records Custodian's name and contact information. 23 Ill.Admin.Code §375.90.
  - e. Upon a student's graduation, transfer, or permanent withdrawal, notification of the destruction schedule for the student's permanent and temporary school student records and of their right to request a copy. 105 ILCS 10/4(h); 23 Ill.Admin.Code §375.40(c).
7. Takes all action necessary to assure that school personnel are informed of the provisions of the School Student Records Act. 105 ILCS 10/3(c).
8. Performs all actions required of the District described in this procedure and the laws governing school student records.

The Building Principal may delegate any of these duties to an appropriate staff member but shall remain responsible for the duty's execution.

**E. Maintenance of School Student Records** 105 ILCS 10/2; 23 Ill.Admin.Code §375.10.

The District maintains two types of school records for each student: a *permanent* record and a *temporary* record.

The *student permanent record* shall consist of the following:

1. Basic identifying information, including the student's name and address, birth date and place, gender, and the names and addresses of the student's parent(s)/guardian(s).
2. Evidence required by the Missing Children's Records Act. 325 ILCS 50/5(b)(1).
3. Academic transcripts, including: grades, graduation date, and grade level achieved; as applicable, and if allowed by District policy, scores received on college entrance examinations if that inclusion is requested in writing by an eligible student or the student's parent/guardian; the unique student identifier assigned and used by ISBE's Student Information System (23 Ill.Admin.Code §1.75); as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in 105 ILCS 5/27-22; as applicable, designation of the student's achievement of the State Seal of Biliteracy,

awarded in accordance with 105 ILCS 5/2-3.157 and 23 Ill.Admin.Code §1.442; as applicable, designation of the student's achievement of the State Commendation Toward Biliteracy, awarded in accordance with 23 Ill.Admin.Code §1.442(c); and as applicable, designation of the student's achievement of the Global Scholar Certification, awarded in accordance with 105 ILCS 5/2-3.167 and 23 Ill.Admin.Code §1.443.

4. Attendance record.
5. Health record, defined by ISBE rule as "medical documentation necessary for enrollment and proof of having certain examinations, as may be required under Section 27-8.1 of the School Code."
6. Record of release of permanent record information that contains the information listed in Section I, **Record of Release**, below.
7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12). 105 ILCS 5/2-3.64a-5.

ISBE rule provides that if not maintained in the temporary record, the *permanent record* may include:

1. Honors and awards received.
2. Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

No other information shall be placed in the permanent record.

The *student temporary record* contains all information not required to be kept in the student permanent record and must include:

1. Record of release of temporary record information that contains the information listed in Section I, **Record of Release**, below.
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8).
3. Completed home language survey. 23 Ill.Admin.Code §228.15(d).
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction.
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act shall be placed in the student record. 23 Ill.Admin.Code §375.40(f).
6. Health-related information, defined by ISBE rule as "current documentation of a student's health information, not otherwise governed by the MHDDCA or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs, e.g., glucose readings, long-term medications administered during school hours, documentation regarding a student athlete's and his or her parents' acknowledgment of the District's concussion policy adopted pursuant to 105 ILCS 5/10-20.53, and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports.
7. Accident report, defined by ISBE rule as "documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student

not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth ... has followed through on that request.”

8. Any documentation of a student’s transfer, including records indicating the school or school district to which the student transferred. 23 Ill.Admin.Code §375.75(e).
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement. 105 ILCS 10/4; 23 Ill.Admin.Code §1.445.

The *temporary record* may also consist of:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality, and academic information obtained through test administration, observation, or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §701 *et seq.*)
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student’s education

#### **F. Retention and Destruction of School Student Records**

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. 105 ILCS 10/4(e). The temporary record is maintained for at least five years after the student transfers, graduates, or permanently withdraws. 105 ILCS 10/4(f). Individuals adding information to a student’s temporary record must include their name, signature, and position and the date the information was added. 105 ILCS 10/4(d). Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after five years, be transferred to the parent(s)/guardian(s) or to the eligible student. 23 Ill.Admin.Code §375.40(d).

#### **G. Social Security Numbers**

School officials, with limited exceptions, may not require students or their parents/guardians to provide social security numbers. 5 ILCS 179/, Identity Protection Act. The collection and retention of social security numbers shall be in accordance with Board policy 4:15, *Identity Protection*.

#### **H. Access to School Student Records**

The phrase “access to a school student record” means any release or disclosure of information from a student’s school record, whether or not any record is copied, and should be broadly

interpreted. Access in all cases is limited to the designated portion of the record to which the consent or statutory authority applies.

Neither the District nor any of its employees shall release, disclose, or grant access to information found in any school student record except under the conditions set forth in the Ill. School Student Records Act. 105 ILCS 10/6. Absent a court order, school officials do not provide educational records to the Immigration Customs Enforcement.

The Building Principal shall grant access to school student records as detailed below. The Building Principal shall consult with the Superintendent and, if authorized, the Board Attorney concerning any questions.

#### **Access to Parent/Guardian or Eligible Student**

1. A student's parent(s)/guardian(s) or eligible student, or designee, are entitled to inspect and copy information in the student's school record; a student less than 18 years old may inspect or copy information in his or her permanent school record. 105 ILCS 10/5. A request to inspect or copy school student records shall be made in writing and directed to the Building Principal. Access to the records shall be granted within 10 business days after the receipt of such a request. 105 ILCS 10/5(c), amended by P.A. 100-532. The District may extend this timeline by up to five additional business days if one or more of these six reasons applies:
  - a. The requested records are stored in whole or in part at other locations than the office having charge of the requested records;
  - b. The request required the collection of a substantial number of specified records;
  - c. The request is couched in categorical terms and requires an extensive search for the records responsive to it;
  - d. The requested records have not been located in the course of routine search and additional efforts are being made to locate them;
  - e. The request for records cannot be complied with by the school district within the time limits prescribed by subsection (c) without unduly burdening or interfering with the operations of the school district; or
  - f. There is a need for consultation, which shall be conducted with all practicable speed, with another public body or school district among two or more components of a public body or school district having a substantial interest in the determination or in the subject matter of the request.

105 ILCS 10/5(c-5), amended by P.A. 100-532.

The District and the person making the request may also agree in writing to extend the timeline for response. Id. The response to an access request for a special education student's records shall include those school student records located in the special education office.

2. The parent(s)/guardian(s) or the District may request a qualified professional to be present to interpret the student's records. 105 ILCS 10/5(b). If the District makes the request, it is responsible for securing and bearing the cost of the professional's presence.
3. Unless the District has actual notice of a court order or a notice of a *parenting plan* under the Ill. Marriage and Dissolution of Marriage Act, indicating otherwise:
  - a. Divorced or separated parents/guardians with and without *parental responsibility* (formerly custody) are both permitted to inspect and copy the student's school student records. 750 ILCS 5/602.11, amended by P.A. 99-763.

- b. The Building Principal shall send copies of the documents listed below to both divorced or separated parents/guardians at either's request. 105 ILCS 5/10-21.8.
  - 1) Academic progress reports or records
  - 2) Emotional and physical health reports
  - 3) Notices of school-initiated parent-teacher conferences
  - 4) School calendar regarding the student
  - 5) Notices about open houses, graduations, and other major school-sponsored events including student-parent/guardian interaction
- 4. The school will deny access to a student's school records to a parent against whom an *order of protection* (OP) was issued if the OP prohibits the parent from inspecting or obtaining such records pursuant to the Domestic Violence Act of 1986 or the Code of Criminal Procedure of 1963. See the Ill. Marriage and Dissolution of Marriage Act, 750 ILCS 5/602.11(a), amended by P.A. 99-763, and 750 ILCS 60/214(b)(15), and 222(f). Also see **Orders of Protection**, below.
- 5. Parent(s)/guardian(s) or the student shall not be granted access to confidential letters and recommendations concerning the admission to a post-secondary educational institution, applications for employment or the receipt of an honor or award which were placed in the records prior to 1-1-75, provided such letters and statements are not used for purposes other than those for which they were specifically intended. Access shall not be granted to such letters and statements entered into the record at any time if the student has waived his or her right of access after being advised of his or her right to obtain the names of all persons making such confidential letters and statements. 105 ILCS 10/5(e).

**Access With Consent of Parent/Guardian or Eligible Student**

- 1. Access will be granted to any person possessing a written, dated consent, signed by the parent(s)/guardian(s) or eligible student, stating to whom the records may be released, the information or record to be released, and the reason for the release. 105 ILCS 10/6(a)(8); 23 Ill.Admin.Code §375.70(e). Whenever the District requests the consent to release records, the Building Principal shall inform the parent(s)/guardian(s) or eligible student in writing of the right to inspect, copy, and challenge their contents and to limit such consent to designated portions of the records. 105 ILCS 10/6(a)(8).
- 2. Access to any record that is protected by the MHDDCA, specifically that of a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the course of providing mental health or developmental disabilities services to a student, will be granted according to the consent requirements contained in MHDDCA. 740 ILCS 110/4 and 5.

**Access Without Notification to or Consent of Parent/Guardian or Eligible Student**

- 1. District employees or officials of the ISBE will be granted access, without parental/guardian consent or notification, when a current, demonstrable, educational or administrative need is shown. Access in such cases is limited to the satisfaction of that need. 105 ILCS 10/6(a)(2). Individual board members do not have a right to see student records merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest. 105 ILCS 10/6(a)(2).
- 2. Access will be granted, without parental/guardian consent or notification, to the official records custodian of another school within Illinois or an official with similar responsibilities of a school outside Illinois, in which the student has enrolled, or intends to enroll, upon the request of such official or student. 105 ILCS 10/6(a)(3).

3. Access will be granted, without parental/guardian consent or notification, to any person for the purpose of research, statistical reporting, or planning, provided that no student or parent/guardian can be identified from the information released, and the person to whom the information is released signs an affidavit agreeing to comply with all applicable statutes and rules pertaining to school student records. 105 ILCS 10/6(a)(4).
4. The District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to or the consent of the student's parent(s)/guardian(s). 20 U.S.C. §1232(g)(j), as added by the Sec. 507 of the U.S.A. Patriot Act of 2001. An *ex parte* order is an order issued by a court of competent jurisdiction without notice to an adverse party.
5. A Serious Habitual Offender Comprehensive Action Program (SHOCAP) committee member will be granted access, but only to the extent that the release, transfer, disclosure, or dissemination is consistent with the Family Educational Rights and Privacy Act (FERPA). 105 ILCS 10/6(a)(10) allows disclosure to SHOCAP committee members who are "state and local officials and authorities" as those terms are used in FERPA. This federal law does not define "state and local officials and authorities;" rather, it limits when disclosure may be made to such officials and authorities.
6. Juvenile authorities will be granted access when necessary for the discharge of their official duties upon their request before the student's adjudication, provided they certify in writing that the information will not be disclosed to any other party except as provided under law or order of court. *Juvenile authorities* means: (a) a circuit court judge and court staff members designated by the judge; (b) parties to the proceedings under the Juvenile Court Act of 1987 and their attorneys; (c) probation officers and court appointed advocates for the juvenile authorized by the judge hearing the case; (d) any individual, public or private agency having court-ordered custody of the child; (e) any individual, public or private agency providing education, medical or mental health service to the child when the requested information is needed to determine the appropriate service or treatment for the minor; (f) any potential placement provider when such release is authorized by the court to determine the appropriateness of the potential placement; (g) law enforcement officers and prosecutors; (h) adult and juvenile prisoner review boards; (i) authorized military personnel; and (j) individuals authorized by court. 105 ILCS 10/6(a)(6.5).
7. Military recruiters and institutions of higher learning will be granted access to secondary students' names, addresses, and telephone listings, unless the student's parent/guardian submits a written request that such information not be released without the prior written consent of the parent/guardian or eligible student. Only this written consent process may be used, no other processes, such as an opt-in process, etc., may be used. Military recruiters and institutions of higher learning have access to students' names, addresses, and phone numbers even if the District does not release directory information. 20 U.S.C. §7908. For more information, see 7:340-AP1, E3, *Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information*; 7:340-AP1, E4, *Frequently Asked Questions Regarding Military Recruiters Access to Students and Student Information*. The requirements in this paragraph apply only if the District receives funds under the Elementary and Secondary Education Act. *Id.*

**Access Without Consent of, but With Notification to, Parent/Guardian or Eligible Student**

1. Access will be granted pursuant to a court order, provided that the parent(s)/guardian(s) shall be given prompt written notice of such order's terms, the nature and substance of the information proposed to be released, and an opportunity to inspect and copy such records and to challenge their contents. 105 ILCS 10/6(a)(5). Parents of students who are

named in a court order or parenting plan shall be deemed to have received the required written notice. The Building Principal shall respond to the order no earlier than five school days after its receipt in order to afford parents/guardians the opportunity to review, inspect, and challenge the records if the parents choose to do so. 23 Ill.Admin.Code §375.70(d).

For the purposes of these procedures, a court order is a document signed by a judge. A subpoena signed by a court clerk, an attorney, or an administrative agency official shall not be considered a court order unless signed by a judge. 23 Ill.Admin.Code §375.40(a).

2. Information may be released without parental consent, in connection with an articulable and significant threat to the health or safety of a student or other individuals, to appropriate persons if the knowledge of the requested information is necessary to protect the health or safety of the student or other individuals. The Building Principal shall make this decision taking into consideration the seriousness of the threat, the need for such records to meet the emergency, whether the persons to whom such records are released are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency. 105 ILCS 10/6(a)(7); 23 Ill.Admin.Code §375.60. The Building Principal shall notify the parent(s)/guardian(s) or eligible student, no later than the next school day after the date that the information is released, of the date of the release, the person, agency or organization to whom the release was made, and the purpose of the release.
3. The District will grant access as specifically required by federal or State statute, provided the individual complies with the requirements in 23 Ill.Admin.Code §375.70(b). 105 ILCS 10/6(a)(6). Prior to granting access, the Building Principal shall provide prompt written notice to the parent(s)/guardian(s) or eligible student of this intended action. 105 ILCS 10/6(b); 23 Ill.Admin.Code §375.70. This notification shall include a statement concerning the nature and substance of the records to be released and the right to inspect, copy, and challenge the contents. If the release relates to more than 25 students, a notice published in the newspaper is sufficient.

The District charges \$.35 per page for copying information from a student's records. No parent/guardian or student shall be precluded from copying information because of financial hardship. 23 Ill.Admin.Code §375.50. **Note:** The ISBE rule allows a school to "charge the actual cost for providing a copy of school student records or any portion of such records to parents and students upon request for such copies, provided that such costs shall not exceed \$.35 per page." 23 Ill.Admin.Code §375.50.

## **I. Record of Release**

Except as provided below, a record of all releases of information from school student records (including all instances of access granted whether or not records were copied) shall be kept and maintained as part of such records. 105 ILCS 10/6(c). This record shall be maintained for the life of the school student record and shall be accessible only to the parent(s)/guardian(s) or eligible student, Building Principal, or other authorized person. The record of release shall include each of the following:

1. The nature and substance of the information released;
2. The name and signature of the official records custodian releasing such information;
3. The name and capacity of the requesting person and the purpose for the request;
4. The date of release; and
5. A copy of any consent to a release.



No record of a disclosure is maintained when records are disclosed according to the terms of an *ex parte* court order. 20 U.S.C. §1232(g)(j)(4).

**J. Orders of Protection**

Upon receipt of a court OP that prohibits a Respondent's access to records, the Building Principal shall file it in the temporary record of a student who is the *protected person* under the OP. No information or records shall be released to the Respondent named in the OP. 750 ILCS 60/222(f).

**K. Parenting Plans**

Upon receipt of a parenting plan under the Ill. Marriage and Dissolution of Marriage Act (750 ILCS 5/, amended by P.A.s 99-90 and 99-763), the Building Principal shall file it in the temporary record of a student who is the subject of the parenting plan.

**L. Transmission of Records for Transfer Students** 105 ILCS 10/6(a)(3); 23 Ill.Admin.Code §§375.70 and 375.75.

The Building Principal shall:

1. Upon the student's request or that of the official records custodian of another school in which the student has enrolled or intends to enroll, transfer a certified copy of the student's record (that is, the student's permanent and temporary record) to the official records custodian of the appropriate school and retain the original records. See policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
2. Determine if the school or special education office has any record that is protected by the MHDDCA concerning the transferring student, specifically a record or report made by a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the course of providing mental health or developmental disabilities services. If so, ask the appropriate person as identified in 740 ILCS 110/4 whether to send the record protected by MHDDCA to the new school and, if *yes*, obtain a written consent for disclosure as provided in 740 ILCS 110/5.

This requirement does not apply to special education records and reports that are related to the identification, evaluation, or placement of, or the provision of a free and appropriate public education to, students with disabilities. 23 Ill.Admin.Code §375.10.

3. Provide the parent/guardian or eligible student prior written notice of the nature and substance of the information to be transferred and opportunity to inspect, copy, and challenge it. If the parent's/guardian's address is unknown, notice may be served upon the official records custodian of the requesting school for transmittal to the parent/guardian. This service is deemed conclusive, and 10 calendar days after this service, if the parents/guardians make no objection, the records may be transferred to the requesting school.
4. Destroy any biometric information collected and do not transfer it to another school district.
5. Retain the original records in accordance with the requirements of 105 ILCS 10/4.
6. Maintain any documentation of the student's transfer, including records indicating the school or school district to which the student transferred, in that student's temporary record.

If the student has unpaid fines, fees, or tuition charged pursuant to 105 ILCS 5/10-20.12a and is transferring to a public school located in Illinois or any other state, the Building Principal shall: 23 Ill.Admin.Code §375.75(i)

1. Transfer the student's *unofficial record of student grades* in lieu of the student's official transcript of scholastic records. The *unofficial record of student grades* means written

information relative to the grade levels and subjects in which a student was enrolled and the record of academic grades achieved by that student prior to transfer. These records shall also include the school's name and address, the student's name, the name and title of the school official transmitting the records, and the transmittal date.

2. Within 10 calendar days after the student has paid all of his or her unpaid fines or fees and at this District's own expense, forward the student's official transcript of scholastic records to the student's new school.

The Principal shall include the following information with the transferred records if the student is transferring to another public school located in Illinois or any other state and at the time of the transfer is currently serving a term of suspension or expulsion for any reason: 105 ILCS 5/2-3.13a; 23 Ill.Admin.Code 375.75(j).

1. The date and duration of the period of any current suspension or expulsion; and
2. Whether the suspension or expulsion is for: (a) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act (20 U.S.C. §8921 et seq.); (b) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis; or (c) battering a school staff member.

#### **M. Directory Information** 23 Ill.Admin.Code §375.80

The School may release certain directory information regarding students, except that a student's parent(s)/guardian(s) may prohibit the release of the student's directory information. Directory information is limited to:

1. Name
2. Address
3. Grade level
4. Birth date and place
5. Parent(s)/guardian(s)' names, addresses, electronic mail addresses, and telephone numbers
6. Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
7. Academic awards, degrees, and honors
8. Information in relation to school-sponsored activities, organizations, and athletics
9. Major field of study
10. Period of attendance in school

No photograph highlighting individual faces shall be used for commercial purposes, including solicitation, advertising, promotion, or fundraising, without the prior, specific, dated, and written consent of the parent or eligible student (see 765 ILCS 1075/30). 23 Ill.Admin.Code §375.80. The following shall not be designated as directory information: (a) an image on a school security video, or (b) student social security number or student identification or unique student identifier. Id.

The notification to parents/guardians and students concerning school student records will inform them of their right to object to the release of directory information. See 7:340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*.

#### **N. Student Record Challenges**

Parents/guardians have the right to a hearing to challenge the accuracy, relevancy, or propriety of any entry in their student's school records, exclusive of academic grades and references to expulsions or out-of-school suspensions, if the challenge is made at the time the student's school

student records are forwarded to another school to which the student is transferring. 105 ILCS 10/7; 23 Ill.Admin.Code §375.90. A request for a hearing should be submitted to the Superintendent and shall contain notice of the specific entry or entries to be challenged and the basis of the challenge. The following procedures apply to a challenge: Id.

1. The Superintendent or designee will invite the parent(s)/guardian(s) to an initial informal conference, within 15 school days of receipt of the request for a hearing.
2. If the challenge is not resolved by the informal conference, formal procedures shall be initiated. The Superintendent will appoint a hearing officer, who is not employed in the attendance center in which the student is enrolled.
3. The hearing officer will conduct a hearing within a reasonable time, but no later than 15 days after the informal conference, unless an extension of time is agreed upon by the parent(s)/guardian(s) and school officials. The hearing officer shall notify parents and school officials of the time and place of the hearing.
4. At the hearing each party shall have the right to:
  - a. Present evidence and to call witnesses;
  - b. Cross-examine witnesses;
  - c. Counsel;
  - d. A written statement of any decision and the reasons therefore; and
  - e. Appeal an adverse decision to an administrative tribunal or official to be established or designated by the State Board.
5. A verbatim record of the hearing shall be made by a tape recorder or a court reporter. A typewritten transcript may be prepared by either party in the event of an appeal of the hearing officer's decision. However, a typewritten transcript is not required in an appeal.
6. The written decision of the hearing officer shall, no later than ten school days after the conclusion of the hearing, be transmitted to the parent(s)/guardian(s) and the School District. It shall be based solely on the information presented at the hearing and shall be one of the following:
  - a. To retain the challenged contents of the school student record;
  - b. To remove the challenged contents of the school student record; or
  - c. To change, clarify, or add to the challenged contents of the school student record.
7. Any party has the right to appeal the decision of the local hearing officer to the Regional Superintendent or appropriate Intermediate Service Center, within 20 school days after the decision is transmitted. The parent(s)/guardian(s), if they appeal, shall so inform the school and within 10 school days the school shall forward a transcript of the hearing, a copy of the record entry in question, and any other pertinent materials to the Regional Superintendent or appropriate Intermediate Service Center. The school may initiate an appeal by the same procedures.
8. The final decision of the Regional Superintendent or appropriate Intermediate Service Center may be appealed to the circuit court of the county in which the school is located.
9. The parent(s)/guardian(s) may insert a written statement of reasonable length describing their position on disputed information. The school will include a copy of the statement in any release of the information in dispute. 105 ILCS 10/7(d).

LEGAL REF.: 20 U.S.C. §1232g, Family Education Rights and Privacy Act, implemented by 34 C.F.R. Part 99.  
105 ILCS 10/2, Illinois School Student Records Act, implemented by 23 Ill.Admin.Code Part 375.  
740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.  
750 ILCS 5/, Illinois Marriage and Dissolution of Marriage Act.

Adopted by Northwestern CUSD #2 November 14, 2017

**Students**

**Exhibit - Notice to Parents/Guardians and Students of Their Rights Concerning a Student’s School Records**

*Upon the initial enrollment or transfer of a student to the school, the school must notify the student and the student’s parent(s)/guardian(s) of their rights concerning school student records. This notification may be distributed by any means likely to reach parents/guardians.*

The contact information for each School’s Official Records Custodian follows:

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This notice contains a description of your and your child’s rights concerning school student records.

A *school student record* is any writing or other recorded information concerning a student and by which a student may be individually identified that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member’s sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses. The District maintains two types of school records for each student: *permanent* record and *temporary* record.

The *permanent record* includes:

1. Basic identifying information, including the student’s name and address, birth date and place, gender, and the names and addresses of the student’s parent(s)/guardian(s).
2. Evidence required under the Missing Children’s Records Act. 325 ILCS 50/5(b)(1).
3. Academic transcripts, including: grades graduation date, and grade level achieved; the unique student identifier assigned and used by the Ill. State Board of Education Student Information System (SIS); as applicable, designation of an Advanced Placement computer science course as a mathematics-based, quantitative course for purposes of meeting State graduation requirements set forth in School Code Section 5/27-22; as applicable, designation of the student’s achievement of the State Seal of Biliteracy, awarded in accordance with School Code Section 5/2-3.157; as applicable, designation of the student’s achievement of the State Commendation Toward Biliteracy; and as applicable, designation of the student’s achievement of the Global Scholar Certification, awarded in accordance with School Code Section 5/2-3.167.
4. Attendance record.
5. Health record defined by the Ill. State Board of Education (ISBE) as “medical documentation necessary for enrollment and proof of dental examinations, as may be required under Section 27-8.1 of the School Code.”
6. Record of release of permanent record information that includes each of the following:
  - a. The nature and substance of the information released;
  - b. The name and signature of the official records custodian releasing such information;
  - c. The name and capacity of the requesting person and the purpose for the request;
  - d. The date of release; and
  - e. A copy of any consent to a release.

7. Scores received on all State assessment tests administered at the high school level (that is, grades 9 through 12). 105 ILCS 5/2-3.64a-5.

If not maintained in the *temporary record*, the *permanent record* may include:

1. Honors and awards received.
2. Information concerning participation in school-sponsored activities or athletics, or offices held in school-sponsored organizations.

All information not required to be kept in the student permanent record is kept in the student *temporary record* and must include:

1. Record of release of temporary record information that includes the same information as listed above for the record of release of permanent records.
2. Scores received on the State assessment tests administered in the elementary grade levels (that is, kindergarten through grade 8).
3. Completed home language survey.
4. Information regarding serious disciplinary infractions (that is, those involving drugs, weapons, or bodily harm to another) that resulted in expulsion, suspension, or the imposition of punishment or sanction.
5. Any final finding report received from a Child Protective Service Unit provided to the school under the Abused and Neglected Child Reporting Act; no report other than what is required under Section 8.6 of that Act shall be placed in the student record.
6. Health-related information, defined by the ISBE as “current documentation of a student's health information, not otherwise governed by the Mental Health and Developmental Disabilities Confidentiality Act or other privacy laws, which includes identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs, e.g., glucose readings, long-term medications administered during school hours, and other health-related information that is relevant to school participation, e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports.”
7. Accident report, defined by the ISBE as “documentation of any reportable student accident that results in an injury to a student, occurring on the way to or from school or on school grounds, at a school athletic event or when a student is participating in a school program or school-sponsored activity or on a school bus and that is severe enough to cause the student not to be in attendance for one-half day or more or requires medical treatment other than first aid. The accident report shall include identifying information, nature of injury, days lost, cause of injury, location of accident, medical treatment given to the student at the time of the accident, or whether the school nurse has referred the student for a medical evaluation, regardless of whether the parent, guardian or student (if 18 years or older) or an unaccompanied homeless youth ... has followed through on that request.”
8. Any documentation of a student's transfer, including records indicating the school or school district to which the student transferred.
9. Completed course substitution form for any student who, when under the age of 18, is enrolled in vocational and technical course as a substitute for a high school or graduation requirement.

The temporary record may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations, including information on intelligence, personality and academic information obtained through test administration, observation, or interviews

5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities, including any offices held in school-sponsored clubs or organizations
7. Honors and awards received
8. Teacher anecdotal records
9. Other disciplinary information
10. Special education records
11. Records associated with plans developed under section 504 of the Rehabilitation Act of 1973
12. Verified reports or information from non-educational persons, agencies, or organizations of clear relevance to the student's education

The Family Educational Rights and Privacy Act (FERPA) and the Ill. School Student Records Act (ISSRA) afford parents/guardians and students over 18 years of age (*eligible students*) certain rights with respect to the student's school records. They are:

**1. The right to inspect and copy the student's education records within 10 business days after the date the District receives a request for access.**

The degree of access a student has to his or her records depends on the student's age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. Parents/guardians or students should submit to the Building Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal will make arrangements for access and notify the parent(s)/guardian(s) or student of the time and place where the records may be inspected. The District may extend the response timeline to 15 business days in accordance with ISSRA. The District charges \$.35 per page for copying but no one will be denied their right to copies of their records for inability to pay this cost.

These rights are denied to any person against whom an order of protection has been entered concerning a student. 105 ILCS 5/10-22.3c and 10/5a; 750 ILCS 60/214(b)(15).

**2. The right to request the amendment of the student's education records that the parent(s)/guardian(s) or eligible student believes are inaccurate, irrelevant, or improper.**

Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate, irrelevant, or improper. They should write the Building Principal or the Official Records Custodian, clearly identify the record they want changed, and specify the reason.

If the District decides not to amend the record as requested by the parents/guardians or eligible student, the District will notify the parents/guardians or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent(s)/guardian(s) or eligible student when notified of the right to a hearing.

**3. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or ISSRA authorizes disclosure without consent.**

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or any parent(s)/guardian(s) or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Individual board members do not have a right to see student records

merely by virtue of their office unless they have a current demonstrable educational or administrative interest in the student and seeing his or her record(s) would be in furtherance of the interest.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or federal law. Before information is released to these individuals, the parents/guardians will receive prior written notice of the nature and substance of the information, and an opportunity to inspect, copy, and challenge such records.

When a challenge is made at the time the student's records are being forwarded to another school to which the student is transferring, there is no right to challenge: (1) academic grades, or (2) references to expulsions or out-of-school suspensions.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent(s)/guardian(s) can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

**4. The right to a copy of any school student record proposed to be destroyed or deleted.**

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least five years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or permanently withdraws, may, after five years, be transferred to the parent(s)/guardian(s) or to the student, if the student has succeeded to the rights of the parent(s)/guardian(s). Student temporary records are reviewed every four years or upon a student's change in attendance centers, whichever occurs first.

**5. The right to prohibit the release of directory information concerning the parent's/guardian's child.**

Throughout the school year, the District may release directory information regarding its students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent(s)/guardian(s)' names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sporting or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school



*Any parent/guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the Building Principal within 30 days of the date of this notice. No directory information will be released within this time period, unless the parent/guardian or eligible student is specifically informed otherwise.*

No photograph highlighting individual faces is allowed for commercial purposes, including solicitation, advertising, promotion or fundraising without the prior, specific, dated and written consent of the parent or student, as applicable; and no image on a school security video recording shall be designated as directory information.

**6. The right to request that military recruiters or institutions of higher learning not be granted access to your secondary school student's name, address, and telephone numbers without your prior written consent.**

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent/guardian, or a student who is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent/guardian or eligible student. If you wish to exercise this option, notify the Building Principal where your student is enrolled for further instructions.

**7. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.**

**8. The right to file a complaint with the U.S. Dept. of Education concerning alleged failures by the District to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington DC 20202-4605

Adopted by Northwestern CUSD #2 November 14, 2017

**Students**

**Exhibit - Using a Photograph or Video Recording of a Student**

*Distribute to parent(s)/guardian(s) at the time they register a child for school and/or annually at the beginning of the school year. Return to the Building Principal to be kept in the student's temporary record.*

**Student** \_\_\_\_\_

**School year** \_\_\_\_\_

Pictures of Unnamed Students

Students may occasionally appear in photographs and video recordings taken by school staff members, other students, or other individuals authorized by the Building Principal. The school may use these pictures, without identifying the student, in various publications, including the school yearbook, school newspaper, and school website. No consent or notice is needed or will be given before the school uses pictures of unnamed students taken while they are at school or a school-related activity.

Pictures of Named Students

Sometimes the school may want to identify a student in a school picture. For example, school officials want to acknowledge those students who participate in a school activity or deserve special recognition.

In order for the school to publish a picture with a student identified by name, one of the student's parents or guardians must sign the consent below. Please complete and sign this form to allow the school to publish and otherwise use photographs and video recordings, with your child identified, while he or she is enrolled in this school.

**I grant consent to the School District to identify a picture of my child, by full name and/or the school he or she attends, in any school sponsored material, publication, video recording, or website. This consent is valid for the entire time my child is enrolled in the District. I may revoke this consent at any time by notifying the Building Principal.**

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Parent/Guardian signature

\_\_\_\_\_  
Date

Pictures of Students Taken By Non-School Agencies

While the school limits access to school buildings by outside photographers, it has no control over news media or other entities that may publish a picture of a named or unnamed student. School staff members will not, however, identify a student for an outside photographer.

**Students**

**Exhibit - Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information**

*On District letterhead*

Date

Re: Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

Dear Parents/Guardians:

From time-to-time, military recruiters and postsecondary educational institutions request the names, telephone numbers, and addresses of our secondary students. The school must provide this information unless the parent/guardian, or the student if he/she has attained the age of 18, submits a written request that the student's records not be released without their prior written consent.

**Important:** If you do not want military recruiters or institutions of higher learning to be given your secondary school student's name, address, and telephone number without your prior written consent, please complete the form below and return it to the Building Principal.

Sincerely,

Superintendent

*To be completed and submitted to the Building Principal.*

**For parents:**

**Do not** release my child's name, telephone numbers, and/or address, without first obtaining my prior written consent, to institutions of higher learning or military recruiters.

\_\_\_\_\_  
Parent/Guardian Name *(please print)*

\_\_\_\_\_  
Parent/Guardian Signature *(if student is under age 18)*

\_\_\_\_\_  
Date

**For Students age 18 or older:**

**Do not** release my name, telephone numbers, and/or address, without first obtaining my prior written consent, to institutions of higher learning or military recruiters.

\_\_\_\_\_  
Student Name *(please print)*

\_\_\_\_\_  
Student ID Number

\_\_\_\_\_  
Student Signature *(if student is age 18 or older)*

\_\_\_\_\_  
Date

## Students

### Exhibit - Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information

**1. What do the U.S. Patriot Act and Elementary and Secondary Education Act require of schools with regard to allowing military recruiters access to students?**

The Patriot Act has nothing to do with the military recruiter access to students or information. It requires schools to comply with an *ex parte* order issued in connection with the investigation or prosecution of terrorism. A court issues an *ex parte* order without notice to an adverse party. Student records may be disclosed pursuant to such an order without parents' consent or knowledge.

Schools receiving funds under the Elementary and Secondary Education Act must: (1) give military recruiters the same access to secondary school students as they provide to postsecondary educational institutions or to prospective employers or an institution of higher education, and (2) provide students' names, addresses, and telephone listings to military recruiters, when requested. 20 U.S.C. §7908; 10 U.S.C. §503(c).

**2. What information about students (and which students) must be disclosed to military recruiters by our administration?**

Secondary schools must disclose names, addresses, and telephone numbers of secondary students, unless parents/guardians, or the student if he/she has attained the age of 18 (an "eligible student"), have submitted a written request that the information not be released without their prior written consent.

**3. What notification must schools provide to parents/guardians and eligible students before disclosing students' names, addresses, and telephone numbers to military recruiters and institutions of higher education?**

Under federal and State laws governing student records, schools must provide notice to parents/guardians and eligible students of the types of student information that it releases publicly. This type of student information, commonly referred to as *directory information*, includes names, addresses, and telephone numbers. The notice must include an explanation of a parent/guardian's or eligible student's right to request that the information not be disclosed without prior written consent. Under the Elementary and Secondary Education Act, schools must notify parents that the school routinely discloses names, addresses, and telephone numbers to military recruiters and institutions of higher education upon request, subject to a parent/guardian's or eligible student's written request not to disclose such information without their prior written consent.

A notice provided through a mailing or student handbook informing parents/guardians and eligible students of the above information is sufficient to satisfy the parental notification requirements. The notification must advise parents/guardians and eligible students how to opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

If a school does not release "directory information," it still must provide students' names, addresses, and telephone numbers to military recruiters and institutions of higher education upon request. The school must notify parents/guardians and eligible students: (1) that it discloses

information to military recruiters and institutions of higher education, and (2) that parents/guardians and eligible students have the right to opt out of this disclosure.

**4. Does recruitment take place in a private office or out in a common area?**

Neither federal nor State law addresses where recruitment takes place. These laws only require that guidelines imposed on military recruiters be the same as those imposed on postsecondary educational institutions recruiters and/or prospective employers.

**5. How frequently are recruiters present?**

Neither federal nor State law addresses how often recruiters may have access to students. These laws only require that guidelines imposed on military recruiters be the same as those imposed on postsecondary educational institutions and prospective employers.

**6. What information does a military recruiter request of students during the interview?**

The type of questions military recruiters may ask students is generally not limited. Of course, students may refuse to cooperate or even refuse to be interviewed.

**7. Can schools supervise recruiters to ensure they do not approach impressionable students too strongly?**

Federal law does not grant authority to schools to supervise military recruiting efforts. The school may, of course, require military and postsecondary recruiters to abide by the District's policy governing conduct on school property.

**8. What are parents' rights relative to military recruiters on campus?**

Parents may instruct their children to forgo being interviewed by military and/or postsecondary recruiters or prospective employers.

**9. What information do schools provide to families relative to recruiting that goes on at school?**

Aside from the notice described in #3, neither federal nor State law addresses what information schools must provide to parents regarding the recruiting that takes place at school – this is a local issue to be determined by the Superintendent or Building Principal.

**10. Where can I get more information on the requirements of 10 U.S.C. §503?**

The Office of the Secretary of Defense may be contacted for copies of the statute, or questions relating to it. Please contact the Accession Policy Directorate as follows:

Director, Accession Policy  
4000 Defense Pentagon  
Washington, DC 20301-4000  
Telephone: 703/695-5529

**11. Where can I get more information on the requirements of §9528 of the ESEA?**

The Family Policy Compliance Office (FPCO) in the Department of Education administers FERPA as well as §9528 of the ESEA (20 U.S.C. §7908) School officials with questions on this guidance, or FERPA, may contact the FPCO at [FERPA@ED.Gov](mailto:FERPA@ED.Gov) or write to the FPCO as follows:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW

Washington, D.C. 20202-4605  
Telephone: 202/260-3887  
Fax: 202/260-9001  
[www.ed.gov/offices/OM/fpco](http://www.ed.gov/offices/OM/fpco)

**Students**

**Exhibit - Biometric Information Collection Authorization**

*Distribute to legal custodian(s) at the time they register a child for school and to students reaching their 18<sup>th</sup> birthdays before graduation, marriage or entry into military service. Return to the Building Principal to be kept in the student’s temporary record.*

**Student Name** \_\_\_\_\_

The District collects biometric information from its students only for identification and/or fraud prevention purposes. Biometric information includes any information collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition, or iris or retinal scans. The School Code requires written permission from the individual who has legal custody of the student, or from the student if he or she has reached the age of 18, before the District may collect biometric information from students.

When collecting biometric information, the School Code also requires the District to:

1. Store, transmit, and protect all biometric information from disclosure.
2. Prohibit the sale, lease, or other disclosure of biometric information to another person or entity unless: (a) prior written permission by you is granted, or (b) the disclosure is required by court order.
3. Discontinue the use of a student’s biometric information under either of the following conditions:
  - (a) Upon the student’s graduation or withdrawal from the school district; or
  - (b) Upon receipt in writing of a request for discontinuation by the individual having legal custody of the student or by the student if he or she has reached the age of 18.
4. Destroy all of a student’s biometric information within 30 days after the occurrence of either conditions 3(a) or 3(b) above.

**I consent to the collection of biometric information of the above named student by the School District solely for identification or fraud prevention. I understand that this authorization is valid until I request that the District’s use of the student’s biometric information be discontinued or the student reaches the age of 18, whichever is earlier. I understand that a request for discontinuation of the use of the above named student’s biometric information may be made at any time by notifying the Building Principal in writing.**

\_\_\_\_\_  
Legal Custodian (if student is under age 18) signature

\_\_\_\_\_  
Student (if age 18 or over) signature

\_\_\_\_\_  
Date

**Students**

**Administrative Procedure - Storage and Destruction of School Student Records**

This procedure should be used with 7:340-AP1, *Administrative Procedure - School Student Records*, which is annotated with citations to controlling statutes.

Actor	Action
<p>Superintendent or Designee</p>	<p>Develop and implement a process to systematically digitize or microfilm school student records.</p> <p>Any public record may be reproduced in a microfilm or digitized electronic format and the paper version destroyed, provided: (a) the records are reproduced on “a durable medium that accurately and legibly reproduces the original record in all details,” and “that does not permit additions, deletions, or changes to the original document images;” and (b) the Local Records Commission is notified when the original record is disposed of and also when the reproduced record is disposed of. Local Records Act, 50 ILCS 205/7.</p> <p>Use this web link to the Illinois Secretary State’s publication, <a href="#">Guidelines for Using Electronic Records</a>.</p> <p>Develop and implement a uniform process for storing school student records to ensure that:</p> <ol style="list-style-type: none"> <li>1. Each student’s permanent record will be kept for 60 years after the student transfers, withdraws, or graduates.</li> <li>2. Each student’s temporary record will be kept for 5 years after the student transfers, withdraws, or graduates.</li> </ol> <p>Submit to the Local Records Commission a schedule for continuing authority to destroy school student records after the expiration of the applicable period.</p>
<p>Official Records Custodian for each School (usually the Building Principal)</p>	<p>Send any material for a student transferring into the District that is neither a permanent or temporary record to the parent/guardian, or student who is 18 years of age or older, with the indication that the District does not include that material in school student records.</p> <p>Store student school records according to the uniform process developed by the Superintendent or designee.</p> <p>Transfer school student records as follows:</p> <ol style="list-style-type: none"> <li>1. For a student transferring within the District, send originals</li> </ol>



Actor	Action
	<p>of all permanent and temporary records.</p> <p>2. For a student transferring to an out-of-District elementary or secondary school, follow the section in 7:340-AP1, <i>Administrative Procedure - School Student Records</i>, on <b>Transmission of Records for Transfer Students</b>. Send a copy and retain the original of all permanent and temporary records and notify the Special Education Department of the transfer.</p> <p>Provide a destruction schedule notice to the parents/guardians of students who transferred, graduated, or withdrew, or students who are 18 years of age or older. See 7:340-AP2, E1, <i>Exhibit - Letter Containing Schedule for Destruction of School Student Records</i>. Retain a copy for the school's record.</p> <p>Authorize and/or order the destruction of District records after ensuring that the following steps have been performed:</p> <ol style="list-style-type: none"> <li>1. The Local Records Commission approved a schedule for continuing authority to destroy school student records after the expiration of the applicable period.</li> <li>2. Any record is retained and removed from the disposal list if it is or may be evidence in litigation, or is otherwise subject to a <i>litigation hold</i>.</li> <li>3. A Local Records Disposal Certificate was sent to the Local Records Commission, Illinois State Archives, 60 days before the disposal date and an approved copy was returned. Section 4000.40(b) of the rules of the Downstate Local Records Commission and Section 4500.40(b) of the rules of the Cook County Local Records Commission.</li> </ol>
<p><b>Links to Web-based Record Management Resources:</b></p> <p><a href="#">Cook County Local Records Commission Meetings</a></p> <p><a href="#">Cook County Local Records Commission Rules (44 Ill Admin Code Title PART 4500)</a></p> <p><a href="#">Downstate Local Records Commission Meetings</a></p> <p><a href="#">Rules of the Downstate Local Records Commission (44 Ill Admin Code Title PART 4000)</a></p> <p><a href="#">Filmed Records Certification Act (50 ILCS 210)</a></p> <p><a href="#">Filmed Records Destruction Act (50 ILCS 215)</a></p> <p><a href="#">Illinois School Student Records Act (105 ILCS 10)</a></p> <p><a href="#">Local Records Act (50 ILCS ACT 205)</a></p>	

<b>Actor</b>	<b>Action</b>
<a href="#"><u>Local Records Disposal Certificate</u></a>	

**Students**

**Exhibit - Letter Containing Schedule for Destruction of School Student Records**

*Store in the school's or Building Principal's office.*

Student's Name: \_\_\_\_\_

Parent's Name: \_\_\_\_\_

School: \_\_\_\_\_

This notice contains the destruction schedule for your or your student's school records as required by rule of the Illinois State Board of Education, Section 375.40(c).

As you or your student is permanently withdrawing, transferring, or graduating from this School District, you are notified of the schedule below for destruction of the school records. This schedule complies with the Illinois School Student Records Act, 105 ILCS 10/4(e) and (f), requirements that (1) temporary records be retained for at least 5 years after a student's transfer, withdrawal, or graduation, and (2) permanent records be retained for at least 60 years after a student's transfer, withdrawal, or graduation. The parent(s)/guardian(s), or the student if he or she is at least 18 years of age at the time of the request, may request a copy of a record at any time prior to the date of destruction listed below.

Temporary records will be destroyed no earlier than: \_\_\_\_\_ (Date)

Permanent records will be destroyed no earlier than: \_\_\_\_\_ (Date)

Mailed or  Hand delivered on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by \_\_\_\_\_ to the above named parent(s)/guardian(s), or the student if he or she is at least 18 years of age.

Sincerely,

Building Principal

**IASB POLICY REFERENCE MANUAL  
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## **Community Relations**

### **Connection with the Community**

#### **Public Relations**

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

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

The public relations program should include:

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

#### **Community Engagement**

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

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

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

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

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

## **Community Relations**

### **Community Use of School Facilities**

School facilities are available to community organizations during non-school hours when such use does not: (1) interfere with any school function or affect the safety of students or employees, or (2) affect the property or liability of the School District. The use of school facilities for school purposes has precedence over all other uses. The District reserves the right to cancel previously scheduled use of facilities by community organizations and other groups. The use of school facilities requires the prior approval of the Superintendent or designee and is subject to applicable procedures.

Persons on school premises must abide by the District's conduct rules at all times.

Student groups, school-related organizations, government agencies, and non-profit organizations are granted the use of school facilities at no costs during regularly staffed hours. Fees and costs shall apply during non-regularly staffed hours and to other organizations granted use of facilities at any time. A fee schedule and other terms of use shall be prepared by the Superintendent and be subject to annual approval by the School Board.

- LEGAL REF.: Boy Scouts of America Equal Access Act, 20 U.S.C. §7905.  
10 ILCS 5/19-2.2.  
105 ILCS 5/10-20.40, 5/10-22.10, and 5/29-3.5.  
Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001).  
Lamb's Chapel v. Center Moriches Union Free School District, 113 S.Ct. 2141 (1993).  
Rosenberger v. Rector and Visitors of Univ. of Va., 515 U.S. 819 (1995).
- CROSS REF.: 7:330 (Student Use of Building - Equal Access), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities), 8:30 (Visitors to and Conduct on School Property)



## Community Relations

### Exhibit - Application and Procedures for Use of School Facilities

*To be submitted to the Superintendent.*

**This application must be approved before a non-school related group is allowed to use school facilities.** School organizations, school-sponsored programs, and organizations whose primary purpose is to provide financial assistance to the school are all considered, for the purpose of this application, to be school-related. Use of school facilities for school purposes has precedence over all other uses.

<b>Organization name</b>	<b>Requested school facility</b>
<b>Supervisor from organization</b> <i>(must be 21 years of age or older)</i>	<b>Phone/email address</b>
<b>Program/activity</b>	<b>Date(s) and start/end time(s)</b>
<b>Equipment needed</b>	<b>Materials to be brought into facility</b>
<b>Room arrangement, including decorations</b>	<b>Food service required</b>

**1. All non-school related groups must supply adequate supervision to ensure proper care and use of school facilities.**

- The non-school related group is responsible to the Board for the use and care of the school facility. All adult supervisors must have cell phones with them at all times.
- Sufficient, competent adult supervision must be provided and the adult supervisor must ensure that no minor is left alone after the activity.
- Only the cafeteria, auditorium, gymnasium, and athletic field, along with needed hallways and parking areas, are available for community use. Entering any room or area not in use by the group is prohibited. The adult supervisor will vacate the facility at the scheduled end time. Use of the school facility is not permitted past the agreed end time.
- No furniture or equipment may be moved without prior approval from the Building Principal.
- Signs, displays, or materials may not be attached, nailed, or otherwise affixed to walls.

\_\_\_\_\_ *Initial here if this is agreeable*

**2. All non-school related groups must agree to:**

- Indemnify and hold harmless the District and its agents and employees for and from any and all loss including attorneys' fees, damages, expense, and liability arising out of its use of school property.
- Pay any damages to school facilities, furniture, or equipment arising out of its use of school property whether such damage was accidental or deliberate. The cost of damages will be based on the repair or replacement cost, the choice of which is at the School Board's discretion.
- Supply proof of insurance naming *[insert name of the District]* as an additional insured and verifying that the group maintains adequate insurance coverage against personal injury and/or property loss: \_\_\_\_\_

Insurance provider name and contact number

\_\_\_\_\_ *Initial here if this is agreeable*

**3. All non-school related groups must pay the following fees:**

Rental charge (unless waived by Board policy): \_\_\_\_\_

Meal and beverage service (cost as determined by the cafeteria supervisor): \_\_\_\_\_

\_\_\_\_\_ *Initial here if this is agreeable*

**4. Payment Method:**     Check             Money Order             Credit Card

If payment is by check, please make check payable to: \_\_\_\_\_ *The District*

If payment by credit card, please indicate the following:  Visa     Master Card     Am Ex

Expiration date: \_\_\_\_\_ Credit Card No.: \_\_\_\_\_ CVV: \_\_\_\_\_ Today's date: \_\_\_\_\_

Authorized amount: \_\_\_\_\_ Authorized signature: \_\_\_\_\_

**5. All non-school related groups must agree to use appropriate emergency procedures including calling 9-1-1 for medical emergencies and whenever an Automatic External Defibrillator (AED) is used.**

\_\_\_\_\_ *Initial here if this is agreeable*

**6. All non-school related groups must agree to follow the District's Plan for Responding to a Medical Emergency at a Physical Fitness Facility, 4:170-AP6.**

**Important:** The District will not supervise the activity nor will it supply trained AED users to act as emergency responders at any time, including during staffed business hours.

Activity being proposed is not in a physical fitness facility.

\_\_\_\_\_ *Initial here if this is agreeable*

Copy of the District's *Plan for Responding to a Medical Emergency at a Physical Fitness Facility* has been provided. 77 Ill.Admin.Code §§527.400(a) and 527.800(c). **Important:** State law encourages all non-District coaches, instructors, judges, referees, or other similarly situated non-District anticipated rescuers who use the physical fitness facility in conjunction with the supervision of physical fitness activities to complete a course of instruction that would qualify them as a trained AED user under Ill. law. 410 ILCS 4/10; 77 Ill.Admin.Code §527.100.

\_\_\_\_\_ *Initial here that a copy of the Plan was received and that the Applicant has read and understands the above note.*

**7. If the request involves a physical fitness facility, the non-school related group must:**

- Designate at least one adult supervisor who agrees to be an emergency responder. All emergency responders are encouraged to be trained in CPR and trained AED users.
- Give a copy of the District's plan for responding to medical emergencies to each designated emergency responder.
- Require that 9-1-1 be called for medical emergencies and whenever an AED is used.
- Ensure that each designated emergency responder knows the location of first aid equipment and any AED.
- Ensure that only trained AED users operate an AED, unless the circumstances do not allow time for a trained AED user to arrive.
- Arrange for at least one emergency responder to have a tour of the facility before the activity.
- Ensure that if an AED is used, the Superintendent is informed and all appropriate forms are completed.

\_\_\_\_\_ *Initial here if this is agreeable*

**I certify that I am authorized to act for the above-named organization. I understand that: (1) the granting of this request does not constitute recognition of my organization as a school-related group or activity, and (2) my organization may not represent itself or any of its activities as school-related.**

**I agree to: (1) abide by the conditions stated in this application, and (2) adhere to all Board policies and administrative procedures applicable to this use of the school's facility.**

\_\_\_\_\_  
Applicant name (*please print*)

\_\_\_\_\_  
Telephone number

\_\_\_\_\_  
Address

\_\_\_\_\_  
Email address

---

Applicant signature

---

Date

---

The Superintendent or designee will base his or her decision on the information being provided in this application as well as other criteria deemed important. *(Note to Superintendent or designee: After approving or denying this application, return a copy of it to the person making the request, keep the original in the central office, and send a copy to the appropriate Building Principal.)*

**Approved**

**Denied**

---

Superintendent or designee

---

Date

## **Community Relations**

### **Advertising and Distributing Materials in Schools Provided by Non-School Related Entities**

No material or literature shall be posted or distributed that would: (1) disrupt the educational process, (2) violate the rights or invade the privacy of others, (3) infringe on a trademark or copyright, or (4) be defamatory, obscene, vulgar, or indecent. No material, literature, or advertisement shall be posted or distributed without advance approval as described in this policy.

#### **Community, Educational, Charitable, or Recreational Organizations**

Community, educational, charitable, recreational, or similar groups may, under procedures established by the Superintendent, advertise events pertinent to students' interests or involvement. All advertisements must (1) be student-oriented, (2) prominently display the sponsoring organization's name, and (3) be approved in advance by the Superintendent or designee. The District reserves the right to decide where and when any advertisement or flyer is distributed, displayed, or posted.

#### **Commercial Companies and Political Candidates or Parties**

Commercial companies may purchase space for their advertisements in or on: (1) athletic field fences; (2) athletic, theater, or music programs; (3) student newspapers or yearbooks; (4) scoreboards; or (5) other appropriate locations. The advertisements must be consistent with this policy and its implementing procedures and be appropriate for display in a school context. Prior approval from the Board is needed for advertisements on athletic fields, scoreboards, or other building locations. Prior approval is needed from the Superintendent or designee for advertisements on athletic, theater, or music programs; student newspapers and yearbooks; and any commercial material related to graduation, class pictures, or class rings.

No individual or entity may advertise or promote its interests by using the names or pictures of the School District, any District school or facility, staff members, or students except as authorized by and consistent with administrative procedures and approved by the Board.

Material from candidates and political parties will not be accepted for posting or distribution, except when used as part of the curriculum.

LEGAL REF.: Berger v. Rensselaer Central School Corp., 982 F.2d 1160 (7th Cir. 1993), *cert. denied*, 113 S.Ct. 2344 (1993).  
DiLoreto v. Downey Unified School Dist., 196 F.3d 958 (9th Cir. 1999).  
Hedges v. Wauconda Community Unit School Dist., No. 118, 9 F.3d 1295 (7th Cir. 1993).  
Lamb's Chapel v. Center Moriches Union Free School Dist., 113 S.Ct. 2141 (1993).  
Sherman v. Community Consolidated School Dist. 21, 8 F.3d 1160 (7th Cir. 1993), *cert. denied*, 114 S.Ct. 2109 (1994).  
Victory Through Jesus Sports Ministry v. Lee's Summit R-7 Sch. Dist., 640 F.3d 329 (8th Cir. 2011), *cert. denied*, 132 S.Ct. 592 (2011).

CROSS REF.: 7:325 (Student Fundraising Activities), 7:330 (Student Use of Buildings - Equal Access)

## Community Relations

### Administrative Procedure - Advertising and Distributing Materials in Schools Provided by Non-School Related Entities

#### Requests from Community, Educational, Charitable, Recreational, or Other Organizations

Actor	Action
Community, Educational, Charitable, Recreational, or Other Organizations	<p>Direct to the Building Principal all requests to advertise events pertinent to students' interests or involvement.</p> <p>Specifically describe the material or literature proposed to be displayed, distributed, or included in the school's website.</p> <p>Request specific dates for the material to be posted or distributed.</p>
Building Principal	<p>Refers all materials to the Superintendent or designee for screening to ensure compliance with the District's policy and procedures.</p> <p><b>Note:</b> An administrator in the central office enhances coordination and ensures that all buildings in the district are operating uniformly. For districts that wish to leave the screening of materials to building principals, replace: "Superintendent or designee" in the next row with "Building Principal" and delete this row.</p>
Superintendent or designee	<p>Screens all material before distributing or posting it to ensure compliance with the District's policy and procedures, including that all material and literature be student-oriented and have the sponsoring organization's name prominently displayed.</p> <p>Rejects all requests to post or distribute material or literature that would: (a) disrupt the educational process, (b) violate the rights or invade the privacy of others, (c) infringe on a trademark or copyright, or (d) be defamatory, obscene, vulgar, or indecent.</p> <p><b>Note:</b> Consult the Board Attorney. Allowing one organization to distribute non-religious materials at school, but prohibiting the distribution of religious materials by another, may negate indemnification for school administrators and the district. See <u>Morgan v. Swanson</u>, -- F.3d -- (5<sup>th</sup> Cir., 2014) (granting -after several years of reversals, remands, and procedural motions-qualified immunity to an elementary school principal who allowed parents to distribute non-religious materials but prohibited another parent from distributing religious materials during an in-class winter party).</p> <p>Determines the appropriate location for posting the material and/or distributing it, provided that any distribution by staff is done without discussion.</p> <p>Informs the organization whether its request is accepted or</p>

	<p>rejected.</p> <p>Removes all materials that are out-of-date from the building and/or website.</p>
Community, Educational, Charitable, Recreational, or Other Organizations	<p>Have the material or posters delivered to the school. The school will not make copies.</p> <p>Provide in electronic format any information that the Building Principal agreed to publish on the school's website.</p>

Requests from Commercial Companies to Advertise and/or Distribute Material

<b>Actor</b>	<b>Action</b>
Commercial Companies	<p>Direct to the Superintendent all requests to advertise on school grounds or in school publications.</p> <p>Specifically identify the requested location for advertisements, i.e.: (a) athletic field fence, (b) athletic, theater, or music programs, and/or (c) scoreboards.</p> <p>Prominently display the company's name on all advertising.</p> <p>Provide a copy of the proposed advertisement to the Superintendent.</p>
Superintendent	<p>Screens all proposed ads to ensure that they will not: (a) disrupt the educational process, (b) violate the rights or invade the privacy of others, (c) infringe on a trademark or copyright, or (d) be defamatory, obscene, vulgar, or indecent.</p> <p>May approve a commercial request related to graduation, class pictures, or class rings.</p> <p>For all other commercial requests, makes a dispositional recommendation during an open School Board meeting.</p> <p>After the Board's decision, takes all appropriate steps.</p>
School Board	<p>From time-to-time, by Board resolution, determines minimum fees for advertising space. All fees are subject to negotiation and Board approval. Current minimum fees are:</p> <p>Athletic field fences \$ _____</p> <p>Athletic, theater, or music programs \$ _____</p> <p>Scoreboards \$ _____</p>

## Community Relations

### Visitors to and Conduct on School Property

The following definitions apply to this policy:

**School property** - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored event.

**Visitor** - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents and friends are invited onto school property, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member by telephone or email to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, a Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be under the influence of an alcoholic beverage or illegal drug; be present when the person's alcohol or illegal drug consumption is detectable, regardless of when and/or where the use occurred.
9. Use or possess medical cannabis.



10. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
11. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
12. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
13. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
14. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
15. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

#### Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

#### Exclusive Bargaining Representative Agent

Authorized agents of an exclusive bargaining representative, upon notifying the Building Principal's office, may meet with a school employee (or group of employees) in the school building during duty-free times of such employees.

#### Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year.

#### Procedures to Deny Future Admission to School Events or Meetings

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a

hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing notice must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

LEGAL REF.: Nuding v. Cerro Gordo Community Unit School Dist., 730 N.E.2d 96 (Ill.App.4, 2000).

Pro-Children Act of 1994, 20 U.S.C. §7181 et seq.

105 ILCS 5/10-20.5b, 5/24-24, and 5/24-25.

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

430 ILCS 66/, Firearm Concealed Carry Act.

720 ILCS 5/11-9.3.

CROSS REF.: 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; Tobacco Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 8:20 (Community Use of School Facilities)

Adopted by Northwestern CUSD #2, November 14, 2016

## Community Relations

### Administrative Procedure - Definition of Child Sex Offender

#### Child Sex Offender

720 ILCS 5/11-9.3(d) amended by P.A. 100-428, eff. 1-1-18.

- (1) *Child sex offender* means any person who:
- (i) Has been charged under Illinois law, or any substantially similar federal law or law of another state, with a sex offense set forth in paragraph (2) of this subsection (d) or the attempt to commit an included sex offense, and
    - (A) Is convicted of such offense or an attempt to commit such offense; or
    - (B) Is found not guilty by reason of insanity of such offense or an attempt to commit such offense; or
    - (C) Is found not guilty by reason of insanity pursuant to subsection (c) of Section 104-25 of the Code of Criminal Procedure of 1963 of such offense or an attempt to commit such offense; or
    - (D) Is the subject of a finding not resulting in an acquittal at a hearing conducted pursuant to subsection (a) of Section 104-25 of the Code of Criminal Procedure of 1963 for the alleged commission or attempted commission of such offense; or
    - (E) Is found not guilty by reason of insanity following a hearing conducted pursuant to a federal law or the law of another state substantially similar to subsection (c) of Section 104-25 of the Code of Criminal Procedure of 1963 of such offense or of the attempted commission of such offense; or
    - (F) Is the subject of a finding not resulting in an acquittal at a hearing conducted pursuant to a federal law or the law of another state substantially similar to subsection (a) of Section 104-25 of the Code of Criminal Procedure of 1963 for the alleged violation or attempted commission of such offense; or
  - (ii) Is certified as a sexually dangerous person pursuant to the Illinois Sexually Dangerous Persons Act, or any substantially similar federal law or the law of another state, when any conduct giving rise to such certification is committed or attempted against a person less than 18 years of age; or
  - (iii) Is subject to the provisions of Section 2 of the Interstate Agreements on Sexually Dangerous Persons Act.
- Convictions that result from or are connected with the same act, or result from offenses committed at the same time, shall be counted for the purpose of this Section as one conviction. Any conviction set aside pursuant to law is not a conviction for purposes of this Section.
- (2) Except as otherwise provided in paragraph (2.5), *sex offense* means:
- (i) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012:
    - 10-4 (forcible detention),

- 10-7 (aiding or abetting child abduction under Section 10-5(b)(10)),
  - 10-5(b)(10) (child luring),
  - 11-1.40 (predatory criminal sexual assault of a child),
  - 11-6 (indecent solicitation of a child), 11-6.5 (indecent solicitation of an adult),
  - 11-9.1 (sexual exploitation of a child),
  - 11-9.2 (custodial sexual misconduct),
  - 11-9.5 (sexual misconduct with a person with a disability),
  - 11-14.3(a)(1) (promoting prostitution by advancing prostitution),
  - 11-14.3(a)(2)(A) (promoting prostitution by profiting from prostitution by compelling a person to be a prostitute),
  - 11-14.3(a)(2)(c) (promoting prostitution by profiting from prostitution by means other than as described in subparagraphs (A) and(B) of paragraph (2) of subsection (a) of Section 11-14.3),
  - 11-14.4 (promoting juvenile prostitution),
  - 11-18.1(patronizing a juvenile prostitute),
  - 11-20.1 (child pornography),
  - 11-20.1B (aggravated child pornography),
  - 11-21 (harmful material),
  - 11-25 (grooming),
  - 11-26 (traveling to meet a minor or traveling to meet a child),
  - 12-33 (ritualized abuse of a child),
  - 11-20 (obscenity) (when that offense was committed in any school, on real property comprising any school, in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity, or in a public park),
  - 11-30 (public indecency) (when committed in a school, on real property comprising a school, in any conveyance owned, leased, or contracted by a school to transport students to or from school or a school related activity, or in a public park). An attempt to commit any of these offenses.
- (ii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age:
- 11-1.20 (criminal sexual assault),
  - 11-1.30 (aggravated criminal sexual assault),
  - 11-1.50 (criminal sexual abuse),
  - 11-1.60 (aggravated criminal sexual abuse).
- An attempt to commit any of these offenses.
- (iii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age and the defendant is not a parent of the victim:
- 10-1 (kidnapping),
  - 10-2 (aggravated kidnapping),
  - 10-3 (unlawful restraint),
  - 10-3.1 (aggravated unlawful restraint),
  - 11-9.1(A) (permitting sexual abuse of a child).
- An attempt to commit any of these offenses.
- (iv) A violation of any former law of this State substantially equivalent to any offense listed in clause (2)(i) or (2)(ii) of subsection (d) of this Section.

- (2.5) For the purposes of subsections (b-5) and (b-10) only, a sex offense means:
- (i) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012:
    - 10-5(b)(10) (child luring),
    - 10-7 (aiding or abetting child abduction under Section 10-5(b)(10)),
    - 11-1.40 (predatory criminal sexual assault of a child),
    - 11-6 (indecent solicitation of a child),
    - 11-6.5 (indecent solicitation of an adult),
    - 11-9.2 (custodial sexual misconduct),
    - 11-9.5 (sexual misconduct with a person with a disability),
    - 11-11 (sexual relations within families),
    - 11-14.3(a)(1) (promoting prostitution by advancing prostitution),
    - 11-14.3(a)(2)(A) (promoting prostitution by profiting from prostitution by compelling a person to be a prostitute),
    - 11-14.3(a)(2)(C) (promoting prostitution by profiting from prostitution by means other than as described in subparagraphs (A) and (B) of paragraph (2) of subsection (a) of Section 11-14.3),
    - 11-14.4 (promoting juvenile prostitution),
    - 11-18.1 (patronizing a juvenile prostitute),
    - 11-20.1 (child pornography),
    - 11-20.1B (aggravated child pornography),
    - 11-25 (grooming),
    - 11-26 (traveling to meet a minor or traveling to meet a child), or
    - 12-33 (ritualized abuse of a child).
 An attempt to commit any of these offenses.
  - (ii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age:
    - 11-1.20 (criminal sexual assault),
    - 11-1.30 (aggravated criminal sexual assault),
    - 11-1.60 (aggravated criminal sexual abuse), and
    - subsection (a) of Section 11-1.50 (criminal sexual abuse).
 An attempt to commit any of these offenses.
  - (iii) A violation of any of the following Sections of the Criminal Code of 1961 or the Criminal Code of 2012, when the victim is a person under 18 years of age and the defendant is not a parent of the victim:
    - 10-1 (kidnapping),
    - 10-2 (aggravated kidnapping),
    - 10-3 (unlawful restraint),
    - 10-3.1 (aggravated unlawful restraint),
    - 11-9.1(A)(permitting sexual abuse of a child).
 An attempt to commit any of these offenses.
  - (iv) A violation of any former law of this State substantially equivalent to any offense listed in this paragraph (2.5) of this subsection.
- (3) A conviction for an offense of federal law or the law of another state that is substantially equivalent to any offense listed in paragraph (2) of subsection (d) of this Section shall constitute a conviction for the purpose of this Section. A finding or adjudication as a sexually

dangerous person under any federal law or law of another state that is substantially equivalent to the Sexually Dangerous Persons Act shall constitute an adjudication for the purposes of this Section.

Adopted by Northwestern CUSD #2 November 14, 2017

**Community Relations**

**Exhibit - Letter to Parent Regarding Visits to School by Child Sex Offenders**

Date

Dear Parent/Guardian:

Student's Name <i>(Please print)</i>	School
--------------------------------------	--------

The purpose of this letter is to help the school and District comply with the State law placing restrictions on child sex offenders' access to school property (720 ILCS 5/11-9.3). State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender: (1) is a parent/guardian of a student and the parent/guardian is: (a) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (b) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (c) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school; or (2) has permission to be present from the Superintendent or the School Board. A child sex offender present on school property must remain under the direct supervision of a school official. A child sex offender who violates these provisions of the law is guilty of a Class 4 felony.

**Instructions for Child Sex Offenders**

To lawfully visit school property, a child sex offender must complete 8:30-E2, *Child Sex Offender's Request for Permission to Visit School Property*. This form must be completed for each visit to school property.

Sincerely,

School Administrator

**Community Relations**

**Exhibit - Child Sex Offender’s Request for Permission to Visit School Property**

If you are a child sex offender, you must complete this form to lawfully visit school property whenever students are present. After a decision is made concerning your request, whether to grant or deny permission to visit, a copy will be returned to you. This information will be kept in the District’s main office as well as in the Building Principal’s office where you are seeking permission to visit.

_____	_____
Name <i>(Please print)</i>	Address
_____	_____
Signature	Date
_____	_____
School (Visit Location)	Date of Visit

Complete the following if you are a parent/guardian of a student attending the above listed school.

I request permission to visit the school for the following reason(s):

- To attend a conference with school personnel to discuss the academic or social progress of my child.
- To participate in my child’s review conference in which evaluation and placement decisions may be made with respect to my child regarding special education services.
- To attend a conference to discuss other student issues concerning my child such as retention and promotion.
- Other *(Please be specific)*: \_\_\_\_\_

Complete the following if you are **not** a parent/guardian of a student who attends the school you are requesting to visit.

- I request permission to visit the school for the following reason(s) *(Please be specific)*: \_\_\_\_\_

-----  
*The following is to be completed by District personnel only:*

- Permission Granted**       **Permission Denied**

_____	_____
Date	Signature <i>(Superintendent, Designee, or Board President)</i>

**Visit Supervision** *(To be completed by the staff member supervising the child sex offender)*

Supervisor’s Name *(Please print)* \_\_\_\_\_

Visitor’s Time In \_\_\_\_\_ Visitor’s Time Out \_\_\_\_\_

_____	_____
Date	Supervisor’s Signature



## Community Relations

### Accommodating Individuals with Disabilities

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

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

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

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

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

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

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

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. §§12101 et seq. and 12131 et seq.; 28 C.F.R. Part 35.  
Rehabilitation Act of 1973 §104, 29 U.S.C. §794 (2006).  
105 ILCS 5/10-20.51.  
410 ILCS 25/, Environmental Barriers Act.  
71 Ill.Admin.Code Part 400, Illinois Accessibility Code.

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

## Community Relations

### Gifts to the District

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

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

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

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

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

## **Community Relations**

### **Parent Organizations and Booster Clubs**

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to all parent(s)/guardian(s) of students enrolled in the school, District staff, and community members.
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was recognized and/or permitted to use any of the above-mentioned names or logos. The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

## **Community Relations**

### **Parental Involvement**

In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall:

1. Keep parents/guardians thoroughly informed about their child's school and education.
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parents/guardians on significant school-related issues.
5. Inform parents/guardians on how they can assist their children's learning.

The Superintendent shall periodically report to the School Board on the implementation of this policy.

CROSS REF.: 6:170 (Title I Programs), 6:250 (Community Resource Persons and Volunteers), 8:10 (Connection with the Community), 8:90 (Parent Organizations and Booster Clubs)

ADMIN. PROC.: 6:170-E1 (District-Level Parent and Family Engagement Compact), 6:170-E2 (School-Level Parent and Family Engagement Compact)

## Community Relations

### Administrative Procedure - Parental Involvement

Building Principals shall advocate effective, comprehensive family involvement in education that will promote parents/guardians becoming active partners in education. Building Principals shall, at least once every semester, provide a written report to the Superintendent on parental involvement programs and efforts in their buildings. This administrative procedure identifies opportunities for parental involvement.

#### **The District or school provides notices to parents/guardians on the following topics (list may not be exhaustive):**

Public hearing on holding school or scheduling teachers' institutes, parent-teacher conferences, or staff development on certain holidays. 105 ILCS 5/24-2(b)(2).

Free and reduced-price food service. 7 C.F.R. §245.5; 23 Ill.Admin.Code §305.10(c).

Fee waiver. 23 Ill.Admin.Code §1.245.

Applications of pest control and/or lawn care products. 225 ILCS 235/10.3, 415 ILCS 65/3.

Instruction on recognizing and avoiding sexual abuse. 105 ILCS 5/27-13.2.

Parental school visitation rights. 820 ILCS 147/25.

Child's placement in English learner programs. 105 ILCS 5/14C-4.

Major school-sponsored events, including parent-teacher conferences, given to non-custodial parents. 105 ILCS 5/10-21.8.

Unexplained absence from school of a student in K-8 (within two hours). 105 ILCS 5/26-3b.

Graduation requirements, particularly when a student's eligibility for graduation may be in question. 23 Ill.Admin.Code §1.440(e).

A student's suspension and/or expulsion. 105 ILCS 5/10-22.6.

Electronic audio and/or visual recording devices if located on school buses. 720 ILCS 5/14-3(m).

Physician who prescribes District's supply of epinephrine auto-injectors is protected from liability, with limited exceptions. 105 ILCS 5/22-30(c).

Availability of the District report card. 105 ILCS 5/10-17a(5).

See also:

6:170-AP2, *Notice to Parents Required by Elementary and Secondary Education Act, McKinney-Vento Homeless Assistance Act, and Protection of Pupil Rights Act*

7:190-E2, *Student Handbook Checklist*

7:340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*

#### **State laws have created parental involvement opportunities on the following topics:**

##### Students Records

Parents/guardians have many rights concerning their student's school records, including the right to access the records (105 ILCS 10/5); the right to challenge the content (105 ILCS 10/7); and a non-custodial parent has the right to receive copies of school correspondence and reports (105 ILCS 5/10-21.8).

##### Parent-Teacher Advisory Committees

The School Board establishes a parent-teacher advisory committee(s) on student discipline and behavior interventions for special education students. 105 ILCS 5/10-20.14 and 5/14-8.05(c).

## Curriculum Involvement

The District must involve the parents/guardians of a child with disabilities in their child's education and placement. 20 U.S.C. §1414 and 1415; 34 C.F.R. §300.322, 501, 503, 504, 507 and 508; 105 ILCS 5/14-1 et seq., 23 Ill.Admin.Code §§226.500, 510, 520, 530 and 610.

If a parent/guardian objects, the student is not required to take sex education classes or courses. 105 ILCS 5/27-9.1, 5/27-9.2, and 110/3.

A parent/guardian has the right to examine instructional materials to be used in sex education classes or courses. 105 ILCS 5/27-9.1(a-5), 5/27-9.2, and 110/3.

The Board determines the instructional program with involvement of parents/guardians. 23 Ill.Admin.Code §1.410.

The District may consult with parent/guardian on an individual remediation plan for students demonstrating a proficiency level comparable to the average pupil performance one grade or more below current placement. 105 ILCS 5/2-3.64(b), repealed by P.A. 98-972, eff. 8-15-14; however, there is no penalty for continuing this practice when it is in the best interests of a student.

The District must notify parents/guardians of graduation requirements and when a student's eligibility for graduation may be in question. 23 Ill.Admin.Code §1.440(e).

The Board may use parent/guardian volunteers as: (1) assistants under the immediate supervision of a certificated teacher (105 ILCS 5/10-22.34); (2) supervisors, chaperones, or sponsors for non-academic activities (105 ILCS 5/10-22.34a); and (3) guest lecturers or resource persons under the immediate supervision of a certificated teacher (105 ILCS 5/10-22.34b).

Upon a parent/guardian's request, a student must be released for religious instruction or observance. 105 ILCS 5/26-1(5).

The District must post the school report card on its website and, upon request, send it to parents/guardians. If the District does not maintain a website, the report card must be sent to parents/guardians without request. The District must send a written notice home to parents/guardians stating: (1) that the report card is available on the website; (2) the website address; (3) that a printed copy will be sent upon request; and (4) the telephone number to call to request a printed copy. 105 ILCS 5/10-17a.

## Conferences and Hearings

The District must notify parents/guardians and consult with them and keep them involved with the education and placement of their child with disabilities. 20 U.S.C. §1414 and 1415; 34 C.F.R. §300.322, 501, 503, 504, 507 and 508; 105 ILCS 5/14-1 et seq., 23 Ill.Admin.Code §§226.500, 510, 520, 530 and 610.

Parents/guardians have the right to an unpaid leave from work to attend educational or behavioral conferences. 820 ILCS 147/1 et seq.

The District may use two days for parent-teacher conferences and may add more days to the teacher work year subject to collective bargaining. 105 ILCS 5/3-11.

A non-custodial parent receives notices of parent-teacher conferences. 105 ILCS 5/10-21.8.

A hearing with the parents/guardians must precede a student's expulsion. 105 ILCS 5/10-22.6(a).

## Report on Parental Involvement

Parental involvement must be included in the school report card. 105 ILCS 5/10-17a.

## **The following Board policies provide opportunities for parental involvement:**

### School Board

- 2:150 Committees
- 2:260 Uniform Grievance Procedure

## Operational Services

- 4:10 Fiscal and Business Management
- 4:110 Transportation
- 4:130 Free and Reduced-Price Food Services
- 4:140 Waiver of Student Fees
- 4:160 Environmental Quality of Buildings and Grounds
- 4:170 Safety

## Personnel

- 5:230 Maintaining Student Discipline

## Instruction

- 6:60 Curriculum Content
- 6:120 Education of Children with Disabilities
- 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
- 6:190 Extracurricular and Co-Curricular Activities
- 6:235 Access to Electronic Networks
- 6:270 Guidance and Counseling Program
- 6:280 Grading and Promotion
- 6:300 Graduation Requirements
- 6:310 High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students
- 6:340 Student Testing and Assessment Program

## Students

- 7:15 Student and Family Privacy Rights
- 7:20 Harassment of Students Prohibited
- 7:30 Student Assignment
- 7:40 Nonpublic School Students, Including Parochial and Home-Schooled Students
- 7:50 School Admissions and Student Transfers To and From Non-District Schools
- 7:60 Residence
- 7:70 Attendance and Truancy
- 7:80 Release Time for Religious Instruction/Observance
- 7:90 Release During School Hours
- 7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students
- 7:165 School Uniforms
- 7:170 Vandalism
- 7:180 Prevention of and Response to Bullying, Intimidation, and Harassment
- 7:185 Teen Dating Violence Prohibited
- 7:190 Student Behavior
- 7:200 Suspension Procedures
- 7:210 Expulsion Procedures
- 7:220 Bus Conduct
- 7:230 Misconduct by Students with Disabilities
- 7:240 Conduct Code for Participants in Extracurricular Activities

7:250	Student Support Services
7:260	Exemption from Physical Education
7:270	Administering Medicines to Students
7:275	Orders to Forgo Life-Sustaining Treatment
7:280	Communicable and Chronic Infectious Disease
7:285	Food Allergy Management Program
7:290	Suicide and Depression Awareness and Prevention
7:300	Extracurricular Athletics
7:305	Student Athlete Concussions and Head Injuries
7:340	Student Records

#### Community Relations

8:30	Visitors to and Conduct on School Property
8:90	Parent Organizations and Booster Clubs
8:95	Parental Involvement

#### **School-level parental involvement programs include:**

1. Keeping parents/guardians thoroughly informed about their child's school and programs.
  - Develop and distribute a comprehensive student handbook.
  - Distribute information to parents/guardians on their school visitation rights.
  - Promote open houses.
  - Promote parent/guardian-teacher conferences.
  - Provide progress reporting and report cards, and keep parents/guardians informed when their child is not adequately progressing and there is a likelihood he or she may be retained.
  - Publish newsletters.
  - Sponsor financial information nights.
2. Encouraging involvement in their child's school and education.
  - Support and encourage parents/guardians volunteer opportunities.
  - Work with the PTO to promote parents/guardians volunteer opportunities.
  - Develop and use outreach programs to community groups and organizations.
3. Establishing effective two-way communication between all parents/guardians and District personnel.
  - Monthly Building Principal coffees.
  - Work with PTO leadership to ensure parental input.
  - Train personnel to collaborate with families of diverse backgrounds, including backgrounds that might impede parental participation, e.g., illiteracy or language difficulty.
4. Seeking the advice of parents/guardians on school governance issues and methods to fulfill the District's educational mission.
  - Work with PTO leadership to ensure parental input.
  - Establish a school-community advisory committee to identify, consider, and discuss educational problems and issues.
5. Informing parents/guardians how they can assist their children's learning
  - Provide information to parents/guardians about activities they can do at home.
  - Provide programs on how to establish a home environment that supports learning and appropriate behavior.
  - Implement a homework-hotline.



**Community Relations**

**Exhibit - Letter Notifying Parents/Guardians of School Visitation Rights**

*On District letterhead*

Date

Dear Parents/Guardians:

The School Visitation Rights Act permits employed parents/guardians, who are unable to meet with educators because of a work conflict, the right to time off from work to attend necessary educational or behavioral conferences at their child’s school. Please review the following copy of this Act to determine if you are entitled to a school visitation leave.

Sincerely,

Superintendent

\*\*\*\*\*

**SCHOOL VISITATION RIGHTS ACT**  
820 ILCS 147

**147/1. Short title**

This Act may be cited as the School Visitation Rights Act.

**147/5. Policy**

The General Assembly of the State of Illinois finds that the basis of a strong economy is an educational system reliant upon parental involvement. The intent of this Act is to permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend.

**147/10. Definitions**

As used in this Act:

- (a) “Employee” means a person who performs services for hire for an employer for:
  - (1) at least 6 consecutive months immediately preceding a request for leave under this Act; and
  - (2) an average number of hours per week equal to at least one-half the full-time equivalent position in the employer’s job classification, as defined by the employer’s personnel policies or practices or in accordance with a collective bargaining agreement, during those 6 months.

“Employee” includes all individuals meeting the above criteria but does not include an independent contractor.
- (b) “Employer” means any of the following: a State agency, officer, or department, a unit of local government, a school district, an individual, a corporation, a partnership, an association, or a nonprofit organization.

- (c) “Child” means a biological, adopted or foster child, a stepchild or a legal ward of an employee and who is enrolled in a primary or secondary public or private school in this State or a state which shares a common boundary with Illinois.
- (d) “School” means any public or private primary or secondary school or educational facility located in this State or a state which shares a common boundary with Illinois.
- (e) “School administrator” means the principal or similar administrator who is responsible for the operations of the school.

**147/15. School conference and activity leave**

- (a) An employer must grant an employee leave of up to a total of 8 hours during any school year, and no more than 4 hours of which may be taken on any given day, to attend school conferences or classroom activities related to the employee’s child if the conference or classroom activities cannot be scheduled during non-work hours; however, no leave may be taken by an employee of an employer that is subject to this Act unless the employee has exhausted all accrued vacation leave, personal leave, compensatory leave and any other leave that may be granted to the employee except sick leave and disability leave. Before arranging attendance at the conference or activity, the employee shall provide the employer with a written request for leave at least 7 days in advance of the time the employee is required to utilize the visitation right. In emergency situations, no more than 24 hours notice shall be required. The employee must consult with the employer to schedule the leave so as not to disrupt unduly the operations of the employer.
- (b) Nothing in this Act requires that the leave be paid.
- (c) For regularly scheduled, non-emergency visitations, schools shall make time available for visitation during regular school hours and evening hours.

**147/20. Compensation**

An employee who utilizes or seeks to utilize the rights afforded by this Act may choose the opportunity to make up the time so taken as guaranteed by this Act on a different day or shift as directed by the employer. An employee who exercises his rights under this Act shall not be required to make up the time taken, but if such employee does not make up the time taken, such employee shall not be compensated for the time taken. An employee who does make up the time taken shall be paid at the same rate as paid for normal working time. Employers shall make a good faith effort to permit an employee to make up the time taken for the purposes of this Act. If no reasonable opportunity exists for the employee to make up the time taken, the employee shall not be paid for the time. A reasonable opportunity to make up the time taken does not include the scheduling of make-up time in a manner that would require the payment of wages on an overtime basis. Notwithstanding any other provision of this Section, if unpaid leave under this Act conflicts with the unreduced compensation requirement for exempt employees under the federal Fair Labor Standards Act, an employer may require an employee to make up the leave hours within the same pay period.

**147/25. Notification**

The State Superintendent of Education shall notify each public and private primary and secondary school of this Act. Each public and private school shall notify parents or guardians of the school’s students of their school visitation rights. The Department of Labor shall notify employers of this Act.

**147/30. Verification**

Upon completion of school visitation rights by a parent or guardian, the school administrator shall provide the parent or guardian documentation of the school visitation. The parent or guardian shall submit such verification to the employer. The State Superintendent and the Director of the

Department of Labor shall suggest a standard form of documentation of school visitation to schools for use as required by this Section. The standard form of documentation shall include, but not be limited to, the exact time and date the visitation occurred and ended. Failure of a parent or guardian to submit the verification statement from the school to his or her employer within 2 working days of the school visitation subjects the employee to the standard disciplinary procedures imposed by the employer for unexcused absences from work.

**147/35. Employee rights**

No employee shall lose any employee benefits, except as provided for in Section 20 of this Act, for exercising his or her rights under this Act. Nothing in this Act shall be construed to affect an employer's obligation to comply with any collective bargaining agreement or employee benefit plan. Nothing in this Act shall prevent an employer from providing school visitation rights in excess of the requirements of this Act. The rights afforded by this Act shall not be diminished by any collective bargaining act or by any employee benefit plan.

**147/40. Applicability**

This Act applies solely to public and private employers that employ at least 50 or more individuals in Illinois, and to their employees.

**147/45. Violation**

Any employer who violates this Act is guilty of a petty offense and may be fined not more than \$100 for each offense.

**147/49. Limits on leave**

No employer that is subject to this Act is required to grant school visitation leave to an employee if granting the leave would result in more than 5% of the employer's work force or 5% of an employer's work force shift taking school conference or activity leave at the same time.

**Community Relations**

**Exhibit - Verification of School Visitation**

*To be completed by the parent/guardian and given to the Building Principal. Please print.*

This document serves to verify that the named parent/guardian attended a school conference or classroom activity for his or her child held on the date and time indicated below.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Conference/Classroom activity

\_\_\_\_\_  
Parent/Guardian name

\_\_\_\_\_  
Date/time of conference/classroom activity

\_\_\_\_\_  
Parent/Guardian signature

\*\*\*\*\*

*To be signed by the Building Principal and returned to the parent/guardian.*

\_\_\_\_\_  
Building Principal signature

\_\_\_\_\_  
Date

## **Community Relations**

### **Relations with Other Organizations and Agencies**

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

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

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 7:150 (Agency and Police Interviews)

Adopted by Northwestern CUSD #2, November 14, 2016

## **Community Relations**

### **Public Suggestions and Concerns**

The School Board is interested in receiving suggestions and concerns from members of the community. Any individual may make a suggestion or express a concern at any District or School office. All suggestions and/or concerns will be referred to the appropriate level staff member or District administrator who is most able to respond in a timely manner. Each concern or suggestion shall be considered on its merit.

An individual who is not satisfied may file a grievance under Board policy 2:260, *Uniform Grievance Procedure*. The Board encourages, but does not require, individuals to follow the channels of authority prior to filing a grievance. Neither this policy nor the *Uniform Grievance Procedure* create an independent right to a hearing before the Board.

CROSS REF.: 2:140 (Communications To and From the Board), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), 2:260 (Uniform Grievance Procedure), 3:30 (Chain of Command), 6:260 (Complaints About Curriculum, Instructional Materials and Programs), 8:10 (Connection with the Community)