ROCK ISLAND-MILAN SCHOOL DISTRICT NO. 41

BOARD OF EDUCATION REGULAR MEETING

ROCK ISLAND-MILAN ADMINISTRATION OFFICE
2000 7TH AVE
ROCK ISLAND, IL 61201

TUESDAY, FEBRUARY 11, 2025 **6:00 PM**

Below is the link to the School Board Meeting:
https://meet.google.com/fzb-nmks-pmq

I. **Preliminary**

A. Call to Order and Roll Call

B. Pledge of Allegiance

C. Approval of Board of Education Minutes

It is recommended that the Board of Education approve the minutes of the regular meeting of January 28, 2025, as well as the executive session minutes of January 28, 2025.

II. **Special Items**

A. **Amended - Facility Management Planning Process... Information**

Dr. Williams, Superintendent, will provide an update on the Facilities Management Planning Process and Phase I projects.

B. **Division Updates... Information**

Ms. Whiting, CFO, will provide an update on the working cash bond sale and the Quarterly Investment Report; Mr. Dase, Deputy Superintendent, will provide updates on District Safety and Security Measures.

III. **Reports**

A. Board Members

B. Superintendent

C. RIEA President

IV. **Communications**

A. Requests from persons wishing to speak on certain agenda items will be called upon at the appropriate time.

B. Citizens wishing to address the Board of Education on items not on the agenda. Comments should be limited to three (3) minutes. *(Matters regarding specific employees or students are of a confidential nature and will not be heard in open session.)*

V. **Action of Routine Matters**

A. Approval of Additions and / or Deletions

B. Approval of Agenda

C. Nomination for Future Agenda Items

D. Blanket Motion

Opportunity will be given for the selection of items that need no discussion to be approved at the appropriate time on the agenda. The following items are recommended for the Blanket Motion:

1. **Contracts for Service (a - d)... Action**

a. **5Essentials - VLP Consulting... Action**

It is recommended that the Board of Education approve a contract for service with VLP Consulting, 16612 West Merch Lane, Lockport, IL not to exceed $23,500 to provide two (2) professional development days for administrators as well as a series of individual data consults providing root cause analysis for all building K-12 leaders and their teams.

b. **Relentless Enterprises, LLC - Keynote Speaker - Hamish Brewer... Action**

It is recommended that the Board of Education approve a contract for service with Relentless Enterprises, LLC, 42801 Littlehales Terrace, Ashburn, VA in the amount of $15,000 to be the keynote speaker during our March 31, 2025 Staff Inservice.

c. **SAVVAS for SIG Learning Partner Professional Development... Action**

It is recommended that the Board of Education approve a contract for service with SAVVAS Learning Company, LLC, 15 E. Midland Avenue, Suite 502, Paramus, NJ, not to exceed $25,000 to provide a one (1) day administrator training and a three (3) day teacher training.

d. **Shared IT Infrastructure Services... Action**

It is recommended that the Board of Education approve the addition of one hundred fifty (150) hours to the original August 2024 contract with Shared IT, 1970 Spruce Hills Drive, Bettendorf, IA for the amount of $14,250 through June 30, 2026.

2. **Bills for Payment... Action**

It is recommended that the Board of Education authorize the bills for payment dated January 31, 2025, in the amount of $4,290,694.48.

3. **List of Donations... Action**

It is recommended that the Board of Education approve the attached list of donations.

4. **Overnight Field Trip Requests... Action**

It is recommended that the Board of Education approve the following overnight field trips:

Rock Island High School Girls Wrestling Team to the IHSA Regional Tournament in Jacksonville, IL leaving January 31 and returning February 1, 2025.

Rock Island High School Girls Wrestling Team to the IHSA State Championship in

Bloomington, IL leaving February 27, and returning March 1, 2025.
Rock Island High School Junior Varsity Debate Team to the State Debate Tournament in Evanston, IL leaving March 1 and returning March 2, 2025.
Rock Island High School Special Olympics Basketball Team to the State Basketball Tournament in Normal, IL leaving March 7 and returning March 8, 2025.
Rock Island High School Varsity Debate team to the State Debate Tournament in Schaumberg, IL leaving March 14 and returning March 15, 2025.
Rock Island High School Girls Varsity Soccer Team to the Chicago, IL area for two matches, leaving March 28 and returning March 29, 2025.
Rock Island High School Varsity Baseball Team to the Pleasant Plans Baseball Showcase in Pleasant Plans, IL leaving April 4 and returning April 5, 2025.

5. **Board Policy Updates - Second Reading... Information/Action**

It is recommended that the Board of Education approve the Press 117 Board Policies as received from the Illinois Association of School Boards as presented.

6. **Course Offerings - 7th & 8th Grade... Action**

It is recommended that the Board of Education approve the 2025 - 2026 Rock Island - Milan School District Junior High Course Catalog as presented.

7. **Elementary Classroom VOIP Phones...Action**

It is recommended that the Board of Education approve the purchase and installation of phones in all elementary classrooms and common areas throughout the District from Hughes Telephone Inc., 4123 24th Avenue, Moline, IL, not to exceed $45,000 for a one-time expense, plus a $3,822 monthly subscription fee.

8. **RIHS Controls Proposal... Action**

It is recommended that the Board of Education approve Stantec, 233 South Wacker Drive, Suite 5300, Chicago, IL to provide Mechanical, Electrical and Plumbing Consulting Engineering Services for improved renovation of the existing mechanical equipment located at the Rock Island High School for $619,150.00.

9. **Sedona Staffing... Action**

It is recommended that the Board of Education approve temporary staffing services from Sedona Staffing in the amount of $14,784.85 for the 2024 - 25 fiscal year.

10. **Vision 2030 Resolution... Action**

It is recommended that the Board of Education approve the Vision 2030 Resolution as presented.

11. **Washington Junior High School Sub Account... Action**

It is recommended that the Board of Education approve the sub-account titled Washington Junior High School Replacement Fees as presented.

12. **Non-Certified Appointments... Action**

It is recommended that the Board of Education approve the non-certified appointments of Edie Crayne, Andrea Yates, Stefanie Richards, Laura Erikson, and

Cristian Amorino for the 2024 - 25 school year.

13. **Non-Certified Support Coach Appointments... Action**

It is recommended that the Board of Education approve the non-certified support coach appointment of Brian Hawotte for the 2024 -25 school year.

14. **Non-Certified to Certified Bargaining Unit Transfers... Action**

It is recommended that the Board of Education approve the following non-certified to certified bargaining unit transfers of Heather Peters and Heather McCarty during the 2024 -25 school year.

15. **Non-Certified Internal Transfers... Action**

It is recommended that the Board of Education approve the non-certified internal transfer of Breanna Dillie during the 2024 -25 school year.

16. **Certified Resignations... Action**

It is recommended that the Board of Education accept the following certified resignation of Amy Self, Special Education Teacher with three years of service during the 2024 -25 school year.

17. **Non-Certified Resignation... Action**

It is recommended that the Board of Education accept the following non-certified resignations of Chelsey Lewis, Classroom Aide Paraprofessional with less than one year of service; Allycia Andrews, Lead AVID Mentor with seven years of service; and Clayton Buckrop, Special Education Paraprofessional with less than one year of service during the 2024 -25 school year.

VI. **Operations**

A. **Freedom of Information Act Requests (FOIA)... Information**

The District received a FOIA request and responded within the five (5) day time to Ms. Kathy Lyons who requested plans and specifications pertaining to the bid titled: Rock Island High School Partial Tunnel Asbestos Abatement.

The District received a FOIA request and responded within the five (5) day time requesting an extension to Mr. Owen Wang who requested a copy of all emails and memos from the last twelve (12) months that contain the following keywords: 'Lucy Calkins' and 'Units of Study'.

The District received a FOIA request and responded within the five (5) day time requesting an extension to Mr. William Ingalls who requested any emails from staff and administration that include the following terms: 'ICE', 'raid(s)', 'immigration', and 'migrants', between January 1, 2025, and January 27, 2025.

The District received a FOIA request and responded within the five (5) day time requesting the pre-bid meeting attendee list for the Rock Island High School Partial

Tunnel Asbestos Abatement.

VII. **Business/Finance**

A. **Quarterly Investment Report... Action**

It is recommended that the Board of Education approve the Investment Report for the Quarter ending December, 2024.

VIII. **Executive Session**

It is recommended that the Board of Education move to executive session to discuss pending 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 probably or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS120/2(c)(11). In addition to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of 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. 5 ILCS 120/2(c)(1). 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).

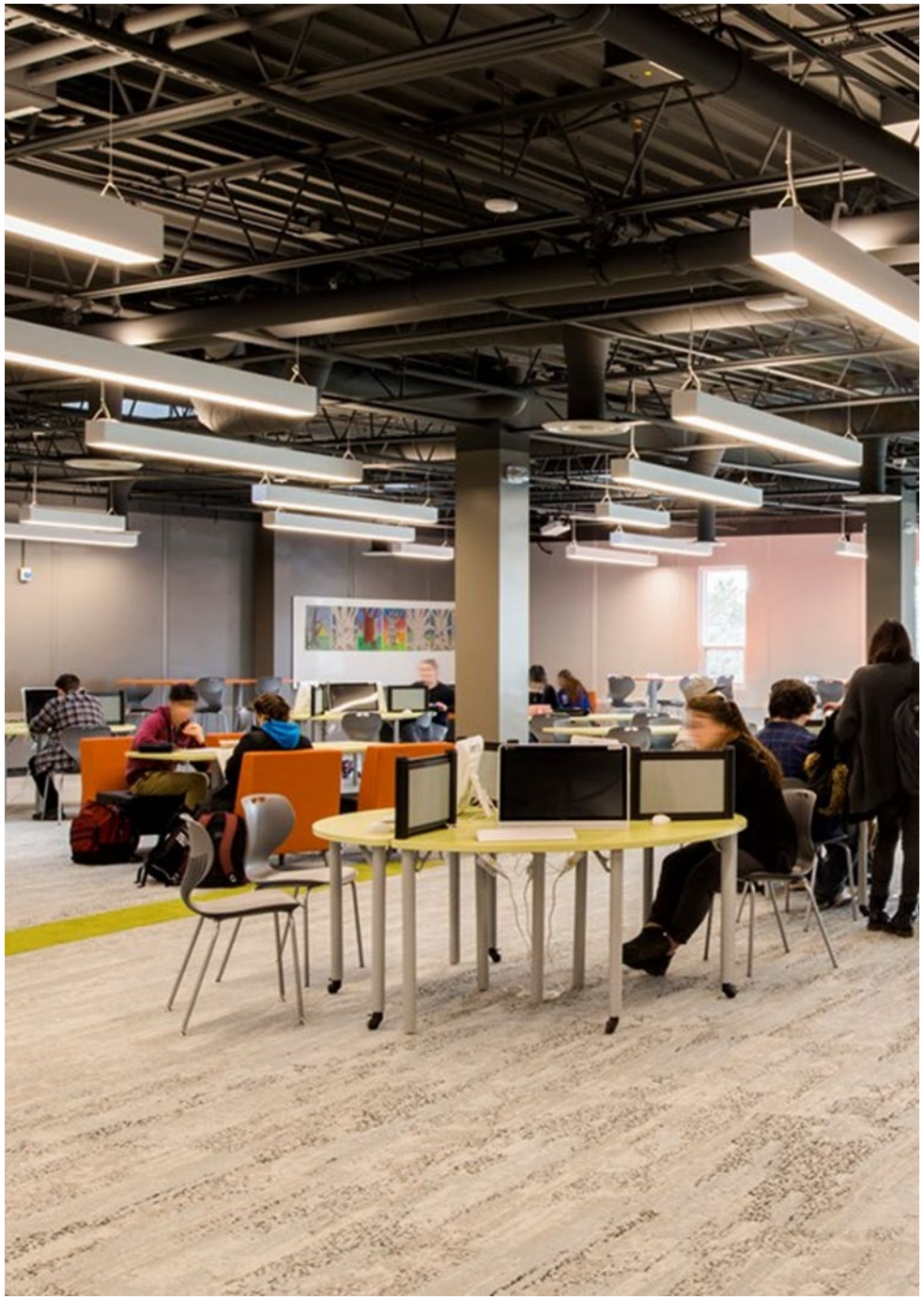
IX. **Adjournment**

Stantec

Rock Island High School

Board Presentation 2.11.25





Agenda

1. Who We Are
2. What We Do
3. Our Success
4. Your Project
    - Study Findings: May 2024
    - Scope Summary
    - Project Approach
    - Timeline
    - Fee Review
5. Why Us
6. Q&A



1 Who we are

Project Team



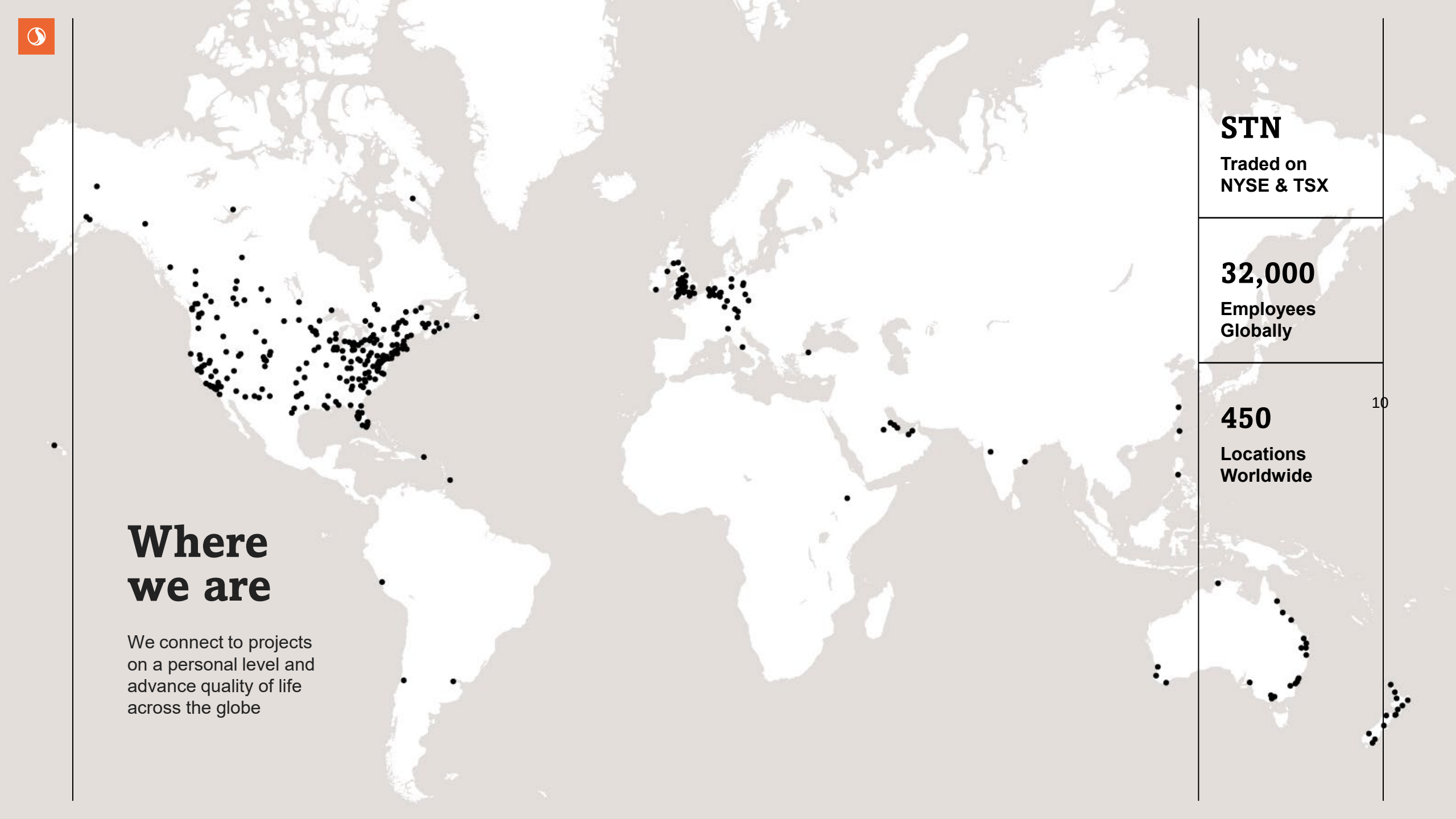
Erin DeFrieze
Studio Lead, Automation



Ken Lechner
Studio Lead, MEP



Caz Zalewski
Technical Advisor



Where we are

We connect to projects on a personal level and advance quality of life across the globe

STN

Traded on NYSE & TSX

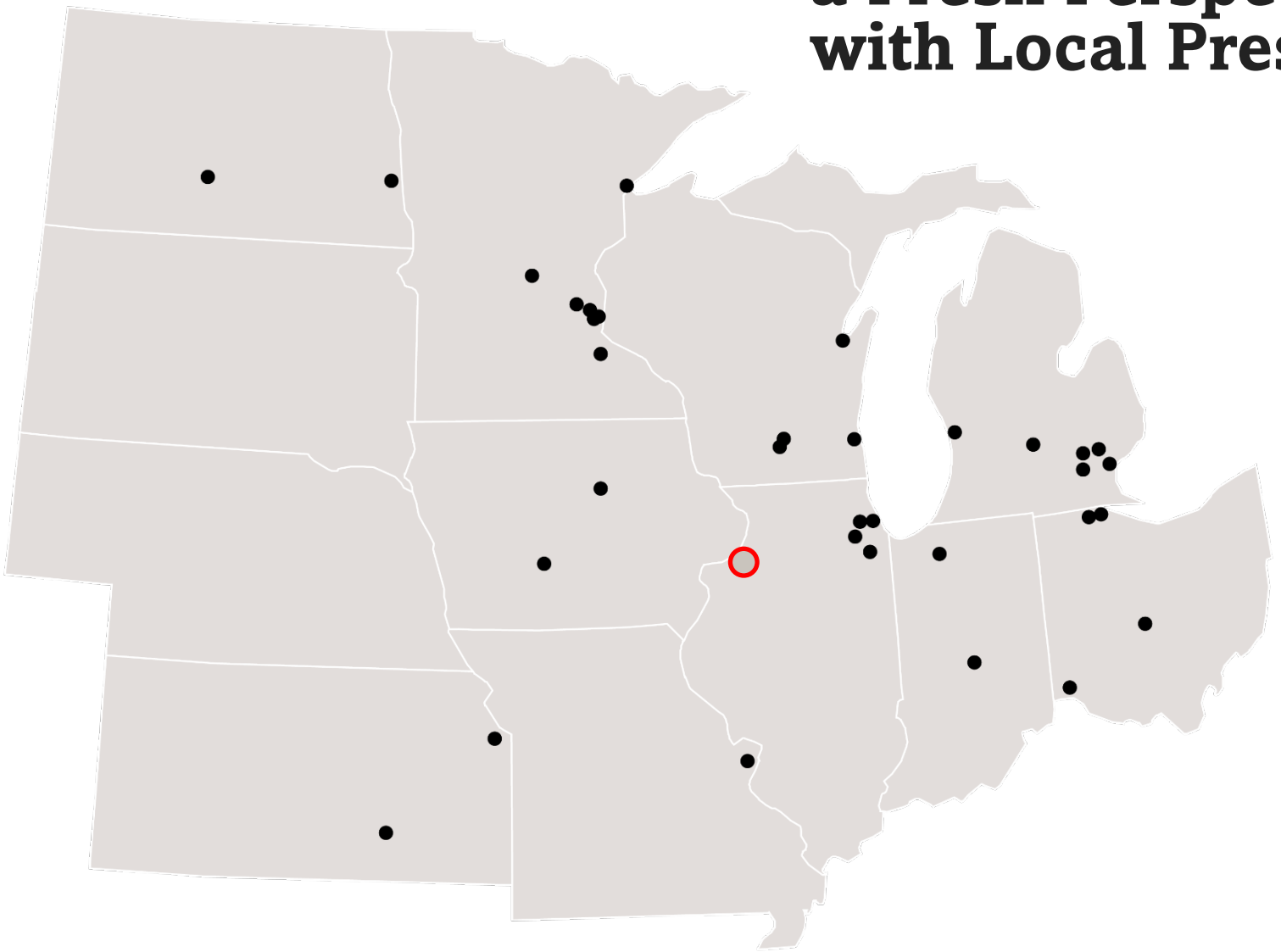
32,000

Employees Globally

450

Locations Worldwide

Global Expertise and a Fresh Perspective with Local Presence



300
Engineers

100
Architects

Remote / Local Quad Cities Staff

Our Accomplishments

1

Top 100 Architecture/Engineering Firms
(*BD&C*, 2024)

12

Top 150 Global Design Firms
(*ENR*, 2024)

7

Top 225 International Design Firms
(*ENR*, 2024)

12

Top 25 Design Firms in General Buildings - Education
(*ENR*, 2024)



2 What we do

In-House Service Offering

MEP/FP

- Mechanical, Electrical, Plumbing, Fire Protection, Fire Alarm
- Acoustical
- Master Planning
- Central Plants
- Refrigeration Systems
- Fuel Cell Systems
- Power Systems Studies
- Computational Fluid Dynamics (CFD) Modeling

Structural

- New Buildings, Additions and Expansions
- Renovations, Adaptive Reuse/Repurposing
- Tenant Improvement Modifications
- Equipment Replacement
- Peer Reviews
- Feasibility Studies
- Master Planning
- Condition Assessments
- Value Engineering

Automation

- Operational Technology Master Planning
- Operational Technology Standards Development
- Agnostic Operational Technology Design and Contractor Evaluation
- Operational Technology Assessments
- Operational Technology Peer Review
- Operational Technology Installation Support Services
- Master Systems Integrator

Commissioning

- Mission Critical Facilities
- Health and Sciences
- Large-Scale Developments
- Short Circuit Coordination Study Verification
- Functional Performance Test and Integrated Systems Test Administration
- Field Services
- LEED

Energy + Eco

- Energy Efficiency
- Health and Wellness
- Building Performance Optimization
- Building Analytics
- Sustainability and Decarbonization
- Net Zero Building

Technology

- Digital Connectivity Certification
- Intelligent Building and Connected Workplace
- Cybersecurity and Physical Security
- Information and Communications Technology
- Audio Visual
- Wireless and Wired Network
- In-Building Wireless
- Healthcare Technology
- IT Migration Planning and Management
- Commissioning of Technology Systems
- Building Security

Architecture

- Planning/Programming
- Test Fits & Master Planning – Site or Interior
- Workflow & Process Planning
- Code Analysis
- Program and Construction Management
- Visioning, Branding, Experiences
- Lighting Design
- Workplace Strategy
- Change Management
- CPTED Design

Lighting

- Interior & Exterior Lighting Design
- Lighting Controls
- Photometric Calculations
- Luminaire Selection
- Custom Luminaire Design



3 Our Success

Tailored solutions to what's possible

K-12 Experience

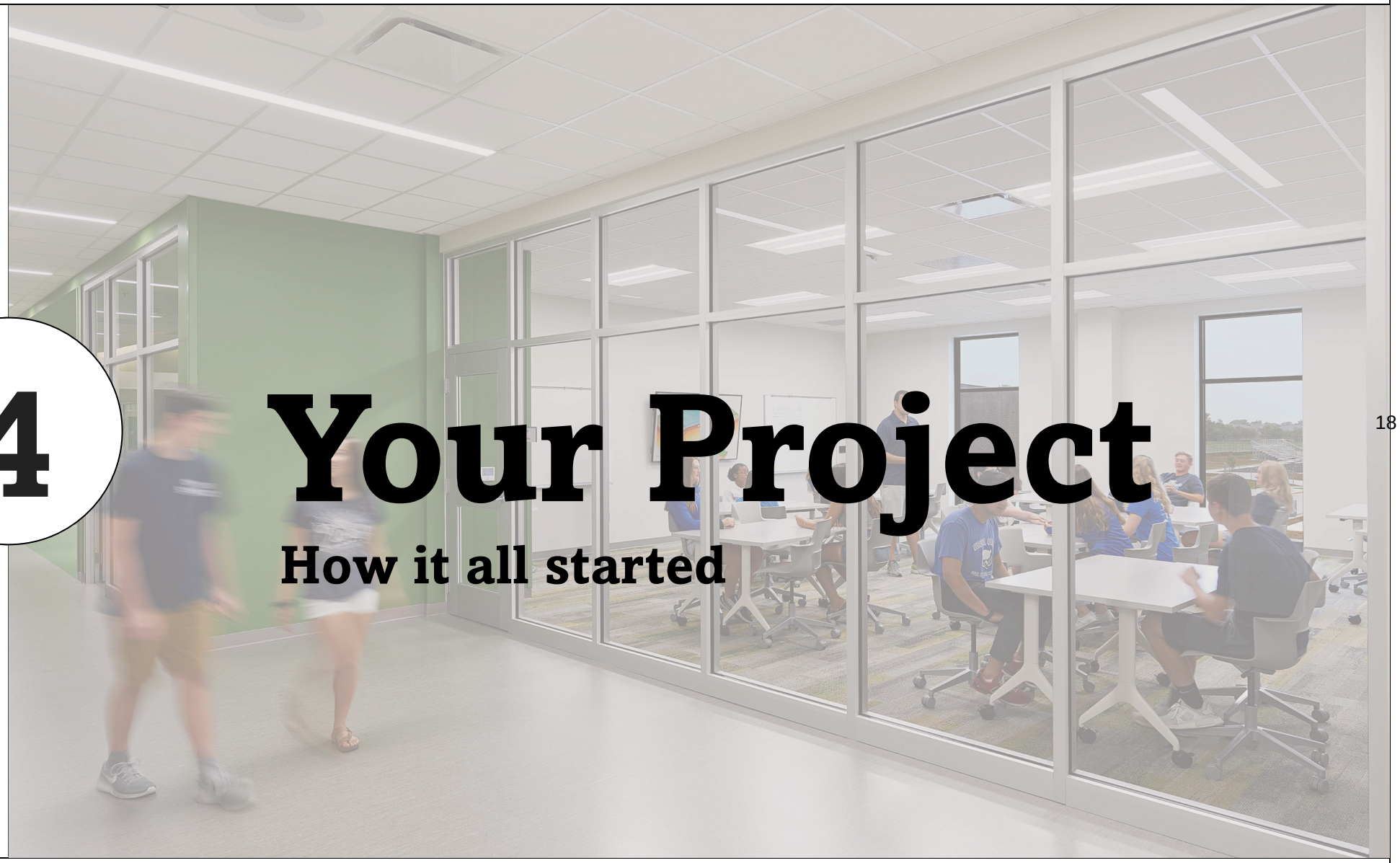
Alberta Ministry of Infrastructure
Ann Arbor Public Schools
Austin Independent School District
Berkley School District
Bloomfield Hills Schools
Brighton Area Schools
Caledonia Community Schools
Chicago Public Schools
Cranbrook Schools
Dallas Independent School District
Dearborn Public Schools
Del Valle Independent School District
Detroit Public Schools Community District
Falls Church City Public Schools
Flint Community Schools
Frederick County Public Schools
Frisco Independent School District
Genesee ISD
Grand Blanc Community Schools
Hastings Area Schools
Horry County Schools
Houston Independent School District
Irving Independent School District
Jackson Public Schools
Katy Independent School District
Lansing School District



K-12 Experience

Lenawee ISD
Leslie Public Schools
Lincoln Community Schools
Livonia Public Schools
Loudoun County Public Schools
Manor Independent School District
Mt. Morris Community Schools
Oak Park School District
Oakland Schools
Olathe School District
Pflugerville Independent School District
Pittsford Area Schools
Plymouth-Canton Public Schools
Portage Public Schools
Prince George's County Public Schools
Sandy Spring Friends School
School District of Philadelphia
Sheldon Independent School District
South Shore Regional Centre for Education
Springfield Public Schools
St. Ignatius College Prep
Stockbridge Community Schools
Swartz Creek Community Schools
Temple Independent School District
The Lab School of Washington
Van Buren ISD
Wagmatcook First Nation





4 Your Project

How it all started

Study Findings: May 2024

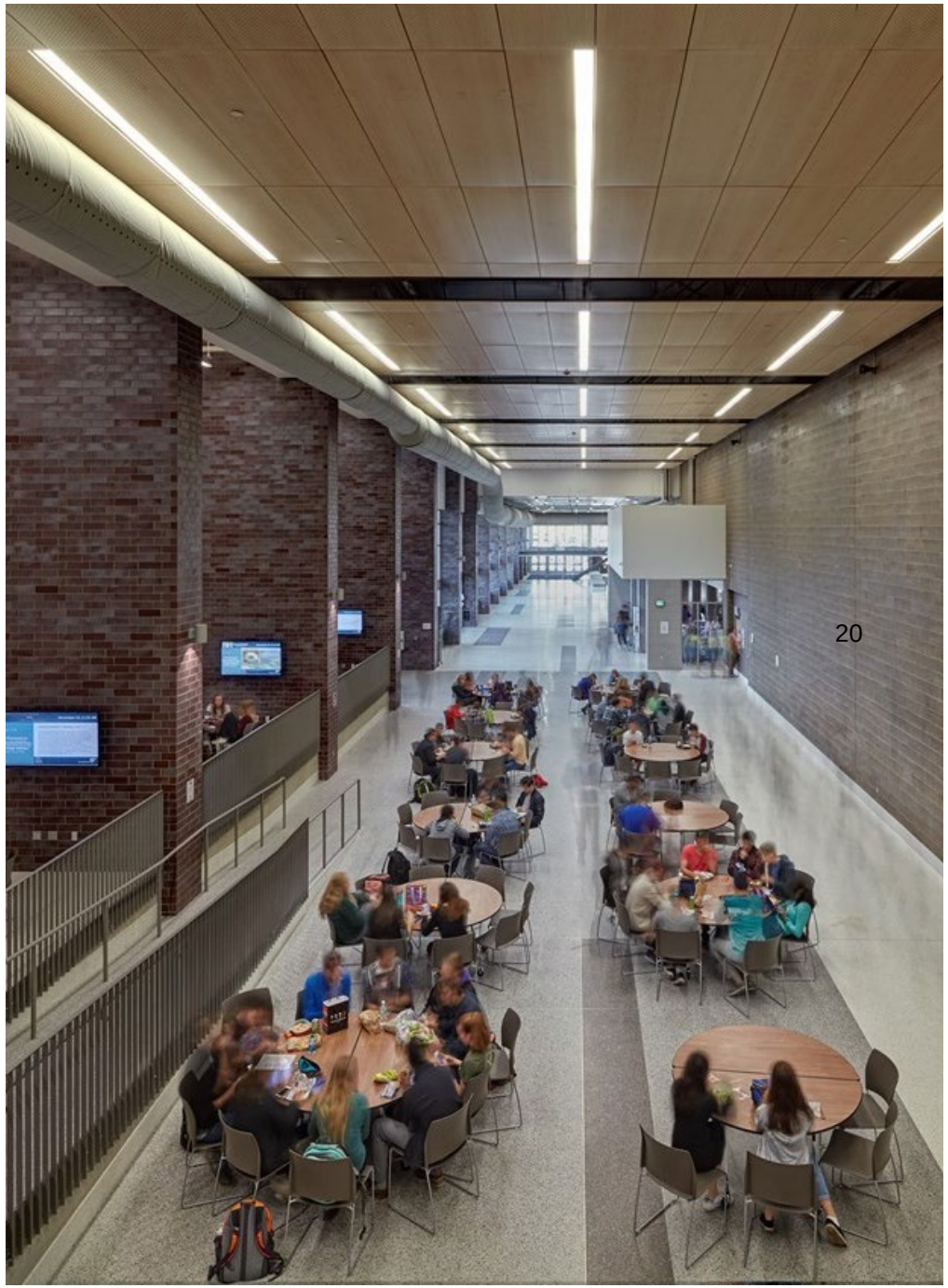
Initial Discover During Automation Review

- The existing Honeywell Jace 8000 and Vykon Jace 8000 can be reused and repurposed. This will save some time and money.
- The controls on the classroom units were non-functioning. The existing Honeywell control system had multiple points of failure not only on the classroom units but the entire facility. The communications trunks where in a down or faulted state preventing the classroom units, AHU's, and the chilled water / heating water plant from being able to know what functions to perform, heating or cooling. Most classroom units have some sort of mechanical failure along with a control failure. (Fan, damper actuator, valve actuator, etc.)
- A review of the replacement chiller will be needed to determine any options for energy savings or operational enhancements.
- The controllers on the chilled water / heating water plant will remain as they are new Distech controllers. The sequence of operation and change over control will be reviewed and modified as necessary to achieve optimal control and energy saving.
- The control for the existing AHU’s are currently pneumatic with E/P switches to the building automation controller. Most of the AHU's are long past the expect life of the equipment. A study will need to be performed to determine update or replacement options.
- All new equipment, new entry and office spaces will be incorporated into the existing BMS system, removing the need for multiple control platforms. A review of the operation of the new units will be conducted based on issues described by the facility staff.
- The two package units on the Fitness center have reached the extent of their life span. One unit is currently non-functional. Both units should be replaced.



Scope Summary: MEP

- Replace approximately 120 classroom ventilators.
- Review, assess and determine the extent of replacement of 21 Air Handling Units (AHU).
- Replace two fitness center package units.
- Review assess and replace the existing (non-operational) 275 Ton air-cooled chiller.
- Review, assess and replace select boiler valving – manual change-over to automatic.
- Review, assess and replace select valving in existing two-pipe change heating/cooling change over system to provide more efficient operation.
- Coordinate with the local MidAmerican Energy provider for rebate options.



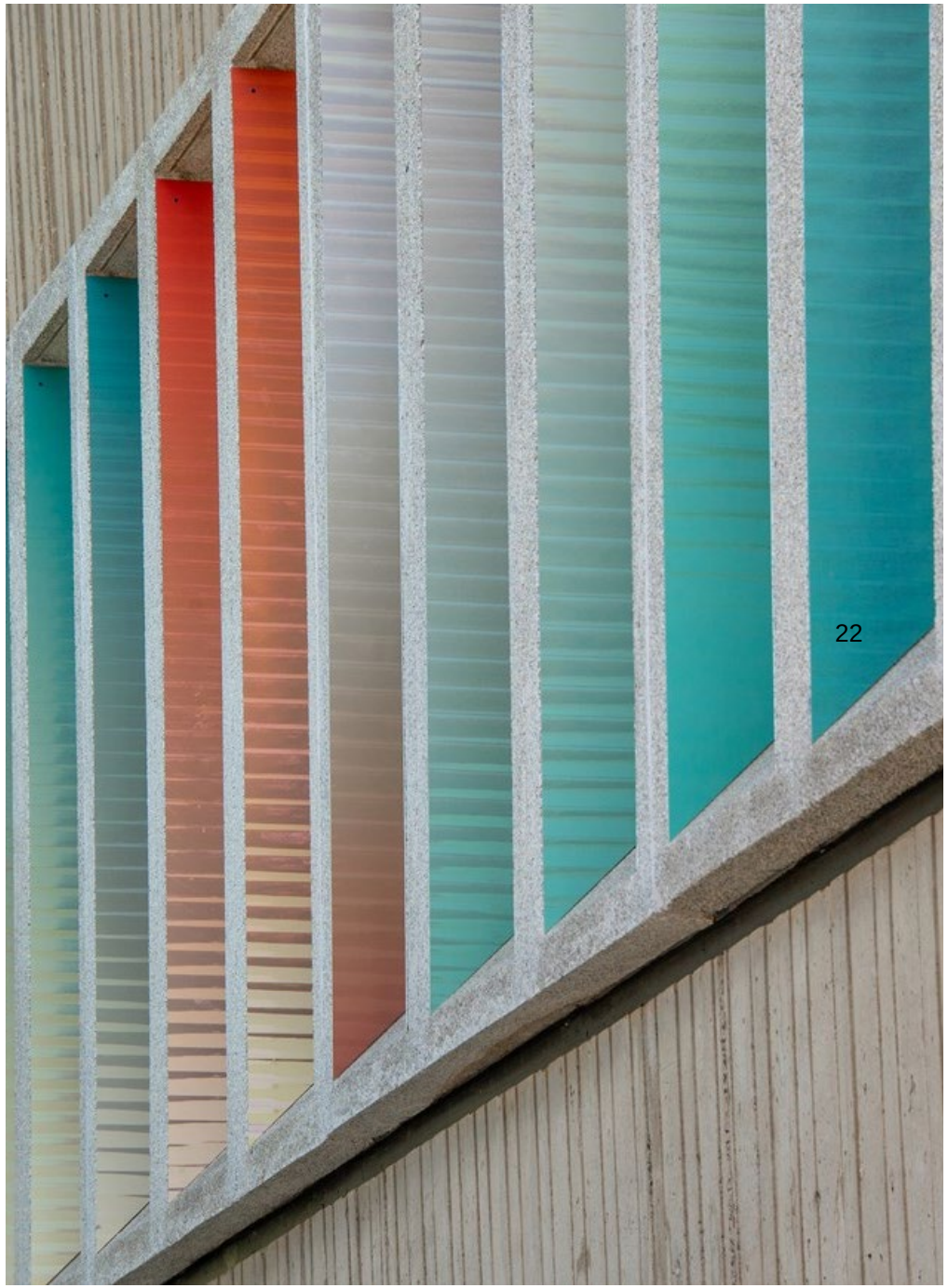
Scope Summary: Automation

- Detailed site survey.
- Review the existing BMS system with the district to develop new Guideline 25 standards.
- Provide design services to produce bid documents - drawings, applicable specifications, and associated details - for the upgraded Building Technology and BMS network for the Senior High School.
- Final design will be compliant with the School District networking, installation, and product standards and current operating model.



Scope Summary: Cx

- Verify the operational performance of the following equipment and systems:
  - New Equipment
    - One-Hundred and Nineteen (119) Classroom Ventilators (25% Sample).
    - Two (2) Fitness Center Units.
    - One (1) Air Cooled Chiller.
  - Existing Equipment
    - Twenty-One (21) Air Handling Units.
    - Two (2) Boilers (Automatic Switchover).



Scope Summary: Architecture

- Architectural documentation for cutting and patching existing exterior walls and interior elements to facilitate the replacement of 119 existing classroom ventilators and 21 air handling units.
- Coordinate demolition and new floor plans.

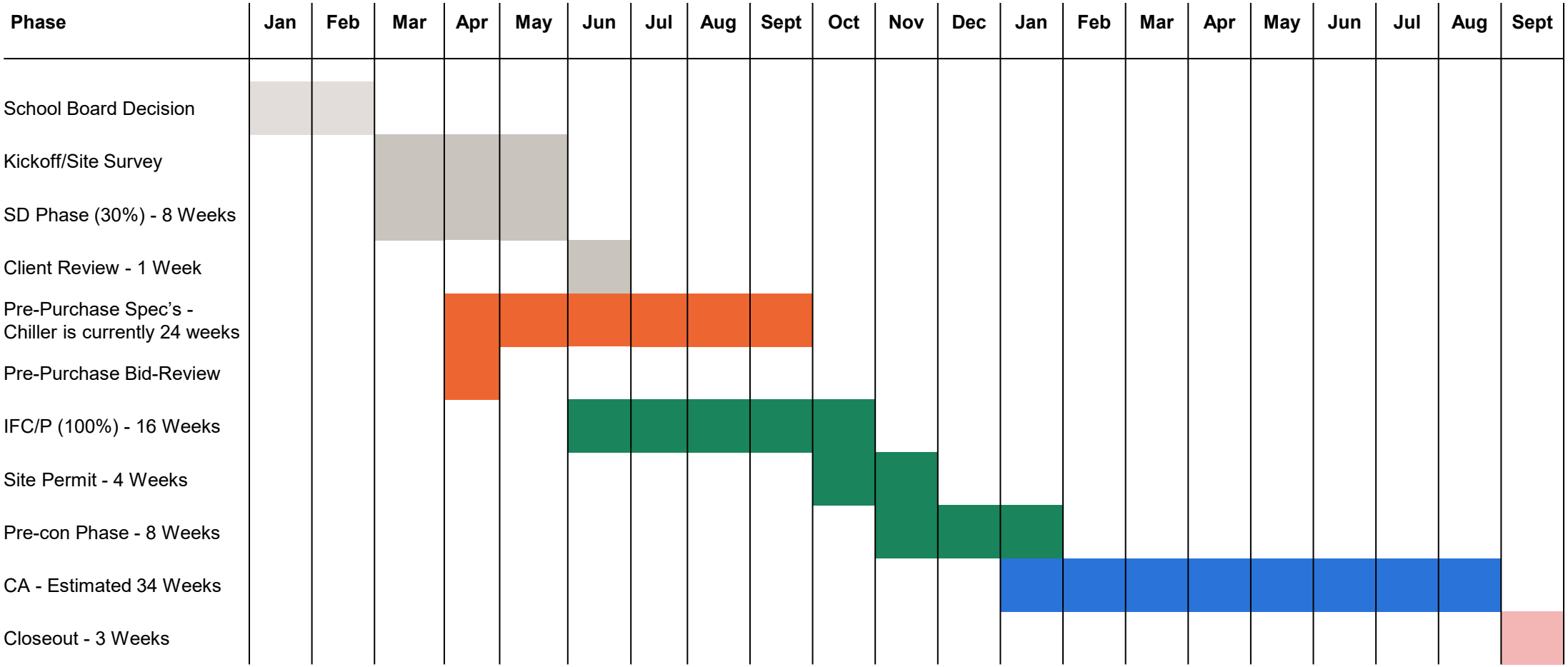


Project Approach

- Participate in walkthrough to become familiar with the project and confirm objectives, including the gathering of information to perform the scope of work.
- Confirm sizing of chiller replacement with Rock Island against current loads.
- Confirm preliminary selections of equipment.
- Determine architectural impacts and a developed layout strategy.
- **Pre-purchase specifications for long lead items.**
- Develop chiller equipment specifications and schedule.
- Develop a bid, permit, and construction document set, including MEP and architectural coordination for modifications required based on chiller placement (as needed).
- Assist Rock Island in reviewing bids and responding to RFIs.
- Provide administration services, including reviewing shop drawings and RFIs, attending meetings, and performing site visits.



Timeline



25

Expected total project length is 18 months.

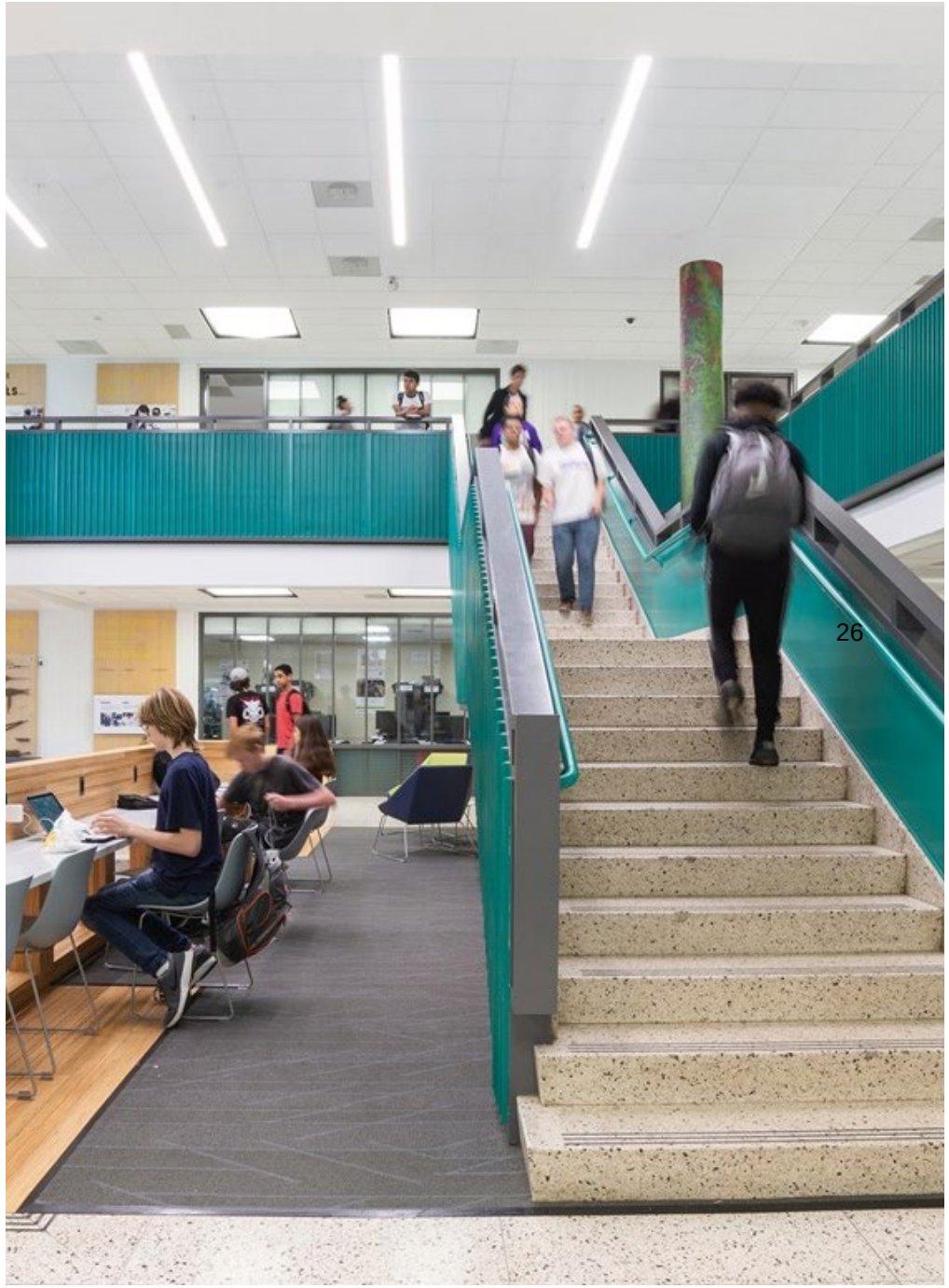
Fee Review

Schematic Design	**$167,450**
MEP	$149,750
Architecture	$17,700
Cx Services	--

Pre-Purchase Specs	**$9,000**
MEP	$9,000

Bid/IFP/IFC	**$251,100**
MEP	$182,500
Architecture	$53,100
Cx	$15,500

Construction Admin	**$191,600**
MEP	$129,000
Architecture	$17,700
Cx	$44,900



5 Why us





Conclusion

1. We know your project.
2. We have the expertise.
3. We have a dedicated automation team.
4. We are experts in the delivery of renovations in K-12 environments.
5. We tailor solutions to what's possible within budget and existing conditions.
6. We work with building support staff to ensure the best possible outcomes and long-term support.

Stantec

Q&A

Thank you



Rock Island - Milan School District #41
Board of Education Meeting
February 11, 2025

Sharon Williams, Ed. D.
Superintendent of Schools



Rock Island - Milan School District #41
Board of Education Meeting
Facilities Management Planning Update

Sharon Williams, Ed. D.
Superintendent of Schools



Rock Island - Milan School District #41
Board of Education Meeting
Division Update: Bond Sale and Quarterly Investment Report

Annaka Whiting
Chief Financial Officer



$55M Working Cash Bond

Date of Sale:	January 16th
Closing Date:	February 6th
Total Proceeds:	$55,000,000
Interest Rate:	4.32% (Original Est. 4.61%)
First Draw:	March 2025
First Payment Due:	Jan 1, 2026 - Interest Only Payment

Investment Report

In December 1999, the Board of Education adopted Policy 6144 and Administrative Guidelines 6144. This put the District in compliance with SB1555, which required public entities to adopt policies and procedures for public funds within their custody and control. The policy and guidelines require that an investment report be given to the Board of Education quarterly.

Investment Report Summary

- 93.8% of the District's money is maintained locally at Blackhawk Bank & Trust.
- The remaining 6.2% is split between Illinois Funds and PMA at 1.1% and 5.1% respectively.
- Investment rates continued to stay consistent for the past quarter.
- T-bill rates ranged from a high of 4.52% in the middle of the quarter to a low of 4.29% at the end of the quarter.
- **Overall rates averaged 3.61%.**

Investment Report – December 31, 2024

Fund	December 31, 2024 Cash/Invest	w/o cash	x-Mat	December 31, 2023 Cash/Invest	w/o cash	x-Mat
Education	$31,637,256	3.40%	1	$37,710,881	4.37%	1
O & M	$5,924,400	3.78%	1	$7,226,785	4.49%	1
Bond & Int	$2,817,472	3.78%	1	$562,517	4.49%	1
Transportation	$2,830,653	3.78%	1	$4,185,033	4.49%	1
IMRF	$2,880,167	3.78%	1	$2,465,795	4.49%	1
Capital Proj	$17,784,602	3.82%	1	$15,325,141	4.86%	1
Tort	$2,313,203	3.78%	1	$1,527,944	4.49%	1
Life/Safety	$176,025	3.78%	1	$168,654	4.49%	1
Totals/Avgs	**$66,363,779**	**3.61%**	**1**	**$69,172,750**	**4.50%**	**1**

THIS HOUSE ROCKS

Investment Report – December 31, 2024

Fund	December 31, 2024 Cash/Invest	w/o cash	x-Mat	September 30, 2024 Cash/Invest	w/o cash	x-Mat
Education	$31,637,256	3.40%	1	$39,542,435	3.97%	1
O & M	$5,924,400	3.78%	1	$6,823,313	4.33%	1
Bond & Int	$2,817,472	3.78%	1	$2,130,021	4.32%	1
Transportation	$2,830,653	3.78%	1	$2,534,422	4.32%	1
IMRF	$2,880,167	3.78%	1	$3,044,616	4.33%	1
Capital Proj	$17,784,602	3.82%	1	$16,119,268	4.64%	1
Tort	$2,313,203	3.78%	1	$2,002,656	4.32%	1
Life/Safety	$176,025	3.78%	1	$176,025	3.78%	1
Totals/Avgs	**$66,363,779**	**3.61%**	**1**	**$72,372,757**	**4.20%**	**1**

THIS HOUSE ROCKS

Rock Island - Milan School District #41
Board of Education Meeting
Division Update:
Safety and Security Update

Jeff Dase
Deputy Superintendent

Charles Butler
District Safety Manager



Safety and Prevention Update

Safety is a shared responsibility among the staff and prevention is the key strategy used to ensure the safety of all stakeholders.

Our District Goals:

- Safety is priority #1!
- Limit our risk through safety and prevention.
- Continue to build relationships with our first responders and community members and agencies.

Secured Entry/Access

Secured Entries:

- All district buildings have a secured entry.
- We have updated the Denkmann secured entry.
- Edison and Washington secured Entry renovation starts this summer.



Access Points:

- All district buildings have keyless entry.
- Key fob access is managed by the district.

Video Surveillance

Cameras:

- We have updated all the buildings' cameras.
- There are new camera servers at TMLC and RIHS.
- All district server software has been updated to the latest version.



Visitor Management (VMS)

Visitor Management System:

- All district school buildings have VMS installed.
- We are updating the intercom system at the front door of all buildings. This allows for two-way communication (AiPhone).



Weapon Detectors/Signage

Weapon Detectors:

- We currently have the Evolv weapon detectors in three buildings, RHIS, WJHS and EJHS campuses
- Metal detectors are located at TMLC and WJHS for sporting events.

Visitors	Alerts	Clear Rate
386,126	37,973	90%



Building Signage:

- Valid State ID required upon entry
- Metal detector screening required before entering facility
- No weapons allowed signage

Future Safety Plans

Tentative Safety Plans:

- Provide a two-day reunification training at the start of the 2025-26 school year
- Provide emergency kits in all classrooms.
- Provide first aid training for all staff.
- Install directional and numerical signs for all district doors for first responders, building drills and points of entry.
- Replace the old analog cameras with new Axis cameras.
- Upgrade our two-way communication devices.

Professional Development and Collaboration Plan

- Monthly PLC with Principals
- Monthly PLC with APs and Deans
- Quarterly meeting with District administration and local first responders. (Fire, Rock Island PD and Milan PD)
- Safety and security personnel PD and support



THIS HOUSE ROCKS

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Ramona Dixon, Director of Grants, Accountability, and Assessments
Date: February 11th, 2025
Re: **5Essentials Leader PD Support and Individual Building Data Consults**

Each year the Illinois State Board of Education provides designations for schools and districts via the State Report Card System. The five annual summative designations are exemplary, commendable, targeted support, comprehensive, and intensive. The ratings are established using multiple measures of both academic and student success indicators. One of those measures is the 5Essentials. The 5Essentials is a survey taken by school staff, students, and parents. The five target areas that make up the survey results are: Ambitious Instruction, Supportive Environment, Collaborative Teachers, Involved Families, and Effective Leaders.

A comprehensive support designation has been placed on Longfellow Elementary, Rock Island Academy, Edison Jr. High, and Washington Jr. High Schools. In addition, both Frances Willard and Ridgewood Elementaries are in the planning year for school improvement. As such, our district will take a holistic approach to supporting ALL schools through the continuous improvement cycle. Each school leader will receive professional development support and consultation around how to use the 5Essentials to plan for sustained school improvement.

Therefore, it is recommended that the Board of Education approve a contract for service with VLP Consulting, 16612 West Merch Lane, Lockport, IL 60441 in the amount not to exceed $23,500 to provide 2 professional development days for administrators and a series of individual data consults/root cause analysis for all building K-12 building leaders and their teams. A combination of Title I School Improvement Funds and/or Title II Professional Development fund will be leveraged for this purchase.

Investment Period: February 11, 2025- June 30, 2025

Total Investment: $23,500

Funding Source: Title I School Improvement and/or Title II Professional Development Fund

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form
Rock Island-Milan School District 41

VENDOR NAME: VLP Consulting **CONTACT NAME:** Victor Simon

PHONE: 773-450-9278 **EMAIL:** vsimon@vlpconsultingservices.com

ADDRESS: 16612 West Merch Lane, Lockport, IL 60441

DATES OF SERVICE TO BE COMPLETED: 2024-2025 School Year

SCHOOL DISTRICT CONTACT: Paulette Risden-Rice

COMPENSATION: $23,500

Description	Base Contract Amount
Building from the VLP Effective Leadership Framework, Dr. Victor Simon III will serve as lead facilitator to school leaders embarking on a leadership development journey designed to dive deep into the key elements of the 5Essentials® and build upon the current work in the Rock Island-Milan School District 41. Professional Learning Series Continued: a. A Framework for Effective Leadership b. Planning and Preparation: A continuous Improvement Perspective c. Individual School Team Data Consult Meetings (June)	$23,500
Grand Total	**$23,500**

Invoicing Details:
1. Invoice $5,000 after April Session & Invoice $5,000 after May Session
2. Invoice $13,500 after all individual building team consults have occurred in June

Is this a Subscription/Software: Yes ☐ or No ☐

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: N/A **Website:** N/A

Subscription/Software Start Date: N/A **End Date:** N/A

SOPPA Approved: Yes ☐ or No ☐

School Board President or Superintendent: _____ **Date:** _____

Requesting School: Administration Center

Budget Code: 1-5-080-066-2210-3190-0

Signature of Vendor: _____ **Date:** 2-4-25

Signature of Requestor: R. Dillon **Date:** _____

Signature of Budget Administrator: _____ **Date:** _____

FEB 03 2025

Updated January 2022

VLP Consulting
Vigilance, Long-term Planning, and Persistence
www.vlpconsultingservices.com
(773) 450-9278

Proposal/Scope of Work

Date: **1-31-25** Initial/Revised Proposal: **Initial**
District Name: **Rock Island-Milan 41**
Contact Name: **Ramona Dixon** Contact Email: **ramona.dixon@rimsd41.org**

Description: Empowering School Leaders: Professional Learning Series: *The 5Essentials Framework - A Practitioner View*. Building from the VLP *Effective Leadership Framework,* Dr. Victor Simon III will serve as lead facilitator to school leaders embarking on a leadership development journey designed to dive deep into the key elements of the 5Essentials® and build upon the current work in Rock Island-Milan School District 41. Using the 5Essentials Framework from UChicago Impact as a backdrop, this work is designed to help identify any gaps between the *intended domain* and the *implemented domain* and to help ensure maximum overlap between them.

Requested Date(s): TBD **Requested Time(s):** Leadership Series (3hr sessions, Daily Rate) **Requested Location(s):** On-Site	**Participant Description and Size:** Large group (up to 50) **Session Format:** On-site sessions scheduled by district partner for the Effective Leadership/5Essentials Leadership Series Training.

Objectives:	**Outcomes:**
• 5Essentials Leadership Training Series Session: *Leadership or Bust! - A Framework for Effective Leadership* • 5Essentials Leadership Training Series Session: *Planning and Preparation - A Continuous Improvement Perspective* • Continuous Improvement Data Consultation Block for Principals and School Teams (20 hr) • Support the identification customized strategies and actions that will lead to improvement of specific 5-E measures selected and can be utilized as part of the district's Strategic Plan and local School Improvement Plans • Use the *Professional Learning Community Model* with a focus on *Reflective Dialogue* and *Deprivatization of Practice* to identify and embed high-leverage leadership practices	• Increase the understanding of the effective components of well-organized schools using the 5-Essentials Framework and data set as a guide • Develop effective Program Coherence strategies in alignment with the district strategic plan, local reporting strategies, and the 5Essentials Framework • Improve the implementation of effective strategies aimed at improving 5E Survey Data and build leadership capacity across the district • Demonstrable gains on targeted 5Essentials measures over time and sustainable leadership practices • Build school leadership capacity around each of the 5Essentials and help align ongoing school improvement work to this public survey and organizational development framework.

DESCRIPTION	HOURS/COUNT	RATE	AMOUNT
Professional Learning Series • *Leadership or Bust! - A Framework for Effective Leadership* • *Full Session (3 hr)* • *April 3, 2025*	Daily Rate	$5,000*	$5,000
Professional Learning Series • *Planning and Preparation - A Continuous Improvement Perspective* • *Full Session (3 hr)* • *May 1, 2025*	Daily Rate	$5,000*	$5,000
Continuous Improvement Principal/Assistant Principal Support - 20 Session Block Opt-In Model (virtual, Zoom) Schedule throughout June 2025 - Focus on setting School-Based 5E Priority Measures for 2025-26	1 Block	$11,000	$11,000
System Advising - Assistant Superintendent/Cabinet Level as needed - Program Coherence and Alignment	1	$2,500	$2,500
Professional Learning Series (2025-26 School Year) • *An Overview of the 5Essentials - A Practitioner View* • *Why Trust Matters* • *Ensuring a Supportive Environment* • *Leadership or Bust* • *Preparing for a Successful Launch* • *Progress Monitoring - Taking Stock* • *Planning and Preparation - A Continuous Improvement Perspective* • *The Data is Back - Now What? - Turning a Cycle*		For Consideration	TBD
Incidentals included (local travel, materials, prep.)		TOTAL	$23,500

***PUBLIC SCHOOL PREFERRED CUSTOMER** *Invoicing is based on quarterly installments with 25% billed upon acceptance of proposal to ensure scheduling and session availability unless an alternate billing structure is requested. Partner Request: Invoice $5,000 after April Session, $5,000 after May Session and $13,500 after all consultation is completed.*

Proposal accepted by: _____ _____

Signature Date

If you have any questions, please contact us at 773-450-9278 or Vsimon@VLPconsulting services.com.

We value your partnership!

Leveraging the 5Essentials® for School Improvement Professional Learning Series:

According to the UChicago Impact website, "Historically, school improvement efforts have primarily focused on technical factors such as grades and test scores while neglecting the social components of a school's culture, such as trust and commitment. The 5Essentials can be used to change that reality." Dr. Victor Simon has more than 20 years of experience using the 5Essentials Framework to improve learning conditions at scale. Identified by UChicago Impact in one of their Impact in Action *5Essentials Success Cases*, Dr. Simon brings a level of experience in using the 5Essentials that has become sought after across the nation.

Leveraging the 5Essentials for School Improvement Professional Learning Series: The following sessions are recommended to take place in the order below. Dates listed are suggested only. Additional customized sessions are available and typically occur after the detailed series is completed. Schools and school districts have unique needs and after the first 'cycle of continuous improvement' is initiated, the partnership with VLP Consulting and Leadership Development is customized to best serve those needs. Examples include training for various cohorts of school leaders, new hire training, individual principal coaching, school walkthroughs and executive summaries, and system advising.

This session makes use of best-practice strategies that help school leaders prepare for the upcoming 5Essentials data set and their 'current state' to make the most of the Root Cause analysis and 5E Priority Measure Identification to start a cycle of improvement and set goals for a 'future state'. 'Hope is not a strategy' is a sentiment shared by VLP consultants and this session is designed for school leaders/small school leadership teams to position their organizations to improve.

Leadership or Bust: A Framework for Effective Leadership - *Leadership as the driving subsystem for school improvement - Bryk, et al. 2009. In the seminal piece of school improvement literature that brought the 5Essentials to life, Organizing Schools for Improvement - Lessons from Chicago, the concept of Leadership is explored. In this presentation, Dr. Simon asks participants to reflect on what leadership really means and what they can do to maximize effectiveness. Participants walk away with answers to the important question; What does it take to move the needle when it comes to effective leadership and bringing about systemic change? (April 3, 2025)*

Planning and Preparation: A Continuous Improvement Perspective - *The Plan-Do-Check-Act cycle of continuous improvement requires a way to measure progress and take corrective action as needed. This session makes use of best-practice strategies that help school leaders prepare for the upcoming 5Essentials data set and their 'current state' to make the most of the Root Cause analysis and 5E Priority Measure Identification to start a cycle of improvement and set goals for a 'future state'. 'Hope is not a strategy' is a sentiment shared by VLP consultants and this session is designed for school leaders/small school leadership teams to position their organizations to improve. (May 1, 2025)*

Why System Advising: System advising can help organizations develop and improve daily operations. Working alongside partners, system advisors are experts in the field who provide analysis and advice to improve systems and related processes. Systems advising is about closing the gap between the *intended* and *implemented domains.* Such support is customizable and typically built for quarterly/annual packages.

System Advising Services Overview: Systems advisors assess the organization and related items through research, data analysis and direct observation. Then, they provide practitioner-based advice for methods of improving performance within the organization. System advisors also assess and analyze the user's needs, and recommend solutions that would best achieve their desired objectives.

Why Leadership Coaching: Coaching builds the capacity of leaders to better navigate the difficult terrain of school leadership through improvement in the following domains: *interpersonal, cognitive, and intrapersonal*. As a result of coaching, leaders report higher rates of job satisfaction, increased motivation, and increased capacity to carry out the myriad responsibilities associated with school leadership such as instructional oversight, demand management, systems-change, and the establishment of effective teams.

Leadership Coaching Services Overview: Leadership coaches are responsible for providing non-evaluative, job-embedded support to school leaders. Coaches will collaborate closely with leaders to nurture professional and personal growth to dramatically accelerate their capacity and operationalize their vision/action plan.

Coaching Options: Coaching options come in one of two basic forms: The *Opt-in Model* allows school districts to purchase blocks of 10, 20 or 40 sessions (~60 min) in advance and distribute/utilize based on need/demand of their principals. Additional blocks may be requested during the school year, pending availability. The *Dedicated-Selected Model* allows school districts to make decisions about the level of coaching needed across their unique group of principals and ensure a consistent schedule, at various levels of engagement, throughout the course of a school year. The *Dedicated-Selected Model* includes the following options that range from the highest to lowest frequency: *Shoulder-to-Shoulder*, *Guide on the Side*, *Continuous Improvement/Cycle of Inquiry Thought Partner* and include additional elements of support including artifact reviews, 360 feedback, and individualized leader development plans.

The *Dedicated-Selected Model* allows school districts to make decisions about the level of coaching needed across their unique group of principals and ensure a consistent schedule, at various levels of engagement, throughout the course of a school year and includes additional elements of support including artifact reviews, 360 feedback, and individualized leader development plans.

Opt-in Coaching Model

- 10 session block - *$6,500*
- 20 session block - *$11,000*
- 40 session block - *$20,000*
- *Additional blocks may be requested during the school year and based on availability*

Dedicated/Selected Model

Shoulder-to-Shoulder

- Up to 3 virtual meetings per month for 10 months; up to 6 in-person meetings per school year
- 360 feedback (coach will survey stakeholders and synthesize results and share with leader)
- Development of coaching plan based on 360 feedback
- Email/text/phone support between coaching sessions
- Review and give feedback on leadership artifacts as needed (up to three per month)
    - *Cost: $20,000/principal*

Guide on the Side

- Up to 2 virtual meetings per month for 10 months; up to 2 in-person meetings per school year
- 360 feedback (coach will survey stakeholders and synthesize results and share with leader)
- Development of coaching plan based on 360 feedback
- 1 leadership artifact review per month
    - *Cost: $12,500/principal*

Continuous Improvement/Cycle of Inquiry Thought Partner

- 1 virtual meeting per month for 10 months
- 1 leadership artifact review per month
    - *Cost: $7,500/principal*



Dr. Victor Simon III has served as the Superintendent of Gower School District 62 since 2013 and has over 25 years of experience in the field of education. Prior to his work in Gower, Victor was appointed as the Chief of Schools for the Pershing Network in the Chicago Public Schools, serving 31 unique school communities and over 22,000 students. Experiencing and overcoming the challenges associated with poverty, domestic violence, and homelessness as a youth, he developed a strong sense of advocacy for student equity long before his professional career began. Relocating often as a child and nearly losing his life to gun violence as a young adult, Victor grew keenly aware of the importance of a safe and supportive school environment and the critical role that school leaders play to ensure that students' interests and needs are the top priority. He is an impassioned leader and sums up the call for the urgency and relentless advocacy required from educational leaders by reminding practitioners bluntly, "*This ain't no dress rehearsal.*" Victor is an Adjunct Professor for the Concordia University Chicago graduate program in Educational Leadership and also works as Adjunct Assistant Professor of Educational Policy Studies at the University of Illinois at Chicago (UIC) where he co-teaches the signature pedagogy course on cycles of inquiry as well as a foundational organizational theory course for aspiring superintendents. He is a founding member of VLP Consulting and has provided leadership coaching and school improvement support in public and private school settings across the country.

If you have any questions, please contact us at 773-450-9278 or Vsimon@VLPconsultingservices.com.

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Alicia Sanders, Director of Student Services
Date: February 11, 2025
Re: **Relentless Enterprises, LLC**

On March 31, 2025 we will welcome Hamish Brewer as the Rock Island Milan School District 41 Keynote Speaker for our Local Institute Day. School districts bring in Hamish Brewer as a motivational speaker because of his powerful and unconventional approach to education. Brewer, often called the "relentless principal," is known for his high-energy, no excuses attitude and his ability to inspire educators and students alike.

Here's why we will invest in having him speak:

1. Inspiration for Educators - his message reignites passion for teaching, emphasizing the importance of relationships, student engagement, and pushing past traditional barriers in education (RIMSD 41 Strategic Plan Priorities 1, 2).
2. Leadership and Culture Change - Brewer focuses on transforming school culture, making education exciting, relevant and student-centered (RIMSD 41 Strategic Plan Priorities 1, 2, 3).
3. Proven Track Record - As a principal, he turned struggling schools into high-performing institutions, demonstrating that his philosophy produces real results (RIMSD 41 Strategic Plan Priorities 2).
4. Relatable and Authentic - His down-to-earth, high-energy, and no-nonsense approach resonates with audiences at all levels, making his message impactful (RIMSD 41 Strategic Plan Priorities 1).

His message will create a lasting impact on the Rock Island Milan School District, by fostering a more motivated and engaged learning environment. It is recommended the Board of Education approve a contract for service for Relentless Enterprises, LLC, 42801 Littlehales Terrace, Ashburn, VA 20148, in the amount of $15,000. The funding for this service will be provided from the IDEA Part B Flowthrough Funds for March 31, 2025.

Investment Period: 3/31/2025
Total Investment: $15,000
Funding Source: IDEA Part B Flow Through Funds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Docusign Envelope ID: 6AB35CFE-4274-4E05-97C8-F3093CF3BA1A

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Relentless Enterprises, LLC **EMAIL:** laura@hamishbrewer.com

ADDRESS: 42801 Littlehales Terrace, Ashburn, VA 20148

DATES OF SERVICE TO BE COMPLETED: 3/31/2025

SCHOOL DISTRICT CONTACT: Alicia Sanders

COMPENSATION: $ 15,000

DESCRIPTION OF DUTIES:

March 31, 2025 - Staff Inservice 9:00am - 3:30pm
60 minute keynote, one breakout session, one book signing

Is this a Subscription/Software: Yes ☐ or No ■

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

_____ _____

School Board President or Superintendent **Date**

Requesting School: District

Budget Code: 1-5-080-046-2210-3140-0

Signature of Vendor: DocuSigned by: Hamish Brewer BED37CBEB046468... **Date:** 1/18/2025

Signature of Requestor: Alicia Sanders **Date:** 1/21/2025

Signature of Budget Administrator: Alicia Sanders **Date:** 1/21/2025

Docusign Envelope ID: AFDBA321-63E9-4F87-A0D7-4EF49187F5D3



Hamish Brewer
Contract for Speaking Services
Relentless Enterprises LLC | EIN: 87-1743333

Professional Services Contract

Be it known, that on the 13 January, 2025 Hamish Brewer (hereinafter referred to as "contractor") and Rock Island - Milan School District #41 (hereinafter sometimes referred to as "contractee"), do hereby enter into contract under the following terms and conditions.

1. Contractor hereby agrees to furnish the following:

- 1 keynote (60 minutes) on March 31, 2025 from approximately 9:00 AM to 3:30 PM; one breakout session, and one book signing if books are purchased by host.
  - Event Name: Rock Island Milan SD Local Institute Day
  - Event Address: 1400 25th Avenue, Rock Island, Illinois 61201
  - Event Audience: Rock Island Milan Staff, Admin, Teachers, Paras
  - Estimated Audience Size: 400

2. Additional presentations requested of speaker (contractor) outside the terms of this agreement is subject to additional fees.

3. In consideration of the services described above, Contractee agrees to pay to contractor a speaking fee of $15,000. Hamish Brewer will be responsible for lodging, airfare, and ground transportation.

4. Contractee will make all payments (speaking fees) upon completion of event. Make check payable to Relentless Enterprises LLC EIN 87-1743333. Other acceptable payments include wire transfers or credit card.

5. The Contractee will provide the following equipment, printing, furniture* or other as checked below, for Speaker during the program(s):

✓ LCD projector/screen
✓ small table (front of room)
✓ product table (by exit)
✓ lapel wireless microphone (40+ people)
✓ laptop speakers or surround sound

Screen, projector, lapel mic, audio connection from laptop, speaker will have ppt on a USB flash drive, remote clicker.

Hamish likes a clear stage, so if the podium is used earlier in the program, please have it moved to the side for his talk.

Docusign Envelope ID: AFDBA321-63E9-4F87-A0D7-4EF49187F5D3

Events with:

Q&A Sessions: Moderator should be provided, and seed questions can be provided upon request

Book Signings: Table & chair (with room for line to form), sharpies, post it notes, 3-4 volunteers.

Please have volunteers available beside the table to assist with photos and instruct attendees to present books open to the signing page (inside cover). Other volunteers should assist with sales and work line with post it notes to take first name of guest book is to be address to and place it on the page opposite the signing page (inside cover)

*Should any of the supplies be an issue, let Hamish Brewer know at least 2 weeks in advance.
*Preferred room set-up- in groups. If there are long tables, please set up Chevron style tables point to the middle of the front of the room.
*Should event take place in an auditorium or gymnasium, please provide podium or small table

6. Audio or video taping of the speaker's (contractor) program(s) is not permitted in any means whatsoever by contractee or any audience member, unless agreed upon after contractee makes the request to the speaker in writing and receives written authorization from the speaker.

7. If program(s) are satisfactory, contractee agrees to email or mail contractor (speaker) a testimonial letter typed on group or association letterhead within 14 days of speaking engagement(s).

8. Contractee will provide contractor (speaker) with one table to be placed in the back of the room next to where attendees will be exiting the presentation(s) as speaker can make continuing educational learning materials (books) available for signing (if books/educational materials are needed). Contractee also agrees to include books in promotional materials prior to and during the conference to inform attendees of books.

9. If the engagement(s) are canceled due to an Act of God or dangerous situation, both parties agree to reschedule the event with the same terms stated in the initial contract. In the event of an emergency that causes contractor to cancel the scheduled speaking engagement(s), contractee and contractor may reschedule the speaking engagement(s) not to exceed 1 calendar year from initial date contracted, if possible.

10. If the contractee cancels a scheduled speaking engagement(s), the contractee is responsible for reimbursing contractor for any travel, including flight expenses plus a $1,500 speaker fee. If contractee cancels within 30 days of event, contractee pays contractor in full, unless event is rescheduled for a date/time agreed upon by both parties.

Docusign Envelope ID: AFDBA321-63E9-4F87-A0D7-4EF49187F5D3

We understand and agree to these terms.

Contractor/Speaker: Hamish Brewer

Signature: DocuSigned by: Hamish Brewer BED37CBEB046468... Date: 1/13/2025

Contractee:

Type/Print Name of Contractee: Alicia Sanders

Type/Print Title: Alicia Sanders

Signature: DocuSigned by: Alicia Sanders 1A3B3F398B3C45F... Date: 1/13/2025

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Ramona Dixon, Director of Grants, Accountability, and Assessments
Date: February 11th, 2025
Re: **SAVVAS Learning Company, LLC as an FY 25 School Improvement Learning Partner**

Each year the Illinois State Board of Education provides designations for schools and districts via the State Report Card System. The five annual summative designations are exemplary, commendable, targeted support, comprehensive, and intensive. The ratings are established using multiple measures of both academic and student success indicators. Longfellow Elementary has been designated as requiring comprehensive support. As such, the school is required to engage with a state-approved learning partner. The selected 24-25 learning partner is SAVVAS Learning Company, LLC.

While Longfellow was designated for the ALL student group, it must be noted that over the last three years the Multilingual (ML) population at Longfellow has doubled, increasing from 14% to 30%. In addition to the rapidly increasing population of ML's; achievement for ALL scholars is decreasing in ELA and remaining stagnant in Math. According to Longfellow's Illinois Report Card Status only 6% of the student population met or exceeded the standards in English Language Arts. In addition, the data noted that only 5.5% of the students at Longfellow met or exceeded the standards in Math.

In collaboration with the learning partner; teachers alongside district and building administrators will partake in a series of professional learning opportunities. These training opportunities are aimed at equipping teachers and administrators with practical teaching techniques for instructional delivery with a focus on making grade-level content accessible to ALL learners. The eight components of the Sheltered Instruction Observation Protocol (SIOP) teaching model are designed for English Language Learners, but will be advantageous for all of our learners due to the low percentage of students meeting or exceeding the standards as prescribed above.

Therefore, it is recommended that the Board of Education approve a contract for service with SAVVAS Learning Company, LLC 15 E Midland Ave. St. 502 Paramus, NJ 07652-2938 in the amount not to exceed $25,500 to provide a one (1) day administrator training and a 3-day teacher training. Title I School Improvement Funds will be leveraged for this service.

Investment Period: February 11, 2025- August 31,2025

Total Investment: $25,500

Funding Source: Title I School Improvement

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form
Rock Island-Milan School District 41

VENDOR NAME: Savvas **CONTACT NAME:** Christine Maleska & Jennifer Mostowski

EMAIL: christine.maleska@savvas.com & jennifer.mostowski@savvas.com

PHONE: 630-650-8489 **WEBSITE:** https://www.savvas.com

ADDRESS: 15 E Midland Ave, St 502, Paramus, NJ 07652-2938

DATES OF SERVICE TO BE COMPLETED: 2024-2025 School Year

SCHOOL DISTRICT CONTACT: Paulette Risden-Rice

COMPENSATION: $25,500

Description	Base Contract Amount
SIOP Training for Teachers 3-Day	$18,500
SIOP Training for Administrators	7,000
Grand Total	**$25,500**

Invoicing Details:

1. Two invoices to be paid upon service completion for each session (teacher training and administrator training).

Is this a Subscription/Software: Yes ☐ or No ☐

If yes, this is an internal form that does not need to be sent to the vendor.

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes or No

School Board President or Superintendent: _____ **Date:** _____

Requesting School: WJHS

Budget Code: 1-5-180-031-2210-3140-0

Signature of Vendor: N/A **Date:** N/A

Signature of Requestor: _____ **Date:** _____

Signature of Budget Administrator: R. Dixon FEB 03 2025 **Date:** 2/4/25

SAVVAS

PROFESSIONAL LEARNING AGENDA

SIOP® Training for Administrators

Siop®
Promoting Academic Language Development for All

Description

In this one-day program, school and district administrators learn about the SIOP® Model, consider the roles that coaches and administrators can play in supporting teachers using the SIOP® Model, and understand how it can improve instruction for all students, including English learners.

Session Outcomes

By the end of the session, participants will be able to:

- Explain the general needs of English learners and how the SIOP® Model can meet these needs
- Identify how implementing the SIOP® Model in their schools and districts can have a positive impact on teaching all students
- Discuss the roles that coaches and administrators can play in supporting teachers implementing the SIOP® Model

Agenda

- **Welcome/Program Overview**
  Time: 15 minutes
- **Session 1:** Getting to Know English Learners
  Time: 60 minutes
- **Session 2:** Learning a Second Language
  Time: 60 minutes
- **Session 3:** Understanding the SIOP® Model from the Administrator's Perspective
  Time: 90 minutes
- **Session 4:** Getting Started with the SIOP® Model Implementation
  Time: 60 minutes
- **Session 5:** Refocusing Your School with SIOP®
  Time: 60 minutes
- **Reflection/Tickets Out**
  Time: 30 minutes

Extended Agenda

SESSION	TIME	AGENDA ITEMS
Welcome/ Program Overview	15 minutes	Welcome/Program Overview • *Activity: Ice-Breaker: Challenges* Agenda Content and Language Objectives

SESSION	TIME	AGENDA ITEMS
Session 1: Getting to Know English Learners	60 minutes	Word Wall Diverse Characteristics Among English Learners to Consider Are our teachers prepared? School Reforms and Policies That Affect English Learners How Do English Learners Perform in School? • *Activity: Think-Pair-Share* WIDA Levels of Language Proficiency
Session 2: Learning a Second Language	60 minutes	Factors That Affect Second Language Acquisition Academic Language Demands of School Conversational and Academic Language • *Video: Discussion of BICS and CALP by Dr. Jim Cummins* Academic Language Continuum of Conversational and Academic Language Key Concepts in Understanding Cummins' Model of Academic Language Cummins' Model of Academic Language Wrap-Up: English Learners and Second Language Acquisition
Session 3: Understanding the SIOP® Model from the Administrator's Perspective	90 minutes	Introduction to the SIOP® Model • *Video: Introduction to the SIOP® Model* What is SIOP® Instruction? Why SIOP®? Inter-Rater Reliability • *Video: Ongoing Research* The SIOP® Model • *Activity: Component Group Work* • *Activity: Concept Definition Map* Applying the Administrator Lens • *Video: Building Background* • *Activity: Stand Up, Hand Up, Pair Up* Applying the Administrator Lens • *Video: Practice & Application* • *Activity: Turn and Talk* Applying the Administrator Lens
Session 4: Getting Started with SIOP® Model Implementation	60 minutes	What SIOP® IS and SIOP® IS NOT SIOP® Implementation Planning SIOP® Coaching Guidelines for SIOP® Coaches Average Teacher Performance and Student Outcomes Monitoring and Measuring Implementation • *Video: Measuring Implementation* Supporting Teachers to Implement the SIOP® Model • *Video: Classroom Lesson* • *Activity: Using the SIOP® Checklist* Walk-Through Indicators and Discussion Starters for Administrators
Session 5: Refocusing Your School with SIOP®	60 minutes	SIOP® as a Framework for Organizing Instructional Initiatives SIOP® Is the "How" • *Activity: Around We Go*
Reflection/Tickets Out	30 minutes	Reflect on Critical Issues and Solutions Did We Meet Our Objectives? Tickets Out Evaluations
Total	**6 Hours**	

ISBN: 0000112990

Learn more about SIOP® at **siop.savvas.com**

Follow us on Twitter **@SIOPModel**

SAVVAS LEARNING COMPANY

Join the Conversation
@SavvasLearning

Savvas.com
800-848-9500

Get Fresh Ideas for Teaching
Blog.Savvas.com

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Siop®
Promoting Academic Language Development for All

SIOP® Training for Teachers
3 Days On Site

Description

This in-person workshop provides educators with practical teaching techniques to apply right away, positively impacting student learning. Participants engage in an in-depth overview of the SIOP® Model and receive guidance to successfully implement the Model in their schools and classrooms. Workshop participants collaborate over planning lessons utilizing the SIOP® Model instructional framework – Lessons that focus on developing students' academic language while simultaneously making grade-level content accessible for students. Developed in collaboration with the SIOP Authors, this workshop is aligned with the most current version of the text, "Making Content Comprehensible for Multilingual Learners: The SIOP® Model, 6th edition." Each participant receives a hardcopy of the text along with eTextbook access.

Session Outcomes

By the end of the session, participants will be able to:

- Explain several factors that affect second-language acquisition
- Identify the Components and Features of the SIOP® Model
- Observe and practice each of the eight Components
- Incorporate the SIOP® Model into lesson planning
- Build a lesson using the SIOP® Model Features and Components

Agenda

(See the following pages for extended agenda)

Day 1

- **Welcome/Program Overview**
  Time: 50 minutes
- **Session 1: Second Language Acquisition and Academic Language**
  Time: 90 minutes
- **Session 2: Introduction to the SIOP® Model**
  Time: 60 minutes
- **Session 3: Lesson Preparation**
  Time: 155 minutes
- **Day 1 Reflection/Tickets Out**
  Time: 5 minutes

Day 2

- **Welcome Back/Day 2 Overview**
  Time: 5 minutes
- **Session 4: Building Background**
  Time: 75 minutes
- **Session 5: Comprehensible Input**
  Time: 75 minutes
- **Session 6: Strategies**
  Time: 105 minutes
- **Session 7: Interaction**
  Time: 95 minutes
- **Day 2 Reflection/Tickets Out**
  Time: 5 minutes

Day 3

- **Welcome Back/Day 3 Overview**
  Time: 5 minutes
- **Session 8: Practice & Application**
  Time: 90 minutes
- **Session 9: Lesson Delivery**
  Time: 100 minutes
- **Session 10: Review & Assessment**
  Time: 90 minutes
- **Session 11: Lesson Planning**
  Time: 20 minutes
- **Session 12: Implementing the SIOP® Model**
  Time: 45 minutes
- **Day 3 Reflection/Tickets Out**
  Time: 10 minutes

Savvas SIOP® T4T On Site Extended Agenda

Day 1

Session	Time	Agenda Items
Welcome/Program Overview	50 minutes	Purpose & Outcomes Name Tent Creation Content & Language Objectives Introduction to the SIOP Authors Overview of Workshop Materials Agenda & Daily Schedule Norms & Agreements Terminology *Activity: Multilingual Learner Assets* Book Walk led by SIOP® Consultant
Session 1: Second Language Acquisition & Academic Language	90 minutes	Language Experience: Discussion Proficiency Levels Multilingual Learner Assets and Characteristics Conversational versus Academic Language *Video: Dr. Jim Cummins, BICS and CALP* Cummins' Model of Academic Language *Activity: Four Quadrants* Continuum of Language/ Register Continuum Multilingual Learner Assets *Activity: Z-Chart and Carousel Share*
Session 2: Introducing the SIOP® Model	60 minutes	Facts & Trends Introduction to the SIOP® Model *Video: Introduction to The SIOP® Model* SIOP® Self- Assessment SIOP® Components *Activity: Unpacking the SIOP® Components - X Chart*
Session 3: Lesson Preparation	155 minutes	Lesson Preparation Content Objectives Language Objectives *Video: Writing Effective Language Objectives* Categories of Language Objectives *Activity: Categories of Language Objectives* Selecting Potential Language Objectives Lesson Preparation T-Chart *Activity: Connecting Content & Language Objectives* Content Concepts Supplementary Materials Adaptation of Content Meaningful Activities Differentiating for Multilevel Classes Let's Get Planning: Lesson Preparation
Wrap Up: Day 1	5 minutes	Did we meet our Day 1 Content and Language Objectives? Tickets Out
Total	**6 hours**	

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Savvas SIOP® T4T On Site Extended Agenda

Day 2

Session	Time	Agenda Items
Welcome/ Overview	5 minutes	Agenda & Daily Schedule Content Objectives for Day 2 Language Objectives for Day 2
Session 4: Building Background	75 minutes	Building Background Features *Activity: Pretest with a Partner* Concepts Linked to Background Explicit Links to Past Learning *Activity: Links Explicitly Made Between Past Learning and New Concepts* Key Vocabulary Emphasized Academic Vocabulary *Activity: Vocabulary Self- Collection Strategy* Teaching Academic Vocabulary Let's Get Planning: Building Background
Session 5: Comprehensible Input	75 minutes	Comprehensible Input Features *Video: What do you need to understand a new language?* Appropriate Speech Clear Expectations *Activity: Clear Expectations of Academic Tasks* Variety of Techniques *Activity: Analyzing a Teaching Scenario* Let's Get Planning: Comprehensible Input
Session 6: Strategies	105 minutes	Strategies Features Provide Opportunities for Students to Use Strategies Strategic Thinking in State Standards Scaffolding Higher-Order Thinking Skills *Video: SIOP® Strategies Component* *Activity: Teaching Learning Strategies Gallery Walk* Let's Get Planning: Strategies
Session 7: Interaction	95 minutes	Interaction Features The Need for Language Development Opportunities for Interaction & Discussion What do effective SIOP teachers do? *Activity: Conga Line* Wait Time What Does Interaction Look Like? *Video: SIOP® Interaction Component* *Activity: Musical Share* Let's Get Planning: Interaction
Wrap Up: Day 2	5 minutes	Did we meet our Day 2 Content and Language Objectives? Tickets Out
Total	**6 hours**	

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Savvas SIOP® T4T On Site Extended Agenda

Day 3

Session	Time	Agenda Items
Welcome/ Overview	5 minutes	Agenda & Daily Schedule Content Objectives for Day 3 Language Objectives for Day 3
Session 8: Practice & Application	90 minutes	Practice & Application Features Academic Language Hands On Materials/Manipulatives *Video: SIOP® Practice & Application Component* *Activity: Let's Practice and Apply* Let's Get Planning: Practice & Application
Session 9: Lesson Delivery	100 minutes	Lesson Delivery Features *Activity: Wright Family Exercise* Clearly Supporting Content and Language Objectives Throughout the Lesson Student Engagement *Activity: Roam and Review* Student Success Appropriate Pacing *Activity: Digital Doodle* Lesson Delivery *Video: SIOP® Lesson Delivery Component* Let's Get Planning: Lesson Delivery
Session 10: Review & Assessment	90 minutes	Review & Assessment Features Assessment Today *Activity: Simultaneous Round Table* Effective Feedback *Activity: Analyzing a Teaching Scenario* Let's Get Planning: Review & Assessment
Session 11: SIOP® Lesson Planning	20 minutes	SIOP® Lesson Planning Resources for Lesson Planning
Session 12: Implementing the SIOP® Model	45 minutes	SIOP® Lesson Implementation Plan *Activity: Create a SIOP® Lesson Implementation Plan* Reflection Cycle
Wrap Up: Day 3	5 minutes	Did we meet our Day 3 Content and Language Objectives? Tickets Out
Total	**6 hours**	

Workshop ISBN: 0000112992

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15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Ramona Dixon
Director of Grants, Accountability, and Assessments
Rock Island-Milan Sch Dist 41
2101 6th Ave
Rock Island, IL 61201-8909

Quote Number: Q-133354
Quote Creation Date: 1/17/2025
Quote Expiration Date: 9/30/2025

SIOP® Training
Price Quote Summary

Solution	Base Amount	Total
The SIOP® Model	$25,500.00	$25,500.00
Solution Subtotal:	**$25,500.00**	**$25,500.00**

Shipping and Handling:	**$0.00**
Total:	**$25,500.00**

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Price Quote Detail

The SIOP® Model

The SIOP® Model - The SIOP® Model Professional Learning

ISBN	Description	Price	Charged Qty	Total Charged
0000112992	SIOP® TRAINING FOR TEACHERS 3-DAY	$18,500.00	1	$18,500.00
0000112990	SIOP® TRAINING FOR ADMINISTRATORS	$7,000.00	1	$7,000.00
	The SIOP® Model - The SIOP® Model Professional Learning - Subtotal:			**$25,500.00**

Solution Subtotal:	**$25,500.00**
Shipping and Handling:	**$0.00**
Total:	**$25,500.00**

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

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https://support.savvas.com/support/s/k12-curriculum-support-form
phone: 1-800-848-9500

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https://mysavvastraining.com).

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Troy Bevans, IT Director
Date: February 11th, 2025
Re: Technology Infrastructure Service and Support Hours Addendum

In August of 2024, the district purchased 100 hours of service (original contract), at $95.00 per hour, for a total amount of $9,500.00 from SharedIT. SharedIT is a Quad Cities-based managed IT service provider contracted for 24/7/365 infrastructure services and support. These services allow the technology department the ability to control the hours used and direct focus on what they will be used for. In addition, multiple network engineers are available, vice just one individual, giving a larger knowledge base of services and support.

Since the original cost of the 100 hours was below the board threshold, and these hours have now been exhausted, a request for an additional 150 hours, at $95.00 per hour ($14,250.00), is being requested to add to the existing contract. With this request, the total cost of the contract is $23,750.00 and is being presented to the Board of Education for approval.

Therefore, to ensure the district has 24/7/365 infrastructure services and support, the acquisition of a block of 150 hours, at $95.00 per hour, totalling $14,250.00, is requested from Shared IT, 1970 Spruce Hills Drive, Bettendorf, IA.

It is recommended that the RIMSD #41 Board of Education approve the addition of 150 hours to the original August 2024 contract with Shared IT, 1970 Spruce Hills Drive, Bettendorf, IA. in the amount of $14,250.00. This amount will be funded by the Technology Department budget and valid through June 30th, 2025.

Investment Period: Through June 30th, 2025
Total Investment: $14,250.00
Funding Source: Technology Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Shared IT **EMAIL:** Jay@SharedIT.com

ADDRESS: 1970 Spruce Hills Dr, Bettendorf, IA 52722

DATES OF SERVICE TO BE COMPLETED: 2/4/2025-6/30/2025

SCHOOL DISTRICT CONTACT: Troy Bevans

COMPENSATION: $ 14,250.00

DESCRIPTION OF DUTIES:

Tier-3 Professional IT Services
Project Scope Services will be provided during regular business hours, 8 am-5 pm CST, when possible.

Is this a Subscription/Software: Yes ☐ or No ☒

If NO, go to next section. ***If YES, complete below, then go to next section (no vendor signature)***

Subscription/Software Name: _____ **Website:** _____

Subscription/Software Start Date: _____ **End Date:** _____

SOPPA Approved: Yes ☐ or No ☐

Requesting School: District

Budget Code: 1-5-080-016-2660-3160-0

Signature of Vendor: _____ **Date:** _____

Signature of Budget Administrator: _____ **Date:** 02/05/2025

_____ _____

Superintendent or School Board President **Date**

Project Charter Document

Project Name: Rock Island-Milan School District 41 Tier-3 Professional IT Services
Company: Rock Island-Milan School District 41
Payment: One-Time Invoicing

Date: 02-04-2025
Stake Holders: Troy D. Bevans

Executive Summary

Rock Island-Milan School District 41 is committed to providing their facility and students with the best experience; this will require Shared IT to assist Rock Island-Milan School District 41's with their unique IT projects and infrastructure needs.

Project Scope

- Services will be provided during regular business hours, 8 am-5 pm CST, when possible.
- Additions to the site and project-based services will require a separate project charter.

Managed IT Services

Tier-3 Professional IT Services

Price **$95.00**

- One-time invoice / 150-hour bucket
- When IT Services exceeds 150 hours, the client will be invoiced at the rate of $125 per hour in ½ hour increments or a new charter can be signed when the hours are used up.
- Amendment to the original bucket of hours.

Quantity 150

Total **$14,250.00**

AGREED TO AND ACCEPTED:

_____ _____

Troy D. Bevans

SUMMARY OF CHECKS AND WIRES
January 31, 2025

COMPUTERIZED CHECK RUN

EDUCATION

Ed Fund CHECKS V206031-V206106		Ed Fund ACH VA2734-VA2781	
Education	$ 886,705.44	Education	$ 121,382.91
Transportation	$ 48,798.35	Transportation	$ 2,061.76
Debt Service Fund		Debt Service Fund	
Capital Projects	$ 27,762.42	Capital Projects	
Life Safety		Life Safety	
Tort Immunity	$ 149,000.00	Tort Immunity	$ 4,680.50
	$ 1,112,266.21		$ 128,125.17
		TOTAL EDUCATION	**$ 1,240,391.38**

O&M

O&M CHECKS		O&M Fund ACH	
B38308-B38338	$ 276,366.48	BA384-BA391	$ 38,865.71
		TOTAL O&M	**$ 315,232.19**

HEALTH

Health Fund CHECKS		Health Fund ACH	
		HA58	$ 179.50
		TOTAL HEALTH	**$ 179.50**

TOTAL COMPUTERIZED CHECK RUN	**$ 1,555,803.07**

WIRES

Ed, Bldg, Tort Salary Checks	$	1,819,397.71
Federal Income Tax	$	242,204.00
OASDI/Medicare	$	148,227.56
State Withholdings	$	109,741.58
Teacher's Retirement Systems/IMRF	$	240,990.96
Employee Deductions	$	93,725.51
Benefits Payments	$	80,604.09
TOTAL WIRES	**$**	**2,734,891.41**

GRAND TOTAL	**$ 4,290,694.48**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
2734	02/05/2025	ACH	P - 07821	BERRY, NICOLE ELIZABETH	29.35
2735	02/05/2025	ACH	P - 06395	BRADDY, CRISTINA MARIA	55.01
2736	02/05/2025	ACH	P - 07534	BRADLEY, DONNA LEIGH	125.00
2737	02/05/2025	ACH	P - 96004	CLAUDE, ROXANNA MARIE	104.90
2738	02/05/2025	ACH	P - 97215	DASE, JEFFREY	186.15
2739	02/05/2025	ACH	P - 97205	EATON, MADELEINE G	12.13
2740	02/05/2025	ACH	P - 96164	FLETCHER, KELLI ANN	49.78
2741	02/05/2025	ACH	P - 95735	GREEN, TABITHA G	32.94
2742	02/05/2025	ACH	P - 96440	HAMPSEY, GRETCHEN ANN	169.00
2743	02/05/2025	ACH	P - 96345	HARRIS, JENNIFER ANNE	169.00
2744	02/05/2025	ACH	P - 96570	HATTER, DANYELLE N	27.06
2745	02/05/2025	ACH	P - 01278	JETT, RITA S	193.97
2746	02/05/2025	ACH	P - 07825	JOHNSON, KELLY S	34.99
2747	02/05/2025	ACH	P - 95794	KUFFLER, LISA MARIE	295.00
2748	02/05/2025	ACH	P - 02715	LELONEK, MARGARET KATHLEEN	289.72
2749	02/05/2025	ACH	P - 95225	LOHMANN, DIONNE L	71.52
2750	02/05/2025	ACH	P - 04786	MARTIN, MELISSA JEAN	13.40
2751	02/05/2025	ACH	P - 95469	MATTLY, AMBER MARIE	19.86
2752	02/05/2025	ACH	P - 04756	MCWILLIAMS, BETTINA JO CULBERSON	50.25
2753	02/05/2025	ACH	P - 97272	MEYERS, LAURA L	7.98
2754	02/05/2025	ACH	P - 96216	MINER, JAMIE L	27.22
2755	02/05/2025	ACH	P - 04308	PRESTON, KELLY R	107.73
2756	02/05/2025	ACH	P - 95983	SMITH, TONYA D	286.30
2757	02/05/2025	ACH	P - 97191	THOMPSON, PAULA JO	13.00
2758	02/05/2025	ACH	P - 07870	VOIGT, SCOTT STUART	124.96
2759	02/05/2025	ACH	P - 97266	WHITING, ANNAKA M	58.51
2760	02/05/2025	ACH	P - 18067	WINN ROMKEY, KORAH DEANNE	74.36
2761	02/05/2025	ACH	P - 95406	ZERO, AMY L	267.76

Total No. of Checks : 28 **Total Amount : 2,896.85**

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
206033	01/31/2025	Check	V - 10245	ACT II TRANSPORTATION, INC.	18,700.00
206034	01/31/2025	Check	V - 11013	AFSCME COUNCIL 31	2,075.52
206035	01/31/2025	Check	V - 26437	APPTEGY, INC.	32,300.00
206036	01/31/2025	Check	V - 26330	AUBREY BARNES	100.00
206037	01/31/2025	Check	V - 10089	BLACK HAWK COLLEGE	11,220.00
206038	01/31/2025	Check	V - 22296	BLITT AND GAINES, P.C.	170.63
206039	01/31/2025	Check	V - 22296	BLITT AND GAINES, P.C.	321.81
206040	01/31/2025	Check	V - 11617	BREEDLOVE SPORTING GOODS	204.00
206041	01/31/2025	Check	V - 10102	BRODART COMPANY	291.56
206042	01/31/2025	Check	V - 25948	CAMELOT THERAPEUTIC SCHOOLS, LLC	7,625.40
206043	01/31/2025	Check	V - 24698	CARTRIDGE INK QUAD CITIES	2,553.87
206044	01/31/2025	Check	V - 26279	CHARMS	349.00
206045	01/31/2025	Check	V - 11364	CIRCA 21 DINNER PLAYHOUSE	536.00
206046	01/31/2025	Check	V - 26317	COLUMN SOFTWARE PBC	201.79
206047	01/31/2025	Check	V - 26109	CONFERENCE TECHNOLOGIES, INC	530.00
206048	01/31/2025	Check	V - 15079	COUNCIL FOR PROFESSIONAL RECOGNITION	547.80
206049	01/31/2025	Check	V - 18115	CRISIS PREVENTION INSTITUTE	3,142.18
206050	01/31/2025	Check	V - 10221	DEMCO EDUCATIONAL CORP.	83.62
206051	01/31/2025	Check	V - 23375	EMS DETERGENT SERVICES	35.00
206052	01/31/2025	Check	V - 19211	EDUCATION SOLUTIONS DEV LLC	600.00
206053	01/31/2025	Check	V - 24904	FLORIDA STATE DISBURSEMENT UNIT	66.50
206054	01/31/2025	Check	V - 26250	FOLLETT CONTENT SOLUTIONS	575.00
206055	01/31/2025	Check	V - 24959	GIRARD GRAPHICS & DESIGN	140.00
206056	01/31/2025	Check	V - 11475	HY-VEE FOOD STORE	11,317.63
206057	01/31/2025	Check	V - 26439	I DO EVENTS, INC.	68.96
206058	01/31/2025	Check	V - 17483	IDEA	299.00
206059	01/31/2025	Check	V - 19730	ILLINOIS DEPARTMENT OF REVENUE	346.15
206060	01/31/2025	Check	V - 11230	ILLINOIS ASBO	645.00
206061	01/31/2025	Check	V - 14937	ILLINOIS SCHOOL FOR THE DEAF	256.50
206062	01/31/2025	Check	V - 10441	JOHANNES BUS SERVICE INC.	4,959.95
206063	01/31/2025	Check	V - 10246	JOHNSON DISTRIBUTING INC.	15.00
206064	01/31/2025	Check	V - 25714	KAMI	337.50
206065	01/31/2025	Check	V - 10461	KIDDER MUSIC SERVICE	411.49
206066	01/31/2025	Check	V - 10300	SUMMIT FINANCIAL RESOURCES, L.P.	1,605.12
206067	01/31/2025	Check	V - 25974	LEARNWELL	1,407.51
206068	01/31/2025	Check	V - 20947	LOFFREDO FRESH PRODUCE CO., INC.	5,246.54
206069	01/31/2025	Check	V - 26438	LOGAN RIVER ACADEMY	16,603.66
206070	01/31/2025	Check	V - 10551	VILLAGE OF MILAN	19,121.12

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
206071	01/31/2025	Check	V - 26446	MITCHELL BINA	149,000.00
206072	01/31/2025	Check	V - 10980	MODERN WOODMEN OF AMERICA	426.39
206073	01/31/2025	Check	V - 22505	MUSIC THEATRE INTERNATIONAL	2,061.25
206074	01/31/2025	Check	V - 10613	OFFICE MACHINE CONSULTANT	1,974.71
206075	01/31/2025	Check	V - 24456	ONE STEP INC	1,065.00
206076	01/31/2025	Check	V - 26418	OSCO TANK & TRUCKS SALES, INC	575.00
206077	01/31/2025	Check	V - 19416	PAPA JOHN'S OF IOWA	2,032.50
206078	01/31/2025	Check	V - 14524	PUTNAM MUSEUM	121.50
206079	01/31/2025	Check	V - 24978	QUAD CITY GYMNASTICS ACADEMY, INC	800.00
206080	01/31/2025	Check	V - 26425	QUAD CORPORATION INC	184.48
206081	01/31/2025	Check	V - 26425	QUAD CORPORATION INC	470.79
206082	01/31/2025	Check	V - 10232	R. K. DIXON CO.	149.99
206083	01/31/2025	Check	V - 11658	ROCK ISLAND FITNESS AND	954.45
206084	01/31/2025	Check	V - 12179	ROCK ISLAND HIGH SCHOOL	841.80
206085	01/31/2025	Check	V - 10721	ROCK ISLAND BOARD OF EDUCATION	60.00
206086	01/31/2025	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	731,285.01
206087	01/31/2025	Check	V - 11412	STECKER GRAPHICS	37.50
206088	01/31/2025	Check	V - 20558	SUN LIFE FINANCIAL	1,423.97
206089	01/31/2025	Check	V - 21024	SUPERIOR SIMULATOR SERVICE	3,620.00
206090	01/31/2025	Check	V - 23240	SWANSON CONSTRUCTION COMPANY	27,762.42
206091	01/31/2025	Check	V - 26441	TERELL WILLIAMS	417.38
206092	01/31/2025	Check	V - 26320	THE MIDWEST WRITING CENTER	300.00
206093	01/31/2025	Check	V - 20539	TRANSITIONS	720.00
206094	01/31/2025	Check	V - 26395	THINKSIGN OPTOELECTRONICS, INC.	1,850.00
206095	01/31/2025	Check	V - 21935	TOP SHELF, INC.	143.50
206096	01/31/2025	Check	V - 12475	TRI-STATE FIRE CONTROL, INC	1,105.00
206097	01/31/2025	Check	V - 15380	TRI-STATE TRAVEL	1,750.00
206098	01/31/2025	Check	V - 26384	TX CHILD SUPPORT SDU	152.50
206099	01/31/2025	Check	V - 21311	ULINE, INC.	281.63
206100	01/31/2025	Check	V - 26440	WALKER ANDERSON	140.00
206101	01/31/2025	Check	V - 26291	WAYNE CORLETT	60.00
206102	01/31/2025	Check	V - 23073	WEST COAST LANYARDS	1,017.71
206103	01/31/2025	Check	V - 20134	WEST MUSIC	407.96
206104	01/31/2025	Check	V - 22260	WESTERN ILLINOIS UNIVERSITY	3,396.46
206105	01/31/2025	Check	V - 24843	WI SCTF	100.00
206106	01/31/2025	Check	V - 26419	WILK SOLUTIONS LLC	5,000.00

Total No. of Checks : 74 **Total Amount : 1,086,699.71**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
384	02/05/2025	ACH	P - 96915	MUNN, AARON W	116.72
385	02/05/2025	ACH	P - 96296	MUNOZ, JUSTIN TYLER	15.68
386	02/05/2025	ACH	P - 97121	WEBB, NATHAN THOMAS	13.07

Total No. of Checks : 3				**Total Amount :**	**145.47**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH OBM - OBM CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
38309	01/31/2025	Check	V - 10018	ADEL WHOLESALERS, INC.	361.66
38310	01/31/2025	Check	V - 26218	ALTORFER INC.	1,500.00
38311	01/31/2025	Check	V - 10409	AT&T	1,136.17
38312	01/31/2025	Check	V - 12747	B & B HARDWARE	67.44
38313	01/31/2025	Check	V - 10519	CED OF THE QUAD CITIES	708.55
38314	01/31/2025	Check	V - 13783	DOORS, INC.	280.00
38315	01/31/2025	Check	V - 26430	ENVIRONET, INC.	800.00
38316	01/31/2025	Check	V - 12258	GLASS SERVICE CENTER, INC.	170.00
38317	01/31/2025	Check	V - 22315	GRAVES ENVIRONMENTAL, INC.	5,323.00
38318	01/31/2025	Check	V - 23336	HOME DEPOT	410.35
38319	01/31/2025	Check	V - 23196	ILLINOIS OFFICE OF THE STATE FIRE MARSHAL	500.00
38320	01/31/2025	Check	V - 19643	IOWA ILLINOIS TAYLOR INSULATION	319.44
38321	01/31/2025	Check	V - 24483	J&J LOCKS, SAFES & ALARMS	148.25
38322	01/31/2025	Check	V - 23698	J.L. BRADY COMPANY, LLC	15,994.00
38323	01/31/2025	Check	V - 18292	LOWE'S	789.74
38324	01/31/2025	Check	V - 14673	MENARDS, INC.	15.98
38325	01/31/2025	Check	V - 26382	MGT IMPACT SOLUTIONS, LLC	16,268.80
38326	01/31/2025	Check	V - 10428	MIDAMERICAN ENERGY COMPANY	116,874.92
38327	01/31/2025	Check	V - 23695	MIDWEST ALARM SERVICES	1,201.02
38328	01/31/2025	Check	V - 23535	MTI DISTRIBUTING	55,000.00
38329	01/31/2025	Check	V - 22305	NORTHERN TOOL & EQUIPMENT	680.92
38330	01/31/2025	Check	V - 22570	PRO CLEAN CAR WASH AND DETAILING	12.00
38331	01/31/2025	Check	V - 25748	QUALITY AWARDS & LAMINATING	49.00
38332	01/31/2025	Check	V - 22312	RAYNOR DOOR CO., INC.	455.00
38333	01/31/2025	Check	V - 10722	CITY OF ROCK ISLAND	6,497.63
38334	01/31/2025	Check	V - 10724	ROCK ISLAND ELECTRIC MOTOR REPAIR, INC.	14.69
38335	01/31/2025	Check	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	35,082.90
38336	01/31/2025	Check	V - 25071	STERLING COMMERCIAL ROOFING, INC	1,587.16
38337	01/31/2025	Check	V - 15967	TRANE	248.00
38338	01/31/2025	Check	V - 21311	ULINE, INC.	2,319.97

Total No. of Checks : 30				**Total Amount :**	**264,816.59**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 7 - A4**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 01/31/2025**
Reprint Check Date	**: None**
Separate Check for Each Fund	**: No**
Group By	**: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE**
Sort By	**: VENDOR_SHORT_NAME**
Sort Employee Checks By Pay Location	**: No**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
2762	02/05/2025	ACH	V - 25525	AMAZON.COM SERVICES, INC.	2,339.77
2763	02/05/2025	ACH	V - 19428	BIO-RAD LABORATORIES	133.64
2764	02/05/2025	ACH	V - 10088	BLACK HAWK AREA SPECIAL ED.	8,100.00
2765	02/05/2025	ACH	V - 10174	CONES REPAIR SERVICE, INC.	2,140.79
2766	02/05/2025	ACH	V - 18471	DELL INC.	650.07
2767	02/05/2025	ACH	V - 16421	FRANCZEK RADELET	4,680.50
2768	02/05/2025	ACH	V - 10355	HANDY TRUE VALUE HARDWARE	60.55
2769	02/05/2025	ACH	V - 16777	HUGHES NETWORK TECHNOLOGIES	152.00
2770	02/05/2025	ACH	V - 25375	ITEK INTERPRETING SOLUTIONS, LLC	1,917.07
2771	02/05/2025	ACH	V - 24278	JOSTENS, INC	23.85
2772	02/05/2025	ACH	V - 24908	KOHL WHOLESALE	61,168.04
2773	02/05/2025	ACH	V - 15989	MAINSTREAMUSA INC.	598.41
2774	02/05/2025	ACH	V - 26008	PAN-O-GOLD BAKING CO.	3,586.10
2775	02/05/2025	ACH	V - 25827	PLAK SMACKER	1,266.79
2776	02/05/2025	ACH	V - 25751	QUALITY CONTROLLED STAFFING, INC.	2,061.76
2777	02/05/2025	ACH	V - 18768	TRI-CITY ELECTRIC CO. OF IOWA	8,865.00

Total No. of Checks : 16 **Total Amount : 97,744.34**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
387	02/05/2025	ACH	V - 26267	C & J LANDSCAPING, LLC	16,016.25
388	02/05/2025	ACH	V - 17235	GREENWOOD CLEANING SYSTEMS, IN	6,814.05
389	02/05/2025	ACH	V - 10355	HANDY TRUE VALUE HARDWARE	324.51
390	02/05/2025	ACH	V - 24232	LAKEWOOD ELECTRIC & GENERATOR SVC, INC	15,179.93

Total No. of Checks : 4				**Total Amount :**	**38,334.74**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 7 - A5**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 01/31/2025**
Reprint Check Date	**: None**
Separate Check for Each Fund	**: No**
Group By	**: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE**
Sort By	**: VENDOR_SHORT_NAME**
Sort Employee Checks By Pay Location	**: No**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
2778	01/31/2025	ACH	V - 26020	ANNA THIRTYACRE	300.00
2779	01/31/2025	ACH	V - 26278	COMBINED INSURANCE COMPANY OF AMERICA	1,330.19
2780	01/31/2025	ACH	V - 11015	IMRF ACCOUNT	10,996.23
2781	01/31/2025	ACH	V - 26286	RELIANCE STANDARD LIFE INSURANCE COMPANY	14,857.56

Total No. of Checks : 4				**Total Amount :**	**27,483.98**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH HEALTH INS - HEALTH INSURANCE - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
58	01/31/2025	ACH	V - 18449	WORTHINTON-OLSON, INC.	179.50

Total No. of Checks : 1 **Total Amount : 179.50**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH OBM - OBM CHECKS - ACH

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
391	01/31/2025	ACH	V - 19712	STAPLES ADVANTAGE	385.50

Total No. of Checks : 1 **Total Amount : 385.50**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 7 - A6**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 01/31/2025**
Reprint Check Date	**: None**
Separate Check for Each Fund	**: No**
Group By	**: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE**
Sort By	**: VENDOR_SHORT_NAME**
Sort Employee Checks By Pay Location	**: No**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH EDUCATION - VENDOR CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
206031	01/24/2025	Check	V - 25757	IMAGINE LEARNING LLC	2,241.50
206032	01/24/2025	Check	V - 15380	TRI-STATE TRAVEL	23,325.00

Total No. of Checks : 2				**Total Amount :**	**25,566.50**

ROCK ISLAND SCHOOLS

CHECK REGISTER FOR BH OBM - OBM CHECKS - CHECK

Report Code: AP_CHECKREG

CHECK NO.	CHECK DATE	TYPE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
38308	01/24/2025	Check	V - 26434	WERNER RESTORATION SERVICES, INC	11,549.89

Total No. of Checks : 1 **Total Amount : 11,549.89**

Report Code: AP_CHECKREG

Search Criteria:

Fiscal Year	**: 2025**
FY Period - Task	**: 7 - A7**
Start Due Date	**: None**
End Due Date	**: None**
Check Date	**: 01/24/2025**
Reprint Check Date	**: None**
Separate Check for Each Fund	**: No**
Group By	**: FIN_INST_ACCT_ID, FIN_INST_TRAN_SOURCE**
Sort By	**: VENDOR_SHORT_NAME**
Sort Employee Checks By Pay Location	**: No**

RIMSD 41 List of Donations 2.11.2025

Donor	Date	Amount	School	Propose
Retired Teachers Foundation	01.23.2025	$150.00	RIHS	Rocky Resource Room
Anonymous	01.29.2025	$1,000.00	RIHS	Rocky Resource Room
	Total	**$1,150.00**		

Proposal for Overnight/Extended Student Trips

Email Address	*joel.stockwell@rimsd41.org*
Type of Trip	*IHSA Girls Regionals*
Proposed Departure Date	*Jan 31, 2025*
Return Date	*Feb 01, 2025*
Proposer	*Joel Stockwell*
School	*RIHS*
Position	*Teacher/Coach*
Date By Which Response Is Needed	*Jan 30, 2025*
What is the major place to be visited or event to be attended?	*Jacksonville High School Girls IHSA Regional Wrestling*
How is the trip related to the educational program of the District?	*Athletics*
In what ways will the students benefit?	*Wrestling experience.*
In what ways will the District benefit?	*Positive representation*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*Direct observation*
Which students (grade, class, or organization) will be going?	*High School Girls Wrestling Team*
How many students in total?	*6*
How many students are currently experiencing academic problems?	*None*
Which staff members will be in charge?	*Hunter Aldrich*
What previous experience has the staff member had in conducting overnight or extended field trips?	*2 years*
What other staff members will be going?	*None*
How many chaperones, in addition to staff members, will be going?	*0*
What are their names and affiliations with the students?	*N/A*
How many days of school will be missed?	*None*
How will teachers be advised in advance that the students will be out of school?	*N/A*

How will missed work be made up?	*N/A*
What special assistance will be provided to students with academic problems?	*Tutoring and 9th hour*
What is the destination?	*Illinois College, Jacksonville, Il*
What will be the mode of transportation? What liability insurance does the carrier have?	*ACT II Transportation*
Where will the group be housed and fed?	*Sleep Inn, 2401 Holliday Ln,Jacksonville, Il*
What enroute or supplementary activities are planned?	*None*
What arrangements have been made for dealing with emergency situations?	*Emergency Contacts*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*$400*
What is the source of funds?	*Athletics*
How will the funds be collected and safeguarded?	*Hunter Aldrich will pay, collect receipts, and turn them in for reimbursement to the Athletic Office.*
How will any shortfall be made up or excess funds used?	*N/A*
What provision has been made for students who are financially unable to pay any necessary costs?	*N/A*
How will you communicate to parents prior to, during, and after the trip?	*Group Me*
List telephone numbers at destination where group will be housed.	*217-207-9909*
What information will be provided to the media and the community?	*Results*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Jan 28, 2025 8:34
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*joel.stockwell@rimsd41.org*
Type of Trip	*IHSA Girls State Wrestling Tournament*
Proposed Departure Date	*Feb 27, 2025*
Return Date	*Mar 01, 2025*
Proposer	*Joel Stockwell*
School	*RIHS*
Position	*Teacher/Coach*
Date By Which Response Is Needed	*Feb 26, 2025*
What is the major place to be visited or event to be attended?	*Gossinger Arena, Bloomington for the IHSA Girls State Championships*
How is the trip related to the educational program of the District?	*Athletics*
In what ways will the students benefit?	*Wrestling experience*
In what ways will the District benefit?	*Positive representation*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*Direct observation*
Which students (grade, class, or organization) will be going?	*Girls wrestling team*
How many students in total?	*6*
How many students are currently experiencing academic problems?	*None*
Which staff members will be in charge?	*Hunter Aldrich, Jake Boyd*
What previous experience has the staff member had in conducting overnight or extended field trips?	*15+ years*
What other staff members will be going?	*None*
How many chaperones, in addition to staff members, will be going?	*0*
What are their names and affiliations with the students?	*N/A*
How many days of school will be missed?	*1*
How will teachers be advised in advance that the students will be out of school?	*Email*

How will missed work be made up?	*Students will meet with their teachers*
What special assistance will be provided to students with academic problems?	*Tutoring and 9th hour*
What is the destination?	*Gossinger Arena, Bloomington, IL*
What will be the mode of transportation? What liability insurance does the carrier have?	*Activity Bus*
Where will the group be housed and fed?	*Country Inn and Suites Bloomington, IL*
What enroute or supplementary activities are planned?	*None*
What arrangements have been made for dealing with emergency situations?	*Emergency Contacts*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*$350*
What is the source of funds?	*Athletics*
How will the funds be collected and safeguarded?	*Hunter Aldrich will pay, collect receipts, and turn them into the Athletic Office for reimbursement.*
How will any shortfall be made up or excess funds used?	*N/A*
What provision has been made for students who are financially unable to pay any necessary costs?	*N/A*
How will you communicate to parents prior to, during, and after the trip?	*Group Me*
List telephone numbers at destination where group will be housed.	*309-216-6732*
What information will be provided to the media and the community?	*Results*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Jan 28, 2025 8:41
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*jeffry.duster@rimsd41.org*
Type of Trip	*2025 Illinois Debate Community JVN (JV and Novice) State Debate Tournament*
Proposed Departure Date	*Mar 01, 2025*
Return Date	*Mar 02, 2025*
Proposer	*Jeff Duster*
School	*RIHS*
Position	*Head Debate Coach*
Date By Which Response Is Needed	*Feb 20, 2025*
What is the major place to be visited or event to be attended?	*The IDC JV/NOVICE State Debate Tournament in Evanston, IL*
How is the trip related to the educational program of the District?	*The trip is part of a competition for the Rock Island High School Speech and Debate team.*
In what ways will the students benefit?	*Students will have the opportunity to sharpen their debate skills by competing against some of the best competition in the state.*
In what ways will the District benefit?	*Participating and competing in Debate has proven to accelerate the reading comprehension scores of students who are involved in this activity. Debate is also an activity that many colleges like to see on applications from prospective students.*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*Students are judged by impartial judges to determine whether or not they win their various rounds.*
Which students (grade, class, or organization) will be going?	*9th, 10th, and 11th grade students on the Debate Team will attend.*
How many students in total?	*8*
How many students are currently experiencing academic problems?	*None*
Which staff members will be in charge?	*Jeff Duster*
What previous experience has the staff member had in conducting overnight or extended field	*I have taken members of the Debate team on several trips similar to this one over the course of the last*

trips?	*decade.*
What other staff members will be going?	*Jennifer Schrempf*
How many chaperones, in addition to staff members, will be going?	*0*
What are their names and affiliations with the students?	*N/A*
How many days of school will be missed?	*0*
How will teachers be advised in advance that the students will be out of school?	*N/A*
How will missed work be made up?	*N/A*
What special assistance will be provided to students with academic problems?	*N/A*
What is the destination?	*Evanston Township High School*
What will be the mode of transportation? What liability insurance does the carrier have?	*We will be taking the school minibus*
Where will the group be housed and fed?	*Lunch/Dinner is provided at the tournament on both Saturday and Sunday. Breakfast on Sunday morning is provided at the hotel. We are staying at Holiday Inn Chicago North-Evanston, 1501 Sherman Avenue, Evanston, IL 60201*
What enroute or supplementary activities are planned?	*No supplemental activities are planned.*
What arrangements have been made for dealing with emergency situations?	*All parental contact information is on file along with athletic contracts. There will be medical personnel on site at the tournament.*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*The estimated total cost is $1000 (hotel, tournament, fees, tournament food fees). The cost per student is limited to whatever additional food or items they wish to purchase as everything else is covered.*
What is the source of funds?	*Debate/Speech Budget*
How will the funds be collected and safeguarded?	*I will hand carry funds to the tournament and Holiday Inn Chicago North-Evanston*

How will any shortfall be made up or excess funds used?	*Checks will be made out directly to Illinois Debate Community JVN. The cost of the hotel will be covered by Jeff Duster with the understanding that he will be reimbursed from the Speech/Debate budget upon returning from the competition.*
What provision has been made for students who are financially unable to pay any necessary costs?	*N/A*
How will you communicate to parents prior to, during, and after the trip?	*A letter has already been written and will be sent home and returned by February 6th. Contact information is on hand for emergencies, students will contact parents regarding an exact return time from the tournament.*
List telephone numbers at destination where group will be housed.	*Evanston Township High School: (847) 424-7000, Holiday Inn: (847) 491-6400*
What information will be provided to the media and the community?	*N/A*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Jan 27, 2025 10:16
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*lisa.martens@rimsd41.org*
Type of Trip	*Special Olympics state basketball tournament*
Proposed Departure Date	*Mar 07, 2025*
Return Date	*Mar 08, 2025*
Proposer	*Lisa Martens*
School	*RIHS*
Position	*District speech, language, pathologist, and coach of the basketball team*
Date By Which Response Is Needed	*Feb 15, 2025*
What is the major place to be visited or event to be attended?	*Special Olympics State basketball tournament*
How is the trip related to the educational program of the District?	*These students will be expected to use the life skills used in their classes to represent the district.*
In what ways will the students benefit?	*This may be a once in a lifetime opportunity for the students players*
In what ways will the District benefit?	*We will be representing Rock Island high school to the best of our ability*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*They are already winners by being able to go to the state tournament, but we will be excited to see how they do during their games.*
Which students (grade, class, or organization) will be going?	*The Special Olympics basketball team*
How many students in total?	*10*
How many students are currently experiencing academic problems?	*No students are experiencing academic issues*
Which staff members will be in charge?	*Lisa Martens and Stacy Rel*
What previous experience has the staff member had in conducting overnight or extended field trips?	*This will be our first time with this team overnight*
What other staff members will be going?	*teacher Meghan Miers*
How many chaperones, in addition to staff members, will be going?	*1*
What are their names and affiliations with the	*Jeff Martens basketball coach*

students?	
How many days of school will be missed?	*1*
How will teachers be advised in advance that the students will be out of school?	*all teachers will be informed through a email*
How will missed work be made up?	*Students will be responsible for any make up work. We will contact teachers the week of the tournament to see if those students have anything to make up.*
What special assistance will be provided to students with academic problems?	*There will be three teachers there to help all of the students*
What is the destination?	*Normal Illinois*
What will be the mode of transportation? What liability insurance does the carrier have?	*We will be requesting and taking a bus*
Where will the group be housed and fed?	*I am in the process of finding a hotel for us to stay at. Special Olympics provides lunch and dinner for the student players*
What enroute or supplementary activities are planned?	*If we can find a location to practice when we get to the tournament, we will practice somewhere*
What arrangements have been made for dealing with emergency situations?	*We will have all of the parents contact information and the students medical forms with us*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*for the hotel and the bus, I would estimate $1500 and a cost of $150 per student*
What is the source of funds?	*The school district*
How will the funds be collected and safeguarded?	*Will fill out the proper paperwork {purchase order} needed to reserve a hotel rooms and a bus*
How will any shortfall be made up or excess funds used?	*We will request funds from the campaign for excellence*
What provision has been made for students who are financially unable to pay any necessary costs?	*We do not foresee any cost for the students*
How will you communicate to parents prior to, during, and after the trip?	*I have a group text with all of the parents. I am in constant contact with them through this and through notes being sent home.*

List telephone numbers at destination where group will be housed.	*This is still to be determined*
What information will be provided to the media and the community?	*After all of the paperwork is completed to confirm our trip to state, I will be in contact with the appropriate people downtown to make our trip to stay known to the TV stations.*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Jan 29, 2025 11:18
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*jeffry.duster@rimsd41.org*
Type of Trip	*2025 Illinois Debate Community VARSITY State Debate Tournament*
Proposed Departure Date	*Mar 14, 2025*
Return Date	*Mar 15, 2025*
Proposer	*Jeff Duster*
School	*RIHS*
Position	*Head Debate Coach*
Date By Which Response Is Needed	*Feb 20, 2025*
What is the major place to be visited or event to be attended?	*The IDC Varsity State Tournament in Schaumburg, IL*
How is the trip related to the educational program of the District?	*The trip is part of a competition for the Rock Island High School Speech and Debate team.*
In what ways will the students benefit?	*Students will have the opportunity to sharpen their debate skills by competing against some of the best competition in the state.*
In what ways will the District benefit?	*Participating and competing in Debate has proven to accelerate the reading comprehension scores of students who are involved in this activity. Debate is also an activity that many colleges like to see on applications from prospective students.*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*Students are judged by impartial judges to determine whether or not they win their various rounds.*
Which students (grade, class, or organization) will be going?	*11th and 12th grade students on the Rock Island Debate Team will be attending.*
How many students in total?	*4*
How many students are currently experiencing academic problems?	*N/A*
Which staff members will be in charge?	*Jeff Duster*
What previous experience has the staff member had in conducting overnight or extended field trips?	*I have taken members of the Debate team on a similar trip for the past decade or so.*
What other staff members will be going?	*N/A*

How many chaperones, in addition to staff members, will be going?	*1*
What are their names and affiliations with the students?	
How many days of school will be missed?	*1 (March 14th)*
How will teachers be advised in advance that the students will be out of school?	*An email notification will be sent out.*
How will missed work be made up?	*Students will contact their teachers in advance. They know that they are responsible for any work that is missed.*
What special assistance will be provided to students with academic problems?	*They can consult with me if they have concerns about their classes.*
What is the destination?	*The IDC State Varsity Tournament at Schaumburg High School*
What will be the mode of transportation? What liability insurance does the carrier have?	*We will be taking the school minibus*
Where will the group be housed and fed?	*Lunch/Dinner is provided at the tournament on both Friday and Saturday. We will stop for lunch on our way to Schaumburg on Friday, March 14th. We are staying at Wingate by Wyndham Schaumburg and breakfast will be provided by the hotel on Saturday morning.*
What enroute or supplementary activities are planned?	*N/A*
What arrangements have been made for dealing with emergency situations?	*All parental contact information is on file along with athletic contracts. There will be medical personnel on site at the tournament.*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*The estimated total cost is $1000 (hotel, tournament, fees, tournament food fees). The cost per student is limited to lunch on Friday and Dinner on Saturday.*
What is the source of funds?	*Debate/Speech Budget*

How will the funds be collected and safeguarded?	*I will hand carry funds to the tournament and Wingate by Wyndham*
How will any shortfall be made up or excess funds used?	*Checks will be made out directly to Illinois Debate Community VAR. The cost of the hotel will be covered by Jeff Duster with the understanding that he will be reimbursed from the Speech/Debate budget upon returning from the competition.*
What provision has been made for students who are financially unable to pay any necessary costs?	*N/A*
How will you communicate to parents prior to, during, and after the trip?	*A letter has already been written and will be sent home and returned by February 6th. Contact information is on hand for emergencies, students will contact parents regarding an exact return time from the tournament.*
List telephone numbers at destination where group will be housed.	*Schaumburg High School: (847) 755-4600, Wingate by Wyndham: (847) 882-5000*
What information will be provided to the media and the community?	*N/A*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Jan 27, 2025 10:33
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*zach.vroman@rimsd41.org*
Type of Trip	*Girls Soccer*
Proposed Departure Date	*Mar 28, 2025*
Return Date	*Mar 29, 2025*
Proposer	*Zach Vroman*
School	*RIHS*
Position	*Girls Soccer Head Coach*
Date By Which Response Is Needed	*Mar 03, 2025*
What is the major place to be visited or event to be attended?	*A soccer game at Garcia ACERO high school on Friday March 28th and a game at De La Salle Academy on Saturday March 29th*
How is the trip related to the educational program of the District?	*Girls Soccer Competition*
In what ways will the students benefit?	*Students will play teams that we do not normally play and students will be able to bond as a team.*
In what ways will the District benefit?	*The district will showcase a fantastic group of student-athletes to an area outside of the Quad Cities.*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*Record and stats*
Which students (grade, class, or organization) will be going?	*Girls Soccer Varsity Team*
How many students in total?	*24*
How many students are currently experiencing academic problems?	*0*
Which staff members will be in charge?	*Head Coach and two Assistant Coaches*
What previous experience has the staff member had in conducting overnight or extended field trips?	*I conducted an overnight field trip for the Boys Soccer team as well.*
What other staff members will be going?	*Susana Williams is the Assistant Coach and another assistant to be named later.*
How many chaperones, in addition to staff members, will be going?	*0*

What are their names and affiliations with the students?	*N/A*
How many days of school will be missed?	*0*
How will teachers be advised in advance that the students will be out of school?	*Not Needed*
How will missed work be made up?	*Won't miss any days of school*
What special assistance will be provided to students with academic problems?	*Won't miss any days of school*
What is the destination?	*Garcia ACERO High School (4248 W. 47th St, Chicago, IL) and De La Salle (3434 S. Michigan Avenue, Chicago, IL)*
What will be the mode of transportation? What liability insurance does the carrier have?	*Athletic Department approved charter bus*
Where will the group be housed and fed?	*TBD*
What enroute or supplementary activities are planned?	*None at this time*
What arrangements have been made for dealing with emergency situations?	*Coaches are district employees and will have Healthy Roster to support any emergency situations.*
If tour guides are involved, what liability insurance do they carry?	*N/A*
What is the estimated total cost and cost per student?	*$1,240*
What is the source of funds?	*Girls Soccer Development Fund*
How will the funds be collected and safeguarded?	*Electronic Payments*
How will any shortfall be made up or excess funds used?	*Fundraising*
What provision has been made for students who are financially unable to pay any necessary costs?	*Students will be given meal money each day*
How will you communicate to parents prior to, during, and after the trip?	*Remind and Facebook Page*
List telephone numbers at destination where group will be housed.	*TBD*
What information will be provided to the media	*Remind updates and Facebook posts on scores and*

and the community?	*activities*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Jan 09, 2025 7:53
Signature of School Board Representative	

Proposal for Overnight/Extended Student Trips

Email Address	*jake.scudder@rimsd41.org*
Type of Trip	*Rock Island Varsity Baseball Spring Trip*
Proposed Departure Date	*Apr 04, 2025*
Return Date	*Apr 05, 2025*
Proposer	*Jake Scudder*
School	*RIHS*
Position	*Head Varsity Baseball Coach*
Date By Which Response Is Needed	*Mar 03, 2025*
What is the major place to be visited or event to be attended?	*Pleasant Plains Baseball Showcase - Pleasant Plains, Illinois.*
How is the trip related to the educational program of the District?	*This trip will give our Student Athletes an opportunity to play competition that we would not normally get to play as well as an opportunity to travel and stay in a different area of the state.*
In what ways will the students benefit?	*They will play different competition, travel outside of the area to play and have the opportunity to play in front of college coaches not from our area.*
In what ways will the District benefit?	*This will allow our student athletes to show their talents in a different part of the state and represent our school district in a positive manner hopefully leaving a lasting impression on opponents and fans from the area.*
How will the trip be evaluated to determine the extent to which these benefits were realized?	*NA*
Which students (grade, class, or organization) will be going?	*Rock Island Varsity Baseball (grades 9-12)*
How many students in total?	*25 or less.*
How many students are currently experiencing academic problems?	*NA*
Which staff members will be in charge?	*Jake Scudder, Sean McCollum, John Barrett*
What previous experience has the staff member had in conducting overnight or extended field trips?	*This will be our 3rd overnight stay with the program.*
What other staff members will be going?	*None*

How many chaperones, in addition to staff members, will be going?	*None*
What are their names and affiliations with the students?	*NA*
How many days of school will be missed?	*Friday - Half Day*
How will teachers be advised in advance that the students will be out of school?	*Via our Student Athletes.*
How will missed work be made up?	*Student Athletes will be responsible for communicating with teachers and getting assigned work.*
What special assistance will be provided to students with academic problems?	*TBA*
What is the destination?	*Pleasant Plains, Illinois*
What will be the mode of transportation? What liability insurance does the carrier have?	*RIHS Activity Bus + MVP Auto Van*
Where will the group be housed and fed?	*TBA*
What enroute or supplementary activities are planned?	*TBA*
What arrangements have been made for dealing with emergency situations?	*Parental contact information will be on hand as well as most parents traveling for the trip.*
If tour guides are involved, what liability insurance do they carry?	*NA*
What is the estimated total cost and cost per student?	*TBA*
What is the source of funds?	*RI Baseball + Athletic Accounts*
How will the funds be collected and safeguarded?	*Athletic Department*
How will any shortfall be made up or excess funds used?	*NA*
What provision has been made for students who are financially unable to pay any necessary costs?	*Rock Island Baseball + Athletics will be covering this trip.*
How will you communicate to parents prior to, during, and after the trip?	*Contact information will be gathered as well as the use of social media.*
List telephone numbers at destination where	*TBA*

group will be housed.	
What information will be provided to the media and the community?	*Our scores from our trip will be posted on social media as well as pictures, etc.*
Athletic Director approval	Approved by Mike Emendorfer
Principal approval	Approved by Jeff Whitaker
Superintendent/Designee approval	Approved by Scott Vance on Jan 23, 2025 14:40
Signature of School Board Representative	

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Date: February 11, 2025
Re: Press Policy Second Reading and Adoption – Issue 117

The Board of Education reviews policies in two readings; the first to discuss the policies and make changes as necessary; and the second to finalize any changes and adopt new policies. The following policies are presented for the Board's second reading and adoption. The policies have been modified due to changes in the law, legal references, and a review to ensure policies are up to date. The Press documentation is attached for this agenda item.

Policy	Description	Recommendation
2:105, Ethics and Gift Ban	The policy and footnotes are updated for continuous improvement.	Adopt
2:110, Qualifications, Term, and Duties of Board Officers	The policy and footnotes are updated. The policy is updated with minor style changes.	Adopt
2:120, Board Member Development	The policy and footnotes are updated to add training on improving student outcomes to mandatory professional development and leadership training for school board members and to make reasonable efforts to provide training to all school personnel, school board members and school resource officers regarding expulsions..	Adopt
2:140, Communications To and From the Board	The policy is unchanged. The footnotes are updated for continuous improvement.	Adopt

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2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	The exhibit is updated: 1. Requiring a Truth and Taxation Notice be posted on or near the top of a district's website for at least 30 consecutive days. 2. Requiring districts to post on their websites a hyperlink to ISBE's Expanded High School Snapshot Report when it becomes available in October 2027. 3. Requiring districts to post on their websites a Title IX notice of nondiscrimination; 4. Requiring districts to allow the public to inspect Title IX training materials upon request; 5. Requiring districts to post on their websites teacher vacancies in subject shortage areas for employment ending no later than 6-30-27. 6. Requiring districts to post on their websites the Type 1 diabetes informational material that ISBE makes available on its website; 7. Renumbered and requiring districts to post on their websites information on class size that they annually report to ISBE. 8. Continuous improvement.	Adopt
3:60-E, Event Reporting and Notice Requirements for	The exhibit is requiring the Superintendent or designee to report firearm and drug-related incidents on	Adopt

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Building Principals Concerning School Safety and Security	school grounds to ISBE no later than July 31 annually.	
4:10, Fiscal and Business Management	The policy is unchanged. The footnotes are updated, extending the time period during which a district may transfer money from specified funds for any purpose through 6-30-26.	Adopt
4:30, Revenue and Investments	The policy and footnotes are updated. The policy is updated in response to: 1. Public Funds Investment Act (PFIA) which extends the maturity timeframe for investments in obligations of U.S. corporations with assets exceeding $500M from 3 years to 10 years, provided that certain conditions are met; 2. Requiring a public agency to consider the financial institution's record and current level of financial commitment to its local community when deciding whether to deposit public funds in that financial institution; 3. Addressing requirements related to deposits in financial institutions subject to the federal Community Reinvestment Act of 1977. The footnotes are updated for the reasons stated immediately above and to:	Adopt

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	1. add certain authorized investments and; 2. requiring investment managers to make certain disclosures about sustainability factors before being awarded a contract.	
4:40, Incurring Debt	The policy is unchanged. The footnotes are updated in response exempting from a district's statutory debt limitation certain bond indebtedness for bonds authorized by an election held on or after 11-5-24.	Adopt
4:60, Purchases and Contracts	The policy, Legal References, and footnotes have been renumbered and are updated in response to 105 ILCS 5/10-20.86: Community input on local assessments.	Adopt
4:150, Facility Management and Building	The policy, Legal References, and footnotes are updated. The policy is to increase the threshold amount for board approval of renovations or permanent alterations to buildings or grounds to $17,500 in alignment with the $35,000 bidding threshold. The Legal References are updated with a style change. The footnotes are also updated in response to: 1. Equitable Restrooms Act 2. 105 ILCS 5/10-22.36: no longer requiring a referendum for the purchase, construction, or building of a building for classroom or instructional use if, prior to the building or purchase, the board adopts a resolution finding the building or purchase will result	Adopt

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	in an increase in preK or kindergarten space in the district; and 3. Continuous improvement.	
4:160, Environmental Quality of Buildings and Grounds	The policy is unchanged. The footnotes are updated, to compile and web post resources on indoor air quality for schools.	Adopt
4:170, Safety	The policy and footnote 9 are updated requiring at least one automated external defibrillator (AED) to be present at all attendance centers during the school day.	Adopt
4:170-AP1, Comprehensive Safety and Security Plan	The procedure is updated requiring districts to: 1. Annual review procedures regarding its cardiac emergency response plan 2. Requiring ISBE to create a reporting mechanism for annual school safety review compliance reports; 3. Requiring district threat assessment teams to include at least one law enforcement official and cross-disciplinary representatives directly familiar with student and staff mental and behavior health needs: and 4. Requiring ISBE to draft and public guidance for school bus safety procedures by 7-1-25; and 5. Continuous improvement.	Adopt

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4:190, Targeted School Violence Prevention Program	The policy is unchanged. The footnotes are updated to include at least one law enforcement official and cross-disciplinary representatives directly familiar with student and staff mental and behavioral health needs.	Adopt
4:190-AP2, Threat Assessment Team (TAT)	The procedure is updated for the reasons stated in 4:190, *Targeted School Violence Prevention Program*, above.	Adopt
5:10, Equal Employment Opportunity and Minority Recruitment	The policy, Legal References, and footnotes are updated. The policy and footnotes now prohibiting discrimination on the basis of an employee's *reproductive health decisions*; and prohibiting discrimination on the basis of an employee's *family responsibilities*.	Adopt
5:20, Workplace Harassment Prohibited	The policy and footnotes are updated prohibiting discrimination on the basis of an employee's *reproductive health decisions*; prohibiting discrimination on the basis of an employee's *family responsibilities*; and 2024 Title IX regulations. The footnotes are also updated in response to Equal Employment Opportunity Commission *Enforcement Guidance on Harassment in the Workplace,* and for continuous improvement.	Adopt
5:30, Hiring Process and Criteria	The policy is unchanged. The Legal References are updated in response to a minor style change. The footnotes are updated, restricting employers from imposing work authorization verification or re-verification requirements	Adopt

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	greater than what is required by federal law, and for continuous improvement.	
5:30-AP2, Investigations	The procedure is updated for the reasons stated in 5:30, *Hiring Process and Criteria,* above.	Adopt
5:35, Compliance with the Fair Labor Standards Act	The policy is unchanged. The Legal References and footnotes are updated. The Legal References are updated with a minor style change. The footnotes are updated revising the salary threshold for exempt employees, and for continuous improvement.	Adopt
5:35-AP1, Fair Labor Standards Act Exemptions	The procedure is updated, revising the salary threshold for exempt employees, and for continuous improvement.	Adopt
5:90, Abused and Neglected Child Reporting	The policy and footnote 4 are updated, removing the requirement for mandated reporters to confirm their oral reports in writing to DCFS, and for continuous improvement.	Adopt
5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest	The policy and footnotes are updated, changing the term *guidance counselor* to *school counselor*, and permitting school counselors to accept payment from an institution of higher education for the travel, lodging, food, and beverage costs the guidance counselor incurs for attending an educational or military program at the institution of higher education. The footnotes are also updated for continuous improvement.	Adopt
5:125, Personal Technology and Social Media; Usage and Conduct	The policy and footnotes are updated for continuous improvement. The footnotes are also updated in response to updated footnote content in 8:10, *Connection with the Community*.	Adopt

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5:150, Personnel Records	The policy is unchanged. Footnote 2 is updated granting employees the ability to inspect, copy, and receive copies of personnel records at least two times per calendar year. The footnotes are also updated for continuous improvement.	Adopt
5:150-AP, Personnel Records	The procedure and footnotes are updated, adding a definition of *pay stub*.	Adopt
5:150-E, Employee Request Form for Personnel Records	**NEW.** The exhibit is created in response to the PRRA, 820 ILCS 40/2, permitting employees to make written requests to inspect, copy, and receive copies of certain personnel file contents at least two times per calendar year.	Adopt
5:230, Maintaining Student Discipline	The policy, Legal References, and footnotes are updated, defining *corporal punishment* and prohibiting its use in all circumstances. The policy and footnotes are also updated to delete references to *certificated* employees, so that only references to *licensed* employees remain.	Adopt
6:20, School Year Calendar and Day	The policy is unchanged. The footnotes are updated, modifying certain requirements related to the approval and renewal of district e-learning programs, and for continuous improvement.	Adopt
6:20-AP, Remote and/or Blended Remote Learning Day Plan(s)	The procedure is updated for the reasons stated in 6:20, *School Calendar and Day*, above.	Adopt
6:60, Curriculum Content	The policy, Legal References, and footnotes are updated, requiring boards, by 7-1-25, to either implement or opt-out of: (1) career exploration and development activities in grades 6-12	Adopt

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	in accordance with a State framework, and (2) College and Career Pathway Endorsements. The policy and footnotes are also updated in response to: 1. Adding worker safety in high- way construction and maintenance zones to the topics that must be covered in a driver education course; 2. Comprehensive Health Education Program (CHEP), expanding mandated instruction on the dangers of fentanyl to grades 6-12; and 3. Requiring instruction on climate change beginning in the 2026-2027 school year; and 4. Continuous improvement.	
6:60-AP1, Comprehensive Health Education Program	The procedure is updated, expanding mandated instruction on the dangers of fentanyl to grades 6-12; and requiring instruction on alcohol and drug use and abuse to be age and developmentally appropriate, and allowing such instruction to include information from the *Substance Use and Recovery Substance Guide*, available on ISBE's website.	Adopt
6:65, Student Social and Emotional Development	The policy is unchanged. Footnote 6 is updated, permitting districts to provide	Adopt

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	students with at least 20 minutes per week of *relaxation activities* and for continuous improvement.	
6:135, Accelerated Placement Program	The policy and footnotes are updated in response to: 1. Defining *advanced academic program*; 2. Permitting a district's accelerated placement policy to include or incorporate procedures to promote equity; 3. To only require automatic enrollment into the next most rigorous level of advanced coursework for a student who <u>exceeds</u> State standards; 4. Requiring that by no later than the beginning of the 2027-28 school year, districts require automatic enrollment into the next most rigorous level of advanced coursework to a student who <u>meets</u> State standards; 5. Permitting a district's accelerated placement policy to allow for the waiver of a course or unit of instruction completion requirement; 6. Requiring a district's accelerated placement policy to include a process for notifying parents/guardians in writing of a student's eligibility for enrollment in accelerated courses.	Adopt

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6:135-AP, Accelerated Placement Program Procedures	The procedure is updated to reflect changes in 6:135.	Adopt
6:270, Guidance and Counseling Program	The policy and footnotes are updated, clarifying and expanding the list of what services may be included within school counseling, and for continuous improvement.	Adopt
6:340, Student Testing and Assessment Program	The policy is unchanged. The footnotes are updated, requiring that student profile information collected by ISBE when assessing secondary schools be made available to Illinois public institutions of higher education; and incorporating the definition of *advanced academic program* and continuous improvement.	Adopt
7:10, Equal Educational Opportunities	The policy and footnotes are updated. The policy language in paragraph 1 and footnote 5 are updated to prohibit discrimination based on *reproductive health decisions*; to more comprehensively reflect categories protected by the IHRA by prohibiting discrimination based on *military status* and *unfavorable military discharge*. The policy language in the **Sex Equity** subheading and footnotes 3 and 10 are updated in response to final regulations implementing Title IX of the Education Amendments of 1972 (Title IX).	Adopt

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	Footnote 8 is updated, requiring districts to survey students every four years about their athletic interests.	
7:100, Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students	The policy, Legal References, and footnotes are updated. The policy and footnotes are updated, removing the requirement for districts to provide informational materials on meningococcal disease and meningococcal vaccinations. The Legal References are updated, renaming the Part to Control of Notifiable Diseases and Conditions Code.	Adopt
7:160, Student Appearance	The policy is unchanged. The footnotes are updated in response to ISBE's Guidance on *Display of Graduation Attire and Inclusion of Culturally Appropriate Regalia*. Optional language in Footnote 2 is updated for continuous improvement and to align with changes made to optional language in footnote 10 of 7:165, *School Uniforms*.	Adopt
7:165, School Uniforms	The policy is unchanged. The footnotes are updated for continuous improvement.	Adopt
7:180, Prevention of and Response to Bullying, Intimidation, and Harassment	The policy and footnotes are updated. The policy language is changed from *sexual harassment* to *sex discrimination;* in response to final regulations implementing Title IX. Footnote 1 with links to ISBE's *Racism- Free Schools Law and Bullying Prevention Data Collection Guidance* (8-7-24) and *Bullying Racism Free Schools Data Collection Template*.	Adopt

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7:190-AP1, Student Handbook – Hazing Prohibited	The procedure is updated, providing that consent to hazing is not a defense to prosecution for hazing.	Adopt
7:190-AP4, Use of Isolated Time- Out, Time-Out, and Physical Restraint	The procedure is updated, prohibiting the use of prone physical restraint.	Adopt
7:190-AP7, Student Discipline Guidelines	**REFORMATTED.** The procedure and footnotes are updated, requiring districts to make reasonable efforts to provide ongoing professional development to "all school personnel, school board members, and school resource officers" on various topics, now including trauma-responsive learning environments, and for continuous improvement.	Adopt
7:190-AP8, Student Re-Engagement Guidelines	**REFORMATTED.** The procedure is updated, requiring districts to provide appropriate and available support services to students who are suspended out-of-school for 4 or more school days, and for continuous improvement.	Adopt
7:190-E2, Student Handbook Checklist	The exhibit is updated in response to: Final regulations implementing Title IX; deleting the requirement for districts to distribute informational material on meningococcal disease and meningococcal vaccinations; and updates made to the Ill. Principals Association's *Model Student Handbook*.	Adopt
7:200, Suspension Procedures	**REFORMATTED.** The policy and footnotes are updated for the reasons set forth in 7:190-AP8, *Student Re-Engagement Guidelines*, above.	Adopt

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7:200-E2, Long Term Out-of- School Suspension (4-10 Day) Reporting Form	The exhibit is updated for the reasons set forth in 7:190-AP8, *Student Re-Engagement Guidelines*, above.	Adopt
7:340-AP1, School Student Records	The procedure is updated, requiring schools to purge a Child Protective Service Unit's final finding report in accordance with the Ill. School Student Records Act.	Adopt
8:10, Connection with the Community	The policy and footnotes are updated in response to the U.S. Supreme Court case *Lindke v. Freed*, 601 U.S. 187 (2024), addressing government official speech on social media, and for continuous improvement.	Adopt

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School Board

Ethics and Gift Ban [1]

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]
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity. [3]
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.

DRAFT

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

[1] The State Officials and Employees Ethics Act (SOEEA) (5 ILCS 430/) requires a policy on this subject matter and controls its content. 5 ILCS 430/70-5~~, amended by P.A. 101-221~~. This policy contains items on which collective bargaining may be required. Any policy that impacts wages, hours, or terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. This policy concerns an area in which the law is unsettled.

The Ill. Attorney General developed a model ethics ordinance to assist units of local government and school districts. See https://illinoisattorneygeneral.gov/Open-and-Honest-Government/Ethics-in-the-OAG/Ethics-Ordinance ~~www.ag.state.il.us/government/ethics_ordinance.html~~. The model ordinance provides that the local governmental entity will enforce the policy through quasi-criminal proceedings or through hiring an attorney to prosecute violators. These penal enforcement provisions present an obvious difficulty for school districts – the legislature has **not** granted school districts the power to adopt penal ordinances and penalties. This sample policy, while based on the Attorney General's model ordinance, does **not** contain penal provisions and penalties, and it does **not** contemplate the hiring of an attorney to prosecute violators.

[2] In addition to constitutional free speech rights, two State laws must be considered when enforcing the SOEEA. The first law, the Local Governmental Employees Political Rights Act (50 ILCS 135/), prohibits: (1) districts from inhibiting or prohibiting employees in the exercise of their political rights, and (2) employees from using their employment to coerce or inhibit others in the free exercise of their political rights and from engaging in political activities while at work. The other law, the Personnel Record Review Act (820 ILCS 40/9), prohibits districts from gathering records about an employee's political activities unless the activities interfere with the performance of work duties or could cause the district financial liability.

[3] The term *use* in Item #2 is based on the Ill. Attorney General's model ordinance; it is arguably broader than the SOEEA, which prohibits board members and district employees from intentionally *misappropriating* district property in connection with prohibited political activities. 5 ILCS 430/5-15(a)-(b). Some attorneys advise that a board member's mere presence on district property while engaging in a political activity on their own time (such as circulating an election petition at a school athletic event) is not a misappropriation of district property, and therefore does not violate the SOEEA. Consider that the term *use* may be easier to practically apply as a standard. Consult the board attorney for guidance on this issue. If the board wants Item #2 to match the SOEEA standard, substitute "misappropriate" in place of "use."

The Election Interference Prohibition Act prohibits the use of public funds to "urge any elector to vote for or against any candidate or proposition." 10 ILCS 5/9-25.1. Spending within the statutory definition of public funds to disseminate facts to the public is permitted under section 9-25.1 and is not *electioneering*. Consequently, a district should not become a political committee by spending funds to disseminate facts. 10 ILCS 5/9-1.14, legislatively overturning Citizens Organized to Save the Tax Cap v. State Bd. of Elections, Northfield Twp. High Sch. Dist., 392 Ill.App.3d 392 (1st Dist. 2009). Consult the board attorney for advice.

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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 any activity that: (1) is otherwise appropriate as part of his or her official duties, or (2) is undertaken by the individual on a voluntary basis that is not prohibited by this policy.

Limitations on Receiving Gifts [4]

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee,[5] 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 fundraising event in support of a political organization or candidate.

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[4] 5 ILCS 430/10-10 through 10-30 (Gift Ban); 30 ILCS 708/ (Grant Accountability Transparency Act) (GATA); and 2 C.F.R. §200.318(c)(1)(uniform federal procurement standards prohibit board members from soliciting or accepting gratuities, favors, or anything of monetary value from a contractor performing work under a contract supported by a federal grant award). GATA adopts the uniform federal rules for State agencies' administration of eligible State and federal grants.

Generally, 2 C.F.R. §200.318(c)(1) prohibits employees, officers, ~~or~~ agents, and board members of a school district from participating in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent *conflict of interest*. For more discussion on conflict of interest, see sample policy 2:100, *Board Member Conflict of Interest*. Specifically, 2 C.F.R. §200.318(c)(1) requires school districts to "set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value (*standards*)," along with "disciplinary actions to be applied for violations (*disciplinary actions*)" without defining *nominal value*.

To avoid confusion and because 2 C.F.R. §200.318(c)(1) provides flexibility to school boards regarding setting *standards* and *disciplinary actions*, sample policy 2:100, *Board Member Conflict of Interest*, refers to this sample policy's subheads: **Limitations on Receiving Gifts** in the ~~Ethics Act~~SOEEA at 5 ILCS 430/10-10 – 10-30 (for the federal regulation's *standards*), and **Enforcement** at 5 ILCS 430/50-5 (discussing the specific penalties available under the ~~Ill. Ethics Act~~SOEEA for the federal regulation's *disciplinary actions*).

If a board wishes to develop further *standards* and *disciplinary actions* than the Gift Ban section of the SOEEA requires, consult the board attorney.

For further discussion, see the *Grant Accountability and Conflicts of Interest* section in the Ill. Council of School Attorneys' publication, **Answers to FAQs, Conflict of Interest and Incompatible Offices** at:

www.iasb.com/law/COI_FAQ.pdf.

[5] 105 ILCS 5/22-93, added by P.A. 102-327 and renumbered by P.A. 102-813, and amended by P.A. 103-1020, bans high school ~~guidance~~ counselors from intentionally soliciting or accepting gifts from a *prohibited source*, narrowly defined as "any person who is employed by an institution of higher education or is an agent or spouse of or an immediate family member living with a person employed by an institution of higher education." Id. Exceptions exist for certain circumstances, e.g., gifts from a relative or based on a personal friendship, and certain travel costs paid by an institution of higher education for a school counselor's attendance at an educational or military program at that institution of higher education. A school~~guidance~~ counselor does not violate this law if he or she promptly takes reasonable action to return the gift to the prohibited source or donates the gift or an amount equal to its value to a tax-exempt charity. Id.

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4. Educational materials and missions. [6]
5. Travel expenses for a meeting to discuss District business. [7]
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 from 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 26 U.S.C. §501(c)(3).

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[6] See 2 Ill.Admin.Code §1620.700(a) for an example of a definition of "educational materials and missions."

[7] See Id. at (b) for an example of a definition of "travel expenses to discuss State business."

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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.[8] 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. [9]

Definitions [10]

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.

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[8] This provision is consistent with sample policy 2:160, *Board Attorney*.

[9] The Ill. Attorney General's model ethics ordinance includes the specific penalties from the ~~Ethics Act~~SOEEA. 5 ILCS 430/50-5. Elsewhere the ~~Act~~SOEEA states that a "governmental entity **may** provide in [its] ordinance or resolution … for penalties similar to those provided in this Act for similar conduct." 5 ILCS 430/70-10. Thus, school boards do not need to enact policy containing criminal sanctions. Rather, as provided in this sample policy, violations can be referred to the State's Attorney.

The Ill. Attorney General's guidance document provides for the unit of local government to use an Ethics Commission to manage complaints. A board that wants to use an Ethics Commission should replace this paragraph, after the first sentence, with the following:

> As soon as possible after a complaint is filed, the Superintendent shall appoint a 3-member Ethics Commission. If the Superintendent is the subject of the complaint, the Board President shall perform this duty. Commission members may be any District resident, except that no person shall be appointed 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. If the Commission finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or recommend disciplinary action for the employee.

[10] The definitions contained in this policy are all from 5 ILCS 430/1-5 with minor adaptations.

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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.[11]

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;
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;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

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.

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[11] The ~~Ethics Act~~SOEEA prohibits employees from engaging in political activities on *compensated time* but does not define the term. *Compensated time* is easy to determine for employees with fixed working hours. Determining *compensated time* for a salaried employee who does not have obligatory hours of attendance is more difficult. For this reason, the term *compensated time* should include both the time when the employee is physically present on district premises as well as any other time when the employee is engaged in official duties.

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Complaints of Sexual Harassment Made Against Board Members by Elected Officials [12]

Pursuant to the State Officials and Employees Ethics Act (5 ILCS 430/70-5), members of the Board and other elected officials are encouraged to promptly report claims of sexual harassment by a Board member. Every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available. If the official feels comfortable doing so, he or she should directly inform the individual that the individual's conduct or communication is offensive and must stop.

Board members and elected officials should report claims of sexual harassment against a member of the Board to the Board President or Superintendent. If the report is made to the Superintendent, the Superintendent shall promptly notify the President, or if the President is the subject of the complaint, the Vice President. Reports of sexual harassment will be confidential to the greatest extent practicable.[13]

When a complaint of sexual harassment is made against a member of the Board by another Board member or other elected official, the Board President shall appoint a qualified outside investigator who is not a District employee or Board member to conduct an independent review of the allegations. If the allegations concern the President, or the President is a witness or otherwise conflicted, the Vice President shall make the appointment. If the allegations concern both the President and Vice President, and/or they are witnesses or otherwise conflicted, the Board Secretary shall make the appointment. The investigator shall prepare a written report and submit it to the Board. [14]

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[12] Required. Under SOEEA, school districts must, by resolution, amend their sexual harassment policies "to provide for a mechanism for reporting and independent review of allegations of sexual harassment made against an elected official of the governmental unit by another elected official of a governmental unit." 5 ILCS 430/70-5~~, amended by P.A. 101-221~~. This policy includes both elected and appointed board members to effectuate the intent of the law, to comprehensively address sexual harassment in the workplace, and for consistent treatment. The statute does not address whether the *independent review* must or may be limited to a board member's conduct in his or her official capacity, or if it can extend to a board member's behavior in his or her individual capacity. Consult the board attorney for advice. See sample policy 5:20, *Workplace Harassment Prohibited*, and its f/ns for information about what types of conduct may rise to the level of unlawful sexual harassment under federal and State laws. This policy only addresses the requirements of the SOEEA; it does not address harassment complaints made by employees or other non-elected individuals against board members. Such complaints may be processed under sample policy 2:260, *Uniform Grievance Procedure*, or, if the allegations involve Title IX sexual harassment, sample policy 2:265, *Title IX Sexual Harassment Procedure*. See sample policy 2:260, *Uniform Grievance Procedure*, at f/ns 1 and 6.

Unlike employees, board members are not legally required to take sexual harassment prevention training; however, it is a best practice. The Ill. Dept. of Human Rights offers a free online training module. See sample policy 5:20, *Workplace Harassment Prohibited*, at f/n 4 for more information.

[13] The Open Meetings Act (OMA) does not provide a specific exemption for discussion of complaints against a member of a public body in closed session. 5 ILCS 120/2(c)(1)~~, amended by P.A. 101-459~~.

[14] 5 ILCS 430/70-5(a)~~, amended by P.A. 101-221~~. The law requires governmental units, including school districts, to conduct an *independent review* of allegations of sexual harassment made against an elected official by another elected official; however, that term is not defined. Consult the board attorney about how to investigate such complaints.

For boards that wish to authorize the superintendent to appoint the outside investigator in these cases, substitute "Superintendent" for "Board President" in the first sentence, delete the second and third sentences in the paragraph, and delete the Cross Reference to policy 2:110, *Qualifications, Term, and Duties of Board Officers*.

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If a Board member has engaged in sexual harassment, the matter will be addressed in accordance with the authority of the Board. [15]

The Superintendent will post this policy on the District website and/or make this policy available in the District's administrative office. [16]

LEGAL REF.: 105 ILCS 5/22-93.
5 ILCS 430/, State Officials and Employees Ethics Act.
10 ILCS 5/9-25.1, Election Interference Prohibition Act.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:260 (Uniform Grievance Procedure), 4:60 (Purchases and Contracts), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest)

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[15] A board's ability to address the harassing behavior of a board member is relatively limited because it does not have the legal authority to remove one of its members. See sample policy 2:60, *Board Member Removal from Office*, and its footnotes for more information about board member removal. Consult the board attorney when dealing with a claim of sexual harassment by a board member to discuss enforcement options, as well as the accused board member's participation in any decisions regarding the complaint.

[16] This paragraph is optional, but it aligns with the intent of P.A. 101-221. See f/n 1~~2~~0, above.

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School Board

Qualifications, Term, and Duties of Board Officers [1]

The School Board officers are: President, Vice President, Secretary, and Treasurer.[2] These officers are elected or appointed by the Board at its organizational meeting.

President [3]

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

1. Preside at all meetings;
2. Focus the Board meeting agendas on appropriate content;
3. Make all Board committee appointments, unless specifically stated otherwise; [4]
4. Attend and observe any Board committee meeting at his or her discretion; [5]
5. Represent the Board on other boards or agencies;
6. Sign official District documents requiring the President's signature, including Board minutes and Certificate of Tax Levy;
7. Call special meetings of the Board;
8. Serve as the head of the public body for purposes of the Open Meetings Act (OMA) and Freedom of Information Act; [6]

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[1] State law controls this policy's content. Selection of officers must be in open session. 5 ILCS 120/2. Board officer vacancies are discussed in *Answers to FAQs: Vacancies on the Board of Education*, Ill. Council of School Attorneys, www.iasb.com/law/vacancies.cfm.

[2] Districts governed by a board of directors have three officers: a president, clerk, and treasurer. The president and clerk must be board members. 105 ILCS 5/10-5. While there is no prohibition on a board member simultaneously serving in two officer positions, doing so may create either the appearance of impropriety or a compliance issue for purposes of fraud protocols. Consult the board attorney for further guidance and/or request that the board member consult his or her own attorney.

[3] 105 ILCS 5/10-13. The board, by resolution may decrease to one year the term of office for the president.

Of the listed duties, only the following are imposed by law: #1, preside at meetings (Id.); #6, sign minutes (105 ILCS 5/10-7) and sign certificate of tax levy (105 ILCS 5/17-11); #7, call special meetings (105 ILCS 5/10-16); and #8, serve as *head of the public body* for Open Meetings Act (OMA) and Freedom of Information Act (FOIA) purposes (5 ILCS 120/7(e)(2) and 140/2(e)).

[4] Alternatively, strike the "unless" clause and substitute: "subject to Board approval." Be sure this treatment is consistent with policy 2:150, *Committees*.

[5] Optional. A board that wants the president to participate in committee meetings may use the following alternative: "Be a member of all Board committees." Using this alternative, the president would be counted to determine the number of members that constitutes a quorum for each board committee meeting. If a board would like the superintendent to attend any or all meetings of a board committee, it should consider asking the superintendent to be a committee resource person (or other such title) rather than an ex-officio member of the board committee itself. That way, the superintendent will not count to determine the number of committee members that constitutes a quorum.

[6] The *head of the public body* or its attorney may request an advisory opinion from the Ill. Atty. Gen. Public Access Counselor (PAC) concerning compliance with OMA or FOIA. 5 ILCS 120/3.5(h) and 5 ILCS 140/9.5(h). FOIA defines *head of the public body* to mean *president* or "such person's duly authorized designee." 5 ILCS 140/2(e). Preliminary drafts, notes, recommendations, memoranda, and other records in which opinions are expressed, or policies are formulated, lose this exemption from disclosure if a relevant portion of a requested record is publicly cited and identified by the *head of the public body*. 5 ILCS 140/7(1)(f).

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9. Ensure that a quorum of the Board is physically present at all Board meetings, except as otherwise provided by ~~the Open Meetings Act~~OMA; [7]
10. Administer the oath of office to new Board members; [8]
11. Serve as or appoint the Board's official spokesperson to the media; [9]
12. Except when the Board President is the subject of a complaint of sexual harassment, a witness, or otherwise conflicted, appoint a qualified outside investigator to conduct an independent review of allegations of sexual harassment made against a Board member by another Board member or elected official; and [10]
13. Ensure that all fingerprint-based criminal history records information checks, screenings, and sexual misconduct related employment history reviews (EHRs) required by State law and policy 5:30, *Hiring Process and Criteria*, are completed for the Superintendent. [11]

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. [12]

Vice President [13]

The Board elects a Vice President from its members for a two-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.

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[7] Optional. Requiring the president to monitor the presence of a quorum assists compliance with OMA's mandate that a quorum be physically present at all board meetings, except as otherwise provided by OMA. 5 ILCS 120/7.

[8] Optional. Omit this duty if policy 2:80, *Board Member Oath and Conduct*, provides that the board member oath is given by other means.

[9] See sample policy 8:10, *Connection with the Community*, and its f/ns 1, 3, and 4, regarding the board president's role as the board's official spokesperson.

[10] See sample policy 2:105, *Ethics and Gift Ban*, **Complaints of Sexual Harassment Made Against Board Members by Elected Officials** subhead. 5 ILCS 430/70-5(a) requires school districts to amend their sexual harassment policies "to provide for a mechanism for reporting and independent review of allegations of sexual harassment made against an elected official of the governmental unit by another elected official of a governmental unit." If the board has chosen to have the Superintendent appoint an outside investigator in these cases (see sample policy 2:105, *Ethics and Gift Ban*, at f/n 12), remove item 12 from the list of board president duties and delete the Cross Reference to policy 2:105, *Ethics and Gift Ban*.

[11] See the subhead entitled **Screening** in sample policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, and the subheads entitled **Investigations** and **Sexual Misconduct Related Employment History Review** in sample policy 5:30, *Hiring Process and Criteria*.

[12] 105 ILCS 5/10-13.1 states that the "vice-president shall perform the duties of the president if there is a vacancy in the office of president or in case of the president's absence or inability to act …." However, an earlier enacted statute calls for the appointment of a *president pro tempore* if the president is absent from any meeting or refuses to perform his or her duties, and specifies that the "vice-president, if the board elects such officer, shall be appointed the president pro tempore." 105 ILCS 5/10-13. This policy resolves any confusion by implementing the latter enacted statute and stating that the vice president fills a vacancy in the presidency.

[13] 105 ILCS 5/10-13.1. The board by resolution may decrease to one year the term of office for the vice president.

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Secretary [14]

The Board elects a Secretary for a two-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.[15] 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 official 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 [16]

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. [17]

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

[14] 105 ILCS 5/10-14. The board by resolution may decrease to one year the term of office for the secretary. In districts governed by a board of directors, a clerk who is a board member performs these duties. 105 ILCS 5/10-5. The policy's provisions regarding compensation are required by 105 ILCS 5/10-14 (governs secretaries who are board members and non-board members) and by 50 ILCS 145/2 (governs secretaries who are board members).

Of the listed duties, only the following are imposed by law: #1, board meeting minutes (105 ILCS 5/10-7; see sample policy 2:220, *School Board Meeting Procedure*, for the requirements for minutes); #3, records board's official acts and submits them to the treasurer (105 ILCS 5/10-7); #4, treasurer's report (105 ILCS 5/10-8); #5, local election official (see f/ns 2 and 7 of sample policy 2:30, *School District Elections*); #6, public inspection of the budget (105 ILCS 5/17-1).

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" in item #4 with "appropriate Intermediate Service Center Executive Director."

[15] 105 ILCS 5/10-14 and 50 ILCS 145/2.

[16] This section is optional.

[17] To allow attendance by video or audio means, a board must adopt policy language conforming to the restrictions in OMA. 5 ILCS 120/2.01 and 120/7. See subhead **Quorum and Participation by Audio or Video Means** in sample policy 2:220, *School Board Meeting Procedure*, and its f/n 31.

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Treasurer [18]

The Treasurer of the Board shall be either a member of the Board who serves a one-year term or a non-Board member who serves at the Board's pleasure.[19] A Treasurer who is a Board member may not be compensated.[20] A Treasurer who is not a Board member may be compensated provided it is established before the appointment.[21] The Treasurer must: [22]

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: [23]

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.

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[18] This section is for: (1) districts in a Class I county (all counties except Cook Co.), or (2) a Class II county (Cook Co.) district that has withdrawn from the authority of the township treasurer or is located in a township in which the office of township treasurer was abolished. 105 ILCS 5/5-1(a) defines Class I county school units as districts in counties with less than 2,000,000 inhabitants. A board that withdraws from the authority of the township treasurer may appoint a township treasurer to serve as its school treasurer, and it may enter into a contractual or intergovernmental agreement with an appointed school treasurer for school treasurer services. 105 ILCS 5/5-1(d), added by P.A. 103-790. Those districts in Cook Co. (Class II county) under the authority of the trustees of schools of the township and the township treasurers should use this alternative: "Qualifications, appointment, and duties of the Treasurer for the School District shall be as provided in the School Code." See 105 ILCS 5/8-1(a), amended by P.A. 103-790, for how the township treasurer is appointed and the term of office; duties are found in 105 ILCS 5/8-2, 5/8-5, 5/8-6, 5/8-7, 5/8-16, and 5/8-17. For districts in a Class II county, in the Legal References insert "5/8-5" before "5/8-6" and insert "5/8-7" after "5/8-6."

[19] 105 ILCS 5/8-1(b). The treasurer's term of office is two years if the district is located in a Class II county (Cook Co.) that was under the jurisdiction and authority of the township treasurer and township trustees of schools at the time those offices were abolished. 105 ILCS 5/8-1(c). Those boards should use the following alternative:

The Treasurer of the Board shall serve a two-year term beginning and ending on the first day of July.

[20] 105 ILCS 5/8-1(b) and (c).

[21] 105 ILCS 5/8-3.

[22] Qualification #1 is required for treasurers in a Class I county or Class II county (Cook Co.) that withdrew from the authority of the township treasurer and township trustees of schools. 105 ILCS 5/8-1(b). This sample policy makes it applicable to Class II county (Cook Co.) districts that were under the authority of the township treasurer and township trustees of schools at the time those offices were abolished.

Qualification #2 is required for treasurers in a Class I county or Class II county (Cook Co.) that withdrew from the authority of the township treasurer and township trustees of schools. 105 ILCS 5/8-1(b). Districts in a Class II county (Cook Co.) that were under the authority of the township treasurer and township trustees of schools at the time those offices were abolished should replace this qualification as follows: "2. Not be the District Superintendent." 105 ILCS 5/8-1(c).

Qualification #3 is required for treasurers in a Class I county. 105 ILCS 5/8-1(d). This qualification should be replaced by the following for districts in a Class II county (Cook Co.): "Upon being appointed for his or her first term, be a certified public accountant or a certified chief school business official as defined in the School Code; experience as a township treasurer in a Class II county school before July 1, 1989 is deemed equivalent." 105 ILCS 5/8-1(e).

[23] 105 ILCS 5/8-2, amended by P.A. 103-49, 5/8-6, 5/8-7, and 5/8-16.

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LEGAL REF.: 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, 5/10-21.9, 5/17-1, 5/21B-85, and 5/22-94.
5 ILCS 120/7, Open Meetings Act.
5 ILCS 420/4A-106, Ill. Governmental Ethics Act.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:105 (Ethics and Gift Ban), 2:150 (Committees), 2:210 (Organizational School Board Meeting), 2:220 (School Board Meeting Procedure), 5:30 (Hiring Process and Criteria)

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School Board

Board Member Development [1]

The School Board desires that its individual members learn, understand, and practice effective governance principles.[2] 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 [3]

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 and leadership training in: (1) education and labor law;~~,~~ (2) financial oversight and accountability;~~,~~ (3) fiduciary responsibilities;~~,~~ ~~and~~ (4) trauma-informed practices for students and staff; and (5) improving student outcomes, within the first year of his or her first term. [4]
2. Each Board member must complete training on the Open Meetings Act (OMA) 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 OMA~~the Open Meetings Act~~ is only required once. [5]
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

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[1] State law governs the mandatory board member training provisions in this sample policy.

[2] The Ill. Association of School Boards (IASB) *Foundational Principles of Effective Governance* is available online at: www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/~~www.iasb.com/principles.cfm~~.

[3] A board may omit the description of mandatory training requirements by deleting "~~that are described below~~" and deleting the numbered list. IASB is an authorized provider of all mandatory trainings for school board members. To view IASB online trainings, see www.iasb.com/conference-training-and-events/training/online-learning/.

[4] 105 ILCS 5/10-16a, amended by P.A.s 102-638 and 103-771, eff. 6-1-25. See 105 ILCS 5/10-16a(b-5) for the required and recommended elements of the training regarding trauma-informed practices. See 105 ILCS 5/3-11, amended by P.A. 103-413, ~~eff. 1-1-24,~~ for the definitions of *trauma*, *trauma-responsive learning environments* (including *trauma aware*, *trauma responsive*, and *healing centered*), and *whole child*. Training on improving student outcomes "must include information that is relevant to and within the scope of the duties of a school board member." 105 ILCS 5/10-16a(b-10), added by P.A. 103-771, eff. 6-1-25.

[5] 5 ILCS 120/1.05(b) and (c).

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using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date. [6]

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. [7]

Professional Development; Adverse Consequences of School Exclusion; Student Behavior [8]

The Board President or Superintendent, or their designees, ~~will~~shall make reasonable efforts to provide ongoing professional development to Board members about the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14,[9] adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments,[10] appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.

Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement. [11]

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[6] 105 ILCS 5/24-16.5. This mandatory training requirement was phased-in as districts implemented evaluations that incorporate student growth as a significant factor, otherwise known as Performance Evaluation Reform Act (PERA) evaluations. The implementation timeline for PERA evaluations varied from district to district but all districts had to implement PERA evaluations. A district may use an optional alternative evaluative dismissal process using the PERA evaluation. Before voting on a dismissal based upon an optional alternative evaluative dismissal process, a board member must complete a training program on PERA evaluations. For more information about PERA, see *PERA Overview for School Board Members*, available at:~~-~~ www.iasb.com/policy-services-and-school-law/illinois-laws-affecting-schools/performance-evaluation-reform-act-(pera)/~~www.iasb.com/law/pera.cfm~~.

[7] 105 ILCS 5/10-16a(b) requires each school district to post on its website, if any, the names of all board members who have completed the minimum of four hours of training described in #1. Recognizing that a board may want to highlight all training and development achievements, the sample policy extends this reporting requirement to all training and development activities. For a website reporting template, see sample exhibit 2:120-E2, *Website Listing of Development and Training Completed by Board Members*.

A board may choose to strictly follow the statute by using the following alternative: "The Superintendent or designee shall post on the District website the names of all Board members who have completed the professional development leadership training described in number 1, above."

[8] ~~Optional.~~ 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. While a district must make reasonable efforts to provide professional development to board members in these areas, the inclusion of this subhead is optional. Information about professional development opportunities is available through IASB's website at: www.iasb.com/conference-training-and-events/training/.

[9] 105 ILCS 5/10-22.6, amended by P.A.s 102-466, eff. 7-1-25, 102-539, and 103-896, addresses the suspension or expulsion of students and school searches. See sample policies 7:190, *Student Behavior*, 7:200, *Suspension Procedures*, 7:210, *Expulsion Procedures*, and 7:220, *Bus Conduct*. 105 ILCS 5/10-20.14, amended by P.A. 103-896, addresses parent-teacher advisory committees and their functions. See sample policy 2:150, *Committees*.

[10] See 105 ILCS 5/3-11(b), amended by P.A. 103-413, for the definition of *trauma-responsive learning environments*.

[11] Boards are not required to conduct self-evaluations, but may hold a closed meeting with representatives of a State association authorized under Article 23 of the School Code for the purpose of discussing self-evaluation practices and procedures, or professional ethics. 5 ILCS 120/2(c)(16).

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New Board Member Orientation [12]

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. [13]
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. [14]

LEGAL REF.: 5 ILCS 120/1.05 and 120/2, Open Meetings Act.
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)

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[12] New board member orientation is a critical step in helping new board members become effective and in promoting a smoothly functioning new team. The orientation process should include information about the IASB policy services to which the board subscribes, **PRESS**, **S**chool **B**oard **P**olicies **O**nline (SBPOL), and **PRESS Plus**.

[13] See sample exhibit 2:120-E1, *Guidelines for Serving as a Mentor to a New School Board Member*.

[14] IASB maintains helpful resources for school board candidates, including webinars regarding running for the school board. See www.iasb.com/memberships-and-divisions/school-board-elections/information-for-candidates.

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School Board

Communications To and From the Board [1]

The School Board welcomes communications from staff members, parents/guardians, students, and community members. Individuals may submit questions or communications for the School Board's consideration to the Superintendent or may use the electronic link to the Board's email address(es) posted on the District's website.[2] The Superintendent or designee shall: [3]

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[1] State law controls portions of this policy but does not require a policy on any topic covered.

An alternative to the opening sentence follows: "The School Board welcomes communications from the school community."

[2] School districts that maintain an Internet website, other than a social media or social networking website, must post a "mechanism, such as a uniform single email address, for members of the public to electronically communicate with elected officials." 50 ILCS 205/20. The sample policy's default language may be used even when the district provides each board member with an individual email address. The language permits every board member to read all emails sent to the electronic link. This aligns with IASB's *Foundational Principles of Effective Governance* (www.iasb.com/conference-training-and-events/training/trainingresources/foundational-principles-of-effective-governance/) because all members receive the same information and communications as illustrated below:

a. When the district provides individual email addresses to board members, it can post a hyperlink on the district home page to an email address that will forward the communication **to all** board members' email addresses simultaneously.

b. When the district does **not** provide individual email addresses to board members, it can post a hyperlink on the district's home page to one email address that every board member may access.

Other ways to comply should ensure that all board members have equal access to communications. For example, posting a hyperlink on the district home page **to a list of** individual board member email addresses would **not** ensure that all board members have equal access to questions or communications for the board's consideration.

Whenever a district provides email addresses to individual board members, all emails sent to individual email addresses are subject to disclosure under the Freedom of Information Act (FOIA). City of Champaign v. Madigan, 992 N.E.2d 629 (Ill. App. Ct. 2013). Public bodies must also conduct a reasonable search for public records responsive to a FOIA request, which includes searching public employees' communications on personal devices or accounts for records pertaining to the transaction of public business. See PAO 16-6. Consult the board attorney when searching board members' personal email addresses and/or devices may be necessary to respond to a FOIA request.

If the district does not maintain an Internet website, delete all text in the first paragraph after the word *Superintendent* and delete ~~the entire~~ numbered ~~second and third~~ paragraphs 1 and 2~~, i.e.~~:

~~or may use the electronic link to the Board's email address(es) posted on the District's website.~~

~~The Superintendent or designee shall:~~

~~1. Ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board, and~~

~~2. During the Board's regular meetings, report for the Board's consideration all questions or communications submitted through the active electronic link along with the status of the District's response in the Board meeting packet.~~

[3] Directive #1 to the superintendent restates the statutory requirement to post a hyperlink to the email address on the district's home page. 50 ILCS 205/20. Directive #2 is optional and adds a step to increase efficient responses to communications concerning the operation or management of the district or a school. Adding this text allows a board to (1) monitor its compliance with 50 ILCS 205/20, (2) ensure that all board members stay informed of all questions and communications to the board, (3) align with IASB's *Foundational Principles of Effective Governance*, and (4) mirror a School Code requirement (105 ILCS 5/10-16) for the superintendent to report any FOIA requests during the board's regular meetings along with the status of the district's response.

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

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

Board Member Use of Electronic Communications [4]

For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking.[5] Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: [6] (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items

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Before adoption of this text, each board may want to have a conversation with the superintendent about the difference between "staff work questions or communications" that do not need to be submitted to the board and "questions or communications submitted for the school board's consideration" that do need to be submitted to the board.

For districts that maintain an Internet website but do not wish to adopt Directive #2, delete Directive #2 and amend the policy as follows:

The Superintendent or designee shall ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board.

A public body is not required to reply to communications. Likewise, the FOIA does not require questions to be answered. Chicago Tribune Co. v. Dept. of Financial & Professional Reg., 8 N.E.3d 11 (Ill. App. Ct. 2014). For more information about districts governed by a board of school directors, see f/n 6 of sample policy 2:220, *School Board Meeting Procedure*.

[4] With some exceptions, OMA requires that a board conduct its deliberations and business during meetings that the public may attend. A meeting means "any gathering, whether in person or by video or audio conference, telephone call, electronic means (such as, without limitation, electronic mail, electronic chat, and instant messaging), or other means of contemporaneous interactive communication, of a majority of a quorum of the members of a public body held for the purpose of discussing public business or, for a five-member public body, a quorum of the members of a public body held for the purpose of discussing public business." 5 ILCS 120/1.02. Thus, any *electronic communication* discussing district business that circulates among a majority of a quorum of the board (or majority of the Board, in case of a five-member board) may qualify as a meeting for purposes of the OMA and may be illegal. A violation of OMA is a Class C misdemeanor. 5 ILCS 120/4.

The Local Records Act (50 ILCS 205/) governs retention of district records; its definition of *public record* is more narrow than the definition in FOIA. These communications must be retained only when they contain: (1) evidence of the district's organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. While this is a slippery slope without definitive parameters, electronic communication among board members that are permissible under this policy may generally be deleted; consult the board attorney for a more thorough analysis and a legal opinion. See also sample exhibit 2:140-E, *Guidance for Board Member Communications, Including Email Use*.

[5] The examples of *electronic communications* are optional and may be amended. For a discussion about board member use of social media when communicating with the community, see sample policy 8:10, *Connection with the Community*, and its f/ns 3 and 4.

[6] Complying with these restrictions will help avoid an OMA violation.

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- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.[7]

LEGAL REF.: 5 ILCS 120/, Open Meetings Act.
50 ILCS 205/20, Local Records Act.

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

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

[7] The oath of office in 105 ILCS 5/10-16.5 requires board members to swear or affirm that they "shall recognize that a board member has no legal authority as an individual and that decisions can only be made by a majority vote at a public board meeting." Deliberations of the board must be conducted openly; a meeting occurs whenever a majority of a quorum discusses public business; meetings must occur at a properly noticed board meeting that is open to the public. 5 ILCS 120/1, 1.02, and 2. For additional information, see f/ns above and sample exhibit 2:140-E, *Guidance for Board Member Communications, Including Email Use*.

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Operational Services

Fiscal and Business Management [1]

The Superintendent is responsible for the School District's fiscal and business management.[2] 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. [3]

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*. [4]

Budget Planning

The District's fiscal year is from July 1 until June 30.[5] The Superintendent shall present to the Board, no later than the first regular meeting in August, a tentative budget with appropriate explanation.[6] 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 Ill. State Board of Education's (ISBE) *School District Budget Form*.[7] To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent shall complete a tentative deficit reduction plan if one is required by ISBE guidelines. [8]

Preliminary Adoption Procedures

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

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[1] State or federal law controls this policy's content. Article 17 of the School Code controls budgeting, tax levies, and tax warrants.

[2] Boards are authorized to hire a chief school business official. 105 ILCS 5/10-22.23a. Districts having a chief school business official may want to replace "Superintendent" with "Chief School Business Official" throughout this policy.

[3] 105 ILCS 5/10-17.

[4] See sample exhibits 6:235-AP1, E1, *Student Authorization for Access to the District's Electronic Networks*, and 6:235-AP1, E2, *Staff Authorization for Access to the District's Electronic Networks*. Use of electronic networks in the curriculum is covered in sample policy 6:235, *Access to Electronic Networks*.

[5] The board sets the fiscal year (105 ILCS 5/17-1) and this sentence should reflect that local decision. If the board sets an alternative fiscal year, State law provides, "If the beginning of the fiscal year of a district is subsequent to the time that the tax levy due to be made in such fiscal year shall be made, then such annual budget shall be adopted prior to the time such tax levy shall be made." Id. Consult the board attorney for guidance on the impact of an alternative fiscal year on the deadlines in this policy.

[6] The board must designate a person(s) to prepare a tentative budget. 105 ILCS 5/17-1. The purpose of this policy's directive for the superintendent to present a tentative budget "no later than the first regular meeting in August" is to ensure that the budget can be adopted by September 30 (see f/n 14). A board may amend this directive to give the superintendent additional flexibility by requiring him or her to present a tentative budget "during a regular Board meeting in August."

[7] Required by 105 ILCS 5/17-1. See www.isbe.net/Pages/School-District-Joint-Agreement.aspx.

[8] Id. The budget instructions from ISBE detail when a deficit reduction plan must be completed. State law requires the budget to be balanced and, if not, a three-year deficit reduction plan must be developed.

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1. A public hearing on the proposed budget,[9] and
2. The proposed budget to be available to the public for inspection. [10]

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.[11] 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, including the cash reserve balance of all funds held by the District related to its operational levy and, if applicable, any obligations secured by those funds,[12] and the public shall be invited to comment, question, or advise the Board. [13]

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.[14] To the extent possible, the budget shall be balanced as defined by ISBE; if not balanced, the Board will adopt a deficit reduction plan to balance the District's budget within three years according to ISBE requirements. [15]

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.[16]

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.[17]
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. [18]

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[9] At least one public hearing must be held before final action is taken on the budget. 105 ILCS 5/17-1.

[10] The tentative budget must be conveniently available for public inspection for at least 30 days before final action on the budget. 105 ILCS 5/17-1.

[11] 105 ILCS 5/17-1 makes the board secretary responsible for this public notice at least 30 days before the hearing. If there is no newspaper published in the district, notice must be given by posting notices in five of the most public places in the district. 105 ILCS 5/17-1.

[12] 105 ILCS 5/17-1.3, added by P.A. 102-895, requires districts to disclose this cash reserve balance information "at the public hearing at which the district certifies its budget and levy for the taxable year." The statute does not specify the manner in which the disclosure must be made; for ease of administration, this sample policy manages disclosure at the budget hearing by including it in the budget review. To provide evidence of compliance, consider as a best practice recording this disclosure in the board meeting minutes and/or presenting it in writing. The term *operational levy* is not defined in the statute, but the definition of *operational funds* in 105 ILCS 5/17-1.10, added by P.A. 103-394, references 105 ILCS 5/17-1.3 and supports that it includes the educational, transportation, and operation and maintenance funds. Consult the board attorney for guidance.

[13] State law does not address what transpires during the budget hearing. See f/n 12, above, regarding disclosure of cash reserves at the budget hearing as a means to comply with 105 ILCS 5/17-1.3, added by. P.A. 102-895.

[14] Required by 105 ILCS 5/17-1 and 5/17-3.2. See f/n 5.

[15] Required by 105 ILCS 5/17-1. See f/n 8.

[16] Required by 105 ILCS 5/10-7.

[17] Required by 105 ILCS 5/17-1.2, *only if* the district has a website. Delete this sentence unless the district has a website.

[18] Required by 35 ILCS 200/18-50, which refers to "appropriation and budget ordinances or resolutions." School districts adopt budgets by board resolution. The budget serves as the district's appropriation.

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3. Ensure disclosure to the public of the cash reserve balance of all funds held by the district related to its operational levy and, if applicable, any obligations secured by those funds, at the public hearing[19] at which the Board certifies its operational levy.
4. Present a written report that includes the annual average expenditures of the District's operational funds for the previous three fiscal years at or before the board meeting at which the Board adopts its levy. In the event the District's combined cash reserve balance of its operational funds is more than 2.5 times the annual average expenditures of those funds for the previous three fiscal years, the Board will adopt and file with ISBE a reserve reduction plan by December 31. [20]
5. 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;[21] 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.
6. Submit the annual budget, a deficit reduction plan if one is required by ISBE guidelines, and other financial information to ISBE according to its requirements. [22]

Any amendments to the budget or Certificate of Tax Levy shall be made as provided in the School Code and Truth in Taxation Act. [23]

Budget Amendments

The Board may amend the budget by the same procedure as provided for in the original adoption. [24]

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[19] Required by 105 ILCS 5/17-1.3, added by P.A. 102-895. Consult the board attorney about the meaning of the *public hearing* for the levy and if the disclosure must always be made at the board meeting at which the board certifies the district's levy, or only in those instances where notice and a *public hearing* are required by the Truth in Taxation Law. 35 ILCS 200/18-70. Similar to the disclosure of cash reserves made at the budget hearing, a district may want to manage compliance for the levy hearing by incorporating the information into the presentation of the levy at the board meeting. See f/n 12, above.

[20] Delete this paragraph if a district receives federal impact funding. 105 ILCS 5/17-1.10(a), added by P.A. 103-394. Federal impact aid is designed to assist local school districts that have lost a portion of their local tax base because of federal ownership of property (e.g., military bases, low-rent housing properties, or concentrations of students that have parents/guardians in the uniformed services). For more information about federal impact aid, see www.impactaid.ed.gov/resources/ and www.nafisdc.org/impact-aid-resources/impact-aid-payments/. 105 ILCS 5/17-1.10(a), added by P.A. 103-394, requires a board to present "at a board meeting" a written report that includes the annual average expenditures of its *operational funds*, which include the educational, transportation, and operation and maintenance funds. Id. The average expenditures are calculated based on the district's most recently audited annual financial report (AFR). Id. For ease of administration, this sample policy manages presentation of the report in conjunction with the meeting at which a board adopts its levy, or earlier, if a district's AFR is available. Consult the board attorney if a district's AFR is not available before December 31 (the date by which a reserve reduction plan must be filed, if applicable); the board may need to rely upon estimated numbers in that scenario. If a district's ratio of its combined cash reserves of its operational funds to its average annual expenditures of those funds over the past three fiscal years exceeds 2.5, then the board must adopt and file a plan with ISBE to reduce its cash reserves to expenditures ratio to at or below 2.5 within three years. Id. at (b), added by P.A. 103-394.

[21] 35 ILCS 200/18-55 et seq. The Truth in Taxation Law contains several notice, publication, and hearing requirements. A district that fails to strictly comply with the notice and publication requirements of the Truth in Taxation Act risks invalidation of its levy. In re County Collector, 229 Ill.App.3d 641 (3rd Dist. 1992). However, failure to post a Truth in Taxation notice on a district's website will not invalidate the notice or action taken on a tax levy. 35 ILCS 200/18-75, amended by P.A. 103-1018. See sample exhibit 2:250, *Immediately Available District Public Records and Web-Posted Reports and Records*.

[22] Required by 105 ILCS 5/17-1.

[23] 105 ILCS 5/17-11 and 35 ILCS 200/18-55 et seq.

[24] 105 ILCS 5/17-1; 23 Ill.Admin.Code Part 100.

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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[25], interfund transfers[26], transfers within funds[27], and transfers from the working cash fund or abatements of it, if one exists. [28]

LEGAL REF.: 105 ILCS 5/10-17, 5/10-22.33, 5/17-1, 5/17-1.2, 5/17-1.3, 5/17-1.10, 5/17-2A, 5/17-3.2, 5/17-11, 5/20-5, 5/20-8, and 5/20-10.
35 ILCS 200/18-55 et seq., Truth in Taxation Law.
23 Ill.Admin.Code Part 100.

CROSS REF.: 4:20 (Fund Balances), 4:40 (Incurring Debt), 4:60 (Purchases and Contracts), 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 Networks)

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[25] 105 ILCS 5/10-22.33, 5/20-4, 5/20-5, 5/20-8, and 5/20-10 and 23 Ill.Admin.Code §100.50. If the district loans money from the working cash fund to another fund, Section 5/20-10 requires the district to maintain a credit to the working cash fund (meaning that borrowing fund must repay the working cash fund).

[26] 105 ILCS 5/17-2A, amended by P.A.s 102-671, 102-895, and 103-601, contains the requirements for a permanent transfer. P.A.s 102-895 and 103-601 extended the time period during which a district may transfer money from specified funds for any purpose through June 30, 2026.

[27] Transfers between the various items in any fund may not exceed in the aggregate ten percent of the total of such fund as set forth in the budget. If the aggregate exceeds 10%, the board must amend the budget. 105 ILCS 5/17-1.

[28] The purpose of the working cash fund is to enable the school district "to have in its treasury at all times sufficient money to meet demands for expenses." 105 ILCS 5/20-1. School officials, including board members, are liable "for any sum that may be unlawfully diverted from the working cash fund …." 105 ILCS 5/20-6.

105 ILCS 5/20-10 codified a long-held practice and understanding of Ill. school districts. A district may abate (reduce the funds) money from the working cash fund at any time and transfer it to any district fund or funds most in need of the money, provided that the district maintains an amount to the credit of the working cash fund. This was a legislative overturn of a case concluding that any permanent transfer, including abatements, of the working cash fund should be transferred only to the education fund. See G.I.S. Venture v. Novak, 388 Ill.App.3d 184 (2nd Dist. 2009); G.I.S. Venture v. Novak, 385 Ill.Dec. 430 (2nd Dist. 2014). Abolishments (deplete all funds) of the working cash fund must still be transferred to the education fund only.

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Operational Services

Revenue and Investments [1]

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.[2] The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law. [3]

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.[4]

Investment Objectives [5]

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.

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[1] Each district must have an investment policy; its detail and complexity must be appropriate to the nature of the funds, the funds' purpose, and the amount of the public funds within the investment portfolio. 30 ILCS 235/2.5(a).

[2] 30 ILCS 235/2.5(a)(7). Districts having a chief business official may use this alternative: "The Chief Business Official shall serve as the District's Chief Investment Officer." If a Township Treasurer manages the district funds, substitute this sentence:

The Township Treasurer shall serve as the Chief Investment Officer.

[3] Township and school treasurers are authorized by 105 ILCS 5/8-7 to enter into agreements regarding the deposit, investment, and withdrawal of district funds.

[4] The policy must include a standard of care. 30 ILCS 235/2.5(a)(2).

[5] The policy must address safety, liquidity, return (30 ILCS 235/2.5(a)), as well as diversification (30 ILCS 235/2.5(a)(4)). These objectives also serve as investment guidelines. 30 ILCS 235/2.5(a)(3). How these are addressed is at the board's discretion.

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Authorized Investments [6]

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: (a) 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, (b) the federal home loan banks and the federal home loan mortgage corporation, and (c) 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: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and that mature not later than 270 days from the date of purchase, (b) such purchases do not exceed 10% of the corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in short-term obligations of corporations under this paragraph.
5. Obligations of corporations organized in the United States with assets exceeding $500,000,000 if: (a) such obligations are rated at the time of purchase at one of the three highest classifications established by at least two standard rating services and which mature more than 270 days but less than 10~~three~~ years from the date of purchase, (b) such purchases do not exceed 10% of the

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[6] The policy must contain a "listing of authorized investments." 30 ILCS 235/2.5(a)(1). 30 ILCS 235/2(a-1) allows school districts to invest public funds in interest-bearing bonds of any local government (see paragraph 6). Investments from which a board may choose are listed in this policy. See 30 ILCS 235/2, amended by P.A.s 102-285 and 103-880, eff. 1-1-25. Alternatively, a board may refer to that law by stating:

> The Chief Investment Officer may invest ~~any~~ District funds in any investment as authorized in 30 ILCS 235/2, and Acts amendatory thereto.

30 ILCS 235/2(k), added by P.A. 103-880, eff. 1-1-25, permits a board to adopt a resolution to allow for investment of public funds in other instruments not specifically listed in the Public Funds Investment Act provided those investments comply with: (1) any other law that authorizes a board to invest funds, and (2) the investment policy adopted by the Board. There is uncertainty regarding the potential breadth and scope of this provision and procedural requirements for implementation. The board attorney and district financial advisor(s) should be consulted before adding instruments to the list of authorized investments in this policy and the board's investment portfolio in accordance with 30 ILCS 235/2(k). Any additional investments authorized by the Board under 30 ILCS 235/2(k) should be added to this policy beginning with Item #14. If a board has adopted the alternative language above, the additional investments should be included at the end of the sentence as follows: The Chief Investment Officer may invest District funds in any investment as authorized in 30 ILCS 235/2, and Acts amendatory thereto, as well as [insert investment(s)], in accordance with the requirements of 30 ILCS 235/2(k).

Some attorneys are of the opinion that the Investment of Municipal Funds Act (IMFA) (50 ILCS 340/) authorizes school districts to invest funds in certain tax anticipation warrants. The IMFA applies to counties, park districts, sanitary districts, and other *municipal corporations*. Id. at 340/1. *Municipal corporation* is not specifically defined in the IMFA. Consult with the board attorney and/or bond counsel regarding the authority for such investments and the inclusion of the IMFA in this policy.

As part of its mission to protect public entities, the Municipal Securities Rulemaking Board (MSRB) has resources available that school officials may find helpful at: www.msrb.org/EdCenter. It provides information about bond issuance, required disclosures, and working with municipal advisors.

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corporation's outstanding obligations, and (c) no more than one-third of the District's funds may be invested in obligations of corporations under this paragraph.

6. 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.
7. 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 four highest general classifications established by a rating service of nationally recognized expertise in rating bonds of states and their political subdivisions.
8. 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.
9. 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 principal~~le~~ 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.
10. 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.
11. The Illinois School District Liquid Asset Fund Plus. [7]
12. 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

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[7] The Illinois School District Liquid Asset Fund Plus is an Illinois trust organized to permit Illinois school districts, community colleges, and educational service regions to pool their investment funds to obtain the highest possible investment yield consistent with maintaining liquidity and preserving capital, and to engage in cooperative cash management activities resulting in more efficient financial resource utilization. The program was developed in cooperation with the Ill. Association of School Boards, the Ill. Association of School Business Officials, and the Ill. Association of School Administrators. For more information, including regional representative contact information, see www.iasbop2p.org/isdlaf/home.

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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.

13. Any investment as authorized by the Public Funds Investment Act, and Acts amendatory thereto. Paragraph 13 supersedes paragraphs 1-12 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. [8]

The Chief Investment Officer and Superintendent shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of financial and fiduciary prudence. Such factors include, but are not limited to: (1) corporate governance and leadership factors, (2) environmental factors, (3) social capital factors, (4) human capital factors, and

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[8] 30 ILCS 235/2, amended by P.A. 102-285.

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(5) business model and innovation factors, as provided under the Ill. Sustainable Investing Act, 30 ILCS 238/. [9]

Selection of Depositories, Investment Managers, Dealers, and Brokers [10]

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 two sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency.[11] 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. [12]

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, demand deposit 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. [13]

The District shall~~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: [14]

1. For financial institutions subject to the federal Community Reinvestment Act of 1977 (CRA), 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~~CRA;
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

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[9] This statement is required by 30 ILCS 235/2.5(a-5). See the Ill. Sustainable Investing Act (SIA)(30 ILCS 238/) for examples of these five *sustainability factors*. Id. at 238/20. Under the SIA, school districts, must "prudently integrate sustainability factors into its investment decisions-making, investment analysis, portfolio construction, due diligence, and investment ownership in order to maximize anticipated financial returns, minimize projected risk, and more effectively execute its fiduciary duty." Id. See www.illinoistreasurer.gov/Local_Governments/Sustainable_Investing_Act for more information. Before being awarded a contract by a board, an investment manager is required to disclose any process through which the manager integrates sustainability factors into their investment decision-making and other fiduciary duties. Id. at 20(e), amended by P.A. 103-324.

[10] The policy must address these topics. 30 ILCS 235/2.5(a)(11).

[11] 30 ILCS 235/6.

[12] Id.

[13] 30 ILCS 235/6.5.

[14] ~~This paragraph is optional, but is authorized by~~ 30 ILCS 235/8(a).

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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.

The District may not deposit public funds in a financial institution subject to the CRA unless the institution has a current rating of satisfactory or outstanding under the CRA.[15] When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA. [16]

Collateral Requirements [17]

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 [18]

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 [19]

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. [20]

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[15] Id. at (a-5).

[16] Optional. Id. at (a-10).

[17] Collateral requirements are permissive; if used, guidelines regarding their use must be included in the policy. 30 ILCS 235/2.5(a)(5). The requirements for collateral agreements are in 30 ILCS 235/6(d). The sample policy contains one guideline, that is, that the board be kept informed of collateral agreements. An optional guideline follows:

In addition, the financial institution must provide the Board with a copy of its board of directors' meeting minutes evidencing that the board of directors approved the collateral agreement.

[18] The policy must address safekeeping and custody arrangements. 30 ILCS 235/2.5(a)(5). Registration requirements are in 30 ILCS 235/3.

[19] The policy must provide for internal controls, periodic review, and at least quarterly written investment reports. 30 ILCS 235/2.5(a)(6), (9), and (10). The operational procedures to prevent losses are best addressed by each district in consultation with its auditor and legal counsel. See sample policy 4:80, *Accounting and Audits*; and sample administrative procedures 4:80-AP1, *Checklist for Internal Controls*, and 4:80-AP2, *Fraud, Waste, and Abuse Awareness Program*.

[20] The policy must include performance measures. 30 ILCS 235/2.5(8).

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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. [21]

Ethics and Conflicts of Interest [22]

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/, Public Funds Investment Act.
30 ILCS 238/, Ill. Sustainable Investing Act.
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)

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[21] 105 ILCS 5/10-22.44. "Chief Business Official" may replace "Superintendent." Interest income earned on any funds for IMRF, Tort Immunity Act, Fire Prevention, Safety and Environmental Energy, and Capital Improvement Act are restricted to the respective fund. Id.

[22] The policy must address these topics. 30 ILCS 235/2.5(a)(12). The conflict of interest prohibition is in 30 ILCS 235/2(d).

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Operational Services

Incurring Debt [1]

The Superintendent shall provide early notice to the School Board of the District's need to borrow money. The Superintendent or designee[2] shall prepare all documents and notices necessary for the Board, at its discretion, to: (1) issue State Aid Anticipation Certificates,[3] tax anticipation warrants,[4] working cash fund bonds,[5] bonds,[6] notes,[7] and other evidence of indebtedness,[8] or (2) establish a line of credit with a bank or other financial institution.[9] The Superintendent shall notify the Ill. 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. [10]

Bond Issue Obligations [11]

In connection with the Board's issuance of bonds, the Superintendent shall be responsible for ensuring the District's compliance with federal securities laws, including the anti-fraud provisions of the

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[1] State law controls this policy's content. School districts are subject to a statutory debt limitation (105 ILCS 5/19-1(a)); other provisions in 5/19-1 contain exceptions. Not all forms of indebtedness are subject to the statutory debt limitations. Before incurring any debt, the board must be certain that the debt will be within the district's debt limitation.

[2] Boards that employ business managers may want to substitute "Business Manager", "Chief School Business Official", or another locally -equivalent title for "Superintendent or designee" and "Superintendent" as they appear throughout this policy; the business manager most commonly performs the duties described in this policy.

[3] 50 ILCS 420/1 et seq. and 105 ILCS 5/18-18.

[4] 105 ILCS 5/17-16.

[5] 105 ILCS 5/20-2, 5/20-4, and 5/20-5; 30 ILCS 305/2.

[6] 105 ILCS 5/19-1 et seq.; 30 ILCS 350/. A district may borrow money and issue bonds for the purposes stated in 105 ILCS 5/19-3 provided the board properly adopted an election referendum and subsequently the voters approved the proposition. 10 ILCS 5/28-2. 105 ILCS 5/19-1(p-225), added by P.A. 103-591, provides that bonds issued under 105 ILCS 5/19-3 that are authorized by an election held on or after 11-5-24 must mature within 30 years from their date. Districts have the authority to issue bonds for certain purposes without a direct referendum, e.g., School Fire Prevention and Safety Bonds, Working Cash Fund Bonds, Funding Bonds, and Insurance Reserve Bonds. However, as is the case with Working Cash Fund Bonds, certain types of bonds still require boards to follow backdoor referendum procedures.

[7] 50 ILCS 420/0.01 et seq. See also f/n 6, above. ~~A district may borrow money and issue bonds for the purposes stated in 105 ILCS 5/19-3, provided the board properly adopted an election referendum and subsequently the voters approved the proposition. 10 ILCS 5/28-2. Districts have the authority to issue bonds for certain purposes without a direct referendum, e.g., School Fire Prevention and Safety Bonds, Working Cash Fund Bonds, Funding Bonds, and Insurance Reserve Bonds. However, as is the case with Working Cash Fund Bonds, certain types of bonds still require boards to follow *backdoor referendum* procedures.~~

[8] Other types of indebtedness include funding bonds and refunding bonds (105 ILCS 5/19-1 et seq.), as well as debt certificates and alternate bonds authorized by the Local Government Debt Reform Act (30 ILCS 350/).

[9] 105 ILCS 5/17-17.

[10] 105 ILCS 5/19-1(q).

[11] Optional. This subhead is offered for boards that want to: (1) expressly address their obligations to comply with federal securities laws; and (2) authorize the creation of written procedures to protect the status of tax-exempt (or otherwise tax-advantaged) bonds issued by the board. As a matter of best practice and to reduce potential future liabilities, many attorneys recommend that board policy address these obligations. Consult the board attorney and/or bond counsel for guidance.

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Securities Act of 1933, as amended[12] and, if applicable, the continuing disclosure obligations under Rule 15c2-12 of the Securities Exchange Act of 1934, as amended. [13]

Additionally, in connection with the Board's issuance of bonds, the interest on which is excludable from *gross income* for federal income tax purposes, or which enable the District or bond holder to receive other federal tax benefits, the Board authorizes the Superintendent to establish written procedures for post-issuance compliance monitoring for such bonds to protect their tax-exempt (or tax-advantaged) status.

The Board may contract with outside professionals, such as bond counsel and/or a qualified financial consulting firm, to assist it in meeting the requirements of this subsection. [14]

LEGAL REF.: 15 U.S.C. §77a et seq., Securities Act of 1933.
15 U.S.C. §78a et seq., Securities Exchange Act of 1934.
17 C.F.R. §240.15c2-12.
30 ILCS 305/2, Bond Authorization Act.
30 ILCS 352/, Bond Issue Notification Act.
30 ILCS 350/, Local Government Debt Reform Act.
50 ILCS 420/, Tax Anticipation Note Act.
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)

ADMIN. PROC.: 4:40-AP (Preparing and Updating Disclosures)

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The Internal Revenue Service strongly encourages, but does not currently require, issuers of tax-exempt bonds to establish written post-issuance compliance monitoring procedures. For guidance regarding the recommended content of such procedures, see *IRS Publication 4079, Tax-Exempt Governmental Bonds*, at: www.irs.gov/pub/irs-pdf/p4079.pdf. Such procedures may be included in a written bond resolution for a specific bond issue, and/or they may be established more generally. Consult the board attorney and/or bond counsel regarding the establishment of such procedures for tax-exempt bonds.

If a board does not accept this subhead, delete the Administrative Procedure Reference and the following Legal References: 15 U.S.C.§77a et seq., Securities Act of 1933; 15 U.S.C.§78a et seq., Securities Exchange Act of 1934; and 17 C.F.R. §240.15c2-12.

12 15 U.S.C. §77q.

13 17 C.F.R. §240.15c2-12. See sample administrative procedure 4:40-AP, *Preparing and Updating Disclosures*, for a detailed set of sample procedures designed to facilitate a district's compliance with disclosure requirements of federal securities laws.

14 Delete the last paragraph of this subhead if the board does not want to include a sentence in this policy that addresses the use of outside professionals for assistance with compliance. Boards that regularly utilize outside professionals to assist them in meeting bond disclosure requirements may want to include this language to memorialize their current practice. Contracts for the services of individuals possessing a high degree of professional skill, such as attorneys and financial consultants, are exempt from competitive bidding requirements. 105 ILCS 5/10-20.21(a)(i).

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Operational Services

Purchases and Contracts [1]

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 applicable federal and 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.[2] 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. [3]

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable federal and State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of $35,000 must comply with the State law bidding procedure, 105 ILCS 5/10-20.21, unless specifically exempted. [4]

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[1] State law controls this policy's content. 105 ILCS 5/10-20.21, amended by P.A.s 102-1101 and 103-8~~, eff. 1-1-24~~, contains bidding plus other requirements. Other laws also govern district contracts. For example, the Prevailing Wage Act requires, among other things, that a district specify in all contracts for public works that the prevailing wage rate must be paid. 820 ILCS 130/. When a district awards work to a contractor without a public bid, contract, or project specification, the district must provide the contractor with written notice on the purchase order or a separate document indicating that not less than the prevailing rate of wages shall be paid to all laborers, workers, and mechanics performing work on the project. In addition, the district must notify all contractors of any rate changes by the Ill. Dept. of Labor (IDOL). 820 ILCS 130/4(f). The law allows a district to discharge this duty by including the following language in all contracts: "Any prevailing rate of wages as they are revised by the Ill. Dept. of Labor (IDOL) shall apply to this contract. You are notified that any rate changes to the prevailing wage rate are available on IDOL's official website." 820 ILCS 130/4(l). See sample exhibit 4:60-E, *Notice to Contractors*, for sample language.

[2] This end statement should be amended according to local board discretion.

[3] An optional addition follows: "Notwithstanding the above, the Superintendent shall not commit to any single, non-customary purchase or expenditure, excluding personnel, of greater than $_____ without prior Board approval." This optional provision's intent is to provide an internal control as well as to keep the board involved when the district is making a large purchase or expenditure, e.g., copiers, computers, textbooks, or something that might not happen every year. It is intended to cover purchases/expenditures regardless of whether they were previously budgeted.

[4] ~~The bidding threshold increases from $25,000 to $35,000 on 1-1-24.~~ 105 ILCS 5/10-20.21, amended by P.A. 103-8~~, eff. 1-1-24~~. See sample administrative procedure 4:60-AP1, *Purchases*, for bidding exemptions and the requirements for electronic bid opening. A board may set a lower bidding threshold by policy but should first seek its attorney's advice because such action may expand a board's vulnerability to a bidding challenge.

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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]
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(b-5). 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]
6. Any contract to purchase food with a bidder or offeror must comply with 105 ILCS 5/10-20.21(b-10). [7]
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]
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)[9] to have direct, daily contact at a District school or school-related activity with one or more student(s); (2) prohibit 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;[10] 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. [11]
    b. In accordance with 105 ILCS 5/22-94: (1) prohibit any of its employees from having *direct contact with children or students* if the contractor has not performed a sexual misconduct related employment history review (EHR) of the employee or if the District objects to the employee's assignment based on the employee's involvement in an instance of sexual misconduct as provided in 105 ILCS 5/22-94(j)(3), which the contractor is required to disclose; (2) discipline, up to and including termination or denial of employment, any employee who provides false information or willfully fails

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[5] Concerning collective bargaining requirements, see McLean Co. Unit Dist. 5 v. AFSCME & IELRB, 12 N.E.3d 120 (Ill. App. Ct~~4th Dist.~~ 2014) (good faith bargaining on the decision to subcontract requires notice of the consideration of the subcontract before it is finalized; meeting with the union to provide an opportunity to discuss and explain the decision; providing information to the union; and giving consideration to any counterproposal the union makes).

[6] 105 ILCS 5/10-20.21(b-5).

[7] 105 ILCS 5/10-20.21(b-10).

[8] 105 ILCS 5/10-20.19c.

[9] 105 ILCS 5/10-21.9(c); 105 ILCS 5/21B-80(c).

[10] Id.

[11] The implementation process is in sample administrative procedure 4:60-AP3, *Criminal History Records Check of Contractor Employees*. See sample administrative procedure 5:30-AP2, *Investigations*, for a list of offenses which disqualify an individual from having direct, daily contact with one or more students until seven years following the end of the individual's sentence for the criminal offense.

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to disclose information required by the EHR; (3) maintain all records of EHRs and provide the District access to such records upon request; and (4) refrain from entering into any agreements prohibited by 105 ILCS 5/22-94(g). [12]

c. In accordance with 105 ILCS 5/24-5: (1) concerning each new employee of a contractor that provides services to students or in schools, provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease; and (2) require any new or existing employee who provides services to students or in schools to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Ill. Dept. of Public Health rules or order of a local health official. [13]

9. Any pavement engineering project using a coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant product for pavement engineering-related use must comply with the Coal Tar Sealant Disclosure Act. [14]

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[12] 105 ILCS 5/22-94, added by P.A. 102-702. See sample administrative procedure 4:60-AP4, *Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees*. For the definition of *sexual misconduct*, see 105 ILCS 5/22-85.5(c), added by P.A. 102-676, and sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*. *Direct contact with children or students* is defined as "the possibility of care, supervision, guidance, or control of children or students or routine interaction with children or students." 105 ILCS 5/22-94(b), added by P.A. 102-702. This standard, which triggers the EHR, appears on its face to be broader than the *direct, daily contact* standard that triggers the *complete criminal history records check* in 105 ILCS 5/10-21.9(f). See sample administrative procedures 5:30-AP2, *Investigations*, 4:60-AP3, *Criminal History Records Check of Contractor Employees*, and 4:60-AP4, *Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees*, for more information. For example, a contracted night custodian who may have some passing, routine interaction with students who are on campus for after-school events, but does not have direct, daily contact with students triggers an EHR but not necessarily a *complete criminal history records check*. It is less clear if the reverse scenario could arise where a *complete criminal history records check* under 105 ILCS 5/10-21.9(f) would be required but an EHR would not be required. For ease of administration, a district may wish to require contractors to undergo a *complete criminal history records check* whenever the obligation to conduct an EHR is triggered, and vice versa.

105 ILCS 5/22-94(g), added by P.A. 102-702, prohibits contractors from entering any agreement that: (1) has the effect of suppressing information concerning a pending or completed investigation in which an allegation of sexual misconduct was substantiated, (2) affects the ability of the contractor to report sexual misconduct to the appropriate authorities, or (3) requires the contractor to expunge information about allegations or findings of suspected sexual misconduct, unless an allegation is found to be false, unfounded, or unsubstantiated following an investigation.

[13] 105 ILCS 5/24-5. P.A. 98-716 expanded the scope of 105 ILCS 5/24-5 by adding a definition of *employee* that includes contractors' employees for whom a criminal history records check is required. Since Aug. 2014, the Ill. Dept. of Public Health (IDPH) has not required school employees to be screened for tuberculosis other than workers in child day care and preschool settings. 77 Ill.Admin.Code §696.140(a)(3). Before requesting a contractor's employee for a health examination, contact the board attorney concerning this action's legality under other personnel laws, including the Americans with Disabilities Act of 1990 (42 U.S.C. §12101 et seq.).

[14] 410 ILCS 170/10(b), added by P.A. 102-242.

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10. Design-build contracts must comply with 105 ILCS 5/15A-1 et seq. [15]
11. Any new contract for a district-administered assessment must comply with 105 ILCS 5/10-20.865. [16]
12. Purchases made with federal or State awards must comply with 2 C.F.R. Part 200 and 30 ILCS 708/, as applicable, and any terms of the award. [17]

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. [18]

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[15] 105 ILCS 5/15A-1 et seq., added by P.A. 103-491, ~~eff. 1-1-24~~. Under a *design-build* delivery system for a construction project, a board contracts with a *design-build entity* that furnishes architecture, engineering, land surveying, public art or interpretive exhibits, and other construction services, as required for the project. It allows a single contractor to manage both the design and construction of a project, creating the potential for greater efficiency. Contrast this method with the traditional *design-bid-build* delivery method, in which a board contracts with multiple entities and utilizes a competitive bidding process for certain contractors, such as a general contractor. 105 ILCS 5/15A-1 et seq., added by P.A. 103-491, ~~eff. 1-1-24~~, does not impact a district's ability to use a qualification-based selection process under 50 ILCS 510/, Local Government Professional Services Act (LGPSA), to select design professionals or construction managers for design-build projects. 105 ILCS 5/15A-50. See sample policy 2:170, *Procurement of Architectural, Engineering, and Land Surveying Services*. For design-build projects, consult with the board attorney as needed to ensure the district: (1) complies with the specific procedural requirements related to requests for proposals (RFPs) and evaluation of RFP submissions for these contracts, and (2) incorporates additional criteria for requests for proposals and evaluation of proposals based on local conditions and the specific project, as permitted by the statute. Note that under 105 ILCS 5/15A-20, added by P.A. 103-491, ~~eff. 1-1-24~~, a board must employ or contract with an independent design professional or public art designer (as applicable) selected under the LGPSA to assist with developing the scope and criteria for performance for a request for proposal under a design-build delivery system.

[16] 105 ILCS 5/10-20.865, added by P.A. 103-393 and renumbered by P.A. 103-605. See sample administrative procedure 4:60-AP1, *Purchases*, for specific requirements. A *district-administered assessment* is one that requires all student test takers at any grade level to answer the same questions, or a selection of questions from a common bank of questions. It does *not* include the observational assessment tool used to satisfy the annual kindergarten assessment required by 105 ILCS 5/2-3.64a-10 or an assessment developed by district teachers or administrators that is used to measure student progress at an attendance center. Id.

[17] 2 C.F.R. §§200.318-200.327; 30 ILCS 708/. The Grant Accountability and Transparency Act (GATA) adopts the federal uniform guidance for all grants unless the Office of the Governor grants an exception. 30 ILCS 708/55; 44 Ill.Admin.Code §7000.60. For information about the scope of GATA as it pertains to grants administered by the Ill. State Board of Education, see www.isbe.net/gata.

[18] This is an optional provision. The numerous reporting and website posting mandates are in sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. As an alternative to the policy's default language, a board may insert the underscored:

> The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts and maintain a status report for monthly presentation to the Board, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

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LEGAL REF.: 2 C.F.R. Part 200.
105 ILCS 5/10-20.19c, 5/10-20.21, 5/10-20.865, 5/10-21.9, 5/10-22.34c, 5/15A-1 et seq., 5/19b-1 et seq., 5/22-94, and 5/24-5.
30 ILCS 708/, Grant Accountability and Transparency Act.
410 ILCS 170/, Coal Tar Sealant Disclosure Act.
820 ILCS 130/, Prevailing Wage Act.

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), 5:90 (Abused and Neglected Child Reporting)

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Operational Services

Facility Management and Building Programs [1]

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, (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, and (3) compliance with the 10-year safety survey process required by the School Code. [2]

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[1] Each district with a school having 50 or more students must have a green school cleaning policy. Green Cleaning Schools Act, 105 ILCS 140/10. See sample policy 4:160, *Environmental Quality of Buildings and Grounds*, which fulfills the requirement to have a procedure on compliance with the Chemical Safety Acts. 105 ILCS 5/10-20.49. Many other State and federal laws control facility management and building programs. Good subjects for administrative procedures include management of custodial services, security, and green cleaning, among others.

The federal rules implementing the Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. §12101 et seq.) prohibit discrimination on the basis of disability in services and facilities. 28 C.F.R. Parts 35 and 36. The 2010 ADA Standards for Accessible Design (28 C.F.R. Part 36, Appendix) are available from a link on the ADA home page, www.ada.gov/. Consult the board attorney about how these standards apply to alterations and new construction.

The Prevailing Wage Act (PWA) is generally applicable to all construction projects. 820 ILCS 130/. It requires, among other things, that: (1) all workers on a public works project be paid no less than the prevailing hourly rate (820 ILCS 130/1); (2) the district specify in all public works contracts that the prevailing rate must be paid (820 ILCS 130/4(e)); and (3) all contractors must submit certain employment records, including certified payrolls, to the Ill. Dept. of Labor (IDOL) through its online portal (https://labor.illinois.gov/laws-rules/conmed/prevailing-wage-portal.html~~www2.illinois.gov/idol/Laws-Rules/CONMED/Pages/Prevailing-Wage-Portal.aspx~~). Since the activation of the IDOL database in April 2020, the PWA no longer requires districts to keep these records for past or future public works projects. 820 ILCS 130/5. However, districts may still need to maintain employment records received from public works contractors prior to the IDOL database activation to comply with the Local Records Act (50 ILCS 205/). Consult the board attorney for guidance in this area.

105 ILCS 5/10-20.63, a~~mended~~dded by P.A.~~s 100-163 and~~ 102-340, requires school districts to make menstrual hygiene products (defined as tampons and sanitary napkins for use in connection with the menstrual cycle) available, at no cost to students, in the bathrooms of every school building that is open for student use in grades 4 through 12 during the regular school day. **Note:** The statute does not delineate between types of bathrooms (student, staff, girls, boys, unisex, etc.). Consult with the board attorney about implementing this law.

410 ILCS 35/25, ~~added by P.A. 101-165,~~ requires schools to identify all single-occupancy restrooms as all-gender and designated for use by no more than one person at a time or for family or assisted use. All single-occupancy restrooms must have an exterior sign that marks it as a restroom and does not indicate any specific gender, e.g., signage which reads *all genders*. Id. at 35/20 and 35/25. It is unclear if this law will apply only to those restrooms made available to members of the public in schools, or if it will also include facilities designated as employee-only. The Ill. Dept. of Public Health enforces this requirement and may issue regulations to address this issue. 410 ILCS 35/30, added by P.A. 103-518, also permits schools to identify any multiple-occupancy restroom as all-gender and designated for use by any person of any gender, provided certain specifications are met.

[2] 105 ILCS 5/2-3.12, ~~105 ILCS~~ 5/3-14.20, and 5/3-14.21.

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director."

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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 $17~~2~~,500, including the cost equivalent of staff time.[3] 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 [4]

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 [5]

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

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105 ILCS 5/2-3.12 and 23 Ill.Admin.Code Part 180 contain the school building code and Health/Life and Safety Code for Public Schools (HLS Code), respectively. The board must hire a licensed architect or engineer to conduct a decennial inspection of its school buildings and produce a ten-year safety survey report, which is submitted to the Regional Superintendent (ROE) or Intermediate Service Center Executive Director (ISC) and the State Superintendent for approval. The board must also report to the ROE or ISC annually on its completion of the report recommendations to comply with the HLS Code. See the Health Life Safety Handbook at www.isbe.net/Pages/Health-and-Life-Safety.aspx for more information about the safety survey process.

[3] This provision is optional and the amount may be changed. The $17~~2~~,500 spending limit is one-half of the bidding threshold for purchases or contracts. 105 ILCS 5/10-20.21, amended by P.A. 103-8. This provision's intent is to ensure that the board is kept informed about significant renovations and permanent alterations. A board should discuss this provision with its superintendent before including it in the policy.

[4] Required by the Green Cleaning Schools Act (105 ILCS 140/) and Green Cleaning for Elementary and Secondary Schools (23 Ill.Admin.Code Part 2800). The Ill. Green Government Coordinating Council established *Guidelines and Specifications for the Green Cleaning Schools Act* which state: "While not mandatory, schools should implement the practices set forth in the Recommendations section of these guidelines where applicable and appropriate." See *Guidelines and Specifications for the Green Cleaning Schools Act* at: www.newsystemonline.com/wp-content/uploads/2014/05/Illinois-GreenCleanFinalGuidelines.pdf.

[5] The inclusion and identification of the facility goals listed in the second paragraph are at the board's discretion.

After 1-1-15, all "new school building construction" must include a storm shelter that meets or exceeds the ICC/NSSA Standard for the Design and Construction of Storm Shelters (ICC-500) published jointly by the International Code Council and the National Storm Shelter Association. 105 ILCS 5/2-3.12(e-5); 23 Ill.Admin.Code §180.60(b)(3). Any facility project for which the design contract is executed after 7-1-16 must meet standards of the 2015 International Building Code and its subcodes. 23 Ill.Admin.Code §180.60(a).

The Ill. Environmental Barriers Act (IEBA) (410 ILCS 25/) and the Ill. Accessibility Code (IAC) (71 Ill.Admin.Code Part 400) ensure that "the built environment in the State of Illinois is designed, constructed, and altered to be accessible to and usable by all, including individuals with disabilities." 71 Ill.Admin.Code §400.110(a). **Note:** Press boxes constructed on school property do not have to comply with the IAC if the press boxes are in bleachers that have points of entry at only one level, and the aggregate area of the press box is no more than 500 square feet. 105 ILCS 5/10-20.51; 23 Ill.Admin.Code §180.60(b)(4).

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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 Ill. 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 [6]

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.[7] The Board will make the final selection. The Superintendent or designee may name a room or designate

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A building intended for classroom or instructional use may be constructed only after voter approval at a referendum unless the building is: (1) leased by the district, or (2) purchased with funds from the sale or disposition of other buildings or structures, or with funds received as a grant under the School Construction Law or as a gift, provided that no funds (other than lease payments) are derived from the district's bonded indebtedness or its tax levy. 105 ILCS 5/10-22.36, amended by P.A. 103-591~~101-455~~. A referendum is also not required if the purchase, construction, or building of such a building is paid for with funds received from the County School Facility and Resources Occupation Tax Law. Id. Beginning 9-1-24, a referendum is not required to build or purchase a building for school classroom or instructional purposes if, prior to the building or purchase, the board adopts a resolution finding the building or purchase will result in an increase in pre-kindergarten or kindergarten classroom space in the district. Id. at (e), added by P.A. 103-591.

A district may levy a tax for "fire prevention, safety, energy conservation, disabled accessibility, school security, and specified repair purposes." 105 ILCS 5/17-2.11. An expedited process may be available in emergency situations. 105 ILCS 5/17-2.11(a). A district may levy a tax or issue bonds if it determines: (1) it is necessary for school security purposes and the protection and safety of students and staff to hire a school resource officer, or that personnel costs for school counselors, mental health experts, or school resources officers are necessary; and (2) it does not need funds for any other purpose set forth in 105 ILCS 5/17-2.11(d)~~, amended by P.A. 101-455~~. The flexibility for a board to, subject to certain notice requirements, transfer surplus life safety taxes and interest earnings on them to the Operations and Maintenance Fund for building repair work expired on 6-30-21 and was not renewed. 105 ILCS 5/17-2.11(j)~~, amended by P.A. 101-643~~.

The Green Buildings Act requires all new State-funded building construction and major renovation projects to meet specified environmental requirements. 20 ILCS 3130/. Waivers may be granted by the Capital Development Board in certain situations. 20 ILCS 3130/15(e). For environmental impact laws, see sample policy 4:160, *Environmental Quality of Buildings and Grounds*.

6 This section is optional and its contents are at the board's discretion.

7 If the board wants to include criteria for the committee, insert the following:
"The committee will:

1. Encourage input from the community, staff members, and students.
2. Give consideration to names of local communities, neighborhoods, streets, landmarks, history of the area, and individuals who have made a contribution to the District, community, State, or nation.
3. Ensure that the name will not duplicate or cause confusion with the names of existing facilities in the District."

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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, 5/10-20.63, and 5/17-2.11.
105 ILCS 140/, Green Cleaning Schools Act.
105 ILCS 230/, School Construction Law.
410 ILCS 25/, Environmental Barriers Act.
410 ILCS 35/25, Equitable Restrooms 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)

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Operational Services

Environmental Quality of Buildings and Grounds [1]

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. [2]

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[1] State and/or federal law control this policy's content and require districts to:

1. Have a procedure to comply with the Structural Pest Control Act (225 ILCS 235/) and the Lawn Care Products Application and Notice Act (415 ILCS 65/). See sample administrative procedure 4:160-AP, *Environmental Quality of Buildings and Grounds*.
2. Designate a staff person to be responsible for district compliance with the safety acts listed in #1 above. This policy designates the superintendent or designee.

Many State and federal laws regulate the environmental quality of schools. For example:

1. Several federal laws regulate asbestos as a hazardous substance, the most significant for schools being the Asbestos Hazard Emergency Response Act of 1986. 15 U.S.C. § 2641 et seq. The Asbestos Abatement Act, 105 ILCS 105/, requires schools to perform a variety of functions regarding asbestos. Federal and State regulations also require annual notice to parents and employees of the availability of the district's asbestos management plan. 40 C.F.R. §763.93(g)(4); 77 Ill.Admin.Code §855.300(a)(3). This can be inserted in student handbooks; the Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook* (MSH), at: www.ilprincipals.org/msh/.
2. The Indoor Air Quality Act, 410 ILCS 87/. The Ill. Dept. of Public Health (IDPH) Guidelines for Indoor Air Quality are advisory, i.e., not enforceable. See https://dph.illinois.gov/topics-services/environmental-health-protection/toxicology/indoor-air-quality-healthy-homes.
3. The Smoke-Free Illinois Act, 410 ILCS 82/, bans tobacco smoking inside schools.
4. The Structural Pest Control Act, 225 ILCS 235/, requires IDPH to establish guidelines for an integrated pest management program for schools. See https://dph.illinois.gov/topics-services/environmental-health-protection/structural-pest-control/integrated-pest-management, or https://dph.illinois.gov/topics-services/environmental-health-protection/structural-pest-control.
5. Notices to employees and parents/guardians before pesticide applications are required by the Structural Pest Control Act. 225 ILCS 235/10.3. The Lawn Care Products Application and Notice Act requires similar notices but only to parents/guardians. 415 ILCS 65/3.
6. The Green Cleaning School Act, 105 ILCS 140/, and Green Cleaning for Elementary and Secondary Schools, 23 Ill.Admin.Code Part 2800, contain guidelines for green cleaning. See sample policy 4:150, *Facility Management and Building Programs*.
7. The Green Buildings Act requires all new State-funded building construction and major renovation projects to meet specified environmental requirements. 20 ILCS 3130/. Waivers may be granted by the Capital Development Board in certain situations. Id.
8. The Ill. legislature recommended that each occupied school building be tested every five years for radon and provided a process for the screening in 105 ILCS 5/10-20.48.
   Employers must provide all employees with an education and training program with respect to all toxic substances to which an employee is routinely exposed while working. 820 ILCS 255/16; 23 Ill.Admin.Code §1.330. However, this section and most of the Toxic Substances Disclosure to Employees Act (820 ILCS 255/) are **inoperative**; its implementing rules (56 Ill.Admin.Code Part 205) were repealed. Instead, the Ill. Dept. of Labor enforces the federal Occupational Safety and Health Administration Hazard Communication Standards at 29 C.F.R. §1910.1200. 820 ILCS 255/1.5, amended by P.A. 102-1071. Thus, school districts must follow the federal disclosure and training requirements.
9. 105 ILCS 5/2-3.204 (final citation pending), added by P.A. 103-736, eff. 1-1-25, requires the Ill. State Board of Education (ISBE), in consultation with IDPH and other stakeholders, to compile resources on indoor air quality for schools and post them on ISBE's website.

[2] A board persuaded by #8 in the above footnote may add the following option:

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Pesticides

Pesticides will not be applied on the paved surfaces, playgrounds, or playing fields of any school serving grades K-8 during a school day or partial school day when students are in attendance for instructional purposes.[3] Additionally, the application of any restricted use pesticides is prohibited on or within 500 feet of school property during normal school hours.[4] 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/. [5]

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If economically feasible, the Superintendent or designee shall manage the testing of each occupied school building for radon pursuant to Section 10-20.48 of the School Code.

A board may want to add the following option if it is concerned that employees who are eligible for district-paid hepatitis B vaccination are unaware of their eligibility:

The Superintendent or designee shall notify all employees who must be offered, according to State or federal law, District-paid hepatitis B vaccine and vaccination.

[3] Pesticide Application at Schools Act (PASA), 105 ILCS 160/, added by P.A. 103-496, prohibits schools serving students grades K-8 from scheduling pesticide applications on school grounds during the school day when students are in attendance for instructional purposes. Areas prohibited from treatment include paved surfaces, playgrounds and playing fields, where children are typically present. For High School only districts, delete this sentence, ~~Additionally,~~ at the start of the next sentence, and 105 ILCS 160/, Pesticide Application at Schools Act from the Legal References.

Pesticides is not specifically defined in PASA; however, the Illinois Pesticide Act (IPA) defines both *pesticides* and the subcategory of *restricted use pesticides*. 415 ILCS 60/4. PASA therefore appears broader than the IPA because it applies to *all* pesticides, including those that are not *restricted use pesticides*. See f/n 4, below. However, PASA is narrower than the IPA in two ways. First, PASA's geographic scope is narrower than the IPA because PASA does not apply to "areas of school grounds where children are typically not present, including, but not limited to flower beds and lawns surrounding the school not used as playing fields." Id. at 160/15. Second, PASA is narrower in that its prohibition is only in effect when students are in attendance for instruction, compared to the IPA prohibition that applies during *normal school hours* and could extend beyond instructional hours. See f/n 4, below. For ease in administering these slightly different standards, an elementary or unit district may want to follow the more restrictive geographic and temporal prohibitions in the IPA but apply them to all types of pesticides. See sample administrative procedure 4:160-AP, *Environmental Quality of Buildings and Grounds*.

[4] 415 ILCS 60/14 3.F., added by P.A. 102-548. *Normal school hours* means Monday through Friday from 7 a.m. until 4 p.m., excluding days when classes are not in session. Id. The statute prohibits restricted pesticide applications during *normal hours* but defines *normal school hours*. This policy uses normal school hours. S*tate Restricted Pesticide Use* is defined as any pesticide use which the Director (Ill. Dept. of Agriculture or his or her authorized representative) determines, subsequent to public hearing, that an additional restriction for that use is needed to prevent unreasonable adverse effects. Id. at 60/4 36.

[5] Different requirements pertain to the notices in the Structural Pest Control Act (225 ILCS 235/10.3) and the Lawn Care Products Application and Notice Act (415 ILCS 65/3(f)). Both require notice to parents/guardians. Notice to employees is only required by the Structural Pest Control Act. For the sake of simplicity, the sample policy requires notice to employees before pesticides are used. Notice at least four business days before application is required by Lawn Care Products Application and Notice Act; notice at least two business days is required by the Structural Pest Control Act; and the Illinois Pesticide Act (415 ILCS 60/14 3.F., amended by P.A. 102-548) makes it unlawful to apply a restricted use pesticide on or within 500 feet of school property during normal hours, except for whole structure fumigation, and if the pesticide application information listed on the pesticide label is more restrictive than the law, then the more restrictive provision applies.

If a registry is maintained, replace the last sentence with this alternative:

The Superintendent or designee shall maintain a registry of employees and parents/guardians of students requesting notification before the application of pesticide(s) and notify those people as required by the Structural Pest Control Act, 225 ILCS 235/, and the Lawn Care Products Application and Notice Act, 415 ILCS 65/.

Be sure the notice provisions in the policy and its implementing administrative procedure are consistent.

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Coal Tar Sealant [6]

Before coal tar-based sealant products or high polycyclic aromatic hydrocarbon sealant products are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students in writing or by telephone as required by the Coal Tar Sealant Disclosure Act.

LEGAL REF.: 105 ILCS 5/10-20.17a; 5/10-20.48.
29 C.F.R. §1910.1030, Occupational Exposure to Bloodborne Pathogens, as adopted by the Illinois Department of Labor, 56 Ill.Admin.Code §350.700(b).
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 135/, Toxic Art Supplies in Schools Act.
105 ILCS 140/, Green Cleaning School Act.
105 ILCS 160/, Pesticide Application at Schools Act.
225 ILCS 235/, Structural Pest Control Act.
415 ILCS 60/14, Illinois Pesticide Act.
415 ILCS 65/, Lawn Care Products Application and Notice Act.
410 ILCS 170/, Coal Tar Sealant Disclosure Act.
820 ILCS 255/, Toxic Substances Disclosure to Employees Act. (inoperative)
23 Ill.Admin.Code §1.330.

CROSS REF.: 4:150 (Facility Management and Building Programs), 4:170 (Safety)

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[6] 410 ILCS 170/10(a)(1)-(4), added by P.A. 102-242, requires schools to provide written or telephonic notification to employees and parents/guardians of students prior to any application of a coal tar-based sealant product or a high polycyclic aromatic hydrocarbon sealant product. Written notifications must: (1) be included in newsletters, bulletins, calendars, or other correspondence currently published by the district (this is the only prong of written notice that is permissive); (2) be given at least 10 business days before the application and should identify the intended date and location of the application of the coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant; (3) include the name and telephone contact number for the school or day care center (if the district has one) personnel responsible for the application; and (4) include any health hazards associated with coal tar-based sealant product or high polycyclic aromatic hydrocarbon sealant product, as provided by a corresponding safety data sheet.

Districts may want to include numbers (3) and (4) in their student handbooks. The IPA maintains a handbook service that coordinates with PRESS material, Online Model Student Handbook (MSH), at: www.ilprincipals.org/msh/.

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Operational Services

Safety [1]

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.[2] 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; [3]

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[1] State law requires a policy on several topics in this policy and otherwise controls this policy's content. Topics previously assigned to this code number were moved in May 2014 and placed in sample policies 4:100, *Insurance Management*, and 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

Grants may be available from the Ill. State Board of Education (ISBE) to support school safety improvements, including professional development; safety-related upgrades to school buildings, equipment, and facilities; additional resources to implement restorative interventions and resolution strategies as alternatives to exclusionary discipline; and crisis response mapping data. 105 ILCS 5/2-3.180, 5/2-3.181, and 128/50 ~~(final citation pending)~~, added by P.A. 103-8.

Based upon the recommendation of the Federal Commission on School Safety in ~~2018 (www2.ed.gov/documents/school-safety/school-safety-report.pdf)~~, the U.S. Depts. of Homeland Security, Education, Justice, and Health and Human Services created a central school safety clearinghouse website at: www.schoolsafety.gov, to share actionable recommendations to help schools prevent, protect, mitigate, respond to, and recover from emergency situations. Topics include bullying/cyberbullying, student mental health, school climate, threat assessment, emergency planning, security, recovery, and drills.

[2] This sample end statement should be discussed and altered accordingly before board adoption. Ask: what effect or impact will this statement have on the students and the community?

[3] The term *emergency operations and crisis response plan* is used because federal agencies refer to school *emergency operations plans* and the School Safety Drill Act (105 ILCS 128/) refers to *emergency and crisis response plans*. 105 ILCS 128/5~~0 (final citation pending)~~, added by P.A. 103-194 and renumbered by P.A. 103-605, ~~eff. 1-1-24,~~ requires a school building's emergency and crisis response plan, protocol, and procedures to include a plan for local law enforcement to rapidly enter a school building in an emergency.

See sample administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*. This procedure follows the recommendations in the *Guide for Developing High-Quality School Emergency Operations Plans*, produced by a collaboration of federal agencies in June 2013 at: www.rems.ed.gov/docs/REMS_K-12_Guide_508.pdf . The *Guide* informs schools what they *need* to do, not *what* to do. It recommends a process for developing, implementing, and continually refining a school emergency operations plan as well as a discussion of its form, function, and content. See also *The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide*, at: https://rems.ed.gov/docs/District_Guide_508C.pdf.

ISBE maintains a comprehensive website on school emergency and crisis response planning in compliance with the School Safety Drill Act and Joint Rules of the Office of the State Fire Marshal and ISBE (29 Ill.Admin.Code Part 1500), at www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx. ISBE's website includes a *Sample School Emergency Operations Plan* which aligns with the federal *Guide for Developing High-Quality School Emergency Operations Plans*.

105 ILCS 128/45, amended by P.A. 103-780, required school districts to implement a threat assessment procedure by 12-6-19, and to establish a threat assessment team by 2-19-20. The threat assessment procedure may be part of a board policy on targeted school violence prevention that includes the creation of a threat assessment team. For more discussion, see sample policy 4:190, *Targeted School Violence Prevention Program*.

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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;[4] 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. [5]

School Safety Drill Plan [6]

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 lockdown drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year, and shall require the participation of all school personnel

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105 ILCS 5/10-20.72 allows school districts to install a door security locking means on a door of a school building to prevent unwanted entry through the door only if the door security locking means is used: (1) by a trained school district employee; (2) during an emergency that threatens the health and safety of students and employees or during an active shooter drill; and (3) when local law enforcement officials and the local fire department have been notified of its installation prior to its use. Id.

[4] Required by 105 ILCS 128/20(b) and 105 ILCS 5/10-20.14(c), amended by P.A. 103-896, for all students. See sample administrative procedure 4:110-AP3, *School Bus Safety Rules*. In consultation with stakeholders, the Ill. State Board of Education (ISBE) must draft and publish guidance for school bus safety procedures by 7-1-25. 105 ILCS 5/10-20.14(c), amended by P.A. 103-896.

[5] 105 ILCS 5/10-20.28. Consider discussing with local law enforcement what its preference would be and encourage staff and students to follow the recommendation. A wave of 911 cell phone calls can jam phone lines. Student use of cell phones is addressed in 7:190, *Student Behavior*.

625 ILCS 5/12-610.1(e) prohibits wireless telephone use at any time while operating a motor vehicle on a roadway in a school speed zone except for: (1) highway construction or maintenance workers within their work zones; (2) any use for emergency purposes; (3) law enforcement officers or emergency responders performing their duties; (4) a person using a wireless telephone in voice-operated mode with or without use of a headset; (5) a person with technology that uses a single button to initiate or terminate a voice communication, e.g., *HandsFreeLink*®; and (6) a person using an electronic communication device solely to report an emergency and for continued communication with emergency personnel. 625 ILCS 5/12-813.1 limits cell phone use by school bus drivers; see sample policy 4:110, *Transportation*.

[6] Each of the listed drills is required by the School Safety Drill Act. Each drill's requirements are comprehensively covered in sample administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*. For information about documenting minimum compliance with the School Safety Drill Act, see www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx.

105 ILCS 5/2-3.12(f) authorizes the Ill. State Fire Marshal or a qualified fire official to whom the Ill. State Fire Marshal has delegated his or her authority to conduct an annual fire safety inspection of each school building, provided the inspection is coordinated with the regional superintendent. See also 105 ILCS 5/3-14.21(c) (inspection of schools) and 23 Ill.Admin.Code §180.300(b) (annual building and fire safety inspections). To effectively implement this law and ensure the education of students in the district is not disturbed, school officials should discuss with the Ill. State Fire Marshal and regional superintendent whether written notice may be provided to the principal requesting to schedule a mutually agreed upon time.

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and students present at school at the time of the drill, except for those exempted by administrators, school support personnel, or a parent/guardian. [7]

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 Ill. State Board of Education (ISBE). ~~29 Ill.Admin.Code Part 1500.~~ [8]

Automated External Defibrillator (AED) [9]

At least one automated external defibrillator (AED) shall be present in each District attendance center during the school day and during any District-sponsored extracurricular activity on school grounds. In addition, ~~T~~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.

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[7] 105 ILCS 128/20(c), amended by P.A. 102-395. While 105 ILCS 128/20(c) uses both *lockdown drill* and *walk-through lockdown drill*, the terms are synonymous. For brevity, this material uses the term *lockdown drill*. Schools must (1) notify parents/guardians in advance of any lockdown drill that involves student participation, and (2) allow parents/guardians to exempt their child(ren) from participating for any reason. School administrators and support personnel may, at their discretion, exempt a student from participating in a lockdown drill. 105 ILCS 128/20(c)(4), added by P.A. 102-395. When deciding whether to exempt a student, such personnel must include the student's individualized education program team or 504 plan team, if any, in the decision. 105 ILCS 128/20(c)(4), amended by P.A. 103-197~~, eff. 1-1-24~~. For students who do not participate in the lockdown drill, districts must provide alternative safety education and instruction related to an active threat or active shooter event. For students who do participate in the lockdown drill, districts must allow them to ask questions related to it.

Law enforcement may only run an active shooter simulation, including simulated gun fire drills, on school days when students are not present. 105 ILCS 128/20(c)(5)-(8), added by P.A. 102-395.

[8] 29 Ill.Admin.Code Part 1500. The School Safety Drill Act requires each school board or its designee to conduct one annual meeting at which it reviews each building's emergency and crisis response plan, protocols, and procedures, including procedures regarding the school district's threat assessment team, procedures regarding the district's cardiac emergency response plan, the efficacy and effects of law enforcement drills, and each building's compliance with the school safety drill plan. 105 ILCS 128/25, amended by P.A.s 102-395 and 103-608, eff. 1-1-25, and 128/30, amended by P.A. 103-175; 29 Ill.Admin.Code Part 1500. If the board uses a designee, it should preferably be someone other than the District Safety Coordinator to assure an unbiased audit. The statute contains detailed requirements. The board or its designee must: (1) complete a one-page report certifying that the review took place, among other things; (2) send a copy of the report to each participating party; and (3) send a copy of the report to the appropriate Regional Superintendent. 105 ILCS 128/25(c), (d). ISBE's website contains a suggested annual review checklist and a report form to document compliance at: www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx. The American Heart Association's cardiac emergency response plan template and implementation materials are available at: www.heart.org/CERP.

[9] 105 ILCS 5/10-20.87, added by P.A. 103-1019, eff. 1-1-25. An AED installed and maintained according to the Physical Fitness Facility Medical Emergency Preparedness Act (210 ILCS 74/) can be used to satisfy this requirement. Id. Each indoor and outdoor physical fitness facility serving at least 100 individuals must "adopt and implement a written plan for responding to medical emergencies that occur at the facility during the time that the facility is open for use by its members or by the public." 210 ILCS 74/10(a). The facility must file the plan with the Ill. Dept. of Public Health (IDPH). Id. In addition, each indoor facility must have at least one AED on the premises, and each outdoor facility must house an AED in a building, if any, that is within 300 feet of the outdoor facility. 210 ILCS 74/15. See the statute and administrative rules for the other numerous mandates: 210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act; 77 Ill.Admin.Code Part 527, Physical Fitness Facility Medical Emergency Preparedness Code. Also see sample administrative procedure 4:170-AP6, *Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED*.

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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.[10] 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.[11] This policy does not create an obligation to use an AED.

Carbon Monoxide Alarms [12]

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 [13]

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 [14]

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:

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[10] 77 Ill.Admin.Code §527.600(d), (f).

[11] 210 ILCS 74/15(c); 77 Ill.Admin.Code §527.700.

[12] 105 ILCS 5/10-20.57. *Carbon monoxide detector* and *detector* mean a device having a sensor that responds to carbon monoxide gas and that is connected to an alarm control unit and approved in accordance with rules adopted by the Ill. State Fire Marshal. 105 ILCS 5/10-20.57(a). *Approved carbon monoxide alarm* or *alarm* means a carbon monoxide alarm that complies with all the requirements of the rules and regulations of the Ill. State Fire Marshal, bears the label of a nationally recognized testing laboratory, and complies with the most recent standards of the Underwriters Laboratories or the Canadian Standard Association. 430 ILCS 135/5.

Consult both the board attorney and the local fire officials about whether a school building is exempt from this law. Remove this subhead if the board attorney determines that every building across the entire school district is exempt. The law applies to school buildings that have or are close to any *sources of carbon monoxide*; however, it does not specifically define what that means. 430 ILCS 135/20 defines exemptions for residential units and may provide guidance on the exemption for schools. The law also fails to define *carbon monoxide emitting device*, which triggers the placement point in a school building for a carbon monoxide alarm or carbon monoxide detector.

[13] Include this section **only if** the school district owns and controls a movable soccer goal. Movable Soccer Goal Safety Act, a/k/a *Zach's Law*, 430 ILCS 145/. The Act requires: (1) organizations that own and control a movable soccer goal to create a soccer goal safety and education policy that outlines how the organization will specifically address the safety issues associated with movable soccer goals; and (2) the IDPH to provide technical assistance materials. 430 ILCS 145/10, 20. See www.dph.illinois.gov/topics-services/prevention-wellness/injury-violence-prevention/soccer-goal-safety.

[14] This topic must be covered in board policy. 105 ILCS 5/10-21.3a. See also 20 U.S.C. §7912 (unsafe school choice option). ISBE maintains a list of persistently dangerous schools. Districts having only one school may substitute the following for this paragraph:

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1. All students attending a persistently dangerous school, as defined by State law and identified by the ISBE.
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 [15]

The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Ill. Plumbing License Law and guidance published by the IDPH.[16] The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings. [17]

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. [18]

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The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because the District has only one school or attendance center. A student, who would otherwise have qualified for the choice option, or such a student's parent/guardian, may request special accommodations from the Superintendent or designee.

Districts with each grade in only one attendance center may substitute the following for this paragraph:

The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because each grade is in only one attendance center. A student, who would otherwise have qualified for the choice option, or such a student's parent/guardian, may request special accommodations from the Superintendent or designee.

[15] 225 ILCS 320/35.5. Requires that each source of potable water in school buildings constructed on or before 1-1-00, which may be occupied by more than 10 children in grades pre-K through 5, be tested for lead. Testing for buildings constructed prior to 1-1-87 must have been conducted by 12-31-17. 225 ILCS 320/35.5(c)(4). Testing for buildings constructed between 1-2-87 and 1-1-00 must have been conducted by 12-31-18. Id. By 6-30-19, the IDPH was to determine whether it is necessary and appropriate to require testing for buildings constructed after 1-1-00. 225 ILCS 320/35.5(d). IDPH recommends that all schools constructed in whole or in part from 1-2-00 through 1-4-14 test all sources of potable water for lead. See IDPH's recommendations at: www.isbe.net/Documents/Improving-Water-Quality-Illinois-Schools.pdf. For high school districts, delete this subhead if no lead testing occurs.

Boards may, by resolution, use excess taxes levied for fire prevention, safety, energy conservation, and school security purposes for sampling lead in drinking water in schools and for repair and mitigation due to lead levels in the drinking water supply. 105 ILCS 5/17-2.11(j)(1).

[16] 225 ILCS 320/35.5(e) requires the IDPH to post on its website guidance on mitigation actions for lead in drinking water, and ongoing water management practices, in schools. See *Mitigation Strategies for Lead Found in School Drinking Water* at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/publications/school-lead-mitigation-strategies-050917.pdf.

[17] If any samples taken in the school exceed five parts per billion, a district must provide individual notification of sampling results, via written or electronic communication, to parents/guardians of all enrolled students that must include: (1) the corresponding sampling location within the school building; and (2) the U.S. Environmental Protection Agency's website for information about lead in drinking water at: www.epa.gov/ground-water-and-drinking-water/basic-information-about-lead-drinking-water. 225 ILCS 320/35.5(c)(3). If any samples taken in the school are at or below five parts per billion, notification may be made in the same manner or by posting on the school's website. Id.

[18] When a school is closed or its starting time is delayed due to adverse weather conditions or a health or safety threat, the district may count a partial day of attendance as a full day for State aid purposes, provided: (1) at least one hour of instruction was provided or the normal start time was delayed; and (2) the superintendent provides the Regional Superintendent or the Suburban Cook County Intermediate Service Center, whichever is appropriate, with a written report in support of the partial day within 30 days. 105 ILCS 5/18-12.

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LEGAL REF.: 105 ILCS 5/10-20.2, 5/10-20.57, 5/18-12, and 5/18-12.5.
105 ILCS 128/, School Safety Drill Act; 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; Management; and Recovery), 4:190 (Targeted School Violence Prevention Program), 5:30 (Hiring Process and Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

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105 ILCS 5/18-12.5 governs claiming State aid if a district closes one or more schools, but not all schools, during the public health emergency, as determined by ISBE in consultation with the IDPH.

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Operational Services

Targeted School Violence Prevention Program [1]

Threats and acts of targeted school violence harm the District's environment and school community, diminishing students' ability to learn and a school's ability to educate. Providing students and staff with access to a safe and secure District environment is an important Board goal. While it is not possible for the District to completely eliminate threats in its environment, a Targeted School Violence Prevention Program (Program) using the collective efforts of local school officials, staff, students, families, and the community helps the District reduce these risks to its environment.

The Superintendent or designee shall develop and implement the Program.[2] The Program oversees the maintenance of a District environment that is conducive to learning and working by identifying, assessing, classifying, responding to, and managing threats and acts of targeted school violence. The

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[1] While this sample policy is optional, 105 ILCS 128/45, amended by P.A.s 102-791, ~~and~~ 103-175, and 103-780, requires~~d~~ school districts to have implemented a threat assessment *procedure* by 12-21-19 that may be part of a school board targeted school violence prevention policy. Thus, regardless of whether the board adopts a policy, an administrative procedure must exist to comply with the law. See the first sentence in f/n 2 below. It contains items from *Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines*, Fifth Edition (July 2023), Virginia Center for School and Campus Safety, Virginia Dept. of Criminal Justice Services, at: https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg-dec2022_mpd.pdf~~www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/k-12_threat_assessment_management_mppg_mpd.pdf~~. *Threat Assessment in Virginia Public Schools* is based upon a synthesis of established research and recognized standards of practice regarding threat assessment and management in school and workplace settings, including *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates*, a 2004 publication of the U.S. Secret Service and the U.S. Dept. of Education, at: https://www.ojp.gov/ncjrs/virtual-library/abstracts/threat-assessment-schools-guide-managing-threatening-situations-0. The July 2018 update of this document was renamed *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, published by the U.S. Secret Service, at: www.secretservice.gov/sites/default/files/reports/2020-10/USSS_NTAC_Enhancing_School_Safety_Guide.pdf. See also *Averting Targeted School Violence*, a 2021 publication of the U.S. Dept. of Homeland Security and the U.S. Secret Service, at: www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf.

Adopting a policy that addresses targeted school violence prevention provides (a) a way for boards to monitor that it is being done, and (b) an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Before adoption of this policy, each board may want to have a conversation with the superintendent to determine how local conditions and resources and current practices will support the full implementation of the requirements of 105 ILCS 128/45, amended by P.A.s 102-791, ~~and~~ 103-175, and 103-780. Its goals and program will be most effective when they reflect local conditions and circumstances.

[2] To balance the requirement to implement a threat assessment procedure (105 ILCS 128/45, amended by P.A.s 102-791, ~~and~~ 103-175, and 103-780) with the practicalities of managing a district and to align with the best practices outlined in IASB's *Foundational Principles of Effective Governance* (www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/), this sentence delegates the duty to implement a procedure to the superintendent. See sample administrative procedure 4:190-AP1, *Targeted School Violence Prevention Program*, for a sample implementation procedure. Ensuring school safety begins with establishing a comprehensive targeted school violence prevention program, which "includes forming a multidisciplinary threat assessment team, establishing central reporting mechanisms, identifying behaviors of concern, defining the threshold for law enforcement intervention, identifying risk management strategies, promoting safe school climates, and providing training to stakeholders." *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*, published by the U.S. Secret Service, at: www.secretservice.gov/sites/default/files/reports/2020-10/USSS_NTAC_Enhancing_School_Safety_Guide.pdf.

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Program shall be part of the District's Comprehensive Safety and Security Plan, required by Board policy 4:170, *Safety*, and shall:

1. Establish a District-level School Violence Prevention Team to: (a) develop a District-level Targeted School Violence Prevention Plan, and (b) oversee the District's Building-level Threat Assessment Team(s). [3]
2. Establish Building-level Threat Assessment Team(s)[4] to assess and intervene with individuals whose behavior may pose a threat to safety. This team may serve one or more schools.
3. Require all District staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self. [5]
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self. [6]
5. Comply with State and federal law and align with Board policies.

The Local Governmental and Governmental Employees Tort Immunity Act protects the District from liability. The Program does not: (1) replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in violence prevention, assessments and counseling services, (2) extend beyond available resources within the District, (3) extend beyond the school day and/or school-sponsored events, or (4) guarantee or ensure the safety of students, District staff, or visitors. [7]

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[3] The establishment of threat assessment teams in K-12 public schools is Recommendation #1 of the *Recommendations of the Illinois Terrorism Task Force School Safety Working Group*, presented to the Office of the Governor on 4-5-18, at: www.iasb.com/policy-services-and-school-law/guidance-and-resources/school-safety-and-security/. Illinois higher education institutions have required threat assessment teams since the passage of the Campus Security Enhancement Act of 2008 (110 ILCS 12/20(b)(2), eff. 1-1-09) in response to the shootings that took place at Virginia Polytechnic Institute and State University on 4-16-07 and Northern Illinois University on 2-14-08. See f/n 4, below.

[4] 105 ILCS 128/45, amended by P.A.s 102-791, ~~and~~ 103-175, and 103-780, requires~~d~~ school districts to have established a threat assessment team by 2-19-20. If a school district is unable to establish a threat assessment team with school district staff and resources, it may use a regional behavioral threat assessment and intervention team. Id. The district's threat assessment procedure and a list identifying the members of all district threat assessment teams must be filed with a local law enforcement agency and the regional office of education or appropriate intermediate service center before the start of each school year. 105 ILCS 128/45(b), amended by P.A.s 102-791 and 103-175. See sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, and its accompanying exhibits for further information on threat assessment teams and how to connect with a regional behavioral threat assessment team. Records concerning the work of the TAT, including but not limited to any threat assessment procedure, are exempt from disclosure under the Ill. Freedom of Information Act. 5 ILCS 140/7(ll), added by P.A. 102-791.

[5] In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train staff and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, requires all district staff, volunteers, and contractors to report any expressed threats or behaviors that may represent a threat to the community, school, or self.

[6] In alignment with this policy, sample administrative procedure 4:190-AP2, *Threat Assessment Team (TAT)*, requires the TAT to train parents/guardians and other members of the school community to recognize and report possible threats, and sample exhibit 4:190-AP2, E6, *Targeted School Violence Prevention and Threat Assessment Education*, encourages parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.

[7] **Consult the board attorney for guidance concerning liability in this area**. Except for cases of willful and wanton conduct, the Local Governmental and Governmental Employees Tort Immunity Act (TIA) likely protects districts from liability for failure to properly identify and/or respond to a student's behavior that results in injury or suicide. See 745 ILCS 10/3-108 and Grant v. Board of Trustees of Valley View School Dist. No. 365-U, 286 Ill.App.3d 642 (3rd Dist. 1997). Every situation is fact-specific, and the issues require careful evaluation. A disclaimer, such as the one presented here, may not be sufficient. A district may take several actions, after discussion with its board attorney, to minimize liability, such as adding limiting phrases and ensuring other policies are followed.

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LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-21.7, 5/10-27.1A, 5/10-27.1B, 5/24-24, and 5/27-23.7.
105 ILCS 128/, School Safety Drill Act.
745 ILCS 10/, Local Governmental and Governmental Employees Tort Immunity Act.
29 Ill.Admin.Code Part 1500.

CROSS REF.: 2:240 (Board Policy Development), 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:230 (Maintaining Student Discipline), 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention), 7:340 (Student Records), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

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In addition to the TIA, school officials and districts may also be entitled to qualified immunity in civil rights lawsuits that seek to hold them liable for a suicide. For further discussion, see f/n 14 in sample policy 7:290, *Suicide and Depression Awareness and Prevention*.

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General Personnel

Equal Employment Opportunity and Minority Recruitment [1]

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

[1] Federal and State law (see the policy's Legal References) require that all districts have a policy on equal employment opportunities and control this policy's content. **This is a complex, confusing, and highly litigated area of the law; consult the board attorney for advice on the application of these laws to specific situations.**

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The School District shall provide equal employment opportunities[2] to all persons regardless of their race;[3] color; creed; religion;[4] national origin; sex;[5] sexual orientation;[6] age;[7] ancestry; marital status;[8]

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[2] *Equal employment opportunities* apply to virtually all terms and conditions of employment, e.g., discharge, hire, promotion, pay, demotion, and benefits (see the policy's Legal References). The Ill. Constitution protects the following categories from discrimination in employment: race, color, creed, national ancestry, sex, and handicap. Art. I, §§17, 18, and 19. The Ill. Human Rights Act (IHRA) protects the following categories from discrimination in employment, whether *actual* or *perceived*: race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, order of protection status, sexual orientation, pregnancy, reproductive health decisions, unfavorable discharge from military service, arrest record, conviction record (unless authorized by law), citizenship status, ~~and~~ work authorization status. 775 ILCS 5/1-102(A), amended by P.A.s 102-233, and 103-785, eff. 1-1-25; 5/1-103, amended by P.A.s 102-419, and 1023-1102 and 103-785, eff. 1-1-25; and 775 ILCS 5/2-103.1. The IHRA also prohibits employers from using artificial intelligence (AI) in a manner that subjects employees to unlawful discrimination, and it requires employers to provide notice to employees when it uses AI with respect to recruitment, hiring, promotion, renewal of employment, selection for training, discharge, discipline, tenure, or the terms, privileges, or conditions of employment. 775 ILCS 5/2-102(L), added by P.A. 103-804, eff. 1-1-26. For resources on the use of AI in employment decisions, see www.eeoc.gov/ai.

The IHRA requires employers to annually disclose to the Ill. Dept. of Human Rights (IDHR) certain information about adverse judgments and administrative rulings where there was a finding of sexual harassment or unlawful discrimination under any federal, State, or local law, as well as data regarding settlement agreements, if requested by an IDHR investigator. 775 ILCS 5/2-108 (scheduled to be repealed on 1-1-30).

Title VII of the Civil Rights Act of 1964 prohibits discrimination because of an individual's race, color, religion, sex, or national origin. 42 U.S.C. §2000e et seq., amended by The Lilly Ledbetter Fair Pay Act of 2009 (LLFPA), Pub.L. 111-2.

Under the Workplace Transparency Act (WTA) (820 ILCS 96/), employers may not, as a condition of employment or continued employment, prevent prospective or current employees from making truthful statements or disclosures about alleged unlawful employment practices, including discrimination. Id. at 96/1-25.

The LLFPA clarifies that a discriminatory compensation decision or other practice occurs each time an employee is paid or receives a last benefits check pursuant to the discriminatory compensation decision as opposed to only from the time when the discriminatory compensation decision or other practice occurred. The Act has no legislative history available to define what the phrase *or other practice* might mean beyond a discriminatory compensation decision; however, in a guidance document, the U.S. Equal Employment Opportunity Commission (EEOC) states that practices "may include employer decisions about base pay or wages, job classifications, career ladder or other noncompetitive promotion denials, tenure denials, and failure to respond to requests for raises." See *Equal Pay Act of 1963 and Lilly Ledbetter Fair Pay Act of 2009* (2014), at: www.eeoc.gov/laws/guidance/equal-pay-act-1963-and-lilly-ledbetter-fair-pay-act-2009.

The Ill. Equal Pay Act of 2003 (EPA) offers additional protection by prohibiting the payment of wages to one sex less than the opposite sex or to an African-American less than a non-African-American *for the same or substantially similar work*. 820 ILCS 112/. The Ill. Dept. of Labor (IDOL) enforces the EPA. The EPA also prohibits employers from requesting or requiring applicants to disclose wage or salary history as a condition of being considered for employment or as a condition of employment. Id. at 112/10(b-5). If an applicant voluntarily offers such information without prompting, an employer still cannot use that information in making an offer or determining future pay. See sample administrative procedure 5:30-AP1, *Interview Questions*, for sample permissible inquiries on this topic. Employers may seek wage or salary history from an applicant's current or former employer if that information is a matter of public record under the Freedom of Information Act (FOIA); however, districts that wish to undertake such searches should exercise caution; the fact a district seeks out publicly available wage information could still be used against it in a pay discrimination claim. Id. at 112/10(b-10). Consult the board attorney for further guidance.

While not exhaustive, other laws protecting these and additional classifications are named in subsequent footnotes.

[3] The IHRA defines race to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5), added by P.A. 102-1102. The law allows employers to implement dress codes or adopt grooming policies that include restrictions on attire, clothing, or facial hair to maintain workplace safety or food sanitation. 775 ILCS 5/2-102(E-5). Title VII does not have a definition of race, but EEOC guidance provides that "[r]ace discrimination includes discrimination on the basis of ancestry or physical or cultural characteristics associated with a certain race, such as skin color, hair texture or styles, or certain facial features." See the EEOC's *Questions and Answers about Race and Color Discrimination in Employment*, at: www.eeoc.gov/laws/guidance/questions-and-answers-about-race-and-color-discrimination-employment.

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

4 775 ILCS 5/2-102 of the IHRA, amended by P.A. 102-233, contains a *religious discrimination* subsection. It expressly prohibits employers from requiring a person to violate a sincerely held religious belief to obtain or retain employment unless, after engaging in a bona fide effort, the employer demonstrates that it is unable to reasonably accommodate the employee's or prospective employee's sincerely held religious belief, practice, or observance without undue hardship on the conduct of the employer's business. Religious beliefs include, but are not limited to: the wearing of any attire, clothing, or facial hair in accordance with the requirements of his/her religion. 775 ILCS 5/2-102(E-5). Employers may, however, enact a dress code or grooming policy that restricts attire, clothing, or facial hair to maintain workplace safety or food sanitation. Id.

Regarding accommodation of an employee's religious practice under EEOA, the U.S. Supreme Court held in the case Groff v. DeJoy, 600 U.S. 447 (2023), that *undue hardship* means a burden that is "substantial in the overall context of an employer's business", rather than a mere *de minimis* standard. Id. at 468. In addition to the IHRA and Title VII (also discussed in f/n 2), see 775 ILCS 35/, Religious Freedom Restoration Act.

5 Discrimination on the basis of sex under Title VII includes discrimination on the basis of sexual orientation or transgender status. Bostock v. Clayton Cnty., 140 S.Ct. 1731 (2020); Hively v. Ivy Tech, 853 F.3d 339 (7th Cir. 2017). In addition to the IHRA and Title VII (discussed in f/n 2), see Title IX of the Education Amendments of 1972 (Title IX). 20 U.S.C. §1681 et seq.; 34 C.F.R. Part 106. See sample policy 2:265, *Title IX Grievance Procedure*. The federal Equal Pay Act prohibits an employer from paying persons of one sex less than the wage paid to persons of the opposite sex for equal work. 29 U.S.C. §206(d). See f/n 2 above for more information on State equal pay protections, including on the basis of sex. The LLFPA defines *date of underpayment* as each time wages are underpaid. Employees have one year from the time they become aware of the underpayment to file a complaint with the IDOL. 820 ILCS 112/15(b).

6 *Sexual orientation* means actual or perceived heterosexuality, homosexuality, bisexuality, or gender-related identity; it does not include a physical or sexual attraction to a minor by an adult. 775 ILCS 5/1-103(O-1).

7 Age Discrimination in Employment Act (ADEA) (29 U.S.C. §621 et seq.), amended by LLFPA (see f/n 2). 29 C.F.R. Part 1625, amended the EEOC regulations under ADEA to reflect the U.S. Supreme Court's decision in General Dynamic Systems, Inc. v. Cline, 540 U.S. 581 (2004), holding the ADEA permits employers to favor older workers because of age. Thus, favoring an older person over a younger person is not unlawful discrimination, even when the younger person is at least 40 years old.

8 105 ILCS 5/10-22.4 and 775 ILCS 5/1-103(Q). The term *marital status* means an individual's legal status of being married, single, separated, divorced, or widowed. 775 ILCS 5/1-103(J). This statutory definition does not encompass the identity of one's spouse. Thus, school districts may adopt no-spouse policies. Boaden v. Dept. of Law Enforcement, 171 Ill.2d 230 (Ill. 1996).

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arrest record;[9] military status; order of protection status;[10] unfavorable military discharge;[11] citizenship status provided the individual is authorized to work in the United States;[12] work authorization status;[13] use of lawful products while not at work;[14] being a victim of domestic violence, sexual violence, gender

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[9] Districts may not make employment decisions on the basis of arrest history, but may use job-disqualifying criminal convictions provided specific conditions are met. 775 ILCS 5/2-103 and 5/2-103.1. See f/n 2~~10~~, below. The Job Opportunities for Qualified Applicants Act, 820 ILCS 75/15, 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. School employers should limit their requests for criminal convictions to *job-disqualifying* convictions, as permitted by the IHRA. 775 ILCS 5/2-103.1~~, added by ; 820 ILCS 75/15~~. See also the IDHR's guidance, *Conviction Record Protection – Frequently Asked Questions*, at: https://dhr.illinois.gov/conviction-record-protection-frequently-asked-questions.html and the EEOC's guidance, *Consideration of Arrest and Conviction Records in Employment Decisions* (2012), at: www.eeoc.gov/laws/guidance/arrest_conviction.cfm.

[10] 775 ILCS 5/1-103(Q). The term *order of protection status* means a person protected under an order of protection issued pursuant to the Ill. Domestic Violence Act of 1986 (750 ILCS 60/), Article 112A of the Code of Criminal Procedure of 1963 (725 ILCS 5/112A-1.5), the Stalking No Contact Order Act (740 ILCS 21/), the Civil No Contact Order Act (740 ILCS 22/), or an order of protection issued by a court of another state. 775 ILCS 5/1-103(K-5).

[11] *Military status* means a person's status on active duty or in status as a veteran in the U.S. Armed Forces, veteran of any reserve component of U.S. Armed Forces, or current member or veteran of the Ill. Army National Guard or Ill. Air National Guard. 775 ILCS 5/1-103(J-1). *Unfavorable military discharge* does not include those characterized as RE-4 or *dishonorable*. 775 ILCS 5/1-103(P). The Uniformed Services Employment and Reemployment Rights Act of 1994 prohibits employers from discriminating or retaliating against any person for reasons related to past, present, or future service in a *uniformed service*. 38 U.S.C. §4301 et seq.

[12] 775 ILCS 5/1-102(C). According to the Immigration Reform and Control Act of 1986, all employers must verify that employees are either U.S. citizens or authorized to work in the U.S. 8 U.S.C. §1324(a) et seq.

[13] 775 ILCS 5/2-102(A), amended by P.A. 102-233. *Work authorization status* means the status of being a person born outside of the United States, and not a U.S. citizen, who is authorized by the federal government to work in the United States. 775 ILCS 5/2-101(L), added by P.A. 102-233. Under the IHRA, it is a civil rights violation for an employer to refuse to honor a legal work authorization; however, employers are not required to sponsor any applicant or employee to obtain or modify work authorization status, unless required by federal law. 775 ILCS 5/2-102(G), amended by P.A. 102-233; 775 ILCS 5/2-104(D), added by P.A. 102-233.

[14] The Right to Privacy in the Workplace Act prohibits discrimination based on use of lawful products, e.g., alcohol, cannabis, and tobacco, off premises during non-working hours. 820 ILCS 55/5.

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violence, or any other crime of violence;[15] genetic information;[16] physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation;[17] pregnancy, childbirth, or related medical conditions;[18] reproductive health decisions;[19] credit history, unless a satisfactory credit history is an established bona fide occupational

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[15] 820 ILCS 180/30, amended by P.A.s 102-487 and 102-890, Victims' Economic Security and Safety Act (VESSA). *Gender violence* means: (1) one or more acts of violence or aggression that are a criminal offense under State law committed, at least in part, on the basis of a person's actual or perceived sex or gender, (2) a physical intrusion or invasion of a sexual nature under coercive conditions that is a criminal offense under State law, or (3) a threat to commit one of these acts. 820 ILCS 180/10(12.5). In certain circumstances, an employer can be held liable for gender-related violence that occurs in the workplace if the employer failed to investigate complaints or failed to supervise, train, or monitor an employee who engaged in the violence. 740 ILCS 82/11, added by P.A. 103-202, Gender Violence Act. *Other crime of violence* under VESSA means conduct prohibited by 720 ILCS 5/9 (homicide), 720 ILCS 5/11 (sex offenses), 720 ILCS 5/12 (bodily harm), 720 ILCS 5/26.5 (harassing and obscene communications), 720 ILCS 5/29D (terrorism), and 720 ILCS 5/33A (armed violence), or similar provision of the Criminal Code of 1961. 820 ILCS 180/10(2.5), added by P.A. 102-487.

An employer is prohibited from discriminating against any individual, e.g., an applicant for employment, because he or she "is an employee whose employer is subject to Section 21 of the Workplace Violence Prevention Act." The Workplace Violence Prevention Act allows an employer to seek a *workplace protection restraining order* when there is a credible threat of violence at the workplace. 820 ILCS 275/. The law requires the employer seeking a *workplace protection restraining order* to notify the employee who is a victim of *unlawful violence*. 820 ILCS 275/21.

[16] Illinois' Genetic Information Privacy Act (GIPA) (410 ILCS 513/25) and Title II of Genetic Information Nondiscrimination Act (GINA) (42 U.S.C. §2000ff et seq.). Both laws protect job applicants and current and former employees from discrimination based on their genetic information. Note that GIPA provides greater protections to Illinois employees than Title II of GINA. GIPA prohibits employers from penalizing employees who do not disclose genetic information or do not choose to participate in a program requiring disclosure of the employee's genetic information. See f/n 12 in sample policy 2:260, *Uniform Grievance Procedure*, for the definition of genetic information and a detailed description of both statutes, including of Title I of GINA affecting the use of genetic information in health insurance. The EEOC vacated certain 2016 ADA and GINA wellness program regulations following an adverse court ruling. 83 Fed. Reg. 65296. Those rules provided guidance to employers on the extent to which they could use incentives (such as discounted health plan costs) to encourage employees to participate in wellness programs that asked for employee and family health information. Consult the board attorney for guidance regarding specific application of ADA and GINA and how they integrate with other related laws, e.g., the Family Medical Leave Act and other State laws governing time off for sickness and workers' compensation.

[17] Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. §12101 et seq.), amended by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) (Pub. L. 110-325) and modified by the LLFPA; Rehabilitation Act of 1973 (29 U.S.C. §701 et seq.).

[18] 775 ILCS 5/2-102(I). Employers must provide reasonable accommodations to employees with conditions related to pregnancy, childbirth, or related conditions. 775 ILCS 5/2-102(J). Guidance from the IDHR is available at: https://dhr.illinois.gov/publications/pregnancy-rights.html. Employers are required to post a notice summarizing the right to be free from unlawful discrimination and the right to certain reasonable accommodations. 775 ILCS 5/2-102(K). The IDHR is required to prepare such a notice, retrievable from its website, which employers may use.

Federal law also prohibits employers from discriminating against employees and applicants on the basis of pregnancy, childbirth, or related medical conditions. 42 U.S.C. §2000e(k). Similar to the IHRA, the federal Pregnant Workers Fairness Act (PWFA) (42 U.S.C. §2000gg et seq.), added by Pub.L 117-328, and implemented by 29 C.F.R. Part 1636, requires employers to provide reasonable accommodations to an employee's known limitations related to pregnancy, childbirth, or related medical conditions, unless the accommodation will cause the employer an undue hardship. For further information about implementation of the PWFA, see the EEOC's *Summary of Key Provisions of EEOC's Final Rule to Implement the PWFA*, at: www.eeoc.gov/summary-key-provisions-eeocs-final-rule-implement-pregnant-workers-fairness-act-pwfa. Pregnant workers with pregnancy-related impairments may also have disabilities for which they may be entitled to reasonable accommodation under the ADA. Guidance from the EEOC is available at: www.eeoc.gov/pregnancy-discrimination. State law also prohibits the State, which includes school districts, from interfering with or discriminating against an individual's fundamental right to continue a pregnancy or to have an abortion. 775 ILCS 55/.

[19] 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. *Reproductive health decisions* means a person's decisions regarding their use of: contraception; fertility or sterilization care; assisted reproductive technologies; miscarriage management care; healthcare related to the continuation or termination of pregnancy; or prenatal, intranatal, or postnatal care. Id. at 5/1-103(O-2).

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requirement of a particular position;[20] conviction record, unless authorized by law;[21] family responsibilities;[22] or other legally protected categories.[23] [24] [25] [26] No one will be penalized solely for

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[20] 820 ILCS 70/, Employee Credit Privacy Act. Unless a satisfactory credit history is an *established bona fide occupational requirement* of a particular position, an employer may not: (1) refuse to hire, discharge, or otherwise discriminate against an individual with respect to employment because of the individual's credit history or credit report; (2) inquire about an applicant's or employee's credit history; or (3) order or obtain an applicant's or employee's credit report from a consumer reporting agency. The Act identifies circumstances that permit 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. Id. at 70/10.

[21] 775 ILCS 5/2-103.1(A). The IHRA prohibits an employer from *disqualifying* or taking other *adverse action* against an applicant or employee based on a *conviction record* unless: (1) otherwise authorized by law; (2) there is a *substantial relationship* between the criminal offense and the employment sought; or (3) granting the employment would involve an unreasonable risk to property or to the safety or welfare of specific individuals or the general public. Id. Disqualification or adverse action includes refusal to hire, segregation, and actions with respect to recruitment, hiring, promotion, renewal of employment, selection for training or apprenticeship, discharge, discipline, tenure or terms, privileges, or conditions of employment. Id. If a board wants to terminate or take other adverse action against a *current* district employee based in whole or in part on a conviction record, it still must comply with all applicable statutory, policy, and bargaining agreement provisions. Boards should consult the board attorney to ensure all legal obligations are met.

Districts that wish to disqualify or take other adverse action against an applicant or employee based on a conviction record must first engage them in an *interactive assessment*, providing the individual with the opportunity to submit evidence in mitigation or to dispute the accuracy of the conviction record. See sample policy 5:30, *Hiring Process and Criteria*, at f/n 5, and sample administrative procedure 5:30-AP2, *Investigations*, for more information.

[22] 775 ILCS 5/2-102(A), amended by P.A. 103-797, eff. 1-1-25, prohibits an employer from refusing to hire, segregating, harassing, or making other employment-related decisions on the basis of an employee's family responsibilities. *Family responsibilities* means an employee's actual or perceived provision of *personal care* to a *covered family member*, as those terms are defined in the Employee Sick Leave Act, 820 ILCS 191/5.

[23] Insert the following optional sentence (775 ILCS 5/1-103(A) and 29 U.S.C. §631):

Age, as used in this policy, means the age of a person who is at least 40 years old.

[24] Insert the following optional provision (29 U.S.C. §705(10)(A)-(B), (20)(C)(v), (20)(D) and 42 U.S.C. §12114):

Handicap and *disability*, as used in this policy, excludes persons:

1. Currently using illegal drugs;
2. Having a currently contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the currently contagious disease or infection, are unable to perform the duties of the job; or
3. Whose current alcohol use prevents them from performing the job's duties or constitutes a direct threat to the property or safety of others.

Persons who have successfully completed or are participating in a drug rehabilitation program are considered *disabled*.

[25] Districts may not make residency in the district a condition of employment for teachers or educational support personnel. 105 ILCS 5/24-4.1, 5/10-23.5. This ban on residency requirements for teachers applies only to instructional personnel, and not, for example, to assistant principals. Owen v. Kankakee Sch. Dist., 261 Ill.App.3d 298 (3rd Dist. 1994). Districts also may not ask an applicant, or the applicant's previous employer, whether the applicant ever received, or filed a claim for, benefits under the Workers' Compensation Act or Workers' Occupational Diseases Act. 820 ILCS 55/10(a). Districts are also prohibited from requiring, requesting, or coercing an employee or potential employee to provide a user name and password or any password or other related account information to gain or demand access to his or her personal online account. 820 ILCS 55/10(b). While the law does not prohibit employers from viewing public information, consult the board attorney before engaging in this practice.

[26] School districts must accommodate employees who choose to continue breastfeeding after returning to work. See 740 ILCS 137/, Right to Breastfeed Act; 820 ILCS 260/, Nursing Mothers in the Workplace Act (NMWA); and 29 U.S.C. §218d, added by Pub.L. 117-328. At least one court has ruled an implied private right of action may exist under the NMWA. Spriesch v. City of Chicago, 2017 WL 4864913 (N.D.Ill. 2017). See sample language for a personnel handbook in sample administrative procedure 5:10-AP, *Workplace Accommodations for Nursing Mothers*.

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his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/. [27]

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. 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. [28]

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 under Board policy 2:260, *Uniform*

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[27] 410 ILCS 130/40; 77 Ill.Admin.Code Part 946. To legally use medical cannabis, an individual must first become a *registered qualifying patient*. Their *use* of cannabis, e.g., permissible locations, is governed by the Compassionate Use of Medical Cannabis Program Act. 410 ILCS 130/. There are many situations in which no one, even a registered qualifying patient, may possess or use cannabis except as provided under *Ashley's Law* (105 ILCS 5/22-33), including in a school bus or on the grounds of any preschool, or primary or secondary school. 410 ILCS 130/30(a)(2) & (3). See sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*, at f/n 9 for further discussion.

[28] 775 ILCS 5/6-101, amended by P.A. 103-472, ~~eff. 8-1-24~~. Discrimination on the basis of a request for or use of a reasonable accommodation is a civil rights violation under the IHRA. Id. Most discrimination laws prohibit retaliation against employees who oppose practices made unlawful by those laws, including, for example, Title VII, Title IX, ADA, ADEA, VESSA, the EPA, and the Ill. Whistleblower Act (IWA).

The IWA ~~specifically~~ prohibits employers from retaliating against employees who ~~for: (1)~~ disclos~~e~~ing or threaten to disclose information to a government or law enforcement agency ~~, where the employee has reasonable cause to believe that the information~~about an employer's activity, policy, or practice ~~discloses a violation of~~that the employee believes, in good faith: (1) violates a State or federal law, rule, or regulation, or (2) poses a substantial and specific danger to employees, public health, or safety. ~~(~~740 ILCS 174/15(b), amended by P.A. 103-867, eff. 1-1-25.~~); (2) disclosing information in a court, an administrative hearing, or before a legislative commission or committee, or in any other proceeding where the employee has reasonable cause to believe that the information reveals a violation of a State or federal law, rule or regulation (740 ILCS 174/15(a)); (3) refusing to participate in an activity that would result in a violation of a State or federal law, rule, or regulation, including, but not limited to, violations of FOIA (740 ILCS 174/20); and (4) disclosing or attempting to disclose public corruption or wrongdoing (740 ILCS 174/20.1). The definition of retaliation is expanded to include *other retaliation* and *threatening retaliation*. 740 ILCS 174/20.1, 20.2.~~ See 740 ILCS 174/15, 20, 20.1, and 20.2, amended by P.A. 103-867, eff. 1-1-25, for other specific categories of retaliation prohibited by the IWA.

The Ill. False Claims Act defines *State* to include school districts. 740 ILCS 175/2(a). Thus, boards may seek a penalty from a person for making a false claim for money or property. 740 ILCS 175/4. For information regarding the IWA and the tort of retaliatory discharge, see Thomas v. Guardsmark, 487 F.3d 531 (7th Cir. 2007)(discussing the elements of retaliatory discharge and IWA); Sherman v. Kraft General Foods, Inc., 272 Ill.App.3d 833 (4th Dist. 1995)(finding employee who reported asbestos hazard had a cause of action for retaliatory discharge).

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Grievance Procedure. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. [29]

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.[30]

Nondiscrimination Coordinator: [31]

_____
Name

_____
Address

_____
Email

_____
Telephone

Complaint Managers:

Name	Name
Address	Address
Email	Email
Telephone	Telephone

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[29] The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~" insert a hard return to create a new paragraph, and insert "The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.

[30] Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number. Id. See f/ns 22 and 23 in sample policy 2:260, *Uniform Grievance Procedure*.

While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

[31] Best practice is that throughout the district's board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs.

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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. [32]

Minority Recruitment [33]

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.

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[32] In addition to notifying employees of the Uniform Grievance Procedure, a district must notify them of the person(s) designated to coordinate the district's compliance with Title IX and the Rehabilitation Act of 1973. 34 C.F.R. §§106.8(a), 104.8(a). The Nondiscrimination Coordinator may be the same individual for both this policy and sample policy 7:10, *Equal Educational Opportunities*, as well as a Complaint Manager for sample policy 2:260, *Uniform Grievance Procedure*. A comprehensive faculty handbook can provide required notices, along with other important information, to recipients. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and school board. Any *working conditions* contained in the handbook may be subject to mandatory collective bargaining.

[33] All districts must have a policy on minority recruitment. 105 ILCS 5/10-20.7a. Unlike minority recruitment efforts, affirmative action plans are subject to significant scrutiny because of the potential for reverse discrimination. The U.S. Constitution's guarantee of equal protection prohibits school districts from using racial hiring quotas without evidence of past discrimination. See 29 C.F.R. §1608.1 et seq. (EEOC's guidelines for affirmative action plans); Wygant v. Jackson Bd. of Ed., 476 U.S. 267 (1986) (The goal of remedying societal discrimination does not justify race-based layoffs.); City of Richmond v. J.A. Croson Co., 488 U.S. 469 (1989) (Minority contractor quota struck; quotas must be narrowly tailored to remedy past discrimination and the city failed to identify the need for remedial action and whether race-neutral alternatives existed.).

The IHRA states that it shall not be construed as requiring any employer to give preferential treatment or special rights based on sexual orientation or to implement affirmative action policies or programs based on sexual orientation. 775 ILCS 5/1-101.1.

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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; 34 C.F.R. Part 106.
29 U.S.C. §206(d), Equal Pay Act.
29 U.S.C. §218d, Fair Labor Standards Act.
29 U.S.C. §621 et seq., Age Discrimination in Employment Act.
29 U.S.C. §701 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. §2000d et seq., Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. Part 1601.
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.
42 U.S.C. §2000gg et seq., Pregnant Workers Fairness Act; 29 C.F.R. Part 1636.
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, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.
410 ILCS 130/40, Compassionate Use of Medical Cannabis Program Act.
410 ILCS 513/25, Genetic Information Privacy Act.
740 ILCS 174/, Ill. Whistleblower Act.
775 ILCS 5/1-103, 5/2-101, 5/2-102, 5/2-103, 5/2-103.1, 5/2-104(D) and 5/6-101, Ill. Human Rights Act.
775 ILCS 35/, 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), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 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; E-Cigarette, Tobacco, and Cannabis 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)

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General Personnel

Workplace Harassment Prohibited [1]

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

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

[1] State or federal law controls this policy's content. Federal law requires districts to take action to prevent sexual harassment and to disseminate a policy regarding its prohibition of sex discrimination. 29 C.F.R. §1604.11(f); 34 C.F.R. §106.8(b). State law requires districts to establish a policy to prohibit sexual harassment. 5 ILCS 430/70-5(a). See f/n 4 below. Harassment based on a protected status is a form of discrimination that violates many State and federal laws (see the policy's Legal References).

Workplace harassment policies have typically focused on *sexual* harassment since it receives the most attention. However, the broad prohibitions against discrimination in State and federal civil rights laws will cover harassing conduct that is motivated by animus against any protected status. See Porter v. Erie Foods Int'l, Inc., 576 F.3d 629 (7th Cir. 2009) (recognizing a cause of action for race harassment). For a list of protected statuses, see sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. This policy prohibiting harassment has a separate section on sexual harassment because of the extensive statutory and case law regarding it.

Under the Ill. Human Rights Act (IHRA), harassment is unlawful if it has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. 775 ILCS 5/2-101(E-1). *Working environment* is not limited to a physical location to which an employee is assigned. Id. Harassment is unlawful on the basis of the specifically-listed categories in this policy whether that status is *actual* or *perceived*. Id.

An employer is liable under Title VII of the Civil Rights Act of 1964 (Title VII) for an employee's harassment of a co-worker if the employer was negligent with respect to the offensive behavior by, for example, failing to take remedial action when it knew or should have known about the harassment. 42 U.S.C. §2000e et seq. An employer is liable under the IHRA for harassment by its nonmanagerial and nonsupervisory employees if it becomes aware of the conduct and fails to take reasonable corrective measures. 775 ILCS 5/2-102(A). However, when the perpetrator is the victim's supervisor, the employer will be vicariously liable for the supervisor's actions. Lack of knowledge of a supervisor's misconduct is no defense. Burlington Indus. v. Ellerth, 524 U.S. 742 (1998); Faragher v. City of Boca Raton, 524 U.S. 775 (1998). A *supervisor* is someone who has the authority to demote, discharge, or take other negative job action against the victim. Vance v. Ball State Univ., 570 U.S. 421 (2013). Note that the IHRA (775 ILCS 5/2-102(D)) imposes strict liability on the employer when an employee has been sexually harassed by supervisory personnel regardless of whether the harasser has any authority over the complainant. Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009). Additionally, under the IHRA, an employer is liable for the harassment of *nonemployees* by nonmanagerial and nonsupervisory employees if it becomes aware of the conduct and fails to take reasonable corrective measures. 775 ILCS 5/2-102(A-10) and (D-5). Nonemployees are those who are directly performing services for an employer pursuant to a contract, such as contractors or consultants. Id.

Not all harassing conduct is unlawful discrimination, even if it is disruptive and hurtful. If a board wants to include language in this policy prohibiting employees from engaging in intimidating or offensive conduct that is *not* a civil rights violation, it should consult the board attorney.

For additional resources, see the EEOC's *Enforcement Guidance on Harassment in the Workplace* at: www.eeoc.gov/laws/guidance/enforcement-guidance-harassment-workplace and its accompanying summary at: www.eeoc.gov/summary-key-provisions-eeoc-enforcement-guidance-harassment-workplace.

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abusive conduct on the basis of an individual's actual or perceived race[2], color, religion[3], national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, family responsibilities,[4] reproductive health decisions,[5] order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's 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 policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

The District will take remedial and corrective action to address unlawful workplace harassment, including sexual harassment.

Sexual Harassment Prohibited [6]

The 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

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[2] See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, at f/n 3, for information about the definition of *race*.

[3] The IHRA contains a *religious discrimination* subsection. 775 ILCS 5/2-102(E-5). It expressly prohibits employers from requiring a person to violate a sincerely held religious belief to obtain or retain employment unless, after engaging in a bona fide effort, the employer demonstrates that it is unable to reasonably accommodate the employee's or prospective employee's sincerely held religious belief, practice, or observance without undue hardship on the conduct of the employer's business. See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, at f/n 4, for further discussion. Religious beliefs include, but are not limited to: the wearing of any attire, clothing, or facial hair in accordance with the requirements of his/her religion. Id. Employers may, however, enact a dress code or grooming policy that restricts attire, clothing, or facial hair to maintain workplace safety or food sanitation. Id.

[4] 775 ILCS 5/2-101(E-1), amended by P.A. 103-797, eff. 1-1-25. See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, at f/n 22, for additional information.

[5] 775 ILCS 5/1-102(A) and 5/1-103(Q), amended by P.A. 103-785, eff. 1-1-25. See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, at f/n 19, for additional information.

[6] The IHRA (775 ILCS 5/2-102(D)) provides that sexual harassment is a civil rights violation:

> For any employer, employee, agent of any employer, employment agency or labor organization to engage in sexual harassment; provided, that an employer shall be responsible for sexual harassment of the employer's employees by non-employees or non-managerial and non-supervisory employees only if the employer becomes aware of the conduct and fails to take reasonable corrective measures.

See sample policy 2:265, *Title IX Grievance Procedure*, for the definition of Title IX sex-based~~ual~~ harassment (20 U.S.C. §1681 et seq.; 34 C.F.R. §106.2), and see f/n 3 of it for examples of employee sex-based~~ual~~ harassment that may violate Title IX. Title IX's reach is broad because a~~n alleged~~ *complainant* ~~or alleged respondent~~ may be *anyone* who was participating or attempting to participate in the district's educational program or activity at the time of the alleged sex discrimination, and *respondent* means a person alleged to have violated the district's prohibition on sex discrimination. 34 C.F.R. §106.2. This includes applicants for employment, students, parents/guardians, any employee, and third parties. Districts are liable for Title IX sexual harassment when *any* district employee has information about conduct that may reasonably constitute sex discrimination~~*actual knowledge* of sexual harassment or allegations of sexual harassment~~ against anyone in the district ~~(except when the only employee with knowledge is the perpetrator of the alleged sexual harassment)~~. 34 C.F.R. §106.44(c)(1)~~30~~.

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State and federal law. The District provides annual sexual harassment prevention training in accordance with State law. [7]

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.[8] 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 Report or Complaint

Employees and *nonemployees*[9] (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may

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The State Officials and Employees Ethics Act (SOEEA) (5 ILCS 430/70-5(a)) requires governmental entities (including school districts) to adopt an ordinance or resolution establishing a policy to prohibit sexual harassment. Unlike the powers granted by the Ill. General Assembly to municipalities to pass ordinances, school boards govern by rules referred to as *policies*. 105 ILCS 5/10-20.5. Further, school boards may only exercise powers given to them that are consistent with the School Code that may be requisite or proper for the maintenance, operation, and development of any school or schools under the jurisdiction of the board. 105 ILCS 5/10-20.

The policy must include, at a minimum: (1) a prohibition on sexual harassment; (2) details on how an individual can report an allegation of sexual harassment, including options for making a confidential report to a supervisor, ethics officer, Inspector General, or the Ill. Dept. of Human Rights (IDHR); (3) a prohibition on retaliation for reporting sexual harassment allegations, including availability of whistleblower protections under the SOEEA, the Whistleblower Act (740 ILCS 174/), and the IHRA (775 ILCS 5/); (4) the consequences: (a) of a violation of the prohibition on sexual harassment and (b) for knowingly making a false report; and (5) a mechanism for reporting and independent review of allegations of sexual harassment made against an elected official of the governmental unit by another elected official of a governmental unit. 5 ILCS 430/70-5(a). Sample policy 2:105, *Ethics and Gift Ban*, covers item (5) of this list.

[7] 775 ILCS 5/2-109. See sample policy 5:100, *Staff Development Program*. Districts may use a free, online model program to be offered by the Ill. Dept. of Human Rights (IDHR), develop their own program, or utilize a combination of the two, as long as it includes the following, at a minimum: (1) an explanation of sexual harassment consistent with the IHRA, (2) examples of conduct that constitutes unlawful harassment, (3) a summary of relevant federal and State law concerning sexual harassment and remedies available to victims of sexual harassment, and (4) a summary of responsibilities of employers in the prevention, investigation, and corrective measures of sexual harassment. Id. at 5/2-109(B). For IDHR's online model program, see its *Model Sexual Harassment Prevention Training Program* page at: https://www2.illinois.gov/dhr/Training/Pages/State-of-Illinois-Sexual-Harassment-Prevention-Training-Model.aspx. Employers that fail to comply with this training requirement may face financial penalties. Id. Training on other types of workplace harassment is not required by law; however it is best practice.

[8] This definition is from State and federal law. 775 ILCS 5/2-101(E) and 29 C.F.R. §1604.11. *Working environment* is not limited to a physical location to which an employee is assigned. 775 ILCS 5/2-101(E). The harassing conduct must be severe or pervasive so as to alter the conditions of the employee's work environment by creating a hostile or abusive situation. Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004). The surrounding circumstances, expectations, and relationships will distinguish between teasing or rough-housing and conduct that a reasonable person would find severely hostile or abusive. In addition, while same-sex gender harassment claims are actionable, the victim must show that s/he suffered disadvantageous employment conditions to which members of the other sex were not exposed. Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).

[9] 775 ILCS 5/2-102(A-10) and (D-5). See also f/n 1, above, for discussion regarding nonemployees.

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choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, 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 [10]

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. [11]

An employee 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 claim according to that policy, in addition to any response required by this policy.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. [12]

Nondiscrimination Coordinator:

_____

Name

_____

Address

_____

_____

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[10] While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

[11] 5 ILCS 430/70-5(a) requires that a school board policy prohibiting sexual harassment include details for reporting an allegation of sexual harassment, including options for making a confidential report to a supervisor and an ethics officer. 5 ILCS 430/20-23 defines ethics officers as being designated by State agencies under the jurisdiction of the Executive Ethics Commission. School districts are not State agencies (5 ILCS 430/1-5) and do not have ethics officers; thus, this sample policy substitutes Complaint Manager for ethics officer. Note also that the IDHR has established a Sexual Harassment Hotline Call Center and website to help the public find resources and assistance for the filing of sexual harassment complaints. The hotline can be reached Monday through Friday with the exception of State holidays, between the hours of 8:30 a.m. and 5:00 p.m., at 1-877-236-7703. See https://shdh.illinois.gov/. All communications received by the IDHR are exempt from disclosure under the Freedom of Information Act (FOIA).

[12] Title IX regulations require districts to designate and authorize at least one employee, referred to as the Title IX Coordinator, who is responsible for coordinating the district's compliance efforts~~identify the name, office address, email address, and telephone number of the person who is responsible for coordinating the district's compliance efforts~~. 34 C.F.R. §106.8(a). For further discussion of the Title IX Coordinator, see f/n 11 in sample policy 2:265, *Title IX Grievance Procedure*.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, delete "~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~," and supplement the previous sentence to state "The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers." Then, list the Title IX and Nondiscrimination Coordinators' names and contact information separately in this policy.

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Email

Telephone

Complaint Managers:

Name	Name
Address	Address
Email	Email
Telephone	Telephone

Investigation Process

Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator or a Complaint Manager.[13] Any employee 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.

For any report or complaint alleging sex-based~~ual~~ harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Coordinator or designee[14] shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

For any report or complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall investigate under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited.*

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance*

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[13] If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, supplement this sentence to state "Any District employee who receives a report or complaint of harassment must promptly forward the report or complaint to the Nondiscrimination Coordinator, Title IX Coordinator, or a Complaint Manager."

[14] "Nondiscrimination Coordinator or designee" is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then "Nondiscrimination Coordinator or a Complaint Manager or designee" is used (see next paragraph in policy text). If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, delete "~~Nondiscrimination~~" and insert "Title IX" in its place.

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Procedure, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,[15] should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel [16]

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

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

Enforcement [17]

A violation of this policy by an employee may result in discipline, up to and including discharge.[18] 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, e.g., vendor, parent/guardian, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee that may be up to and including discharge. [19]

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[15] See sample administrative procedure 5:120-AP2, *Employee Conduct Standards* and its exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*.

[16] Required for districts located within a county served by an accredited Children's Advocacy Center (CAC). Delete this subhead if your school district is within a county not served by an accredited CAC. 105 ILCS 5/22-85 (governing the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC). For further discussion see f/n 14 in sample policy 5:90, *Abused and Neglected Child Reporting*.

[17] See Berry v. Delta Airlines, 260 F.3d 803, 811 (7th Cir. 2001) ("If an employer takes reasonable steps to discover and rectify the harassment of its employees ... it has discharged its legal duty.")

In addition to violating other civil rights laws, a school district violates the *public accommodations* article in the IHRA if it fails to take corrective action to stop severe or pervasive harassment. 775 ILCS 5/5-102 and 5/5-102.2, amended by P.A.s 102-1102 and 103-472.

[18] 5 ILCS 430/70-5(a)(consequences of a violation of the prohibition on sexual harassment). When discharge is the penalty, examine 50 ILCS 205/3c. It requires a school district to post on its website and make available to news media specific information about severance agreements that it enters into because an employee or contractor was found to have engaged in sexual harassment or sexual discrimination, as defined by the IHRA or Title VII. Id. Additionally, under the Workplace Transparency Act (WTA), employers may not require confidentiality clauses in settlement or termination agreements involving alleged unlawful employment practices under federal or State civil rights laws, except under specific conditions. 820 ILCS 96/1-30.

Prior to the passage of 50 ILCS 205/3c and the WTA, members of the public could already access copies of severance agreements between school districts and their former employees under FOIA. The Ill. Atty. Gen. Public Access Counselor (PAC) directed a public body to release a settlement agreement that arose out of claims of sexual harassment. PAO 14-4. The PAC noted that the public body could not withhold the entire settlement agreement under 5 ILCS 140/7(1)(c), which exempts personal information that would constitute a clearly unwarranted invasion of privacy. Instead, it could redact personal information from the agreement, such as the complainants' names in order to protect their privacy. Id. However, data regarding settlement agreements involving allegations of sexual harassment or other unlawful discrimination that an employer must report to IDHR under 775 ILCS 5/2-108 is categorically exempt from FOIA. 5 ILCS 140/7.5(ss). See f/n 76 in sample policy 2:260, *Uniform Grievance Procedure*, for more discussion about reconciling 50 ILCS 205/3c with another new law, the Government Severance Pay Act (GSPA) (5 ILCS 415/10(a)(1)), which prohibits school district employees with contract provisions for severance pay to receive any severance pay if they are fired for *misconduct* by the board.

[19] 5 ILCS 430/70-5(a)(consequences for knowingly making a false report of sexual harassment).

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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 complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act (775 ILCS 5/). **20**

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 **21**

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, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks. **22**

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20 Id. (prohibition on retaliation for reporting sexual harassment allegations, including availability of whistleblower protections under the SOEEA, the Whistleblower Act (740 ILCS 174/), and the IHRA (775 ILCS 5/)).

Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009) (holding the anti-retaliation provision in Title VII protects an employee who spoke out about harassment, not only on his or her own initiative, but also in answering questions during an employer's internal investigation).

21 5 ILCS 430/70-5(a)(how an individual can report an allegation of sexual harassment, including options for making a confidential report to the Inspector General or the IDHR). This sample policy does not reference the Inspector General because the Inspector General does not have jurisdiction over public school districts. See 5 ILCS 430/20 (executive inspectors general), 5 ILCS 430/25 (legislative inspector general). School districts must also annually disclose to IDHR certain data about *adverse judgment or administrative rulings* made against them where there was a finding of sexual harassment or unlawful discrimination under federal, State, or local laws. 775 ILCS 5/2-108 (scheduled to be repealed on 1-1-30). See IDHR's *FAQ for Employers under Section 5/2-108* ~~and *Form IDHR 2-108*~~, at: https://dhr.illinois.gov/legal/report-adverse-judgments-and-administrative-rulings.html~~https://dhr.illinois.gov/content/dam/soi/en/web/dhr/legal/documents/idhr-faq-employers-section5-2-108.pdf~~.

22 A district must notify employees and applicants for employment of its prohibition of sex discrimination,~~the grievance procedure and~~ the person(s) designated to coordinate the district's compliance with Title IX, how to locate the district's nondiscrimination policy and grievance procedures, how to report information about conduct that may constitute sex discrimination, and how to make a complaint under Title IX. 34 C.F.R. §106.8(c). ~~The nondiscrimination coordinator can be the same individual for both this policy and policy 7:10, *Equal Educational Opportunities*, as well as the complaint manager in sample policy 2:260, *Uniform Grievance Procedure*.~~ A comprehensive faculty handbook can provide required notices, along with other important information to recipients. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board. Any *working conditions* contained in the handbook may be subject to mandatory collective bargaining.

Informing nonemployees is generally not required by law. However, given the potential for employer liability under the IHRA for harassment of nonemployees, best practice is to publicize this policy to those individuals as well.

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LEGAL REF.: 42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.
Vance v. Ball State Univ., 570 U.S. 421 (2013).
Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).
Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).
Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).
Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).
Faragher v. City of Boca Raton, 524 U.S. 775 (1998).
Harris v. Forklift Systems, 510 U.S. 17 (1993).
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).
Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).
Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2009).
Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).
Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).
Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

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General Personnel

Hiring Process and Criteria [1]

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.[2] The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board.[3] If the Superintendent's recommendation is rejected, the Superintendent must submit another.[4] No individual will be employed who has been convicted of a criminal offense listed in 105 ILCS 5/21B-80(c). [5]

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

[1] State or federal law controls this policy's content. This policy contains an item on which impact bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

[2] See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Districts may not classify a job as either a *male* or *female* job. 29 C.F.R. §1604.5, 34 C.F.R. §106.55.

105 ILCS 5/22-95, amended by P.A. 103-46~~, eff. 1-1-24~~, requires school districts, when hiring or assigning educators for physical education, music, or visual arts, to prioritize the hiring or assigning of educators who hold an educator license and endorsement in those areas.

[3] Boards must consider the superintendent's recommendations concerning, among other things, "the selection, retention, and dismissal of employees." 105 ILCS 5/10-16.7. The board may want to use this alternative sentence:

All personnel decisions are made by the Board, but only on the recommendation of the Superintendent.

A board that fills a "new or vacant teaching position" must select a candidate based on: (1) certifications, (2) qualifications, (3) merit and ability (including performance evaluation, if available), and (4) relevant experience, provided that the length of continuing service with the district must not be considered a factor, unless all other factors are determined by the school district to be equal. 105 ILCS 5/24-1.5. The statute does not define "new or vacant teaching positions." The requirement does not apply to filling vacant positions under 105 ILCS 5/24-12 (reduction in force and recall). Consult the board attorney about these issues.

The Equal Pay Act of 2003, 820 ILCS 112/10(b-25), added by P.A. 103-539, eff. 1-1-25, makes it unlawful for employers with 15 or more employees to fail to include the "pay scale and benefits" for a position in any specific job posting. "Pay scale and benefits" means the wage or salary, or the wage or salary range, and a general description of benefits and other compensation. Id. at 112/5, amended by P.A. 103-539, eff. 1-1-25. To satisfy the posting requirement, an employer can include a hyperlink to a public webpage that includes the pay scale and benefit information. Id. at 112/10(b-25), added by P.A. 103-539, eff. 1-1-25. If an employer uses a third party to post its job postings, then the employer must provide the pay scale and benefits or a hyperlink containing the information to the third party. Id. The Act also requires employers to inform current employees of promotion opportunities within 14 calendar days after the employer posts externally for the position. Id. Employers are not prohibited from asking applicants about their wage or salary expectations for a position. Id.

[4] An additional optional sentence follows:

The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval.

[5] 775 ILCS 5/2-103.1 prohibits employers from using conviction records as a basis to refuse to hire or to take any adverse action against an applicant or employee unless: (1) otherwise authorized by law; (2) there is a *substantial relationship* between the criminal offense and the employment sought; or (3) granting the employment would involve an unreasonable risk to property or to the safety or welfare of specific individuals or the general public. For the disqualifying offenses listed in 105 ILCS 5/21B-80, amended by P.A. 102-552, a district does not have to show a *substantial relationship* between the offense and the position or that hiring or continuing to employ the person would involve an unreasonable risk. However, the Ill. Dept. of Human Rights (IDHR) interprets the Ill. Human Rights Act (IHRA) to still require the employer to notify the applicant of the disqualification pursuant to law and to afford the applicant at least five business days to respond in case the applicant wants to dispute the accuracy of the conviction record. Id. at 5/2-103.1(C). See IDHR's *Conviction Record Protection – Frequently Asked Questions* (March 2021), at:

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All applicants must complete a District application in order to be considered for employment. [6]

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https://dhr.illinois.gov/conviction-record-protection-frequently-asked-questions.html.

Attorneys have different opinions as to whether the IHRA requires the *interactive assessment* outlined in 775 ILCS 5/2-103.1(c), which includes preliminary and final notices, when a disqualifying offense listed in 105 ILCS 5/21B-80 is found in a conviction record; **consult the board attorney for guidance on this issue**. See sample administrative procedure 5:30-AP2, *Investigations*, and its footnotes for more detail regarding the IHRA notice provisions and the need for districts to also comply with the seven-day notification requirement in the Ill. Uniform Conviction Information Act, 20 ILCS 2635/7. **Note:** The protections of 775 ILCS 5/2-103.1 do not cover *unpaid interns*, which may include student teachers in the K-12 context. The definition of *employee* in the IHRA only extends to include unpaid interns for civil rights violations involving sexual harassment. 775 ILCS 5/2-101(A)(1)(c) and 5/2-102(D).

105 ILCS 5/10-21.9(c); 105 ILCS 5/21B-80, amended by P.A. 102-552, allows individuals with criminal histories involving certain drug convictions to apply for or to reinstate their educator licenses seven years after their sentence for the criminal offense is completed. Consult the board attorney about whether the board wants to continue prohibiting employment for any individual who has a criminal history involving these exempted drug offenses.

For more discussion regarding criminal history records checks and screenings required by 105 ILCS 5/10-21.9, amended by P.A.s 102-552 and 102-702, see f/ns 5 and 6 in sample policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

6 Any person who applies for employment as a teacher, principal, superintendent, or other certificated employee who willfully makes a false statement on his or her application for employment, material to his or her qualifications for employment, which he or she does not believe to be true, is guilty of a Class A misdemeanor. 105 ILCS 5/22-6.5. District employment applications must contain a statement to this effect. Id. Each employment application for these positions must state the following (Id.):

> Failure to provide requested employment or employer history which is material to the applicant's qualifications for employment or the provision of statements which the applicant does not believe to be true may be a Class A misdemeanor.

Many districts ask applicants about disqualifying criminal convictions on their employment applications or at another point before a job offer is made. State law does not expressly prohibit this practice; however, guidance issued by IDHR regarding implementation of 775 ILCS 5/1-103(G-5) and 5/2-103.1 states "[u]nless authorized by law, an employer is prohibited from inquiring about an applicant's conviction record prior to making a job offer to the applicant." See *Conviction Record Protection – Frequently Asked Questions* guidance issued by IDHR (March 2021), at:

https://dhr.illinois.gov/conviction-record-protection-frequently-asked-questions.html.

While the School Code and Job Opportunities for Qualified Applicant Act do not prohibit districts from asking about disqualifying convictions before a job offer is made, it is unclear whether they affirmatively *authorize* such inquiries. The IDHR's guidance does not carry the force of law, but it may impact its handling of a discrimination charge based on a conviction record. It is also unclear if an applicant's mere disclosure of a disqualifying conviction on an application, absent results of a fingerprint-based criminal history records check, Ill. Sex Offender Registry check, or Violent Offender Against Youth Registry check, triggers the district's obligation to provide notice to the applicant under 775 ILCS 5/2-103.1(C); see also f/n 5, above. Consult the board attorney for advice on these issues and how they may affect application processes.

Any employer that asks applicants to record video interviews and uses an artificial intelligence (AI) analysis of the applicant-submitted videos must comply with the Artificial Intelligence Video Interview Act, 820 ILCS 42/. Employers should also be careful that use of AI, software, and algorithms to assess applicants does not violate the Americans with Disabilities Act (ADA) (42 U.S.C. §12101 et seq.). See EEOC technical assistance documents, *The Americans with Disabilities Act and the Use of Software, Algorithms, and Artificial Intelligence to Assess Job Applicants and Employees* (May 2022), at: www.eeoc.gov/laws/guidance/americans-disabilities-act-and-use-software-algorithms-and-artificial-intelligence and *Select Issues: Assessing Adverse Impact in Software, Algorithms, and Artificial Intelligence Use in Employment Selection Procedures Under Title VII of the Civil Rights Act of 1964* (May 2023), at*:* www.eeoc.gov/select-issues-assessing-adverse-impact-software-algorithms-and-artificial-intelligence-used. Given the rapidly changing technologies in this area, please consult the board attorney.

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Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration. [7]

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. [8]

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.[9] When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall

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[7] 105 ILCS 5/10-16.7. The foundation for a productive employment relationship begins with a board's policy, a thoughtfully crafted employment contract and job description, and procedures for communications and ongoing assessment. See IASB's *Foundational Principles of Effective Governance*, **Principle 3. The board employs a superintendent**, at: www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/.

See also sample exhibit 3:40-E, *Checklist for the Superintendent Employment Contract Negotiation Process*, for best practice discussions about establishing the board-superintendent employment relationship and contract.

[8] Job descriptions will become the basis for categorizing a teacher into one or more positions that the teacher is qualified to hold for reduction in force (RIF) dismissal and recall purposes. 105 ILCS 5/24-12(b). A board should consult with its attorney to review its current list of job descriptions and discuss the district's specific responsibilities.

A job description is evidence of a position's essential functions. 29 C.F.R. §1630.2(n). The ADA protects individuals who have a disability and are qualified, with reasonable accommodation, to perform the *essential functions* of the job. 42 U.S.C. §12101 et seq., amended by the ADA Amendments Act (ADAAA), Pub. L. 110-325. Determining which functions are essential may be critical to determining if an individual with a disability is qualified. An individual is qualified to perform a job even though he or she is unable, due to a disability, to perform tasks which are incidental to the job. Only when an individual is unable to perform the *essential functions* of a job may a district deny the individual employment opportunities. 29 C.F.R. §1630.2(m). For a definition of essential functions see Id. at 1630.2(n). Whether a particular function is essential is a factual determination.

Important: The ADAAA made significant changes to the ADA's definition of disability that broadened the scope of coverage and overturned a series of U.S. Supreme Court decisions that made it difficult to prove that an impairment was a qualifying disability. There is information about the regulations and a link to them at: www.eeoc.gov/laws/guidance/fact-sheet-eeocs-final-regulations-implementing-adaaa. Consult the board attorney regarding how these amendments impact the district's hiring processes.

[9] The policy's requirements on criminal records checks for applicants for employment are mandated by 105 ILCS 5/10-21.9, amended by P.A.s 102-552 and 102-702. See sample administrative procedure 5:30-AP2, *Investigations*, for the process, timing, and positions requiring criminal background investigation and what steps a district must take if it wants to disqualify an applicant based on a conviction record. The Statewide Sex Offender Database (a/k/a Sex Offender Registry) is available at: https://isp.illinois.gov/Sor/Disclaimer. The Statewide Murderer and Violent Offender Against Youth Database is available at: https://isp.illinois.gov/MVOAY/Disclaimer. For more discussion regarding criminal history records checks and screenings required by 105 ILCS 5/10-21.9, amended by P.A. 102-702, see f/n 5 in sample policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*. See sample policy 4:60, *Purchases and Contracts*, for requirements concerning (1) criminal background checks of employees of contractors who have *direct, daily contact* with students and (2) sexual misconduct related employment history reviews (EHRs) of employees of contractors ~~of~~who have *direct contact with children or students*.

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ensure that these checks are completed.[10] The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database.[11] 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, the Ill. State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law.[12] The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

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[10] Id. If a board wants to require additional background inquiries beyond the fingerprint-based criminal history records information check required by 105 ILCS 5/10-21.9, amended by P.A.s 102-552 and 102-702, and the EHR required by 105 ILCS 5/22-94, added by P.A. 102-702, including the federal *Rap Back Service* (20 ILCS 2630/3.3) and/or checks through consumer reporting agencies regulated by the Fair Credit Reporting Act (15 U.S.C. §1681 et seq.), consult the board attorney. For more detailed information, see the laws listed in sample exhibit 3:40-E, *Checklist for the Superintendent Employment Contract Negotiation Process*, under the checklist item entitled **Conditions of Employment**, in the **Other Background Check Laws** row.

[11] 105 ILCS 5/10-21.9(b) and 105 ILCS 5/21B-10. The School Code requires the board president to keep a conviction record confidential. It is impossible to know whether a fingerprint-based criminal history records check and a check of the Statewide Sex Offender and Violent Offender Against Youth Databases on a successful superintendent candidate will come back with a conviction record.

Therefore, in accordance with best practice (ensuring compliance and aligning with good governance principles), this policy does not assign a designee for the board president to complete this task. However, to balance the requirement to keep conviction records confidential with the practical implementation of ensuring a fingerprint-based criminal history records check and a check of the Statewide Sex Offender and Violent Offender Against Youth Databases are performed on each successful superintendent applicant, a board president may want to designate the duty to order these checks to the individuals otherwise listed in 105 ILCS 5/10-21.9(b). Those individuals include the board president, the superintendent or designee, regional superintendent (if the check was requested by the district), state superintendent of education, state Educator Preparation and Licensure Board, any other person necessary to the hiring decision, or for clarification purposes, the Ill. State Police and/or Statewide Sex Offender Registry.

[12] Id. at 5/10-21.9(b) and 105 ILCS 5/21B-85, amended by P.A.s 102-552 and 103-51. The School Code continues to define the board president's role in conducting criminal background investigations and receiving the results of these investigations, including the results for employees of district contractors. 105 ILCS 5/10-21.9. Many districts delegate this task in the hiring process to a human resources department.

105 ILCS 5/21B-85, amended by P.A.s 102-552 and 103-51, requires a board to provide prompt written notice to the board of trustees of the Teachers' Retirement System of the State of Illinois (TRS) when it learns that any teacher has been convicted of a felony offense (which provides for a sentence of death or imprisonment for one year or more). The notice to TRS is limited to (1) the name of the license holder, (2) fact of conviction, (3) name and location of the court in which the conviction occurred, and (4) the assigned case number from the court. Id.

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director."

For more discussion regarding responses to results obtained by criminal history records checks and screenings as required by 105 ILCS 5/10-21.9(e), amended by P.A. 102-702, see f/n 6 in sample policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*.

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Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law. [13]

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 105 ILCS 5/21B-80[14] or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment. [15]

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: [16]

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. [17]
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria. [18]

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[13] Immigration Reform and Control Act, 8 U.S.C. §1324a et seq. Consult with the board attorney regarding the district's rights and responsibilities under ~~all~~ Illinois law~~s~~ if the district uses any electronic employment verification system, including *E-Verify* and/or the Basic Pilot Program. 820 ILCS 55/12, amended by P.A. 103-879, eff. 1-1-25. This statute states that nothing in the Right to Privacy in the Workplace Act (820 ILCS 55/) requires employers to enroll in any electronic employment verification system but also urges employers who ~~voluntarily~~ use *E-Verify* (formerly known as the Basic Pilot/Employment Eligibility Verification Program) to consult the Ill. Dept. of Labor's website for current information on the accuracy of *E-Verify* and to review and understand their legal responsibilities relating to the use of any electronic employment verification systems. See https://labor.illinois.gov/laws-rules/conmed/privacy-workplace.html~~f/n 2 in sample administrative procedure 5:150-AP, *Personnel Records*, for a more detailed discussion of *E-Verify* issues~~. 820 ILCS 55/13, added by P.A. 103-879, eff. 1-1-25, restricts employers from imposing work authorization verification or re-verification requirements greater than what is required by federal law, and it requires employers to follow certain procedures in the event it contends there is a discrepancy in the employee's employment verification information.

[14] See f/n 5, above.

[15] 105 ILCS 5/10-21.9(c) and (g). See f/n 6 in sample policy 4:175, *Convicted Child Sex Offender; Screening; Notifications*, for further discussion.

[16] As an alternative to describing the prohibited investigations, a board may substitute this sentence:

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law, including without limitation, investigation into or inquiry concerning: (1) credit history or report unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; (2) claim(s) made or benefit(s) received under Workers' Compensation Act; and (3) access to an employee's or applicant's social networking website, including a request for passwords to such sites.

The default policy provision and the alternative stated above – whichever is selected – may be made a prohibition rather than a duty of the superintendent; to do this, delete the stricken text as follows: "The ~~Superintendent shall ensure that the~~ District does not engage"

[17] Employee Credit Privacy Act, 820 ILCS 70/10. This Act allows inquiries into an applicant's credit history or credit report or ordering or obtaining an applicant's credit report from a consumer reporting agency when a satisfactory credit history is an *established bona fide occupational requirement* of a particular position. The Act identifies circumstances that permit 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.

[18] 820 ILCS 112/10(b-5). If an employer violates this subsection, the employee may recover in a civil action any damages incurred, special damages up to $10,000, injunctive relief, and costs and reasonable attorney's fees. 820 ILCS 112/30(a-5).

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3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation. [19]
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment. [20]
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation. [21]
6. 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. [22]
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for passwords to such accounts. [23]
8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

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[19] Id. at 112/10(b-5).

[20] Id.

[21] 820 ILCS 112/10(b-10). **Note:** Attorneys caution that using the exceptions in 820 ILCS 112/10(b-10)(1) and (2) may trigger litigation. Violating this subsection entitles an employee to recover in a civil action any damages incurred, special damages up to $10,000, injunctive relief, and costs and reasonable attorney's fees. 820 ILCS 112/30(a-5).

A school board that wishes to preserve these exceptions should consult its board attorney; then they may supplement number 5 by adding the following after "compensation":

unless the applicant's wage or salary history is a matter of public record, or is contained in a document completed by the applicant's current or former employer and then made available to the public by the employer, or then submitted or posted by the employer to comply with State or federal law; or the applicant is a current employee applying for a position with the same current employer.

[22] Right to Privacy in the Workplace Act, 820 ILCS 55/10(a).

[23] Id. at 55/10(b) (commonly known as the *Facebook Password Law*). A *personal online account* is defined as an online account used primarily by a person for personal purposes. *Personal online account* does not include an account created, maintained, used, or accessed for the business purpose of a person's employer or prospective employer. Id. at 55/10(b)(6). Bracketed explanations follow the statutory language in ~~105~~ 820 ILCS 55/10(b)(5):

"Nothing in this subsection shall prohibit or restrict an employer from complying with a duty to screen employees or applicants prior to hiring…provided that the password, account information, or access sought by the employer only relates to an online account that:

(A) an employer supplies or pays; or

(B) an employee creates or maintains on behalf of under the direction of an employer in connection with that employee's employment."

[Based on this explanation, it is implausible that an applicant would have an account, service, or profile for business purposes of a school employer.]

The statute specifically permits an employer to: (1) maintain workplace policies governing the use of the employer's electronic equipment, including policies regarding Internet use, social networking site use, and electronic mail use; and (2) monitor usage of the employer's (district's) electronic equipment and electronic mail. The statute also states that it does *not prohibit* an employer from obtaining information about an applicant or an employee that is in the public domain or that is otherwise obtained in compliance with the statute. Finally, the statute does not apply to all types of personal technology that employees may use to communicate with students or other individuals, such as text messages on a personal phone. Consult the board attorney about these issues.

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Sexual Misconduct Related Employment History Review (EHR) [24]

Prior to hiring an applicant for a position involving *direct contact with children or students*, the Superintendent shall ensure that an EHR is performed as required by State law. When the applicant is a superintendent candidate, the Board President shall ensure that the EHR is initiated before a successful superintendent candidate is offered employment by the Board.

Physical Examinations [25]

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, a licensed advanced practice registered nurse, or a licensed 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, a licensed advanced practice registered nurse, or a licensed 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.[26] 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

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[24] 105 ILCS 5/22-94, added by P.A. 102-702. See sample administrative procedure 5:30-AP3, *Sexual Misconduct Related Employment History Review (EHR)*, for the process, timing, and positions requiring an EHR. See sample policy 4:60, *Purchases and Contracts*, and sample administrative procedure 4:60-AP4, *Sexual Misconduct Related Employment History Review (EHR) of Contractor Employees*, for EHR requirements for employees of contractors who have *direct contact with children or students*.

[25] 105 ILCS 5/24-5. According to this statute, a new or existing employee or substitute teacher employee may be subject to additional health examinations, including tuberculosis screening, as required by rules adopted by the Ill. Dept. of Public Health (IDPH) or by order of a local public health official. The IDPH does not require school employees to be screened for tuberculosis other than workers in child day care and preschool settings. 77 Ill.Admin.Code §696.140(a)(3).

The last sentence of the first paragraph exceeds State law requirements and may be deleted.

Note that while examination by a spiritual leader/practitioner is sufficient for purposes of leaves, the statute does not permit an examination by a spiritual leader/practitioner for initial employment exams. This difference may present a constitutional issue; contact the board attorney for an opinion if an applicant wants to use an examination by a spiritual leader/practitioner.

Federal law limits pre-employment medical inquiries to whether the applicant is able to perform job-related functions; required medical examinations of applicants is forbidden. ADA, 42 U.S.C. §12112(d)(2); see also f/n 8 for an explanation regarding the ADAAA. Districts may condition an employment offer on taking and passing medical inquiries or physical exams, provided that all entering employees in the same classification receive the same conditional offer.

[26] The State law (105 ILCS 5/24-5) allowing boards to require physicals of current employees "from time to time," is superseded by the ADA. 42 U.S.C. §12112(d)(4). The ADA allows medical inquiries of current employees only when they are job-related and consistent with business necessity or part of a voluntary employee wellness program. Id. Districts may deny jobs to individuals with disabilities who pose a direct threat to the health or safety of others in the workplace, provided that a reasonable accommodation would not either eliminate the risk or reduce it to an acceptable level. 42 U.S.C. §12113; 29 C.F.R. §1630.2(r). See f/n 8 for an explanation regarding the ADAAA.

See f/n 25 for a discussion of examinations by spiritual leaders/practitioners.

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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.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act. ~~42 U.S.C. §12112, Americans with Disabilities Act; 29 C.F.R. Part 1630.~~
15 U.S.C. §1681 et seq., Fair Credit Reporting Act.
42 U.S.C. §12112, Americans with Disabilities Act; 29 C.F.R. Part 1630.
~~8 U.S.C. §1324a et seq., Immigration Reform and Control Act.~~
105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/10-22.34, 5/10-22.34b, 5/21B-10, 5/21B-80, 5/21B-85, 5/22-6.5, 5/22-94, and 5/24-5.
20 ILCS 2630/3.3, Criminal Identification Act.
820 ILCS 55/, Right to Privacy in the Workplace Act.
820 ILCS 70/, Employee Credit Privacy Act.
820 ILCS 112/, Equal Pay Act of 2003.
Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), aff'd in part and remanded 115 Ill.2d 482 (Ill. 1987).
Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).
Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 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), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Duties and Qualifications)

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General Personnel

Compliance with the Fair Labor Standards Act [1]

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."[2] "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.[3] 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.[4] "Overtime" is time worked in excess of 40 hours in a single workweek.

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

[1] State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, or terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

The Ill. Minimum Wage Law, 820 ILCS 105/4a, covers all school employees, although many are exempt from overtime requirements. The federal Fair Labor Standards Act (FLSA) (29 U.S.C. §201 et seq.) also covers school employees. The law offering the greatest benefits to employees will control specific issues. However, under both State and federal law, non-exempt employees who work over 40 hours in a single workweek are entitled to overtime pay of a rate not less than one and one-half times the employees' regular rate of pay. 29 U.S.C. §207; 820 ILCS 105/4a.

School districts in several states are experiencing widespread action by non-exempt employees to recoup unpaid overtime wages. Many of these actions have been successful because the school district did not strictly comply with overtime requirements or recordkeeper's requirements. See 29 C.F.R. Part 785 (Hours Worked) and 29 C.F.R. Part 516, (Records to Be Kept by Employers). The U.S. Dept. of Labor (DOL) frequently finds employees misclassified as independent contractors or exempt employees. School officials are strongly encouraged to seek assistance from their attorney when making decisions involving wage and hour issues.

[2] "Exempt" employees are exempt from overtime requirements. An exempt employee, according to Illinois law, 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 [in the current rules]." 820 ILCS 105/4a. By referring to the definitions in the former federal rules, the Illinois legislature rejected the DOL's effort to expand the number of employees who are exempt from overtime requirements. To qualify for exemption in Illinois, employees generally must meet certain tests regarding their job duties and be paid on a "salary basis" at not less than ~~$684 per week~~the amount specified in ~~.~~ 29 C.F.R. Part 541. See www.dol.gov/agencies/whd/overtime/rulemaking for a chart of the salary thresholds. To check compliance, districts should review their list of exempt employees with their attorneys.

[3] Employers must identify the workweek, but may designate any seven-day period. **Boards should ascertain what is currently used as a workweek to avoid inadvertently adopting a policy containing a different designation.** The workweek in this sample policy allows supervisors to adjust employee schedules at the end of the week if an employee was required to work the weekend.

[4] Setting the workweek at 40 hours avoids having to pay an employee additional "straight time" compensation for the extra hours up to 40.

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Overtime

A non-exempt employee shall not work overtime without his or her supervisor's express approval.[5] 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*. [6]

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.[7] Licensed employees may be suspended without pay in accordance with Board policy 5:240, *Suspension*. Non-licensed employees may be suspended without pay in accordance with Board policy 5:290, *Employment Termination and Suspensions*.

Implementation [8]

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., Fair Labor Standards Act; 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)

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[5] This policy requires a supervisor's express approval as a best practice. However, employers will also be liable for work time when the employer knows or has reason to know work is continuing on or offsite. See 29 C.F.R. §785.11 and sample administrative procedure 5:35-AP3, *Compensable Work Time for Non-Exempt Employees Under the FLSA.* Employees must be compensated for all time worked, even if it is unauthorized overtime. However, employees who intentionally work unauthorized overtime may be subject to disciplinary action.

[6] Optional. The FLSA regulates the use of *comp-time.* 29 C.F.R. §§553.22-553.28. Before offering comp-time, a board must have a compensatory time-off policy or the topic must be covered in an applicable collective bargaining agreement. See sample policy 5:310, *Compensatory Time-Off* and sample exhibit 5:310-E, *Agreement to Receive Compensatory Time-Off.*

[7] Docking an exempt employee's salary (e.g., for a disciplinary suspension) may result in the loss of the exemption unless the deduction was specifically authorized. Teachers, however, are not covered by this restriction.

[8] The FLSA is administered by the Wage and Hour Division of the DOL. Its website contains compliance guidance, posters, and e-tools (www.dol.gov/WHD/flsa/index.htm).

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General Personnel

Abused and Neglected Child Reporting [1]

Any District employee who suspects or receives knowledge that a student may be an abused or neglected[2] child or, for a student aged 18 through 22, an abused or neglected individual with a

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

[1] State or federal law controls this policy's content. The Abused and Neglected Child Reporting Act (ANCRA) (325 ILCS 5/) requires *education personnel* to immediately report to DCFS when they have reasonable cause to believe a child known to them in their professional or official capacities may be abused or neglected; *education personnel* includes school personnel (including administrators and certified and non-certified school employees) and educational advocates assigned to a child in accordance with the School Code. 325 ILCS 5/4(a)(4). *Education personnel* also includes board members; however, ANCRA does not require them to directly report to DCFS and instead states that a board member "shall direct or cause the school board to direct the superintendent" to report to DCFS. 325 ILCS 5/4(a)(4), (d). See the **Special School Board Member Responsibilities** subhead, below, and sample policy 2:20, *Powers and Duties of the School Board; Indemnification*.

If the report involves an *adult student with a disability*, employees should expect DCFS to instruct them to call the Ill. Dept. of Human Services Office (DHS) office of the Inspector General's statewide 24-hour toll-free telephone number at 1-800-368-1463. 325 ILCS 5/4.4a and 20 ILCS 1305/1-17(b), amended by P.A. 103-76. Reports involving an adult student with a disability may be made directly to DHS; however, for simplicity, and to preserve a superintendent's duty to disclose certain reports involving an employee or former district employee (see discussion in f/n 19 below) and the immunity for such disclosures, the sample policy directs the initial phone call to DCFS. The Dept. of Human Services Act (DHS Act) (20 ILCS 1305/) allows a *required reporter* four hours to report after the initial discovery of the incident, allegation, or suspicion of any one or more of the following: mental abuse, physical abuse, sexual abuse, neglect, or financial exploitation. 20 ILCS 1305/1-17(k)(1). Only employees are required reporters. 20 ILCS 1305/1-17(a).

Any person required by law to report abuse and neglect who willfully fails to report is guilty of a Class A misdemeanor. 325 ILCS 5/4(m) and 20 ILCS 1305/1-17(k)(1).

A teaching license may be suspended or revoked for willful or negligent failure to report suspected child abuse or neglect as required by law and for *sexual misconduct*. 105 ILCS 5/21B-75, amended by P.A.s 102-552 and 102-702.

District employees who make a report in good faith receive immunity, except in cases of willful or wanton misconduct. See 325 ILCS 5/4 and 9. Further, for the purpose of any proceedings, civil or criminal, good faith of the person making the report is presumed. Id.

Every two years, each district within an Illinois county served by an accredited Children's Advocacy Center (CAC) must review its sexual abuse investigation policies and procedures to ensure consistency with 105 ILCS 5/22-85. 105 ILCS 5/10-20.71. See sample policy 7:20, *Harassment of Students Prohibited*.

[2] ANCRA covers abuse and neglect of children. 325 ILCS 5/3. The DHS Act covers abuse and neglect of adult students with a disability. 20 ILCS 1305/1-17(b), amended by P.A. 103-76. Abuse may be generally understood as any physical or mental injury or sexual abuse inflicted on a child or adult student with a disability other than by accidental means or creation of a risk of such injury or abuse by a person who is responsible for the welfare of a child or adult student with a disability. Neglect may be generally understood as abandoning a child or adult student with a disability or failing to provide the proper support, education, medical, or remedial care required by law by one who is responsible for the child's or adult student with a disability's welfare.

Abuse covered by ANCRA also includes *grooming* as defined in the Ill. Criminal Code of 2012 (720 ILCS 5/11-25). 325 ILCS 5/3(i), added by P.A. 102-676 (a/k/a *Faith's Law*).

The School Code goes further and prohibits school employees from engaging in *grooming behaviors* and *sexual misconduct*. 105 ILCS 5/10-23.13(b), amended by P.A. 102-610 (a/k/a *Erin's Law*); 105 ILCS 5/22-85.5(c), added by P.A. 102-676 (a/k/a *Faith's Law*). To streamline implementation, sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, defines prohibited *grooming behaviors* to include *sexual misconduct* and it explicitly prohibits employees from engaging in *grooming*, *grooming behaviors*, and *sexual misconduct*. While it is possible for low-level *grooming behaviors* and/or *sexual misconduct* to not amount to *grooming* prohibited by ANCRA, best practice is to report suspected *grooming behaviors* and *sexual misconduct* to DCFS.

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disability[3], shall~~: (1)~~ immediately report or cause a report to be made to the Ill. 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~~.[4] 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.[5] 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.[6] *Negligent failure to report* occurs when a District employee personally observes an instance of suspected child abuse or neglect and reasonably believes, in his or her professional or official capacity, that the instance constitutes an act of child abuse or neglect under the Abused and Neglected Child Reporting Act (ANCRA) and he or she, without willful intent, fails to immediately report or cause a report to be made of the suspected abuse or neglect to DCFS. [7]

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

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[3] State child and disabled adult protection laws define the same class of individuals differently, but with the same goal: to protect an adult student with a disability, not living in a DCFS licensed facility, who is still finishing school with an Individual Education Plan (IEP). The ~~Dept. of Human Services Act (~~DHS Act~~)~~ defines "adult student with a disability" as an adult student, age 18 through 21, inclusive (through the day before the student's 22nd birthday), with an IEP other than a resident of a facility licensed by DCFS. 20 ILCS 1305/1-17(b), amended by P.A. 103-76. However, 105 ILCS 5/14-1.02, amended by P.A. 102-172, provides that a student who turns 22 years old during the school year shall be eligible for IEP services through the end of the school year. This statutory definition is the basis for this sample policy's language.

For elementary districts, delete the following phrase from the first sentence: "or, for a student aged 18 through 22, an abused or neglected individual with a disability, ."

[4] 325 ILCS 5/7, amended by P.A. 103-624, eff. 1-1-25. For a board that wants to include what a DCFS report should contain, an optional sentence follows:

> The report shall include, if known:
> 1. The name and address of the child, parent/guardian names, or other persons having custody;
> 2. The child's age;
> 3. The child's condition, including any evidence of previous injuries or disabilities; and
> 4. Any other information that the reporter believes may be helpful to DCFS for its investigation.

When two or more mandated reporters who work within the same workplace share a reasonable cause to believe that a student may be an abused or neglected child, one of them may be designated to make a single report. 325 ILCS 5/4(b). The report must include the name(s) and contact information for the other mandated reporter(s). Id.

[5] ANCRA states that mandated reporters "may also notify the person in charge of [the] school[.]" 325 ILCS 5/4(e). This sample policy makes the report to the superintendent or building principal mandatory to keep the administration informed. The administration may not force the staff member to change or modify his or her report.

[6] Optional. The sample policy makes coordination with DCFS, the SRO, and local law enforcement a step in the process of reporting, so the local agencies and school district are better able to prevent and manage the risks school officials and parents/guardians face when a DCFS report has been made, e.g., situations where parents/guardians, upon learning a DCFS report has been made involving their child(ren), commit an act of self-harm in response to the information.

For school districts in DuPage County, the DuPage County State's Attorney (SAO), Regional Office of Education (ROE), Police Dept. (PD), and DCFS created a *Model Policy Reporting Child Abuse and Neglect for School Officials in DuPage County*, at: www.dupageroe.org/wp-content/uploads/Mandated_Reporting.pdf. Consult the board attorney about this reporting policy – it does not account for legislative changes made to ANCRA since August 2010 and its intent is for school officials to immediately inform the SAO that a report to DCFS has been made to allow the SAO to investigate and prevent evidence spoliation. **Note:** The DuPage SAO, ROE, and PD lack authority under ANCRA over school officials to enforce compliance with this "model reporting policy;" only DCFS has the authority under ANCRA to enforce penalties under ANCRA, not the "model reporting policy." The DuPage SAO, ROE, and PD did not consult school officials in the creation of its "model reporting policy."

[7] 105 ILCS 5/10-23.12(c) (all district employees); 105 ILCS 5/21B-75(b) (teachers).

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Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678) or online at https://report.cybertip.org or www.missingkids.org. The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made. [8]

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. [9]

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. [10]

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.

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[8] ANCRA requires an electronic and information technology equipment worker or the worker's employer to report a discovery of child pornography depicted on an item of electronic and information technology equipment. 325 ILCS 5/4.5(b). Consult the board attorney to determine whether any district employees fit the definition of an *electronic and information technology worker*, i.e., are "persons who in the scope and course of their employment or business install, repair, or otherwise service electronic and information technology equipment for a fee."

The paragraph exceeds the State requirements by requiring *all* district employees to report a discovery of child pornography on electronic and information technology equipment. This furthers the National Center for Missing and Exploited Children's public policy goal of "empowering the public to take immediate and direct action to enforce a zero tolerance policy regarding child sexual exploitation."

Similar to school personnel who are mandated reporters, electronic and information technology equipment workers and their employers have broad immunities from criminal, civil, or administrative liabilities when they report a discovery of child pornography as required under 325 ILCS 5/4.5(b), except for willful or wanton misconduct, e.g., knowingly filing a false report. Failure to report a discovery of child pornography is a business offense subject to a fine of $1001. 325 ILCS 5/4.5(e).

[9] 720 ILCS 5/12C-50.1(b) creates a duty for *school officials* to report hazing. The term *school official* includes all school employees and volunteer coaches. 720 ILCS 5/12C-50.1(a). The duty to report hazing is triggered only when the employee/volunteer is fulfilling his or her responsibilities as a school official and observes hazing which results in bodily harm. 720 ILCS 5/12C-50.1(b). A report must be made to *supervising educational authorities*, which is not defined in the Act. Id. Common sense, however, would require the individual witnessing hazing to report it to the building principal or superintendent. Failure to report hazing is a Class B misdemeanor. 720 ILCS 5/12C-50.1(c). Failure to report hazing that resulted in death or great bodily harm is a Class A misdemeanor. Id. Sample administrative procedure 7:190-AP1, *Hazing Prohibited*, uses the same definition of *hazing*; this definition is based on 720 ILCS 5/12C-50, amended by P.A. 103-765, eff. 1-1-25.

[10] The drill during such training should be: "If in question, report."

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2. Complete mandated reporter training as required by law within three months of initial employment and at least every three years after that date. [11]
3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law*)[12], and boundary violations as required by law and policy 5:100, *Staff Development Program*. [13]

Alleged Incidents of Sexual Abuse; Investigations [14]

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A, that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity. [15]

If a District employee reports an alleged incident of sexual abuse to DCFS[16] and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC).[17] The Superintendent or designee will implement procedures to coordinate with the CAC.

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[11] ANCRA requires staff members, within three months of employment, to complete mandated reporter training, including a section on implicit bias and racial and ethnic sensitivity. 325 ILCS 5/4(j), amended by P.A. 102-604. This training must be completed again at least every three years. Id. The initial ANCRA three-month training requirement applies to the first time staff engage in their professional or official capacity. Id. While the law allows an extension to six months, it is unclear when such an extension is permissible. Consult the board attorney for guidance. As a best practice, to ensure compliance with the requirement in 105 ILCS 5/22-85(c) that mandated reporters annually review Ill. State Board of Education (ISBE) materials regarding notification of DCFS (see f/n 16, below), and to ease the administrative burden to track employee training schedules, a district may consider requiring annual training for all employees.

To reduce liability and align with best practices, ANCRA training for existing district employees appears prudent; however, consult the board attorney about:

1. Whether mandating existing employees to participate in ANCRA training is an item on which collective bargaining may be required. Any policy that impacts upon wages hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.
2. How to comply with both the new ANCRA training requirements and whether compliance with them would also satisfy the School Code's more limited district-provided training requirement discussed in f/n 10 above.

[12] Sexual misconduct under *Faith's Law* is defined in 105 ILCS 5/22-85.5(c), added by P.A. 102-676. See f/n 2, above, regarding the inclusion of sexual misconduct in the definition of *grooming behaviors* set forth in sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*.

[13] 105 ILCS 5/10-23.13, amended by P.A. 102-610 (a/k/a *Erin's Law*). For additional *Erin's Law* requirements and definitions, see sample policies and the f/ns in 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:100, *Staff Development Program*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and 6:60, *Curriculum Content*.

[14] Delete this subhead if your school district is not within a county served by an accredited CAC. 105 ILCS 5/22-85 governs the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC. For a map of accredited CACs, and to identify a CAC that may serve your district, see www.childrensadvocacycentersofillinois.org/about/map. The law is silent about investigations in counties without CACs.

[15] Though 105 ILCS 5/22-85(b) defines *alleged incident of sexual abuse*, its definition is circular, using the term *sexual abuse* without defining what that means. To provide boards with clarity, the definition of *sexual abuse* used in the Ill. Criminal Code of 2012 is used.

[16] 105 ILCS 5/22-85(c) provides that if a mandated reporter within a school has knowledge of an alleged incident of sexual abuse, the reporter must call the DCFS hotline immediately after obtaining the minimal information necessary to make a report, including the names of the affected parties and the allegations. It further requires ISBE to make available materials detailing the information necessary to enable notification to DCFS of an alleged incident of sexual abuse, and that all mandated reporters annually review ISBE's materials.

[17] 105 ILCS 5/22-85(d).

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DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as well as the outcome of its investigation.[18] The existence of a DCFS and/or law enforcement investigation will not preclude the District from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with Board policy 7:20, *Harassment of Students Prohibited*.

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. [19]

When the Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child under ANCRA or an act of sexual misconduct under *Faith's Law*, and (2) that act resulted in the license holder's dismissal or resignation from the District, the Superintendent shall notify the State Superintendent and the Regional Superintendent in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged.[20] 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. [21]

The Superintendent shall develop procedures for notifying a student's parents/guardians when a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student as defined in *Faith's Law*. The Superintendent shall also develop procedures for notifying the student's parents/guardians when the Board takes action relating to the employment of the employee, contractor,

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[18] 105 ILCS 5/22-85(j), (k).

[19] ANCRA requires a superintendent, upon being requested for a reference concerning an employee or former employee, to disclose to the requesting school district the fact that a district employee has made a report involving the conduct of the applicant or caused a report to be made to DCFS. 325 ILCS 5/4(d). When a report involves an adult student with a disability, DCFS must instruct mandated reporters making these reports to call the DHS Office of the Inspector General's statewide 24 hour toll-free telephone number: 1-800-368-1463 (325 ILCS 5/4.4a) to make a report under the DHS Act.

The DHS Act (20 ILCS 1305/1-17(l)) then requires a determination of whether a report involving an adult student with a disability should be investigated under it or the Abuse of Adults with Disabilities Intervention Act (20 ILCS 2435), however that Act was repealed by P.A. 99-049 (eff. 7-1-13). The DHS Act does not outline a duty for the superintendent, upon being requested for a reference concerning an employee or former employee, to disclose to the requesting school district the fact that a district employee has made a report involving the conduct of the applicant or caused a report to be made to DHS involving an adult student with a disability.

Given the public policy behind the amendments to 325 ILCS 5/4, a reasonable interpretation of the law is that the superintendent's duty to disclose now involves DHS reports concerning adult students with disabilities. However, with no mechanism requiring DHS to report back to the superintendent a *non-substantiated report* (DHS version of a DCFS *unfounded* report), a superintendent's duty to disclose cannot end. Consult the board attorney about managing the duty to disclose reports that involve adult students with disabilities when DCFS redirects the reporter to DHS. For more information, see sample policy 5:150, *Personnel Records*.

See also f/n 4 of sample policy 5:150, *Personnel Records*, discussing the Elementary and Secondary Education Act's (ESEA) (20 U.S.C. §7926) requirement that school policies must explicitly prohibit school districts from providing a recommendation of employment for an employee, contractor, or agent that a district knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

[20] Alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director."

[21] 105 ILCS 5/10-21.9(e-5), amended by P.A.s 102-552 and 102-702, requires these notifications and provides superintendents immunity from any liability, whether civil or criminal or that otherwise might result by complying with the statute.

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or agent following the investigation of sexual misconduct. Notification shall not occur when the employee, contractor, or agent alleged to have engaged in sexual misconduct is the student's parent/guardian, and/or when the student is at least 18 years of age or emancipated. [22]

The Superintendent shall execute the recordkeeping requirements of *Faith's Law*. [23]

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 ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse. [24]

If the Board determines that any District employee, other than an employee licensed under 105 ILCS 5/21B, has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately. [25]

When the Board learns that a licensed teacher was convicted of any felony, it must promptly report it to the State agencies listed in Board policy 2:20, *Powers and Duties of the School Board; Indemnification*. [26]

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

[22] 105 ILCS 5/22-85.10, added by P.A. 102-702. See sample administrative procedure 5:90-AP2, *Parent/Guardian Notification of Sexual Misconduct*.

[23] 105 ILCS 5/22-94(e), added by P.A. 102-702. See sample administrative procedure 5:150-AP, *Personnel Records*.

[24] 325 ILCS 5/4(d), amended by P.A. 103-22. This statute makes board members mandatory child abuse reporters "to the extent required in accordance with other provisions of this section expressly concerning the duty of school board members to report suspected child abuse." Thus, a board member's duty is "to direct the superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse" whenever an "allegation is raised to a school board member during the course of an open or closed school board meeting that a child who is enrolled in the school district of which the person is a board member is an abused child." Of course, any board member with reason to doubt that a report was or will be made should directly contact DCFS.

[25] 105 ILCS 5/10-23.12(c). See f/n 7, above, and f/n 3 in sample policy 2:20, *Powers and Duties of the School Board; Indemnification*.

[26] 105 ILCS 5/21B-85(a) and (b), amended by P.A. 102-552. Because felony charges often arise out of abuse and neglect investigation, this board duty is listed here for convenience. See the discussion in the f/ns tied to these duties in sample policy 2:20, *Powers and Duties of the School Board; Indemnification*.

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LEGAL REF.: 20 U.S.C. §7926, Elementary and Secondary Education Act.
105 ILCS 5/10-21.9, 5/10-23.13, 5/21B-85, 5/22-85.5, and 5/22-85.10.
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), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 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)

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General Personnel

Employee Ethics; Code of Professional Conduct; and Conflict of Interest [1]

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any.[2]

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy;

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[1] The State Officials and Employees Ethics Act (SOEEA) (5 ILCS 430/), *Erin's Law* (105 ILCS 5/10-23.13, amended by P.A. 102-610), and *Faith's Law* (105 ILCS 5/22-85.5, added by P.A. 102-676), require a policy on subjects covered in this sample policy; State and federal law controls its content.

This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

This policy largely cites 105 ILCS 5/22-85.5, a small portion of the *Faith's Law* package. *Faith's Law* is the entirety of Public Act 102-676, which closed significant legal loopholes related to combating grooming by: (1) broadening the definition of grooming prohibited by the Criminal Code of 2012 (720 ILCS 5/11-25); (2) authorizing the Ill. Dept. of Children and Family Services to investigate grooming allegations under the Abused and Neglected Child Reporting Act (325 ILCS 5/3); and (3) requiring the Ill. State Board of Education (ISBE) to develop and maintain a resource guide for students, parents/guardians, and teachers about sexual abuse response and prevention resources available in their community (105 ILCS 5/2-3.188). ISBE's *Sexual Abuse Response and Prevention Resource Guide* (June 2023) is at: www.isbe.net/Documents/Faiths-Law-Resource-Guide.pdf. Districts must notify parents/guardians about the ISBE resource guide at the beginning of each school year and may do so through the student handbook. See sample exhibit 7:190-E2, *Student Handbook Checklist*. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with PRESS material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh. A *Faith's Law* trailer bill, P.A. 102-702, further combats grooming by amending School Code provisions related to district and third-party contractor hiring practices, suspension and revocation of employee licenses, and criminal history records checks for prospective and current employees.

[2] Required by 105 ILCS 5/22-85.5(e), added by P.A. 102-676. See sample exhibits 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, and 7:190-E2, *Student Handbook Checklist*. ~~The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*,~~ See the IPA MSH at: www.ilprincipals.org/msh.

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and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct. [3]

The Superintendent or designee shall identify employee conduct standards[4] that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy. [5]
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and Board policies 2:265, *Title IX Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*. [6]
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to: [7]
    a. Transporting a student;
    b. Taking or possessing a photo or video of a student; and

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[3] See 105 ILCS 5/22-85.5(b), added by P.A. 102-676.

[4] Sample conduct standards are contained in administrative procedure 5:120-AP2, *Employee Conduct Standards*. These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them.

[5] 105 ILCS 5/22-85.5(d)(1), added by P.A. 102-676; 23 Ill.Admin.Code Part 22. 105 ILCS 5/22-85.5(d)(1) requires boards to incorporate ISBE's *Code of Ethics for Illinois Educators* in their policies. Prior to this law requiring boards to incorporate the *Code* by reference, this policy incorporated it to demonstrate a board's commitment to the *Code's* principles, potentially allowing a board to enforce the *Code* independently from any action taken by the State Superintendent.

[6] 105 ILCS 5/22-85.5(d)(5), added by P.A. 102-676, requires districts to reference required employee training related to child abuse and educator ethics in its employee professional conduct policy.

105 ILCS 5/10-22.39(b-35), added by P.A. 103-542, ~~eff. 1-1-24,~~ requires that beginning 7-1-24, each board conduct in-service training on educator ethics and responding to child sexual abuse and grooming behavior including, but not limited to, teacher-student conduct, school employee-student conduct, and evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (a/k/a *Erin's Law*) for all teachers, administrators, and school support personnel. These ~~expectations~~ trainings will be most effective when the in-service curriculum reflects local conditions and circumstances. While the School Code only requires the in-service, the requirement presents an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Each board may then want to have a conversation with the superintendent and direct him or her to develop a curriculum for the in-service that instructs all district employees to maintain boundaries and act appropriately, professionally, and ethically with students. See discussion in f/n 4 in 5:100, *Staff Development Program*. After its discussion of these issues, the board may have further expectations and may choose to reflect those expectations here.

105 ILCS 5/10-23.13(c), amended by P.A. 102-610, requires districts to provide evidenced-informed training for school personnel on preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior by no later than January 31 of each year. See sample policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, for further detail about the training requirements.

325 ILCS 5/4(j), amended by P.A. 102-604, requires district employees to complete mandated reporter training within three months of initial employment and at least every three years thereafter.

775 ILCS 5/2-109 requires districts to provide annual workplace sexual harassment prevention training to all employees. See f/n 4 in sample policy 5:20, *Workplace Harassment Prohibited*, for further detail about the training requirements.

[7] Required by 105 ILCS 5/10-23.13(b), amended by P.A. 102-610; 105 ILCS 5/22-85.5(d)(3), added by P.A. 102-676. Sample expectations and guidelines are contained in ~~administrative procedure~~sample exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*.

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c. Meeting with a student or contacting a student outside the employee's professional role.

4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*. [8]
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following: [9]
    a. Violates expectations and guidelines for employee-student boundaries. [10]
    b. Sexually harasses a student. [11]
    c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/),[12] Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), or the Elementary and Secondary Education Act (20 U.S.C. § 7926). [13]
    d. Engages in grooming as defined in 720 ILCS 5/11-25. [14]
    e. Engages in grooming behaviors. Prohibited grooming behaviors[15] include, at a minimum, *sexual misconduct*. *Sexual misconduct*[16] is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student

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[8] Required by 105 ILCS 5/22-85.5(d)(4), added by P.A. 102-676. See also 105 ILCS 5/10-23.13(b), amended by P.A. 102-610.

[9] Required by 105 ILCS 5/22-85.5(f), added by P.A. 102-676.

[10] Sample expectations and guidelines are contained in ~~administrative procedures~~sample exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries.* These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them.

[11] The Ill. Human Rights Act makes it a civil rights violation to fail to take remedial action, or to fail to take appropriate disciplinary action, against any employee when the district knows that the employee committed or engaged in sexual harassment of a student. 775 ILCS 5/5A-102, amended by P.A. 103-472~~, eff. 8-1-24~~. Sexual harassment (also known as sex-based harassment) of a student is also prohibited by sample policies 2:265, *Title IX Grievance Procedure*, and 7:20, *Harassment of Students Prohibited*. Sexual harassment of an employee is also prohibited by sample policies~~y~~ 2:265, *Title IX Grievance Procedure*, and 5:20, *Workplace Harassment Prohibited*.

[12] 325 ILCS 5/4(a)(4); 105 ILCS 5/10-23.12(c) (all district employees); 105 ILCS 5/21B-75(b) (teachers), amended by P.A.s 102-552 and 102-702.

[13] Required by 105 ILCS 5/22-85.5(d)(4), added by P.A. 102-676.

[14] 720 ILCS 5/11-25(a), amended by P.A. 102-676, defines *grooming* as follows: "A person commits grooming when he or she knowingly uses a computer on-line service, Internet service, local bulletin board service, or any other device capable of electronic data storage or transmission, performs an act in person or by conduct through a third party, or uses written communication to seduce, solicit, lure, or entice, or attempt to seduce, solicit, lure, or entice, a child, a child's guardian, or another person believed by the person to be a child or a child's guardian, to commit any sex offense as defined in Section 2 of the Sex Offender Registration Act, to distribute photographs depicting the sex organs of the child, or to otherwise engage in any unlawful sexual conduct with a child or with another person believed by the person to be a child. As used in this Section, 'child' means a person under 17 years of age."

[15] Required by 105 ILCS 5/10-23.13(b), amended by P.A. 102-610.

[16] Required by 105 ILCS 5/22-85.5(d)(2), added by P.A. 102-676. This definition of *sexual misconduct* is adapted from 105 ILCS 5/22-85.5(c), added by P.A. 102-676. It results from collaboration to implement some recommendations of the *Make Sexual and Severe Physical Abuse Fully Extinct (Make S.A.F.E.) Taskforce* and was endorsed by Stop Educator Sexual Abuse Misconduct & Exploitation (S.E.S.A.M.E.), a national organization working to prevent sexual exploitation, abuse, and harassment of students by teachers and other school staff. See www.sesamenet.org/ for further information.

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to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:

i. A sexual or romantic invitation.
ii. Dating or soliciting a date.
iii. Engaging in sexualized or romantic dialog.
iv. Making sexually suggestive comments that are directed toward or with a student.
v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
vi. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Ill. Governmental Ethics Act: [17]

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

Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees.[18] 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 105 ILCS 5/22-5, "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

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[17] 5 ILCS 420/4A-101.5. See 5 ILCS 420/4A-102, amended by P.A.s 102-664 and 102-813, for economic interests of an employee's spouse or any other party that is considered the employee's interests if the employee constructively controls them. Any county clerk may use a mandatory system of Internet-based filing of economic interest statements; if done, the clerk must post the statements, without the addresses, of the filers, on a publicly accessible website. 5 ILCS 420/4A-108, amended by P.A. 102-664.

[18] The SOEEA prohibits State employees from engaging in certain political activities and accepting certain gifts. 5 ILCS 430/. It requires all school districts to adopt an *ordinance or resolution* "in a manner no less restrictive" than the Act's provisions. See sample policy 2:105, *Ethics and Gift Ban*.

Districts may not inhibit or prohibit employees from petitioning, making public speeches, campaigning for or against political candidates, speaking out on public policy questions, distributing political literature, making campaign contributions, and seeking public office. 50 ILCS 135/, Local Governmental Employees Political Rights Act. An employee may not use his/her position of employment to coerce or inhibit others in the free exercise of their political rights or engage in political activities at work. Id.

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instructional materials listed with ISBE and adopted for use by the Board.[19] An employee having an interest in instructional materials must file an annual statement with the Board Secretary. [20]

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 or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) when the employee has a real or apparent conflict of interest.[21] A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1. A member of the employee's immediate family;
2. An employee's partner[22]; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above. [23]

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts.[24] 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*. [25]

~~Guidance~~School Counselor Gift Ban [26]

~~Guidance~~School counselors are prohibited from intentionally soliciting or accepting any gift from a *prohibited source* or any gift that would be in violation of any federal or State statute or rule. For ~~guidance~~school counselors, a *prohibited source* is any person who is (1) employed by an institution of higher education, or (2) an agent or spouse of or an immediate family member living with a person employed by an institution of higher education. This prohibition does not apply to:

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[19] This sentence quotes 105 ILCS 5/22-5 because the statute does not define important terms making it difficult to paraphrase. No appellate decision defines *school officer* or *apparatus*, or what is meant by *connected*. The statute was enacted in 1961, but earlier versions were in the School Code much longer. A violation of this prohibition is a Class A misdemeanor.

[20] Id.

[21] 2 C.F.R. §200.318(c)(1) prohibits employees, officers, or agents of a school district from participating in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent *conflict of interest*. The uniform federal rules on procurement standards in 2 C.F.R. Part 200 also apply to eligible State grants through the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/). Authoritative sources and guidance regarding conflict of interest and financial disclosure are provided through the GATA Resource Library at https://gata.illinois.gov/. See also ISBE's *Procurement and Purchasing Checklist* at: www.isbe.net/Pages/Federal-and-State-Monitoring.aspx. See sample policy 2:100, *Board Member Conflict of Interest*, at f/n 6, for further discussion.

[22] See sample policy 2:100, *Board Member Conflict of Interest*, at f/n 7 for a discussion of the term *partner*.

[23] 2 C.F.R. §200.318(c)(1).

[24] Id.

[25] Id. The rule provides flexibility for school districts to "set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value," along with "disciplinary actions to be applied for violations." Referring to sample policy 2:105, *Ethics and Gift Ban*, for these standards provides clarity and consistency. Sample policy 2:105 refers to **Limitations on Receiving Gifts** in the Ethics Act at 5 ILCS 430/10-10 – 10-30, along with discussion of the specific penalties available under the Ethics Act at 5 ILCS 430/50-5 in its **Enforcement** subhead.

[26] This section is only for those districts with a high school. 105 ILCS 5/22-93, added by P.A. 102-327, ~~and~~ renumbered by P.A. 102-813, and amended by P.A. 103-1020. ~~*Guidance*~~*School counselor* means a person employed by a school district and working in a high school to offer students advice and assistance in making career or college plans. Id.

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1. Opportunities, benefits, and services available on the same conditions as for the general public.
2. Anything for which the ~~guidance~~school counselor pays market value.
3. A gift from a relative.
4. Anything provided by an individual on the basis of a personal friendship, unless the ~~guidance~~school counselor believes that it was provided due to the official position or employment of the ~~guidance~~school counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the ~~guidance~~school counselor must consider the circumstances in which the gift was offered, including any of the following:
    a. The history of the relationship between the individual giving the gift and the ~~guidance~~school counselor, including any previous exchange of gifts between those individuals.
    b. Whether, to the actual knowledge of the ~~guidance~~school counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
    c. Whether, to the actual knowledge of the ~~guidance~~school counselor, the individual who gave the gift also, at the same time, gave the same or a similar gift to other school district employees.
5. Bequests, inheritances, or other transfers at death.
6. Any item(s) during any calendar year having a cumulative total value of less than $100.
7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.
~~7.~~8. Travel, lodging, food, and beverage costs incurred by the school counselor and paid by an institution of higher education for attendance by the school counselor of an educational or military program at the institution of higher education. [27]

A ~~guidance~~school counselor does not violate this prohibition if he or she promptly returns the gift to the prohibited source or donates the gift or an amount equal to its value to a 501(c)(3) tax-exempt charity.

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.

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[27] Id. Any costs paid for by the institution of higher education may not exceed the per diem rates for travel, gift, and car expenses set by the Internal Revenue Service (IRS) and referenced in the IRS's Publication 463 or a successor publication. Id.

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Incorporated

by reference: 5:120-E (Code of Ethics for Ill. Educators)

LEGAL REF.: U.S. Constitution, First Amendment.
2 C.F.R. §200.318(c)(1).
5 ILCS 420/4A-101, Ill. Governmental Ethics Act.
5 ILCS 430/, State Officials and Employee Ethics Act.
30 ILCS 708/, Grant Accountability and Transparency Act.
50 ILCS 135/, Local Governmental Employees Political Rights Act.
105 ILCS 5/10-22.39, 5/10-23.13, 5/22-5, 5/22-85.5, and 5/22-93.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.
775 ILCS 5/5A-102, Ill. Human Rights Act.
23 Ill.Admin.Code Part 22, Code of Ethics for Ill. 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), 2:265 (Title IX Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 7:20 (Harassment of Students Prohibited)

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General Personnel

Personal Technology and Social Media; Usage and Conduct [1]

Definitions

Includes - Means "includes without limitation" or "includes, but is not limited to."

Social media - Media for social interaction, using highly accessible web-based and/or mobile technologies that allow users to share content and/or engage in interactive communication through online communities.[2] This includes, but is not limited to, services such as *Facebook, LinkedIn, ~~Twitter~~X (formerly Twitter), Threads, Instagram, TikTok, Snapchat, Discord,* and *YouTube*. [3]

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 computers, tablets, smartphones, smartwatches, and other devices. [4]

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[1] This policy is optional. Consult the board attorney because personal technology, social media, and public employees' First Amendment rights involve unprecedented and unsettled areas of the law. In addition, personal technology and social media platforms change continually.

Therefore, instead of prohibiting specific actions, this sample policy focuses on what will not change - maintaining appropriate behavior as outlined in sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, the Ill. Educators' Code of Ethics at 23 Ill.Admin.Code §22.20, and 105 ILCS 5/21B-75, amended by P.As. 102-552 and 102-702~~, eff. 7-1-23~~ (allows suspensions or revocations of licenses, endorsements, or approvals for abuse or neglect of a child, willful or negligent failure to report suspected child abuse or neglect, *sexual misconduct* as defined in 105 ILCS 5/22-85.5(c), *immorality*, and *unprofessional conduct*, among other things). *Immoral* has been defined by one court to mean "shameless conduct showing moral indifference to the opinions of the good and respectable members of the community." See Ahmad v. Bd. of Educ. of City of Chicago, 365 Ill.App.3d 155 (1st Dist. 2006).

Consult the board attorney when a board wants to prohibit more specific actions and/or specific speech, e.g., *friending* students on Facebook or similar social media, *tweeting* or otherwise communicating with students on ~~Twitter~~ X (formerly Twitter) or similar social media sites, and text messaging or emailing students. See also the discussion in f/ns 5 & 6 below.

This policy also contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. When a policy's subject matter is superseded by a bargaining agreement, the board policy can state, "Please refer to the applicable collective bargaining agreement(s)."

[2] Several definitions of social media exist, and a board may wish to use another definition or create its own with the board attorney. This sample policy's definition is very broad. It is adapted from Merriam-Webster's definition at: www.merriam-webster.com/dictionary/social%20media.

[3] Optional. A board may want to add other sites. As of October~~January~~ 2023, the publication *eBizMBA Inc.* lists the top four social networking sites (worldwide) as Facebook, WhatsApp, ~~YouTube,~~ Instagram, and YouTube~~Twitter~~ respectively.

[4] Optional.

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Usage and Conduct [5]

All District employees who use personal technology and/or social media shall: [6]

1. Adhere to the high standards for **Professional and Appropriate Conduct** required by Board policy 5:120, *Employee Ethics; Code of Professional 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 Board policies 5:20, *Workplace Harassment Prohibited*; 5:100, *Staff Development Program*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 6:235, *Access to Electronic Networks*; and 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. Inform their immediate supervisor if a student initiates inappropriate contact with them via any form of personal technology or social media.
5. Report instances of suspected abuse or neglect discovered through the use of social media or personal technology pursuant to a school employee's obligations under Board policy 5:90, *Abused and Neglected Child Reporting*.
6. Not disclose confidential information, including but not limited to school student records (e.g., student work, photographs of students, names of students, or any other personally identifiable information about students) or personnel records, in compliance with Board policy 5:130,

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[5] Whether to discipline an employee for his or her speech is always highly fact sensitive and should always occur after a consultation with the board attorney. See f/ns 1 and 12. The discipline will require careful balancing of the district's obligations to protect its students with employees' rights. Further, a board may not discipline its employees for discussing the terms and conditions of their employment with co-workers and others or otherwise interfere with their employees' efforts to work to improve the terms and conditions of their workplace. 29 U.S.C. §151 et seq. (Illinois courts have looked to the National Labor Relations Act for guidance on what is protected activity under the Ill. Educational Labor Relations Act, 115 ILCS 5/).

[6] The following list is optional and may contain items on which collective bargaining may be required. See f/n 1. To ensure that the listed expectations match local conditions, boards may want to initiate a conversation with the superintendent about these expectations. Expectations will be most effective when they reflect local conditions and circumstances. This conversation provides an additional opportunity for the board and superintendent to examine all current policies, collective bargaining agreements, and administrative procedures applicable to this subject. See f/n 6 of sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, for more discussion about how to initiate this conversation, f/n 4 of sample policy 5:100, *Staff Development Program*, and the discussion in f/ns ~~2~~3 and 4 of sample policy 8:10, *Connection with the Community*, related to excluding ~~followers and purging critics~~comments from social media accounts that are considered *public forums* or *limited public forums* and a discussion of some best practices around social media use. Employee conduct issues may be subjects of mandatory collective bargaining, therefore consulting the board attorney should be a part of this process. After discussing these issues, the board may have further expectations and may choose to reflect those expectations here.

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Responsibilities Concerning Internal Information. For District employees, proper approval may include implied consent under the circumstances. [7]

7. Refrain from using the District's logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures. [8]
8. 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. [9]
9. 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. [10]
10. 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. [11]

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[7] Inherent dangers exist when district employees use personal technology and social media without understanding how the information is used within the chosen platform and what choices are available within the platform to control it. Some examples of laws that require the safekeeping of district and school records include: the Federal Educational Rights and Privacy Act, 20 U.S.C. §1232g, and the Ill. School Student Records Act, 105 ILCS 10/ (both prohibit the unauthorized disclosure of student school records); 5 ILCS 140/7 (exempts personanel information, the disclosure of which would constitute a clearly unwarranted invasion of privacy, and other items such as school security and response plans and maps from disclosure); 45 C.F.R. §164.502 (protects the employees' health information); and 820 ILCS 40/ (governs the release of an employee's disciplinary action). For district employees, implied consent may be sufficient in some circumstances, e.g., teachers taking pictures of each other at a birthday party in the teachers' lounge or at a social event off school grounds and later posting those pictures on social media.

[8] 17 U.S.C. §101 et seq.

[9] 105 ILCS 5/24-9; Fair Labor Standards Act, 29 U.S.C. §201 et seq. See also f/ns 1 and 5 above.

[10] The Children's Internet Protection Act (CIPA) (47 U.S.C. §254(l)) requires school districts to maintain a policy and provide Internet access that protects against access to websites containing material that is obscene, pornographic, or harmful to minors. See sample policy 6:235, *Access to Electronic Networks*. Because a district cannot subject its employees' usage of personal technology and social media to the same measures required under CIPA (i.e., content filters, blocking lists, or district monitoring of Internet website traffic for patterns of usage that could indicate inappropriate network usage), this statement seeks to balance the district's duty by shifting responsibility for inappropriate behavior to the individual employee.

[11] The Ill. Human Rights Act (IHRA) makes it a civil rights violation to fail to take remedial action, or to fail to take appropriate disciplinary action against any employee, when the district knows that the employee committed or engaged in sexual harassment of a student. 775 ILCS 5/5A-102(B). It is also a civil rights violation under the IHRA to fail to take appropriate corrective action to stop harassment on the basis of a protected category, if the district knows that the employee committed or engaged in harassment. Id. at (D), added by P.A. 103-472. Sexual Hharassment of a student, including sexual harassment, is also prohibited by sample policiesy 7:20, *Harassment of Students Prohibited*, and of an employee by sample policy 5:20, *Workplace Harassment Prohibited*.

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Superintendent Responsibilities

The Superintendent shall: [12]

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; Code of Professional 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 neither the District, nor anyone on its behalf, commits an act prohibited by the Right to Privacy in the Workplace Act, 820 ILCS 55/10; i.e., the *Facebook Password Law*. [13]
5. Periodically review this policy and any implementing procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

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[12] 105 ILCS 5/10-16.7. The school board directs, through policy, the superintendent in his or her charge of the district's administration. One logical method for a board to address the issue of district employees' use of personal technology and social media is to include its expectations during its in-service trainings required by 105 ILCS 5/10-22.39. Many experts in social media risk management advocate training employees about the expectations concerning social media usage. For boards that do not want to include this as a part of the in-service, delete the phrase "during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*."

Public employee First Amendment issues involve the balance between the importance of the speech and the district's interest in maintaining order and effective school operations. The First Amendment "does not entitle primary and secondary teachers, when conducting the education of captive audiences, to cover topics, or advocate viewpoints, that depart from the curriculum adopted by the school system." See Mayer v. Monroe Cnty. Cmty. Sch. Corp., 474 F.3d 477 (7th Cir. 2007). Nor is the First Amendment likely to entitle a teacher to protection for purely personal speech that does not touch on a matter of public concern. See Pickering v. High Sch. Dist. 205, 391 U.S. 563 (1968). However, when public employees speak as private citizens on their own time about matters of public concern, they may face only those speech restrictions that are necessary for their employers to operate efficiently and effectively. Garcetti v. Ceballos, 547 U.S. 410 (2006).

[13] Right to Privacy in the Workplace Act, 820 ILCS 55/10(b) (also known as the *Facebook Password Law*). The exception for *professional accounts* is unlikely to be available to school districts; see the explanation in f/n 2~~3~~4 in sample policy 5:30, *Hiring Process and Criteria*. The statute specifically permits an employer to: (1) maintain workplace policies governing the use of the employer's electronic equipment, including policies regarding Internet use, social networking site use, and electronic mail use; and (2) monitor usage of the employer's electronic equipment and electronic mail.

The statute does not prohibit an employer from (1) obtaining information about an applicant or an employee that is in the public domain or that is otherwise obtained in compliance with the statute, and (2) requesting or requiring an applicant or employee to share specific content that is reported to the employer to: (a) ensure compliance with laws and regulatory requirements, (b) investigate certain allegations as outlined in the law, and (c) prohibit certain outlined behaviors in the law. Finally, the statute does not apply to other types of personal technology that employees may use to communicate with students or other individuals, such as personal email or text messages on a personal phone. However, employers may access online accounts that the employer pays for or that an employee creates or maintains on behalf of the employer in connection with the employee's employment. Consult the board attorney about these issues.

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LEGAL REF.: 105 ILCS 5/21B-75 and 5/21B-80.
775 ILCS 5/5A-102, Ill. Human Rights Act.
820 ILCS 55/10, Right to Privacy in the Workplace Act.
23 Ill.Admin.Code §22.20, Code of Ethics for Ill. Educators.
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.: 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional 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)

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General Personnel

Personnel Records [1]

Maintenance and Access to 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]
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*. [3]

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[1] State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

This policy is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions that exceed these requirements. When a policy's subject matter is superseded by a bargaining agreement, the board policy can state, "Please refer to the applicable collective bargaining agreement(s)."

[2] Upon written request by A~~a~~n employee ~~has the right~~ to inspect, copy, or receive copies ~~or request a copy~~ of his or her personnel file contents, with a few exceptions, the employer must grant such a request at least two times per calendar year. Ill. Personnel Record Review Act (PRRA), 820 ILCS 40/2, amended by P.A.s 103-201 and 103-727, eff. 1-1-25~~24~~. See sample exhibit 5:150-E, *Employee Request Form for Personnel Records*. Thus, personnel files should contain only factual and accurate job-related information. Additionally, 105 ILCS 5/22-94(e), a/k/a *Faith's Law*, added by P.A. 102-702, requires a district to maintain as part of an employee's personnel file a form including sexual misconduct related information; the form is completed at the time of separation of employment or at the request of the employee. See sample administrative procedure 5:150-AP, *Personnel Records*. Finally, the PRRA identifies records that may not be kept: a record of an employee's associations, political activities, publications, communications, or non-employment activities (820 ILCS 40/9, subject to limited exceptions) and records identifying an employee as the subject of an investigation by the Ill. Dept. of Children and Family Services (DCFS) if the investigation resulted in an unfounded report as specified in the Abused and Neglected Child Reporting Act (820 ILCS 40/13). See f/n 5.

[3] Unless a specific exemption is available, personnel file information is available to anyone making a FOIA request. 5 ILCS 140/. Specific exemptions protect the following:

1. *Private information* meaning "unique identifiers, including a person's social security number, driver's license number, employee identification number, biometric identifiers, personal financial information, passwords or other access codes, medical records, home or personal telephone numbers, and personal email addresses. Private information also includes home address and personal license plates, except as otherwise provided by law or when compiled without possibility of attribution to any person." 5 ILCS 140/7(1)(b); 5 ILCS 140/2(c-5).

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Prospective Employer Inquiries Concerning a Current or Former Employee's Job Performance

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.[4] The Superintendent shall: [5]

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2. *Personal information* "the disclosure of which would constitute a clearly unwarranted invasion of personal privacy." 5 ILCS 140/7(1)(c).

3. *Information prohibited from being disclosed under the Illinois Educational Labor Relations Act* (IELRA). 5 ILCS 140/7.5(yy); 115 ILCS 5/3(d). The prohibitions in the IELRA overlap with some categories of private information identified in FOIA and include: (a) the employee's home address (including ZIP code and county); (b) the employee's date of birth; (c) the employee's home and personal phone number; (d) the employee's personal email address; (e) any information personally identifying employee membership or membership status in a labor organization or other voluntary association affiliated with a labor organization or a labor federation; and (f) e-mails or other communications between a labor organization and its members. Unless a specific exception in the IELRA applies, if a district receives a third-party request for any of these six categories of information about an employee, the district must provide the union with a copy of the written request (or written summary of an oral request), as well as a copy of the district's response within five business days of sending the response. If the employee is not in a bargaining unit, then these notices must be given directly to the employee. 115 ILCS 5/3(d). **Note:** It is best practice to maintain union-related documents, such as grievances, separately from an employee's personnel file.

4. *Information* prohibited from being disclosed by the PRRA. 5 ILCS 140/7.5(q). The PRRA prohibits the disclosure of a performance evaluation under FOIA. 820 ILCS 40/11. The treatment of a request for a disciplinary report, letter of reprimand, or other disciplinary action depends on the age and nature of the responsive record. If the responsive record is more than four years old and is not related to an incident or attempted incident of sexual abuse, severe physical abuse, or sexual misconduct as defined in 105 ILCS 5/22-85.5(c), the request must be denied unless the disclosure is permitted by the Act. 5 ILCS 140/7.5(q); 820 ILCS 40/8, amended by P.A. 102-702. If the responsive record is more than four years old and is related to an incident or an attempted incident of sexual abuse, severe physical abuse, or sexual misconduct as defined in 105 ILCS 5/22-85.5(c), the request cannot be denied. 820 ILCS 40/8, amended by P.A. 102-702. If the responsive record is four years old or less (regardless of its nature), the district should provide the record and must notify the employee in written form or through email, if available. 820 ILCS 40/7 and 40/8, amended by P.A. 102-702.

The School Code prohibits the disclosure of school teacher, principal, and superintendent performance evaluations except as otherwise provided in the certified employee evaluation laws. 105 ILCS 5/24A-7.1. Finally, sexual misconduct employment history review (EHR) information received pursuant to 105 ILCS 5/22-94, added by P.A. 102-702, is not deemed a public record under the School Code. However, P.A. 102-702 did not specifically amend or reference FOIA. Districts should consult their board attorneys if they receive FOIA requests for EHR information regarding current or former employees.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) (Pub.L. 104-191) created national standards to protect individuals' medical records and other personal health information. If a district is a *covered entity* (i.e., offers a self-insured group health plan or flexible spending account), it must establish clear procedures to protect the employee's health information. 45 C.F.R. §164.502. Such districts should consult their attorneys and insurance provider for assistance.

[4] The Employment Record Disclosure Act (745 ILCS 46/10) provides conditional immunity to employers responding to a reference request; it states: "Any employer or authorized employee or agent acting on behalf of an employer who, upon inquiry by a prospective employer, provides truthful written or verbal information, or information that it believes in good faith is truthful, about a current or former employee's job performance is presumed to be acting in good faith and is immune from civil liability for the disclosure and the consequences of the disclosure." This immunity statute does not, however, create an exemption to the requirements in the PRRA. The PRRA requires an employer to give an employee written notice before divulging a "disciplinary report, letter of reprimand, or other disciplinary action to a third party." 820 ILCS 40/7. An employment application may contain a waiver of this notice. Id.

[5] 325 ILCS 5/4(d) requires a superintendent, upon being asked for a reference concerning an employee or former employee, to disclose to the requesting school district the fact that a district employee has made a report involving the conduct of the applicant or caused a report to be made to DCFS. For more information, see sample administrative procedure 5:150-AP, *Personnel Records*.

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1. 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 Ill. Dept. of Children and Family Services (DCFS); and
2. Comply with the federal law prohibiting the District from providing a recommendation of employment for an employee, contractor, or agent that the District knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law,[6] but the Superintendent or designee may follow routine procedures regarding the transmission of administrative or personnel files for that employee.
3. Manage the District's responses to employer requests for sexual misconduct related employment history review (EHR) information in accordance with *Faith's Law*. [7]

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.: 20 U.S.C. §7926.
105 ILCS 5/22-94.
325 ILCS 5/4, Abused and Neglected Child Reporting Act.
745 ILCS 46/10, Employment Record Disclosure Act.
820 ILCS 40/, Personnel Record Review Act.
23 Ill.Admin.Code §1.660.

CROSS REF.: 2:250 (Access to District Public Records), 5:90 (Abused and Neglected Child Reporting), 7:340 (Student Records)

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Required by the Elementary and Secondary Education Act (ESEA) (20 U.S.C. §7926). On 6-27-2018, the U.S. Dept. of Education issued a *Dear Colleague Letter* stating that school policies must explicitly state this requirement. ~~See the resources portion for the letter at: www2.ed.gov/policy/elsec/leg/essa/index.html. See also sample administrative procedure 2:265-AP1, *Title IX Sexual Harassment Response*, at f/n 7.~~

Consult the board attorney about what "or has probable cause to believe, has engaged in sexual misconduct" means. For guidance, sample policy 5:90, *Abused and Neglected Child Reporting*, and its f/n 15 analysis define an "alleged incident of sexual abuse" as an incident of sexual abuse of a child, as defined in 720 ILCS 5/11-9.1A, that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

[6] Consult the board attorney in these situations for help about what the superintendent may or may not say. Questions exist whether the superintendent says nothing, provides a neutral reference, or whether a *recommendation* could mean positive or negative statements.

[7] 105 ILCS 5/22-94(e), added by P.A. 102-702.

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Professional Personnel

Maintaining Student Discipline [1]

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 [~~licensed~~]~~ educational employees (except for individuals employed as paraprofessional educators), and persons providing a student's related service(s):[2] (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.[3] 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.[4] A student's removal must be in accordance with Board policy and administrative procedures.

~~Teachers~~School personnel 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) is prohibited in all circumstances~~may not be used~~.[5] ~~Teachers~~School personnel may only

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This policy is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions that exceed these requirements for employees covered by it. If this policy's subject matter is superseded by a bargaining agreement, the board policy can state, "Please refer to the applicable collective bargaining agreement(s)." For employees not covered by a collective bargaining agreement, the policy should reflect the board's current practice.

[2] 23 Ill.Admin. Code §1.280. "Persons providing a student's related service(s)" includes both ~~certificated [~~licensed~~]~~ and ~~non-certificated [~~non-licensed~~]~~ employees. 105 ILCS 5/24-24, amended by P.A. 103-806, eff. 1-1-25.

[3] School officials determine whether a behavioral intervention is *appropriate*. See 105 ILCS 5/10-22.6(b-20).

[4] Teachers must be given the authority to remove disruptive students from the classroom. 105 ILCS 5/24-24.

An in-school suspension program may focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel, and districts may employ a school social worker or a licensed mental health professional to oversee in-school suspension programs. 105 ILCS 5/10-22.6(l). Consult the board attorney regarding whether a teacher needs to be present for an in-school suspension program overseen by a school social worker or licensed mental health professional, and whether other licensed school support personnel (such as a school counselor or school psychologist) may oversee an in-school suspension program.

[5] *Corporal punishment* means "a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others." 105 ILCS 5/22-100, added by P.A. 103-806, eff. 1-1-25. See sample policy 7:190, *Student Behavior*, for a discussion of corporal punishment.

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use reasonable force as ~~needed to keep students, school personnel, and others safe, or for self-defense or defense of property~~permitted by 105 ILCS 5/10-20.33. [6]

LEGAL REF.: 105 ILCS 5/22-100 and 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)

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[6] Required by 105 ILCS 5/24-24, amended by P.A. 103-806, eff. 1-1-25. 105 ILCS 5/10-20.33 governs the use of time out, isolated time out, and physical restraint. See sample policy 7:190, *Student Behavior*, for a discussion of time out, isolated time out, and physical restraint~~corporal punishment~~.

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Instruction

School Year Calendar and Day [1]

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.[2] The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance. [3]

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[1] State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

[2] State-mandated school holidays are found in 105 ILCS 5/24-2, amended by P.A.s 102-15 (2022 General Election Day), 102-14 and 102-334 (both establishing Juneteenth National Freedom Day), and 103-467 (2024 General Election Day). See sample policy 5:330, *Sick Days, Vacation, Holidays, and Leaves*, for a holiday listing. The law allows a school board to hold school or schedule teachers' institutes, parent-teacher conferences, or staff development on five identified school holidays if: (1) the school board first holds a public hearing on the proposal; and (2) the person or persons honored by the holiday are recognized through instructional activities conducted on the school holiday or on the first school day preceding or following the school holiday. Districts must redo the public hearing process in the event they change plans for use of holidays. See Ill. State Board of Education (ISBE) guidance at: www.isbe.net/Documents/district-holiday-plans13.pdf. This is an item on which collective bargaining may be required, and a board that wishes to implement this law should consult its attorney.

A State mandated school holiday on *Good Friday* is unconstitutional according to Metzl v. Leininger, 57 F.3d 618 (7th Cir. 1995). Closing school on religious holidays may still be permissible for those districts able to demonstrate, e.g., through surveys, that remaining open would be a waste of educational resources due to widespread absenteeism. Also, districts may be able to close school on Good Friday by adopting a *spring holiday* rationale or ensuring that it falls within spring break. School districts should discuss all of these options, and collective bargaining implications with their board attorneys.

If the county board or board of election commissioners chooses a school to be a polling place, the school district must make the school available. 10 ILCS 5/11-4.1. For ~~the~~ Election Day, the law encourages a school district to either: (1) close the school; or (2) hold a teachers' institute on that day with the students not in attendance. Id. and 105 ILCS 5/24-2, amended by P.A.s 102-15, 102-14, 102-334, 102-411, and 103-467. 10 ILCS 5/1-24, added by P.A. 103-467 and repealing on 1-1-25, establishes *2024 General Election Day* as a State holiday and it requires schools to be available to an election authority as a polling place for *2024 General Election Day*. Id.

[3] The school calendar must have a minimum 185 days to ensure 176 days of actual pupil attendance that may include remote learning days, blended remote learning days, and up to five remote and blended remote learning planning days pursuant to 105 ILCS 5/10-30. 105 ILCS 5/10-19 and 5/24-1; 23 Ill.Admin.Code §1.420. See sample policy 4:180, *Pandemic Preparedness; Management; and Recovery*, for information about remote and/or blended remote learning day plans. Schools must be closed during county institute days. 105 ILCS 5/24-3. The school calendar may be a mandatory subject of collective bargaining. The calendar for the school term and any changes must be submitted to and approved by the regional superintendent before the calendar or changes may take effect. 105 ILCS 5/10-19.

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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.[4] The Board may, from time to time, designate a regular school day as a commemorative holiday.

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E-learning days allow a school district to provide instruction to students electronically while they are not physically present due to inclement weather or~~and~~ other unexpected events. 105 ILCS 5/10-20.56, amended by P.A.s 102-584 (e-learning days allowed when a school is selected as a polling place under the Election Code), ~~and~~ 102-697, and 103-780. Before a school district can implement an e-learning program and use e-learning days it must, along with other requirements: (1) hold a public hearing on the initial proposal for the e-learning program, (2) obtain verification from the Regional Office of Education (ROE) or Intermediate Service Center (ISC) for the school district that the initial proposal meets the requirements specified in the law, and (3) by resolution adopt a research-based program for district-wide e-learning days. Before implementing an e-learning program, boards must collectively bargain the impact of the program on the wages, hours, terms, and conditions of employment with employee representative(s). Additionally, the ROE or ISC must annually verify the district's e-learning program before the district can implement any e-learning days in that school year, and the board must renew its program every three school years. More information about e-learning is available at: www.isbe.net/Pages/Electronic-Learning.aspx. The law requires that districts pay employees and contractors who provide educational support services their regular rate of pay if the employee/contractor otherwise would have worked on an e-learning day. Id. at (d-10) and (d-15). ~~Retroactive payments for e-learning days used during 2021-2022 school year are also required if employees or contractors were unpaid or employees were required to use earned paid time off. Id. at (d-20). However, payment is not required if the day(s) are (or were) rescheduled.~~ Consult the board attorney regarding whether the board must pay contractors for consumables, such as fuel and school meals; the legislative history supports that consumables were not intended to be part of the payment. See 102nd General Assembly House Transcript 3-1-22, p. 77, available at: www.ilga.gov/house/transcripts/htrans102/10200077.pdf.

[4] 105 ILCS 5/24-2(c), amended by P.A.s 102-411 and 103-15, lists the following as commemorative holidays: Jan. 17 (Muhammad Ali's birthday), Jan. 28 (Christa McAuliffe Day commemorating space exploration); Feb. 15 (Susan B. Anthony's birthday); Mar. 29 (Vietnam War Veterans' Day); Sept. 11 (Sept. 11th Day of Remembrance); Sept. 17 (Constitution Day); the school day immediately preceding Veterans' Day (Korean War Veterans' Day); Oct. 1 (Recycling Day); Oct. 7 (Iraq and Afghanistan Veterans Remembrance Day); and Dec. 7 (Pearl Harbor Veterans' Day).

Other commemorative holidays include, but are not limited to: Arbor and Bird Day on the last Friday in April (105 ILCS 5/27-18); Leif Erickson Day on October 9 if a school day and otherwise on a school day nearest the date (105 ILCS 5/27-19); American Indian Day on the 4th Friday of September (105 ILCS 5/27-20); Ill. Law Week during the first full school week in May (105 ILCS 5/27-20.1); Just Say No Day on a school day in May designated by official proclamation of the Governor (105 ILCS 5/20.2); Ronald Reagan Day on Feb. 6 (5 ILCS 490/2); Barack Obama Day on August 4 (5 ILCS 490/3); Indigenous Peoples Day on the last Monday in September (5 ILCS 490/7); Lincoln's Birthday February 12 (5 ILCS 490/60); Juneteenth National Freedom Day on June 19 each year (5 ILCS 490/63, amended by P.A.s 102-14 (second to pass both houses and controlling (5 ILCS 70/6)) and 102-334 (first to pass both houses)) – potential conflicts related to celebrating Juneteenth when it falls on a Saturday or Sunday exist, e.g., P.A. 102-14 states "when June nineteenth falls on a Saturday or Sunday, neither the preceding Friday nor the following Monday shall be held or considered as a *paid* holiday" but contrast P.A. 102-334, stating "when June nineteenth falls on a Sunday, the following Monday shall be held and considered the holiday" – notice the word *paid* is missing; consult the board attorney about whether Juneteenth should be celebrated as an *unpaid holiday* on either the preceding Friday or the following Monday when it falls on a Saturday or Sunday, respectively, or not at all when it falls on a Saturday); Martin Luther King, Jr. Birthday the third Monday in January (5 ILCS 490/65); Prairie Week the third full week in September (5 ILCS 490/75); Retired Teachers' Week the fourth week in May (5 ILCS 490/80); Veterans Day November 11 (5 ILCS 490/90); Preventing Lost Potential Day September 19 (5 ILCS 490/141); Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade on March 25 (5 ILCS 490/155); the first full week of January is Emancipation Proclamation Week (5 ILCS 490/160); Mother Mary Ann Bickerdyke Day on the second Wednesday in May (5 ILCS 490/175); April is Arab American Heritage Month (5 ILCS 490/6); and the first full week of April each year is Autism Acceptance Week (5 ILCS 490/137, added by P.A. 102-588).

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School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements.[5] The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance. [6]

LEGAL REF.: 105 ILCS 5/10-19, 5/10-19.05, 5/10-20.56, 5/10-20.46, 5/10-30, 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, and 5/27-20.2.
10 ILCS 5/11-4.1, Election Code.
5 ILCS 490/, State Commemorative Dates Act.
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), 4:180 (Pandemic Preparedness; Management; and Recovery), 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)

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[5] A school day is required to consist of a minimum five clock-hours under the direct supervision of a teacher or non-teaching personnel or volunteer personnel that provides non-teaching or supervisory duties as specified in 105 ILCS 5/10-22.34(a), in order to qualify as a full day of attendance, unless (1) the Governor issues a disaster declaration due to a public health emergency pursuant 20 ILCS 3305/7, and (2) the State Superintendent of Education establishes minimum clock-hour requirements to align with the circumstances of the Governor's disaster declaration. 105 ILCS 5/10-19.05, amended by P.A. 103-560~~, eff. 1-1-24~~. See 105 ILCS 5/10-19.05, amended by P.A. 103-560~~, eff. 1-1-24~~, for additional exceptions to the attendance calculation.

Contrast 105 ILCS 5/18-12. It allows a partial day of attendance to be counted as a full day due to an adverse weather condition, condition beyond the control of the school district that poses a health and safety threat, or use of school facilities by local or county authorities for holding a memorial or funeral service in remembrance of a community member (up to two school days per school year) provided one of following conditions is met: (1) the school district has provided at least one hour of instruction prior to the closure of the school district; (2) a school building has provided at least one hour of instruction prior to the closure of the school building; or (3) the normal start time of the school district is delayed. The law also outlines the process to claim attendance prior to providing any instruction when a school district must close a building or buildings, but not the entire district, after consultation with a local emergency response agency or due to a condition beyond the control of the district. Additionally, 105 ILCS 5/18-12.5 outlines the process for claiming attendance when a school district must close a building or buildings, but not the entire district, specifically because of a public health emergency. Attendance for such days may only be claimed if the school building(s) was scheduled to be in operation on those days.

Alternative education programs may provide fewer than five hours under certain circumstances. 105 ILCS 5/13B-50.

[6] 105 ILCS 5/27-3 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. Note that the Illinois statute does not require every student to recite the Pledge – that kind of mandatory participation would violate the U.S. Constitution. Schools may not coerce a student into saying the Pledge, nor may they punish students for refusing to participate in any aspect of the flag ritual, including standing, saluting the flag, and reciting the Pledge. West Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624 (1943); Sherman v. Cmty. Consol. Sch. Dist. 21 of Wheeling Twp., 980 F.2d 437 (7th Cir. 1992). Consider using permissive rather than mandatory language to introduce the recitation of the Pledge, such as, "You may now stand to recite the Pledge." Schools may, of course, require that non-participants maintain order and decorum appropriate to the school environment.

The Silent Reflection and Student Prayer Act mandates a *brief period of silence* for all Illinois public school students at the opening of each school day. 105 ILCS 20/1. A student filed a federal lawsuit challenging the constitutionality of this law under the First Amendment, but the law was ultimately upheld by the Appeals Court. Sherman v. Koch, 623 F.3d 501 (7th Cir. 2010), *cert denied by* 565 U.S. 815 (2011). 105 ILCS 5/10-20.46 requires a moment of silence to recognize veterans during any type of event held at a district school on Nov. 11.

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Instruction

Curriculum Content [1]

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,[2] (c) other communication skills, (d) science, (e) mathematics[3], (f) social studies, (g) art, (h) music,[4] and (i) drug and substance abuse prevention including the dangers of opioid abuse.[5] 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.[6] Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in

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[1] Districts must have a policy on physical education (23 Ill.Admin.Code §1.425) and what grade level(s) students will be offered cursive writing instruction (105 ILCS 5/27-20.7). Policies on the remaining topics in this policy are optional. State or federal law controls this policy's content. 23 Ill.Admin.Code §1.4120, recommends that activities, including student internships and observations of government in action, be a part of the instructional program where appropriate.

State law mandates certain courses of study but local school boards may set requirements exceeding State-law mandated courses of study. 105 ILCS 5/10-20.8 and 5/27-1 et seq. For a resource on instructional mandates, see *Illinois Instructional Mandates* (formerly *Mandated Units of Study*), at: www.isbe.net/Pages/Learning-Standards.aspx, under the Administrator Resources tab.

[2] 105 ILCS 5/2-3.200~~196~~, added by P.A. 103-402~~,~~ and renumbered by P.A. 103-605, requires the Ill. State Board of Education (ISBE) to develop a Statewide literacy plan by 1-31-24, make certain resources and guidance on literacy curriculum and instruction available to schools by 7-1-24, and offer training opportunities for teachers by 7-1-25. For further information and resources, see www.isbe.net/literacyplan.

[3] 105 ILCS 5/2-3.156 requires ISBE to coordinate, adapt and develop middle and high school math curriculum models. There is no consistent definition for *middle school or high school* in either State or federal law. Districts are not required to use ISBE's models and may develop their own mathematics curricula.

The purpose of the math curriculum models will be to aid school districts and teachers in implementing the *Common Core Standards*. ISBE adopted math and English language arts (ELA) standards for K-12 education referred to as the *New Ill. State Learning Standards Incorporating the Common Core*. The goal of incorporating the *Common Core Standards* into the *State Goals for Learning and Learning Standards* is to better prepare Ill. students for success in college and the workforce in a competitive global economy. See www.isbe.net/Documents/cc-overview-0913.pdf.

The terms *Common Core Standards* and the *New Ill. State Learning Standards Incorporating the Common Core* are synonymous. Referencing the Ill. Learning Standards includes them both. That is because they are incorporated by reference into ISBE's rules and *State Goals for Learning and Learning Standards*. A district that wants to include the term *Common Core Standards* in its policy may do so; however, districts should understand that referring to the *Common Core Standards* only will cover only math and ELA learning standards and goals and not any other subject areas that the *Ill. Learning Standards cover*. The best practice is to continue using *Ill. Learning Standards*, which includes the *Common Core Standards*.

[4] 23 Ill.Admin.Code §1.430(a).

[5] 105 ILCS 5/27-13.2~~, amended by P.A. 102-195, requires that in addition to instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and substance abuse, the subject must also cover the dangers of opioid abuse.~~ See also f/n 33, below, regarding instruction on the dangers of fentanyl.

[6] 105 ILCS 5/10-20.53.

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kindergarten through grade 5.[7] Before the completion of grade 5, students will be offered at least one unit of cursive instruction.[8] In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science.[9]

2. In grades 9 through 12, subjects include:[10] (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics,[11] (e) social studies including U.S. history, American government and one semester of civics,[12] (f) foreign language,[13] (g) music, (h) art, (i) driver and safety education,[14] and (j) vocational education.

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[7] 105 ILCS 5/27-6.3, added by P.A. 102-357. Schools must provide at least 30 minutes of play time for any school day five clock hours or longer in length. For any school days less than that, the total time allotted during the school day must be at least one-tenth of a day of attendance for the student. Time spent dressing or undressing for outdoor play may not count towards the daily time allotment. Play time must be computer-, tablet-, phone-, and video-free. Play time may be withheld as a disciplinary or punitive action only if a student's participation poses an immediate threat to the safety of the student or others. Id. For ISBE guidance and resources, see www.isbe.net/Pages/School-Health-Issues.aspx (Unstructured Play Time/Recess dropdown).

[8] 105 ILCS 5/27-20.7 requires districts to offer students a unit of cursive instruction before they complete grade 5. Other than before completing grade 5, the law is silent about what grade level(s) in which students must receive their unit of cursive instruction. This provides an opportunity for a board to have a conversation with the superintendent about local community expectations and direct him or her to determine the appropriate grade level(s) in which students will be offered a unit of cursive instruction.

Use the following alternative if the board wants to specify grade level(s) before the end of grade 5 in which cursive instruction will be offered:

A unit of cursive instruction will be offered in grade(s) _____.

[9] 105 ILCS 5/27-3.10. The statute specifically states that school districts may utilize private funding available for offering civics education.

[10] 105 ILCS 5/27-22, amended by P.A.s 102-366, 102-551, ~~and~~ 102-864, and 103-743; 23 Ill.Admin.Code §1.440. ISBE may adopt rules to modify these requirements for students in grades 9 through 12 if the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7. 105 ILCS 5/27-22(e)(3.5), amended by P.A. 102-864, and 5/27-22~~(e)(3.5) and~~ (e-5)(3.5), added by P.A. 102-864, requires "a year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject." Because computer literacy may be included within another subject, it is not listed here, but in number 6 of this policy with f/n 26, below.

[11] 105 ILCS 5/2-3.156. See f/n 2.

105 ILCS 5/27-22(e-5)(3) allows the substitution of an advanced placement computer science course for a year of mathematics. For specific requirements, see sample exhibit 6:300-E2, *State Law Graduation Requirements*, and sample policy 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-entering Students*.

[12] 105 ILCS 5/27-22(e-5)(5). The statute specifically states that school districts may utilize private funding available for offering civics education.

[13] The General Assembly encouraged school boards to implement American Sign Language courses into the school foreign language curriculum. 105 ILCS 5/10-20.52. Senate Joint Resolution 68 (96th General Assembly, 2010) encourages school districts to explore the introduction of Arabic as a foreign language in their curriculums.

[14] The ISBE rule on driver education personnel is found at 23 Ill.Admin.Code §252.40. School districts may contract with a commercial driver training school (CDTS) for driver education. 105 ILCS 5/27-24.2. To qualify to contract with a school district, a CDTS must: (a) hold a valid license issued by the Ill. Sec. of State; (b) provide teachers who meet the educator licensure and endorsement requirements under 105 ILCS 5/21B; and (c) follow the same evaluation and observation requirements that apply to non-tenured teachers under 105 ILCS 5/24A. Id. A district contracting with a CDTS must provide a list to ISBE of the CDTS instructors. Id. The list must include the name, personal ISBE identification number, birth date and driver's license number of each instructor who will teach driver education. Id. Although a formal waiver for outsourcing of driver's education is no longer required, districts must consider their applicable collective bargaining agreement(s), board policy, and the reduction in force (RIF) provisions of the School Code as they relate to outsourcing of instructional staff. Consult the board attorney for guidance.

A school district may decide to allow a student to take a portion of the driver education course through a distance learning course. This is determined on a case-by-case basis and must be approved by the district's administration, the student's driver's education teacher, and the student's parent/guardian. 105 ILCS 5/27-24.2; 23 Ill.Admin.Code §252.20(c)(2).

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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.[15] The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom,[16] (b) classroom instruction on distracted driving as a major traffic safety issue,[17] (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, including worker safety in those zones, and railroad crossings and their approaches,[18] and (d) 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.[19] 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.[20] 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. [21]

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught. [22]
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.[23] In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are

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[15] 105 ILCS 5/27-24.1, amended by P.A. 102-455, and 5/27-24.2; 23 Ill.Admin.Code §252.25.

[16] 105 ILCS 5/27-24.1, amended by P.A. 102-455, and 5/27-24.2.

[17] Id.

[18] Id., amended by P.A. 103-944.

[19] Id.

[20] Required if a board offers safety education under 105 ILCS 5/27-17.

[21] The Ill. Vehicle Code, 625 ILCS 5/6-408.5, amended by P.A. 102-1100, contains these requirements; they are paraphrased below.

Before a certificate of completion will be requested from the Secretary of State, a student must receive a passing grade in at least eight courses during the two semesters last ending before requesting the certificate. A certificate of completion will not be requested for any person less than 18 years of age who has dropped out of school unless the individual provides:

1. Written verification of his or her enrollment in a high school equivalency or alternative education program or a State of Illinois High School Diploma (formerly GED certificate);
2. Written verification that before dropping out, the individual had received passing grades in at least eight courses during the two previous semesters last ending before requesting a certificate;
3. Written consent from the individual's parent/guardian and the Regional Superintendent (or appropriate Intermediate Service Center Executive Director); or
4. Written waiver from the Superintendent of the School District in which the individual resides or resided at the time he or she dropped out of school, or from the chief school administrator with respect to a dropout who attended a non-public high school. A waiver may be given if the Superintendent or chief administrator deems it to be in the individual's best interests.

[22] 105 ILCS 5/27-23.3.

[23] 105 ILCS 5/27-23.4.

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respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States. [24]

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 Board 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. [25]
6. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum. [26]
7. 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.[27] Instruction in all grades will include examples of behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. [28]

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[24] Optional. 105 ILCS 5/27-23.6 (anti-bias education), amended by P.A. 103-542, ~~eff. 7-1-24 (anti-bias education)~~ allows districts to incorporate activities to address intergroup conflict, with the objectives of improving intergroup relations on and beyond the school campus, defusing intergroup tensions, and promoting peaceful resolution of conflict.

Boards that adopt a policy to incorporate activities to address intergroup conflict pursuant to this law must make information available to the public that describes the manner in which the district has implemented the activities. Methods for making this information available include: the district's website, if any, and in the district's offices upon request. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Districts may also include the information in a student handbook and in district newsletters. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, Online Model Student Handbook (MSH), at: www.ilprincipals.org/msh.

See f/n 12 in sample policy 6:180, *Extended Instructional Programs*, and ensure that these policies align.

[25] 47 C.F.R. §54.520 and 105 ILCS 5/27-13.3 control this section. "Grades kindergarten through 12" is used because federal law requires school districts that receive E-rate funding to certify that they have an Internet safety education policy for all minors. 47 C.F.R. §54.520(c)(1)(i). This federal law defines minors as any individual who has not attained the age of 17 years. 47 C.F.R. §54.520(a)(4)(i).

105 ILCS 5/27-13.3 only requires a unit on Internet safety for students in grades 3 or above. It recommends seven topics for the unit on Internet safety and required ISBE to "make available resource materials for educating children regarding child online safety." See www.isbe.net/Pages/Internet-Safety.aspx. It also invites schools to "adopt an age-appropriate curriculum for Internet safety instruction of students in grades kindergarten through 12."

For boards that do not receive E-rate funds and do not want to exceed the requirements of the School Code, replace this section with the following sentence:

In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.

For boards that do not receive E-rate funds, but want to exceed the requirements of 105 ILCS 5/27-13.3 to include grades K-2, replace this section with the following sentences:

In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee. In kindergarten through grade 2, age-appropriate Internet safety must be taught.

[26] 105 ILCS 5/10-20.79, 5/10-20.74, and 5/27-22(e-5)(3.5), amended by P.A. 102-894, and 5/27-22(e-5)(3.5), added by P.A. 102-894. 105 ILCS 5/10-20.74 requires that districts submit an annual report to ISBE regarding educational technology capacities and policies. See the subhead **Educational Technology Committee** and f/n 20 in sample administrative procedure 2:150-AP, *Superintendent Committees*.

[27] 105 ILCS 5/27-12.

[28] Required as part of a district's Bullying Prevention and Response Plan pursuant to 105 ILCS 5/27-23.7. Because of the negative outcomes associated with bullying in schools, the Ill. General Assembly has found "that [school districts] should educate students, parents, and [school district personnel] about what behaviors constitute prohibited bullying." 105 ILCS 5/27-23.7(a). This language aligns with sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

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8. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process. [29]
9. 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,[30] but at a minimum of three days per five-day week.[31] For exemptions and substitutions, see Board policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*. [32]

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The Ill. General Assembly invited boards to "make suitable provisions for instruction in gang resistance education ~~and training~~ in all grades and include such instruction in the courses of study regularly taught in those grades." See 105 ILCS 5/27-23.10(c), amended by P.A. 103-542. A board that shares this concern may add the following option: "In addition, in all grades gang resistance education ~~and training~~ must be taught."

[29] 105 ILCS 5/27-3 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. See also Palmer v. City of Chicago, 466 F. Supp. 600 (N.D. Ill. 1979) (teacher would not teach and direct the Pledge of Allegiance to the flag of the United States for religious reasons and was terminated for not doing so because it was part of the curriculum). Requirements for displaying a U.S. flag at each school and in each classroom are found in 5 ILCS 465/3 and 465/3a.

Note that the Illinois statute does not require every student to recite the *Pledge* – that kind of mandatory participation would violate the U.S. Constitution. Schools may not coerce a student into saying the Pledge, nor may they punish students for refusing to participate in any aspect of the flag ritual, including standing, saluting the flag, and reciting the *Pledge*. West Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624 (1943); Sherman v. Cmty. Consol. Sch. Dist. 21 of Wheeling Twp., 980 F.2d 437 (7th Cir. 1992). Consider using permissive rather than mandatory language to introduce the recitation of the *Pledge*, such as, "You may now stand to recite the *Pledge*." Schools may, of course, require that non-participants maintain order and decorum appropriate to the school environment.

[30] The phrase "after recommendation by the Superintendent" is optional. If a superintendent does not bring this topic to the board for discussion, the board may not have a trigger to make the determination.

[31] 23 Ill.Admin.Code §1.425(b). Boards that want their daily physical education requirement to align with their goal in policy 6:50, *School Wellness*, may replace "minimum of three days per five-day week" with their local daily requirements. See f/n 10 in sample policy 6:50, *School Wellness*.

[32] 105 ILCS 5/27-5 requires school boards to provide for students' physical education and allows the P.E. course offered in grades 5 through 10 to include the health education courses required by ~~State law~~the Critical Health Problems and Comprehensive Health Education Act (105 ILCS 110/). See also 23 Ill.Admin.Code §1.425(c).

105 ILCS 5/27-6, describes when students may be excused from P.E. See also 23 Ill.Admin.Code §1.425(d).

105 ILCS 5/27-6 contains an exception to the minimum of three days per five-day week P.E. requirement for schools engaged in block scheduling; if this is applicable, substitute this sentence for the second-to-last sentence in this paragraph:

Unless otherwise exempted, all students are required to engage with such frequency as determined by the Board, but at a minimum of three days per five-day week, during the school day, except on block scheduled days, in a physical education course.

105 ILCS 5/27-6.5 describes physical fitness assessments required~~, beginning with the 2016-17 school year and~~ every school year ~~thereafter,~~ for grades 3-12 in an effort to meet State Goal 20 of the Illinois Learning Standards for Physical Development and Health at: www.isbe.net/Pages/Enhanced-Physical-Education.aspx.

See also 23 Ill.Admin.Code §1.425 (g) and (h); ISBE's *IL Fitness Assessments and Data Reporting Requirements Questions and Answers (Rev. 2017)* at: www.isbe.net/Documents/Physical_Fitness_Assessment_FAQ.pdf.

105 ILCS 5/27-7 describes the goals and requirements for P.E. courses; these are re-stated in this sample policy.

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10. In all schools, health education must be stressed, including[33]: (a) proper nutrition, (b) physical fitness, (c) personal health habits~~components necessary to develop a sound mind in a healthy body~~, (d) dangers and avoidance of abduction, (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades,[34] and (f) ~~beginning in the fall of 2024,~~ in grades 69-12, the dangers of fentanyl. The Superintendent shall implement a comprehensive health education program in accordance with State law. [35]

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[33] Citations for letters (a) - (~~f~~e), required by the Comprehensive Health Education Program (CHEP) (105 ILCS 110/3) in this paragraph follow:

(a) 105 ILCS 5/2-3.139 and 105 ILCS 5/27-7 (proper nutrition) and see also sample policy 6:50, *School Wellness*.

(b) Id. (physical fitness) and see also sample policy 6:50, *School Wellness*.

(c) Id. (~~sound mind and healthy body~~healthy habits and attitudes for a healthy lifestyle).

(d) 105 ILCS 5/27-13.2 (dangers and avoidance of abduction). The Ill. State Police and ISBE must develop instruction on child abduction prevention. 20 ILCS 2605/2605-480.

(e) 105 ILCS 110/3 and 105 ILCS 5/10-23.13, amended by P.A. 102-610 a/k/a *Erin's Law* (child sexual abuse prevention). While 105 ILCS 5/10-23.13(b) states pre-K through 12th, this policy uses *all grades* for brevity and ease of administration. *Erin's Law* requires a policy addressing child sexual abuse prevention and curriculum content on that subject (see sample policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*). A sentence in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, restates the basic recommendations from page 16 of the *Erin's Law* Taskforce Final Report (Report) to Governor Quinn at: www.isbe.net/Documents/erins-law-final0512.pdf, which was the basis for P.A. 102-676. The professional educator training component of *Erin's Law* is addressed in sample policies 5:90, *Abused and Neglected Child Reporting* and 5:100, *Staff Development Program*. The Report also encouraged parental involvement because parents play a key role in protecting children from child sexual abuse.

(f) ~~105 ILCS 5/27-13.2(c), added by P.A. 103-365~~105 ILCS 110/3(e), amended by P.A. 103-810 (dangers of fentanyl).

[34] See f/n 11 in sample policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, for a definition of *evidence-informed*. 105 ILCS 5/10-23.13, amended by P.A. 102-610.

[35] 105 ILCS 110/3, amended by P.A.s 102-464, 102-1034, 103-212, ~~and~~ 103-365, and 103-608; and 23 Ill.Admin.Code §1.420(n). Each school system shall provide a program in compliance ~~with the Critical Health Problems and Comprehensive Health Education Act~~CHEP, 105 ILCS 110/.

More detailed critical health problems and comprehensive health education program content is described in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*. That procedure follows ~~the Comprehensive Health Education Program law (~~CHEP~~)~~, 105 ILCS 110/3, amended by P.A.s 102-464, 102-1034, 103-212, ~~and~~ 103-365, and 103-608, and it formerly included the requirements for the development of the now-repealed family life and sex education programs in 105 ILCS 5/27-9.1 and 9.2, amended by P.A. 102-412 and repealed by P.A. 102-522.

The former family life and sex education programs were replaced with the National Sex Education Standards (NSES) (105 ILCS 5/27-9.1a, added by P.A. 102-522) and a developmentally appropriate consent education curriculum (105 ILCS 5/27-9.1b, added by P.A. 102-522). But the term *family life*, "including evidence-based and medically accurate information regarding sexual abstinence," remains in the CHEP ~~(105 ILCS 110/3)~~. The CHEP also includes many other health education topics that all elementary and secondary schools in Illinois must provide, including teen dating violence (105 ILCS 110/3.10, see sample policy 7:185, *Teen Dating Violence Prohibited*, for the required "teen dating violence policy") and cardiopulmonary resuscitation and automated external defibrillator use. 105 ILCS 110/3. For ease of administration, sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, content includes reference to the new NSES curriculum that is outlined in more detail at sample administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*. 105 ILCS 5/27-9.1a, added by P.A. 102-522. ISBE's learning standards and resources are available at www.isbe.net/sexualhealth, however, no guidance exists about whether districts that provide the now-repealed family life and sex education programs formerly in 105 ILCS 5/27-9.1 and 9.2, repealed by P.A. 102-522, could continue to do so. Consult the board attorney if the district offered the now-repealed family life and sex education program to assess whether that program may continue during future school years.

Two choices exist for school boards related to providing students with a sex education curriculum:

1. No sex education; or

2. NSES a/k/a Comprehensive Personal Health and Safety and Sexual Health Education Program (105 ILCS 5/27-9.1a, added by P.A. 102-522, and see sample administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*).

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11. 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.[36] In grades 6-12, students engage in career exploration and career

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While boards are not required to include sex education curriculum information in their policies, if they offer it, the new law requires them to identify the curriculum their districts use along with the name and contact information, including an email address, of a school staff member who can respond to inquiries about instruction and materials. 105 ILCS 5/27-9.1a, added by P.A. 102-522. Methods for making this information available include: the district's website, if any, and in the district's offices upon request. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

For boards that do offer NSES but do not wish to communicate it in this policy, ensure that superintendents: (1) identify the curriculum along with the name and contact information, including an email address of the school staff member designated to respond to inquiries about instruction and materials (see sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*); and (2) implement both administrative procedures 6:60-AP1, *Comprehensive Health Education Program*, and 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

For boards that want to communicate to their communities in this policy that they offer NSES, insert the following text into the last sentence in number 10:

The Superintendent shall implement a comprehensive health education program in accordance with State law, including a personal health and safety and sexual health education program (National Sex Education Standards) pursuant to 105 ILCS 5/27-9.1a.

Legal Reference insertions are not necessary with the statute in the text of the policy. Ensure: (1) the implementation of both administrative procedure 6:60-AP1, *Comprehensive Health Education Program* and administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*, align with this policy; and (2) that the superintendent identifies the curriculum along with the name and contact information, including an email address of the school staff member designated to respond to inquiries about instruction and materials (see sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*).

For boards that communicated NSES in this policy and also want to communicate that they additionally offer developmentally appropriate consent education curriculum, insert the following sentence as the last sentence of the number 10 paragraph:

The Superintendent shall also implement a developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b.

Legal Reference insertion is not necessary with the statute in the text of the policy. Ensure the implementation of administrative procedure 6:60-AP3, *Developmentally Appropriate Consent Education*, aligns with this policy.

For boards that do offer NSES and do not communicate that in policy AND/OR boards that do not offer NSES, but want to communicate that they offer developmentally appropriate consent education curriculum, insert the following text into the last sentence in number 10:

The Superintendent shall implement a comprehensive health education program in accordance with State law, including a developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b.

Legal Reference insertion is not necessary with the statute in the text of the policy. Ensure that implementation of 6:60-AP3, *Developmentally Appropriate Consent Education*, aligns with this policy.

36 23 Ill.Admin.Code §1.420(i). See 105 ILCS 435/, Vocational Education Act

A unit or high school district may offer workplace preparation instruction in grades 9 through 12 that covers legal protections in the workplace, including protection against sexual harassment and racial and other forms of discrimination and protections for employees. 105 ILCS 5/27-23.14.

For high school and unit boards, insert "5/27-23.14," after 105 ILCS 5/27-23.11 in the Legal References or if a board offers a course on hunting safety as part of its curriculum during the school day (see the option in f/n 5~~3~~ below), after its Legal Reference 105 ILCS 5/27-23.13, and the following text to the end of number 11 if the board wants to offer workplace preparation instruction:

In grades 9-12, workplace preparation instruction will be offered, covering legal protections in the workplace, including protection against sexual harassment and racial and other forms of discrimination and protections for employees.

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development activities to prepare them to make informed plans and decisions about their future education and career goals.[37] In grades 9-12, a College and Career Pathway Endorsement is awarded to students who meet the requirements for a specific endorsement area. [38]

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105 ILCS 5/27-23.17 (final citation pending), added by P.A. 103-598, allows high schools to designate and annually observe a Workplace Readiness Week. If the week is observed, students must be provided information on their rights as workers in accordance with the topics listed in 105 ILCS 5/27-23.17(a) (final citation pending), added by P.A. 103-598. Students in grades 11 and 12 must be provided the required information within the regular school program, but it may also be provided during special events after regular school hours. Id. at (b).

[37] 105 ILCS 5/10-20.84(a), added by P.A. 102-917 and renumbered by P.A. 103-154. For elementary districts, revise the grade levels to grades 6-8. Unless a board has opted out, career exploration and career development activities in grades 6-12 (or grades 6-8 in elementary districts) must be implemented by 7-1-25 in accordance with the model framework adopted by State agencies known as the PaCE Framework. See www.isac.org/pace/il-pace-resource-materials.html for the middle school and high school frameworks and additional implementation resources.

To fully or partially opt out of career exploration and career development activities under 105 ILCS 5/10-20.84(d), a board must adopt a set of findings that considers the following: (1) the district's current systems for college and career readiness; (2) the district's cost of implementation balanced against the potential benefits to students and families through improved postsecondary education and career outcomes; (3) the willingness and capacity of local businesses to partner with the district for successful implementation of pathways other than education; (4) the willingness of institutions of higher education to partner with the district for successful implementation of the pathway and whether the district has sought and established a partnership agreement with a community college district incorporating provisions of the Model Partnership Agreement under the Dual Credit Quality Act (110 ILCS 27/) (see www.isbe.net/Documents/DCQA-Model-Partnership-Agreement-Form.pdf); (5) the availability of a statewide database of participating local business partners, as provided under the Postsecondary and Workforce Readiness Act (110 ILCS 148/), for the purpose of career readiness and the accessibility of those work experiences and apprenticeships listed in the database to district students (see the link to the *Work-based Learning Database* at www.isbe.net/cte); and (6) the availability of properly licensed teachers or teachers meeting faculty credential standards for dual credit courses to instruct in the program required for the endorsement areas. 105 ILCS 5/10-20.84(d)(1)-(6), added by P.A. 102-917 and renumbered by P.A. 103-154. A board opting out must report its findings and decision to ISBE. A board may also reverse its decision regarding implementation in whole or in part at any time. 105 ILCS 5/10-20.84(d), added by P.A. 102-917 and renumbered by P.A. 103-154.

In practice, unless a district has created its own career exploration and career development activities framework that does not align with the PaCE Framework, a board is unlikely to opt out of the PaCE Framework under 105 ILCS 5/10-20.84(a) and still implement College and Career Pathway Endorsements under 105 ILS 5/10-20.84(c) (CCPE) because career exploration activities are a prerequisite to award of the endorsements. 23 Ill.Admin.Code §258.20. See f/n 38, below.

Delete this sentence if the board has fully opted out of implementation of career exploration and career development activities under 105 ILCS 5/10-20.84(d), added by P.A. 102-917 and renumbered by P.A. 103-154. Regarding partial opt-out from this requirement, the law does not address the types of partial opt-out(s) available. As of the date of the publication of **PRESS** Issue 117 (Oct. 2024), ISBE had not issued any rulemaking or guidance on this topic or any details regarding reporting of a full or partial opt-out to ISBE, other than to indicate to IASB that districts can submit their decision to CTE@isbe.net. Boards interested in opting out from this requirement should consult the Board attorney and check for any further guidance that may be issued by ISBE.

[38] 105 ILCS 5/10-20.84(b) and (c), added by P.A. 102-917 and renumbered by P.A. 103-154; 23 Ill.Admin.Code Part 258.

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12. 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. **39** **40**
13. In grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject. **41**
14. In grades 9 through 12, a unit of instruction on media literacy that includes, but is not limited to, all of the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues

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By 7-1-25, a board must elect to either implement CCPE or take action to opt out of it. See www.isbe.net/pathwayendorsements for more information. 105 ILCS 5/10-20.84(c) requires a district to implement CCPE either independently, through an area career center, or through an inter-district cooperative, on the following schedule: (1) at least one endorsement area for the graduating class of 2027; (2) at least two endorsement areas for the graduating class of 2029; and (3) at least three endorsement areas for the graduating class of 2031, if a district 's grade 9-12 enrollment is more than 350 students, as calculated by ISBE for the 2022-2023 school year. A board implementing CCPE must, by 7-1-25, submit the necessary application materials (including an Endorsement Plan, see 23 Ill.Admin.Code §258.20) to ISBE, or the board must adopt a timeline for implementation of the number of endorsement areas required by 105 ILCS 5/10-20.84(c). A board may opt out of implementing CCPE entirely or it may initially implement an endorsement area for the class of 2027 and then later choose to partially opt out by opting out of the class of 2029 and/or class of 2031 endorsement area schedule. 105 ILCS 5/10-20.84(c) and (d), added by P.A. 102-917 and renumbered by P.A. 103-154; 23 Ill.Admin.Code §258.40(a) and (b). A board that chooses to fully opt out of CCPE must submit documentation of its decision and specific findings to ISBE by 7-1-25. A board that later chooses to partially opt out of CCPE by opting out of the 2029 and/or 2031 endorsement area schedule must submit documentation of its decision and specific findings no later than July 1 immediately before the school year the district would be required to award the endorsement. Id. at (b).

If fully opting out of CCPE by 7-1-25 or later partially opting out of the 2029 and/or 2031 endorsement area schedule, a board must adopt a set of findings that considers the six factors described in f/n 37, above. 105 ILCS 5/10-20.84(d)(1)-(6), added by P.A. 102-917 and renumbered by P.A. 103-154. A board opting out must report its findings and decision on implementation by submitting the following information to ISBE, via the College and Career Pathway Endorsement portal: (1) the reasoning for opting out, and (2) copies of the board's meeting agenda, board findings, and board meeting minutes. 23 Ill.Admin.Code §258.40(a). A board can manage compliance with the documentation requirements by adopting a written resolution or adopting findings set forth in another document. A board may also reverse its decision regarding implementation of CCPE in whole or in part at any time. 105 ILCS 5/10-20.84(d), added by P.A. 102-917 and renumbered by P.A. 103-154.

Delete this sentence if a board has fully opted out of implementing CCPE, and delete 105 ILCS 5/10-20.84 from the Legal References if the board has fully opted out of CCPE *and* also fully opted out of the career exploration and career development activities in grades 6-12 (see f/n 37, above).

39 105 ILCS 5/27-12.1; 23 Ill.Admin.Code §1.420(k). ~~P.A. 99-284 added these subjects to the required consumer education course: consumer debt, higher education student loans, and identity-theft security.~~

40 For high school and unit boards that want to offer a unit of instruction about the process of naturalization pursuant to 105 ILCS 5/27-23.16, added by P.A. 102-472 and renumbered by P.A. 102-813, insert an optional number 13, and amend numbers after it accordingly:

13. In grades 9 through 12, a unit of instruction about the process of naturalization by which a foreign citizen or foreign national becomes a U.S. citizen that includes content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services.

41 105 ILCS 5/27-22(e-5)(3.5). ISBE states that ~~C~~*computer literacy* is broadly defined as one's knowledge of an ability to use computers and related technologies efficiently and effectively. See www.isbe.net/keeplearning for more ISBE guidance on computer literacy.

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regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason. [42]

15. In grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. Computer science means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or accessing the Internet. [43]
16. In all schools, environmental education ~~conservation of natural resources must be taught~~, including instruction on: (a) ~~home ecology~~the current problems and needs in the conservation of natural resources~~,~~ and (b) ~~endangered species~~beginning in the fall of 2026, instruction on climate change~~, (c) threats to the environment, and (d) the importance of the environment to life as we know it~~. [44]
17. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) 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, (e) the role and contributions of ethnic groups, including but not limited to, 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 Slovakians in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America, (i) Native American nations' sovereignty and self-determination, both historically and in the

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[42] 105 ILCS 5/27-20.08, added by P.A. 102-55. *Media literacy* means the ability to access, analyze, evaluate, create, and communicate using a variety of objective forms, including, but not limited to, print, visual, audio, interactive, and digital texts. For additional resources, see www.isbe.net/keeplearning.

[43] 105 ILCS 5/27-23.15(b). Subject to appropriation, school districts can apply for a competitive grant to support computer science programs. 105 ILCS 5/2-3.19~~96~~, added by P.A. 103-264 and renumbered by P.A. 103-605.

[44] 105 ILCS 5/27-13.1, amended by P.A. 103-837, eff. 7-1-25; 23 Ill.Admin.Code §1.420(l). Instruction on the conservation of natural resources must include, but is not limited to, air pollution, water pollution, waste reduction and recycling, the effect of excessive use of pesticides, preservation of wilderness areas, forest management, protection of wildlife, and humane care of animals. Id. Instruction on climate change must include, but is not limited to, identifying the environmental and ecological impacts of climate change on individuals and communities and evaluating solutions for addressing and mitigating the impact of climate change. Id. Instruction on climate change must align with State learning standards, as appropriate and subject to funding, and ISBE is required to make instructional resources and professional development learning opportunities available for educators. Id.

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present day, with a focus on urban Native Americans, and (j) beginning in the fall of 2024, the events of the Native American experience and Native American history within the Midwest and Illinois since time immemorial in accordance with 105 ILCS 5/27-20.05. [45]

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. [46]

18. 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. [47]
19. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, the

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[45] 105 ILCS 5/27-21, amended by P.A.s 102-411 (adding contributions made to society by Americans of different faith practices) and 103-422 (adding teaching about Native American nations' sovereignty and self-determination) and 105 ILCS 5/27-20.05, added by P.A. 103-422 (adding instruction on Native American experience and history); 23 Ill.Admin.Code §1.420(r). 105 ILCS 5/27-21, amended by P.A.s 102-411 and 103-422, requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. "[Evidence of having comprehensive knowledge [of United States history], which may be administered remotely" is not clear. The practical reading is that it refers to teachers collecting evidence through remote assessments when students are engaged in a remote learning program during a disaster declaration due to a public health emergency.

Note that instruction on Native American nations' sovereignty and self-determination under 105 ILCS 5/27-21, amended by P.A.s 103-422 and 103-564, is not required until instructional materials are made available on ISBE's website, which ISBE was~~is~~ required to post by 7-1-24. ISBE has indicated that instruction materials should be posted by the fall of 2024.

Instruction in events of the Native American experience and Native American history must include "the contributions of Native Americans in government and the arts, humanities, and sciences, as well as the contributions of Native Americans to the economic, cultural, social, and political development of their own nations and of the United States." Additionally, in grades 6 through 12, the instruction must include "the study of the genocide of and discrimination against Native Americans, as well as tribal sovereignty, treaties made between tribal nations and the United States, and the circumstances around forced Native American relocation." 105 ILCS 5/27-20.05, added by P.A. 103-422. See also f/n 4~~8~~6, below. ISBE may make instructional materials and professional development opportunities available to support instruction on Native Americans under 105 ILCS 5/27-20.05, added by P.A. 103-422. For additional resources, see https://americanindian.si.edu/nk360 and www.iste.org/explore/classroom/15-resources-teaching-native-american-history-and-culture. 105 ILCS 5/27-21 does not specify at what grade level districts must cover these topics as part of U.S. history instruction; however, no student may graduate from grade 8 unless the student has received instruction in U.S. history and demonstrated comprehensive knowledge of the subject matter.

For guidance about the requirements of adding the roles and contributions of LGBT people in U.S. and Illinois, see:

1. Inclusive Curriculum Law Frequently Asked Questions (FAQs) at:

   www.phimc.org/wp-content/uploads/2020/05/Inclusive-Curriculum-FAQs.pdf;

2. Inclusive Curriculum Law Overview at:

   www.phimc.org/wp-content/uploads/2020/05/Inclusive-Curriculum-One-Pager.pdf; and

3. Inclusive Curriculum Implementation Guidance (Condensed Edition) at: www.isbe.net/Documents/Support-Students-Implementation-Guidance.pdf

[46] Section 111 of Division J of Pub. L. 108-447, the Consolidated Appropriations Act, 2005, 12-8-04; 118 Stat. 2809, 3344-45 (Section 111). Section 111(b) states: "[e]ach educational institution that receives Federal funds for a fiscal year shall hold an educational program on the U.S. Constitution on September 17 of such year for the student served by the educational institution."

[47] 105 ILCS 5/27-3.5. The Congressional Medal of Honor film is available on ISBE's website for no cost at: www.isbe.net/Pages/Medal-of-Honor.aspx.

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Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. [48]

20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women. [49]
21. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans. [50]
22. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80. [51]
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement. [52]
24. In all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States. [53]

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[48] 105 ILCS 5/27-20.3, amended by P.A.s 103-422 and 103-564. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. Beginning with the 2024-2025 school year, instruction on Native American genocide is also required by 105 ILCS 5/27-20.05, added by P.A. 103-422 in grades 6-12~~, see f/n 43, above~~. Note that instruction on Native American genocide under 105 ILCS 5/27-20.3, amended by P.A.s 103-422 and 103-564, is not required until instructional materials are made available on ISBE's website, which ISBE was~~is~~ required to post by 7-1-24. See f/n 45, above.

[49] 105 ILCS 5/27-20.5. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. House Resolution 365 (98th General Assembly, 2013) and Senate Resolution 1073 (98th General Assembly, 2014) both urge all Illinois educators to share with students of an appropriate age the story of *comfort women* when discussing the history of Asia or World War II, or the issue of human trafficking.

[50] 105 ILCS 5/27-20.4. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. A school may meet this curriculum requirement through an online program or course. Id.

[51] 105 ILCS 5/2-3.80(e) or (f), as applicable.

[52] 105 ILCS 5/27-23.8. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. The statute requires that the instruction be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination. It urges districts to request individuals with disabilities to assist with the development and delivery of this instruction and allows instruction to be supplemented by knowledgeable guest speakers.

[53] 105 ILCS 5/27-20.8, added by P.A. 102-44. Id. at (c) states that the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate] will monitor districts' compliance with this law during the annual compliance review visits. Districts may meet this law's requirements through online programs or courses. Id. at (d). 105 ILCS 5/3-0.01 states any reference to "regional superintendent" includes the chief administrative officer of Intermediate Service Centers established under 105 ILCS 5/2-3.62. For resources, see www.isbe.net/Pages/ContinueEDResources.aspx (TEACCH Act).

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25. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling. [54] [55]

LEGAL REF.: Pub. L. No. 108-447, Section 111 of Division J, Consolidated Appropriations Act of 2005.
Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.
47 C.F.R. §54.520.
5 ILCS 465/3 and 465/3a.
20 ILCS 2605/2605-480.
105 ILCS 5/2-3.80(e) and (f), 5/10-20.79, 5/10-20.84, 5/10-23.13, 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, 5/27-20.05, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 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, 5/27-23.11, 5/27-23.15, 5/27-23.16, 5/27-24.1, and 5/27-24.2.
105 ILCS 110/3, Comprehensive Health Education Program.
105 ILCS 435/, Vocational Education Act.
625 ILCS 5/6-408.5, Ill. Vehicle Code.
23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 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)

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[54] 105 ILCS 5/27-23.11 requires districts that maintain any of the grades kindergarten through 8 to adopt a policy. The law is silent about how to educate students on this topic. See sample exhibit 6:60-AP1, E2, *Resources for Biking and Walking Safety Education*, for additional information.

[55] A school district may offer a course on hunting safety as part of its curriculum during the school day. 105 ILCS 5/27-23.13. No grade levels are specified in the statute. Insert "5/27-23.13," after 105 ILCS 5/27-23.11 in the Legal References, and an optional number 26, if the board wants to offer a course on hunting safety as part of its curriculum:

In grade(s) [*insert grade level(s)*], a course on hunting safety will be offered during the school day.

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Instruction

Student Social and Emotional Development [1]

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. [2]

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.[3] The Ill. Learning Standards include three goals for students: [4]

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: [5]

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[1] State law requires this subject matter be covered by policy, and it required districts to submit it to the Ill. State Board of Education (ISBE) once by 8-31-04. 405 ILCS 49/15(b).

[2] This text paraphrases the definition in the Ill. Children's Mental Health Partnership's 2005 Strategic Plan for Building a Comprehensive Children's Mental Health System in Illinois, pg. 73, Appendix C, starting at pg. 69 ~~at: www.icmhp.org/wp-content/uploads/2019/10/ICMHP_CMH_Strategic_Plan.pdf~~. The 2023~~2-2027~~ *Illinois Children's Mental Health Partnership Annual Report to the Governor~~lan~~* is available at: www.ilga.gov/reports/ReportsSubmitted/4592RSGAEmail9699RSGAAttachICMHP%202023%20Annual%20Report.pdf ~~www.icmhp.org/our-work/childrens-mental-health-plan/~~.

[3] Required by the Children's Mental Health Act, 405 ILCS 49/, amended by P.A.s 102-899 and 102-1034. ISBE incorporated social and emotional development standards into the Ill. Learning Standards. For more information see: www.isbe.net/sel. School social workers may implement a continuum of social and emotional education programs and services in accordance with students' needs. 405 ILCS 49/15(b).

~~105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the Ensuring Success in School Task Force. Supervised by ISBE, this task force developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal is to encourage these students to stay in school, stay safe while in school, and successfully complete their education. School boards and superintendents may want to create their own study group to prepare for implementing of the task force's policies, procedures, and protocols. A report of the task force's findings was made to the General Assembly and is available here: www.isbe.net/Documents/ess-task-force-final-report0610.pdf. 105 ILCS 5/26A-15, added by P.A. 102-466 and scheduled to be repealed on 12-1-25, created a subsequent Ensuring Success in School Task Force supervised by ISBE, also focused on the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The subsequent task force is to: (1) draft and publish model policies and intergovernmental agreements for inter-district transfers, (2) draft and publish model complaint resolution procedures, and (3) identify current mandatory and new staff trainings needed.~~

[4] The goals, along with their benchmarks, performance descriptors and indicators are available at the ~~first~~ link in f/n 3, above.

[5] The objectives are a matter of local school board discretion. A board may replace the sample objectives with its own local objectives. This sample policy lists the ISBE's SEL goals found on ISBE's website cited in f/n 3, above.

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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. [6]
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. [7]
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. [8]
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.[9]
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[10] that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.

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[6] 20 ILCS 1705/76 requires the Ill. Dept. of Human Services (IDHS) to create and maintain an online *Mental Health Database and Resource* page on its website with mental health resources to: (1) assist school social workers, school counselors, parents, teachers, and school support personnel with the goal of connecting them with mental health resources related to bullying and school shootings; and (2) encourage information sharing among educational administrators, school security personnel, and school resource officers. See the database at: www.dhs.state.il.us/page.aspx?item=118331.

20 ILCS 1705/76.2, added by P.A. 103-222~~, eff. 1-1-24~~, requires IDHS to partner with ISBE to provide technical assistance for the provision of mental health care for students during school days.

105 ILCS 5/27-23.17, added by P.A. 103-764, eff. 1-1-25, allows districts to provide students with at least 20 minutes per week of *relaxation activities* to enhance students' mental and physical health as part of the school day. *Relaxation activities* may include mindful-based movements, yoga, stretching, meditation, breathing exercises, guided relaxation techniques, quiet time, walking, in-person conversation, and other stress-relieving activities. *Relaxation activities* may take place during a P.E. class, social emotional learning class, or student-support or advisory class or as a part of another similar class.

[7] See SEL resources to support instruction of the Ill. Learning Standards at: https://ilclassroomtech.weebly.com/social-emotional-learning.html.

[8] The Ill. Children's Mental Health Partnership provides resources for youth, caregivers, and professionals ~~at:www.icmhp.org/resources/~~. See f/n 2, above.

20 ILCS 1705/11.4, added by P.A. 103-546, requires IDHS to create and maintain an online Care Portal to serve as a central resource for families with children who have significant and complex behavioral health needs. See https://beacon.illinois.gov/. IDHS, in coordination with various state agencies, is to develop training and communication for school districts, hospital social workers, and system partners to demonstrate how individuals can assist a family seeking youth behavioral health services.

[9] Information about Early Childhood Mental Health Consultation is available at: www.iecmhc.org/.

[10] 305 ILCS 5/5-5.23(g) created the *Family Support Program* (FSP) in the Ill. Dept. of Healthcare and Family Services. FSP is a restructure of the former Individual Care Grant program. Its purpose is to enable early treatment of youth, emerging adults, and transition-age adults with a serious mental illness or serious emotional disturbance. Eligibility criterion for FSPs are established at 89 Ill. Adm. Code Part 139.

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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.[11]

LEGAL REF.: Children's Mental Health Act, 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)

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[11] For information on this objective, see ISBE's Comprehensive System of Learning Supports at: www.isbe.net/Pages/Learning-Supports.aspx. Information about school climate is available from ISBE at: www.isbe.net/Pages/School-Climate.aspx.

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Instruction

Accelerated Placement Program [1]

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential.[2] The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP.[3] APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade.[4] Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented.[5] Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in ~~School~~ Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner. [6]

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s)~~.~~; [7]
2. ~~Notification p~~Processes that ~~notify~~provide a student's parent(s)/guardian(s) ~~of~~with: [8]
   a. Written notification when their child is eligible for enrollment in accelerated courses; and

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[1] State law requires this subject matter be covered by policy and controls its content. 105 ILCS 5/14A (the Accelerated Placement Act (APA)); 23 Ill.Admin.Code Part 227. Ill. State Board of Education (ISBE) rules require this policy to be posted on the district website, if available. 23 Ill.Admin.Code §227.60(a). ISBE rules also require districts to annually report, by July 31, demographic information regarding students participating in accelerated placement. 23 Ill.Admin.Code §227.60(c).

[2] Optional. Ensure this statement matches the board's current educational philosophy and objectives. See sample policy 6:10, *Educational Philosophy and Objectives*.

[3] 105 ILCS 5/14A-17, amended by P.A. 103-263; 23 Ill.Admin.Code §227.5.

[4] Id. For high school districts, delete "~~; and (c) early entrance to kindergarten or first grade~~" and insert the word "and" between (a) and (b).

Attorneys disagree whether the APA conflicts with 105 ILCS 5/10-20.12 (*School year – School age.*). The APA requires accelerated placement to include "early entrance to kindergarten or first grade." 105 ILCS 5/14A-17. 105 ILCS 5/10-20.12 *permits* districts to offer early entrance to kindergarten or first grade "based upon an assessment of the student's readiness to attend school." 105 ILCS 5/10-20.12 also states that students may enter first grade early when they: (1) are assessed for readiness; (2) have attended a non-public preschool and continued their education at that school through kindergarten; (3) were taught in kindergarten by an appropriately certified teacher; and (4) will attain the age of 6 years on or before December 31. Id. See sample policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. **Consult the board attorney for guidance**.

[5] 105 ILCS 5/14A-32(a)(1); 23 Ill.Admin.Code §227.5.

[6] 105 ILCS 5/14A-25.

[7] 105 ILCS 5/14A-32(a)(2) requires that the accelerated placement policy include "a fair and equitable decision-making process that involves multiple persons and includes a student's parents or guardians" but does not specify what individuals are to be involved or limit those individuals to district employees. Amend this listing to align with the local board's preference.

[8] Id. at (a-25), added by P.A. 103-743, and (a)(3).

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~~a.~~b. Notification of a decision affecting ~~a student~~their child's participation in the APP.~~;~~[9]

~~2.~~3. Assessment processes that include multiple valid, reliable indicators.~~; and~~ [10]

~~3.~~4. The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows: [11]

a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.

b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.

c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.

~~4.~~5. Waiver of a course completion requirement under Board policy 6:300, *Graduation Requirements*, if the District determines that the student has demonstrated mastery of or competency in the content of the course or unit of instruction. [12]

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement, including strategies to reach groups of students and families who have been historically

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[9] ~~Id. at (a)(3).~~

[10] Id. at (a)(4).

[11] Required only for districts with grades 9-12 by 105 ILCS 5/14A-32(a-5), amended by P.A.s 102-209 and 103-743. Delete for elementary school districts. This provision originally applied to "a student who meets or exceeds State standards" but was amended by P.A. 103-743 to only apply to "a student who ~~meets or~~ exceeds State standards." P.A. 103-743 also added new 105 ILCS 5/14A-32(a-10), requiring that by the beginning of the 2027-28 school year, districts with grades 9-12 state in their policy that "a student who meets State standards" will, in the following school term (the 2028-29 school year), be automatically enrolled in the next most rigorous level of advanced coursework offered by the high school. Nothing in the law prohibits districts from continuing to offer automatic enrollment to students who meet State standards before the 2028-29 school year. **Consult with the board attorney to determine whether to keep or strike "meets or" from Item #4 and its subsections (a)-(c).**

Though not set forth explicitly in the statute, ISBE asserts that~~is provision~~ 105 ILCS 5/14A-32(a-5), amended by P.A.s 102-209 and 103-743, is limited to "[d]istricts with grades 9-12." See ISBE *Accelerated Placement Policy Guidance for Districts Frequently Asked Questions* (~~September 2022~~May 2024), at: www.isbe.net/Documents/Accelerated-Placement-Act-FAQ.pdf. The FAQ further explains that districts must "have the automatic enrollment policy in place prior to the start of the school year 2023-24 and districts will use scores from that school year to automatically enroll students during school year 2024-25." Id.

A district must provide the parents/guardians of a student eligible for automatic enrollment with the option to instead enroll in alternative coursework that better aligns with the student's postsecondary education or career goals. For a student entering grade 12, the next most rigorous level of advanced coursework in English language arts or mathematics must be a *dual credit course* (as defined in the Dual Credit Quality Act, 110 ILCS 27/5), an *Advanced Placement course* (as defined in the College and Career Success for All Students Act, 105 ILCS 302/10), or an International Baccalaureate course. The same is true for all other subjects, except that the next most rigorous level of advanced coursework may also include an honors class, an enrichment opportunity, a gifted program, or another program offered by the district. 105 ILCS 5/14A-32(a-15), amended by P.A. 102-209 and renumbered by P.A. 103-743. See sample administrative procedure 6:135-AP, *Accelerated Placement Program Procedures*.

For a description of State assessments, see www.isbe.net/Pages/Assessment.aspx.

[12] Optional and only for districts with grades 9-12. 105 ILCS 5/14A-32(a-20), added by P.A. 103-743.

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underrepresented in accelerated placement programs and advanced coursework.[13] Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate. [14]

LEGAL REF.: 105 ILCS 5/14A.
23 Ill.Admin.Code Part 227, Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

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[13] Optional. 105 ILCS 5/14A-32(b)(1) permits, but does not require "procedures for annually informing the community at-large, including parents or guardians, community-based organizations, and providers of out-of-school programs, about the accelerated placement program and the methods used for the identification of children eligible for accelerated placement, including strategies to reach groups of students and families who have been historically underrepresented in accelerated placement programs and advanced coursework[.]"

[14] Optional. 105 ILCS 5/14A does not require this but it is a recommended best practice and aligns with sample policy 7:10, *Equal Educational Opportunities*.

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Instruction

Guidance and Counseling Program [1]

The School District provides a guidance and counseling program for students.[2] 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 school counselors or licensed educators with a school support personnel endorsement in the area of school counseling~~a qualified guidance specialist or any certificated staff member~~. [3]

[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,

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[1] State or federal law controls this policy's content.

[2] School boards may employ school counselors. 105 ILCS 5/10-22.24a, amended by P.A. 102-894. 105 ILCS 5/10-22.24b, amended by P.A.s 102-876, 103-542, and 103-780, provides an extensive but non-exhaustive list of permissible school counseling services, including but not limited to providing: educational opportunities for students, teachers, and parents on mental health issues; academic, social-emotional, and college and career supports to all students irrespective of special education or Section 504 status; and collaborating as a team member in Multi-Tiered Systems of Support and other school initiatives~~counseling services for students in need of special education services or who have a federal Section 504 plan and discussion of all post secondary education options, including four-year colleges or universities, community colleges, and vocational schools~~.

All districts must conduct a comprehensive needs assessment to determine the scope of pupil needs in the areas of guidance and counseling, psychological, social work, and health. 23 Ill.Admin.Code §1.420(q).

The Children's Mental Health Act requires districts to develop protocols for responding to students with social, emotional, or mental health needs that impact learning. 405 ILCS 49/, amended by P.A. 102-899. See f/n 3 in sample policy 6:65, *Student Social and Emotional Development*, for further information. See sample policy 7:250, *Student Support Services*, and sample administrative procedure 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs.*

[3] Optional. 105 ILCS 5/10-22.24b, amended by P.A.s 102-876, 103-542, and 103-780, provides that school counselors as defined in 105 ILCS 5/10-22.24a or ~~any qualified professional, including other~~individuals who hold a Professional Educator License with a ~~endorsed~~ school support personnel endorsement in the area of school counseling under 105 ILCS 5/21B-25~~,~~ may provide school counseling services. The following optional sentence recognizes the importance of interventions; however, it creates duties that are not present in law. This is a classic "who, gets what, for how much" issue.

> The counseling program will assist students with interventions related to academic, social and/or personal issues. Students shall be encouraged to seek academic, social, and/or personal assistance.

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may be given access to the school campus in order to provide students and parents/guardians with information. [4]

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)

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[4] A district must provide military recruiters and state public institutions of higher education access to students if it has provided such access to persons or groups who tell students about educational or occupational opportunities. 105 ILCS 5/10-20.5a, amended by P.A. 103-204~~, eff. 1-1-24~~. By 1-1-24, districts ~~must~~were to make student directory information electronically accessible through a secure centralized data system for official recruiting representatives of the armed forces and for State public institutions of higher education. Id.

Such access must be consistent with the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g). Id. Another federal law requires a secondary school to grant military recruiters and institutions of high learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents/guardians request that the information not be disclosed without prior written consent. 20 U.S.C. §7908. See also sample administrative procedure 7:340-AP1, *School Student Records*, and sample exhibit 7:340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*.

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Instruction

Student Testing and Assessment Program [1]

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 to students all standardized assessments required by the Ill. State Board of Education (ISBE) 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. [2]
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*. [3]

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[1] State and federal law control this policy's content. 105 ILCS 5/2-3.64a-5(b) requires the Ill. State Board of Education (ISBE) to "establish the academic standards that are to be applicable to students who are subject to State assessments." It contains the schedule for assessing students by calendar year and grade. Further information on ISBE assessments is available at: www.isbe.net/Pages/Assessment.aspx.

105 ILCS 5/2-3.64a-5(c), amended by P.A. 103-2041 ~~643~~, requires that the assessment administered by ISBE for the purpose of student application to or admissions consideration by institutions of higher education be administered on a school day during regular student attendance hours. Student profile information collected by the assessment must also be made available to Illinois public institutions of higher education in a timely manner. Id.

105 ILCS 5/2-3.64a-5(d) contains the requirements for assessing students receiving special education services and students determined to be English learners.

105 ILCS 5/2-3.64a-5(e) ~~no longer~~ requires that ~~the~~student assessment scores be made available to parents/guardians. Scores attained by a student on a~~n~~ final accountability assessment (grades 9 through 12)~~that includes a college and career readiness determination be entered on the student's transcript. The scores, however,~~ must be placed in the student's permanent record. Id. and~~See~~ 23 Ill.Admin.Code §375.10. Scores received on state assessments administered in kindergarten through grade 8 must be placed in the student's temporary record. Id.

105 ILCS 5/2-3.64a-10(b)~~, added by P.A. 101-654,~~ requires ISBE to annually assess all public school students entering kindergarten using a common observational assessment tool, unless ISBE determines that a student is otherwise exempt. However, 105 ILCS 5/2-3.64a-15, added by P.A. 102-875 and amended by P.A. 103-946, prohibits ISBE from requiring a *standardized assessment* for students enrolled or preparing to enroll in pre-K through grade 2. *Standardized assessment* does not include the observational assessment tool for students entering kindergarten, and ISBE may still require assessments used only for *diagnostic and screening purposes*, to determine if individual students need remedial instruction, special education, early intervention, bilingual education, dyslexia services, advanced academic programs as defined in 105 ILCS 5/14A-17, or other related educational services. Id.~~ at (a) and (b), added by P.A. 102-875.~~ The law does not prohibit districts or teachers from administering an assessment for an individual classroom, grade level, or group of grade levels in any subject area in pre-K through grade 2, nor does it limit a district's ability to evaluate students for special education services under federal law or to annually assess the English proficiency of English learners under the federal Elementary and Secondary Education Act. Id. at (d), (e), and (f), added by P.A. 102-875.

[2] Required by 105 ILCS 5/2-3.64a-5(c), amended by P.A. 102-2041 ~~643~~.

[3] 105 ILCS 5/2-3.64a-5(e) and 5/2-3.64a-10(c)~~, added by P.A. 101-654,~~ requires districts to provide State assessment results/scores to students' parents/guardians. The second part of this provision is optional and may be deleted, i.e., "~~and an evaluation of the student's progress~~."

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4. Utilizes professional testing practices. [4]

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.[5] 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 30th day of each school year, and (2) made publicly available to parents/guardians of students.[6] Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues. [7]

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act.
105 ILCS 10/, Illinois School Student Records Act.
105 ILCS 5/2-3.63, 5/2-3.64a-5, 5/2-3.64a-10, 5/2-3.64a-15, 5/2-3.107, 5/2-3.153, 5/10-17a, 5/22-82, and 5/27-1.
23 Ill. Admin. Code §§1.30(b) and 375.10.

CROSS REF.: 6:15 (School Accountability), 6:280 (Grading and Promotion), 7:340 (Student Records)

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[4] 105 ILCS 5/2-3.107; 23 Ill.Admin.Code §1.30(b).

[5] Required by 105 ILCS 5/10-17a, amended by P.A.s 103-116 and 103-263. School districts must annually, no more than 30 days after receipt from the State Superintendent release their district's and schools' report cards assessing the performance of its schools and students. Districts must: (1) present the report cards 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). The school report card must describe, among other items, student characteristics, curriculum information, student outcomes and progress, and school environment. The environment report must include indicators from the *school climate survey* approved under 105 ILCS 5/2-3.153 (requires ISBE, in addition to its default school climate survey, to identify two or three alternative school survey instruments from which districts may select). For further information regarding school report card requirements, see sample policy 6:15, *School Accountability*, at f/n 7.

[6] 105 ILCS 5/22-82 requires every school district to report to ISBE for each of its schools, by the 30th day of each school year, all reliable assessments the district administers that are scored by entities outside of the district. The district must make the report on an ISBE-provided form.

Each school must also make this information publicly available to the parents and guardians of its students through the district's Internet website or distribute the information in paper form. Id. at (b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Although not required by law, if a board wants to direct that this information be shared more broadly with the public for greater transparency, add "and to the community" after "parents/guardians of students."

[7] 105 ILCS 5/2-3.64a-5(e) governs recording assessment results in school student records. See f/n 1, above~~See also the Ill. School Student Records Act, 105 ILCS 10/; 23 Ill.Admin.Code §375.10~~.

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Students

Equal Educational Opportunities [1]

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race,[2] national~~ity~~ origin, religion, sex,[3] sexual orientation, ancestry, age, physical or mental disability, gender identity,[4] status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy.[5] Further, the District will not knowingly enter into

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[1] State or federal law requires this subject matter be covered by policy and controls this policy's content.

[2] The Ill. Human Rights Act (IHRA) defines *race* to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5), added by P.A. 102-1102. The Ill. Dept. of Human Rights' (IDHR) jurisdiction over schools as "places of public accommodation" is limited, see f/n 4, below. See also sample policy 7:160, *Student Appearance*, regarding hairstyles associated with race.

[3] With some exceptions, Title IX of the Education Amendments of 1972 (Title IX) guarantees that "[n]o person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance…" 20 U.S.C. §1681(a). Prohibited sex discrimination in violation of Title IX includes sex-based harassment and "discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity." 34 C.F.R. §§ 106.2, 106.10. See sample policy 2:265, *Title IX Grievance Procedure*, for further discussion.

[4] Adopting separate policies or inserting policy statements about accommodations and inclusion of transgender students in the educational program are unsettled areas of the law. Some lawyers believe doing so may open boards to equal protection challenges for not creating separate policies for other protected statuses, e.g., race, national~~ity~~ origin, religion, etc. Executive Order (EO) 2019-11, titled "Strengthening Our Commitment to Affirming and Inclusive Schools" established the Affirming and Inclusive Schools Task Force (Task Force) to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students. The Task Force delivered a report that served as the basis for two non-regulatory guidance documents entitled *Supporting Transgender, Nonbinary and Gender Nonconforming Students* and *Sample District Policy and Administrative Procedures* at www.isbe.net/supportallstudents. The Ill. State Board of Education (ISBE) hosts these documents on its website.

Consult the board attorney if your board wishes to adopt a separate policy or insert policy statements about accommodations and inclusion of transgender students.

For boards that want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendation into this policy, insert the following in place of "gender identity,": gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression.

If the board inserts this option, it must also insert the options in f/n 7, below and in f/n 2 of sample policy 7:20, *Harassment of Students Prohibited*, but note the protected statuses list in this policy is different and should not be copied from here into 7:20, *Harassment of Students Prohibited*.

See sample administrative procedure 7:10-AP1, *Accommodating Transgender, Nonbinary, or Gender Nonconforming Students*, for a case-by-case procedure that school officials may use when a student requests an accommodation based upon his or her gender identity.

For a list of policies that address the equal educational opportunities, health, safety, and general welfare of students within the District, see sample exhibit 7:10-E, *Equal Educational Opportunities Within the School Community*.

[5] Many civil rights laws guarantee equal education opportunities; see citations in the Legal References.

In 23 Ill.Admin.Code §1.240, ISBE states that "no school system may deny access to its schools or programs to students who lack documentation of their immigration status or legal presence in the United States, and no school system may inquire about the immigration status of a student (Plyler v. Doe, 457 U.S. 202 (1982))."

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agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*.[6] Any student may file a discrimination ~~grievance~~complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. [7]

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775 ILCS 5/1-102(A), amended by P.A.s 103-472 and 103-785, eff. 1-1-25, lists the following protected categories: race, color, religion, sex, national origin, ancestry, age, order of protection status, marital status, physical or mental disability, military status, sexual orientation, pregnancy, reproductive health decisions, or unfavorable discharge from military service in connection with employment, real estate transactions, access to financial credit, and the availability of public accommodations, including in elementary, secondary, and higher education. See sample policy 5:10, *Equal Employment Opportunity and Minority Recruitment*, and its footnotes for definitions of some of these terms.

The IHRA prohibits schools from discriminating against students on the bases of *reproductive health decisions*. 775 ILCS 5/1-103(Q), amended by P.A. 107-783, eff. 1-1-25. See 775 ILCS 5/1-103(O-2), amended by P.A. 103-785, eff. 1-1-25, for a definition of *reproductive health decisions*.

The IHRA and an ISBE rule prohibit schools from discriminating against students on the basis of *sexual orientation* and *gender identity*. 775 ILCS 5/1-103(Q), 5/5-101(11), and 5/5-102; 23 Ill.Admin.Code §1.240. *Sexual orientation* is defined 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). *Gender identity* is included in the definition of sexual orientation in the Act. 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.

~~775 ILCS 5/1-102(A) makes *order of protection status* a protected category.~~

The IHRA's jurisdiction in regard to schools as places of public accommodation is specifically limited to: (1) failing to enroll an individual, (2) denying or refusing full and equal enjoyment of facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual. 775 ILCS 5/5-102.2, amended by P.A. 102-1102.

[6] 23 Ill.Admin.Code §200.40(g) prohibits entering into agreements with entities that discriminate against students on the basis on sex. Section 200.80(a)(4) contains an exception for single sex youth organizations, e.g., Girl Scouts. Note that the U.S. Supreme Court refused to apply ~~N.J.~~New Jersey's public accommodation law to the Boy Scouts because forcing the Scouts to accept a homosexual as a member would violate the Scouts' freedom of expressive association. Boy Scouts of America v. Dale, 530 U.S. 640 (2002). When deciding whether to allow non-school groups to use its facilities, a public school district may not engage in viewpoint discrimination. Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).

[7] Districts must have a grievance procedure. See the Legal References following this policy and 105 ILCS 5/22-95 ~~(final citation pending)~~, added by P.A. 103-472, ~~eff. 8-1-24,~~ regarding the internal complaint process for claims of discrimination on the basis of race, color, or national origin, which is addressed in sample policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Absent a specific statute or rule, there is no consensus on whether students have the right to appeal a board's decision to the Regional Superintendent and thereafter to the State Superintendent pursuant to 105 ILCS 5/2-3.8.

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Sex Equity [8]

No student shall, based on sex, sexual orientation, or gender identity[9] 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). [10]

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

[8] Every district must have a policy on sex equity. 23 Ill.Admin.Code §200.40(b). The IHRA, Public Accommodation section, prohibits schools from: (1) failing to enroll an individual, (2) denying or refusing an individual full and equal enjoyment of its facilities, goods, or services, or (3) failing take corrective action to stop severe or pervasive harassment of an individual (775 ILCS 5/5-102.2, amended by P.A. 102-1102), on the basis of the individual's sex or sexual orientation, among other classifications (775 ILCS 5/5-101(11)). Every four years, districts must evaluate their policies and practices to identify and eliminate sex discrimination as well as evaluate course enrollment data to identify disproportionate enrollment based on sex. In-service training for all staff members is required. 23 Ill.Admin.Code §200.40(e).

~~With some exceptions, Title IX of the Education Amendments of 1972 (Title IX) guarantees that "[n]o person in the United States shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance…" 20 U.S.C. §1681(a).~~ Every four years, districts must survey students about their athletic interests and must use survey results in planning for the future and assessing current program comparability. 23 Ill.Admin.Code §200.80(b)(1). Equal participation and equal opportunity in athletics is addressed in ~~the U.S. Dept. of Education's~~Title IX implementing regulations~~rules~~. 34 C.F.R. §106.41. Generally, when a school district offers a team for one gender but not for the other, a member of the excluded gender is allowed to try out for the team unless the sport is a *contact sport*. Contact sports are boxing, wrestling, rugby, ice hockey, football, basketball, and other sports involving bodily contact. The rules also list the factors that determine whether equal opportunities are available to both genders. These include: whether the selection of athletics accommodates the interests and abilities of both genders; equipment and supplies; scheduling; opportunity to receive coaching and academic tutoring; locker rooms, practice facilities, and fields; and publicity. ~~Title IX prohibits any person from sexually harassing a student.~~ See sample policy 2:265, *Title IX Grievance Procedure*, for further discussion.

105 ILCS 5/10-20.60 requires public schools to provide reasonable accommodations to breastfeeding students. See sample administrative procedure 7:10-AP2, *Accommodating Breastfeeding Students*, for specific *reasonable accommodations* under Illinois law.

105 ILCS 5/10-20.63, amended by P.A. 102-340, requires school districts to make menstrual hygiene products (defined as tampons and sanitary napkins for use in connection with the menstrual cycle) available, at no cost to students, in bathrooms of every school building that is open for student use in grades 4 through 12 during the regular school day. **Note:** While P.A. 102-340 expanded the availability of menstrual hygiene products to students in grades 4 and 5, it did not expand the definition of *school building*, which remains defined as serving students in grades 6 through 12. Consult with the board attorney about implementing this law.

[9] For boards that want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendations into this policy (see f/n ~~43~~ above), insert:

1. In place of "or gender identity" as follows: "~~or~~ gender identity, or gender expression".
2. The following sentence as the second sentence of this subhead: "Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity."

[10] Districts must have a sex equity grievance procedure and must tell students that they may appeal a board's resolution of a sex equity complaint to the Regional Superintendent and, thereafter, to the State Superintendent. 23 Ill.Admin.Code §200.40. Student complaints regarding breastfeeding accommodations must also be processed in accordance with these procedures as well as Title IX. See sample policies~~y~~ 2:260, *Uniform Grievance Procedure*, at f/n 9, and 2:265, *Title IX Grievance Procedure*.

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director."

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Any student may file a sex discrimination complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator.[11] The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures. [12]

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
29 U.S.C. §791 et seq., Rehabilitation Act of 1973; 34 C.F.R. Part 104.
42 U.S.C. §2000d, Title VI of the Civil Rights Act of 1964; 34 C.F.R. Part 100.
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, 5/10-20.63, 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), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 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 (School Uniforms), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

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[11] Required by regulations implementing Title IX. 34 C.F.R. §106.8(a). See f/ns ~~22 and~~ 2~~5~~3 in sample policy 2:260, *Uniform Grievance Procedure*. If the district's Nondiscrimination Coordinator does not also serve as the Title IX Coordinator, amend this sentence to state: "The Superintendent shall appoint a Nondiscrimination Coordinator and a Title IX Coordinator."

[12] Required by regulations implementing Title IX. 34 C.F.R. Part 106; 23 Ill.Admin.Code §200.40. Comprehensive faculty and student handbooks can provide required notices, along with other important information, to recipients. Handbooks can be developed by the building principal~~,~~ but should be reviewed and approved by the superintendent and board. Faculty handbooks may contain working conditions and be subject to mandatory collective bargaining. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

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Students

Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students [1]

Required Health Examinations and Immunizations

A student's parents/guardians 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]
2. Entering the sixth and ninth grades;[3] 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). [4]

Proof of immunization against meningococcal disease is required for students in grades 6 and 12. [5]

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 registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician. [6]
2. A diabetes screening is a required part of each health examination; diabetes testing is not required. [7]
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination.[8] A student will not be excluded from

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[1] State or federal law controls this policy's content. The policy restates 105 ILCS 5/27-8.1~~, amended by P.A. 101-643~~. Immunization requirements are found in 77 Ill.Admin.Code §665.240. A Tuberculosis skin test is required if the student lives in an area designated by the Ill. Dept. of Public Health (IDPH) as having a high incidence of Tuberculosis. See also *Questions & Answers Regarding School Health Requirements*, revised May 2013, and available at: www.dhs.state.il.us/onenetlibrary/27897/documents/schoolhealth/faq_2013.pdf.

[2] 105 ILCS 5/27-8.1(1); 77 Ill.Admin.Code §§665.140 and 665.240 et seq.

[3] Id.

[4] Id. If grade levels are not assigned, examinations must be completed within one year prior to the school year in which the child reaches the ages of five, 11, and 15. 77 Ill.Admin.Code §665.140(b).

[5] 410 ILCS 315/1.10; 77 Ill.Admin.Code §665.240(l). For students attending school programs where grade levels (kindergarten through 12) are not assigned, including special education programs, students must show proof that they have received one dose of meningococcal conjugate vaccine in the school year in which the child reaches age 11 and a second dose in the school year in which the child reaches age 16 (but if the first dose is administered when the child is 16 years of age or older, only one dose is required). Students eligible to remain in public school beyond grade 12 (special education) shall meet the requirements for 12th grade.

[6] 105 ILCS 5/27-8.1(2); 77 Ill.Admin.Code §665.130.

[7] 105 ILCS 5/27-8.1(2); 77 Ill.Admin.Code §665.700.

[8] 105 ILCS 5/27-8.1(2); 77 Ill.Admin.Code Part 664. The health care provider must only record whether or not the social and emotional screening was completed.

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school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening. [9]

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. [10]
5. The IDPH will provide all students entering sixth grade and their parents/guardians information about the link between human papillomavirus (HPV) and HPV-related cancers and the availability of the HPV vaccine. [11]
6. The District will provide informational materials regarding influenza~~,~~ and influenza vaccinations~~, meningococcal disease, and meningococcal vaccinations~~ developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians. [12]

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.[13] New students who register after October 15 of the current school

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[9] 105 ILCS 5/27-8.1(2.5); 77 Ill.Admin.Code §664.140. Item #3 may be supplemented with any of the following options:

Option 1: If proof of the developmental screening or the social and emotional screening portions of the health examination are not presented by October 15 of the current school year, qualified school support personnel may, with a parent/guardian's consent, offer the screenings to the child.

Option 2: Once a student presents proof that he or she received a developmental screening or a social and emotional screening, the school may, with a parent/guardian's consent, make available appropriate school personnel to work with the parent/guardian, child, and provider who signed the screening form to obtain any appropriate evaluations and services.

Option 3:(The use of both Option 1 and 2.)

a. If proof of the developmental screening or the social and emotional screening portions of the health examination are not presented by October 15 of the current school year, qualified school support personnel may, with a parent/guardian's consent, offer the screenings to the child.
b. Once a student presents proof that he or she received a developmental screening or a social and emotional screening, the school may, with a parent/guardian's consent, make available appropriate school personnel to work with the parent/guardian, child, and provider who signed the screening form to obtain any appropriate evaluations and services.

Note: Even if the district does not offer the above optional services, consult the board attorney about whether the presence of developmental or social and emotional screening information on the Child Health Examination form triggers child find obligations under the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973.

[10] Required by 410 ILCS 45/7.1. Physicians are required to screen children over 7 years of age for lead poisoning when, in the physician's judgment, a child is at risk. 410 ILCS 45/6.2.

[11] This sentence restates the requirement in the Communicable Disease Prevention Act regarding HPV-related cancer prevention. 410 ILCS 315/2e.

[12] 105 ILCS 5/27-8.1(8.5), amended by P.A. 103-985, eff. 1-1-25.

[13] 105 ILCS 5/27-8.1(5)~~, amended by P.A. 101-513,~~ requires compliance by October 15 unless a district establishes an earlier date with 60 days' notice. If an earlier date is established, replace "October 15" in this paragraph with the earlier locally established date. During any student's exclusion from school for non-compliance with this policy, the student's parents/guardians shall be considered in violation of 105 ILCS 5/26-1 and subject to any penalty imposed by 105 ILCS 5/26-10, as provided in 105 ILCS 5/27-8.1(5). 105 ILCS 5/27-8.1(2.5) exempts developmental or social and emotional screenings from the exclusion from school requirement.

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year shall have 30 days following registration to comply with the health examination and immunization regulations.[14] 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.[15] The schedule and statement of medical reasons must be signed by the physician, advanced practice registered 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.[16] 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.[17]

Eye Examination [18]

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required. [19]

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

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Note: 77 Ill.Admin.Code §665.240(n) states "It is not the intent of this Part that any child whose parents comply with the intent of this Part, the Act or the School Code should be excluded from a child care facility or school. A child or student shall be considered in compliance with the law if there is evidence of the intent to comply. Evidence may be: 1) a signed statement from a health care provider that he or she has begun, or will begin, the necessary immunization procedures; or 2) the parent's or legal guardian's written consent for the child's participation in a school or other community immunization program." Consult with the board attorney about the impact this regulation may have on the district's ability to and procedures for excluding students for non-compliance with this policy.

[14] This sentence is optional. The timeframe of 30 days is a matter of local discretion except that out-of-state transfer students who fail to provide proof of the required vaccinations after 30 days must be excluded until such proof is properly submitted. 105 ILCS 5/27-8.1(5). Consult the board attorney about establishing timeframes other than 30 days.

[15] This sentence and the following sentence restate 105 ILCS 5/27-8.1(5).

[16] Id. The special treatment of out-of-state transfer students resulted from the enactment of the Educational Opportunity for Military Children Act, 105 ILCS 70/. There are no more sunset dates in this law, which eliminates its constituents' need to continually revisit the law and extend its effective dates.

[17] 105 ILCS 5/27-8.1~~, amended by P.A. 101-643~~.

[18] Required by 105 ILCS 5/27-8.1(1.10)~~, amended by P.A. 101-643,~~ and 5/27-8.1(2). The IDPH's rules are published at 77 Ill.Admin.Code §665.610 et seq. §§665.150 and 630 prescribe the statewide eye examination report form, available at: www.idph.state.il.us/HealthWellness/EyeExamReport.pdf or 77 Ill.Admin.Code §665, Appendix A.

[19] While 105 ILCS 5/27-8.1 requires eye examinations for students entering kindergarten or an Illinois school for the first time, it still encourages parents/guardians to have their children undergo eye examinations at the same points in time as their required health examinations. The IDPH must require that individuals conducting vision screenings give a child's parent/guardian a written notification stating (105 ILCS 5/27-8.1(2)):

> Vision screening is not a substitute for a complete eye and vision evaluation by an eye doctor. Your child is not required to undergo this vision screening if an optometrist or ophthalmologist has completed and signed a report form indicating that an examination has been administered within the previous 12 months.

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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 [20]

All children in kindergarten and the second, sixth, and ninth 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, sixth, or ninth 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 [21]

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious 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. [22]
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant 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.

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[20] Required by 105 ILCS 5/27-8.1(1.5)~~, amended by P.A. 101-643~~. The IDPH's rules are published at 77 Ill.Admin.Code §665.410 et seq. §§665.150 and 430 prescribe the statewide dental examination report form, available at: www.idph.state.il.us/HealthWellness/oralhlth/DentalExamProof10.pdf or 77 Ill.Admin.Code §665, Appendix D.

[21] Id.; 105 ILCS 5/27-8.1(1.10)~~, amended by P.A. 101-643,~~ and 5/27-8.1(8).

[22] Id.; 77 Ill.Admin.Code §665.510. The Certificate of Religious Exemption form is available on IDPH's website at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/forms/religious-exemption-form-081815-040816.pdf. To direct parents/guardians to the detailed exclusionary requirements pursuant to 77 Ill.Admin.Code Part 690, see sample exhibit 7:280-E2, ~~*Exhibit - *~~*Reporting and Exclusion Requirements for Common Communicable Diseases*. The IDPH maintains ~~a helpful school health~~ communicable diseases~~s~~ guidance for school nurses, which includes a chart detailing mode of transmission, symptoms, incubation period, period of communicability, criteria for exclusion from school, reporting requirements, and prevention and control measures at: ~~-~~https://dph.illinois.gov/topics-services/diseases-and-conditions/infectious-diseases/cd-school-nurse-guidance.html~~https://dph.illinois.gov/content/dam/soi/en/web/idph/files/publications/commchartschool-032817.pdf~~.

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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.[23] ~~School~~ Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 5/27-8.1 and 45/1-20.
410 ILCS 45/7.1, Lead Poisoning Prevention Act.
410 ILCS 315/2e, Communicable Disease Prevention Act.
23 Ill.Admin.Code §1.530.
77 Ill. Admin.Code Part 664, Socio-Emotional and Developmental Screening.
77 Ill.Admin.Code Part 665, Child and Student Health Examination and Immunization.
77 Ill.Admin.Code Part 690, Control of Notifiable~~Communicable~~ Diseases and Conditions Code.

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)

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[23] Required by 105 ILCS 45/1-20 (Education for Homeless Children Act). Also required by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11432(g)(3)(C)(i).

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Students

Student Appearance [1]

A student's appearance, including dress and hygiene, must not disrupt the educational process or compromise standards of health and safety. The District does not prohibit hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists.[2] The District also does not prohibit the right of a student to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or

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[1] Required by 105 ILCS 5/10-22.25b, amended by P.A.s 102-360 and 103-463, for recognition under 105 ILCS 5/2-3.25. For districts to receive recognition from the Ill. State Board of Education (ISBE), they must provide assurances of compliance with the *Jett Hawkins Law* (hairstyles) and P.A. 103-463 addressing graduation attire; this policy's second and third sentences do that. Ill. State Board of Education (ISBE) resources on the *Jett Hawkins Law* are available at: www.isbe.net/jetthawkinslaw. ~~ISBE will have resource materials on P.A. 103-463 at its website by 7-1-24.~~ ISBE's *Guidance on Display of Graduation Attire and Inclusion of Culturally Appropriate Regalia* (June 2024) is available at: www.isbe.net/Documents/Graduation-Attire-Guidance.pdf. State or federal law also controls this policy's content.

105 ILCS 5/10-22.25b, amended by P.A.s 102-360 and 103-463, specifically authorizes a school board to adopt a school uniform or dress code policy. **There are hundreds of decisions on dress codes and uniform policies, making it imperative that a board contact its attorney for assistance in applying the law to specific fact situations.**

Generally, if a student's dress has sufficient communicative content, it will warrant First Amendment protection. If protected, a school's ability to regulate the dress will be analyzed according to Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969) – it may be regulated only if it would substantially disrupt school operations or interfere with the right of others. In Brandt v. Bd. of Educ. of City of Chicago, 420 F.Supp.2d 921 (N.D.Ill. 2006), *earlier decision*, 326 F.Supp.2d 916 (N.D.Ill., 2004), an Illinois federal court upheld a school's authority to punish students for wearing t-shirts portraying a one-handed boy; the court said: "A school need not tolerate student speech that is inconsistent with the school's basic educational mission even though the First Amendment would protect similar speech or expressive conduct outside of the school setting. This holding is suspect after the Seventh Circuit decision in Zamecnik v. Indian Prairie Sch. Dist. #204, 636 F.3d 874 (7th Cir. 2011). There the court held that the school district violated students' free speech rights by forbidding them from wearing during school hours a T-shirt saying "Be Happy, Not Gay."

A school may regulate student dress that does not have sufficient communicative content to receive free speech protection, provided the regulation is not arbitrary or excessive. Although many courts have ruled similarly with respect to grooming, e.g., hair length, and non-earring piercings, the Seventh Circuit, the federal appellate court that governs Illinois, has struck down school regulations governing hair length and earrings (See Breen v. Kahl, 419 F.2d 1034 (7th Cir. 1969); Crews v. Cloncs, 432 F.2d 1259 (7th Cir. 1970) (exclusion of long-haired student from class constituted denial of equal protection to male students); Arnold v. Carpenter, 459 F.2d 939 (7th Cir. 1972); Holsapple v. Woods, 500 F.2d 49 (7th Cir. 1974) (limitation of ruling recognized by Hayden ex rel. v. Greensburg Cmty. Sch. Corp., 743 F.3d 569 (7th Cir. 2014) (recognizing school's right to set policy); Olesen by Olesen v. Bd. of Educ. Dist. 228, 676 F.Supp. 820, 822 (N.D.Ill. 1987) (male students have a liberty interest in wearing an earring to school). But see Blau v. Fort Thomas Public Sch. Dist., 401 F.3d 381 (6th Cir. 2005) (upheld a Kentucky middle school's student dress code that prohibited visible body piercing other than ears). A school's uniform policy was upheld in Alwood v. Clark and Belleville Twp. High Sch. Dist. 201, 2005 WL 2001317 (S.D.Ill. 2005).

[2] For boards that want to expand upon the law's requirement of race, ethnicity, or hair texture, amend this sentence as follows:

"The District does not prohibit hairstyles ~~or hair textures~~ historically associated with race, ethnicity, or hair texture, ~~or any other protected classes under Board policy 7:10, *Equal Educational Opportunities*,~~ including, but not limited to, protective hairstyles such as braids, locks, and twists, nor does it prohibit hairstyles historically associated with any other protected status under Board policy 7:10, *Equal Educational Opportunities*."

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If the board chooses this expansion and also uses policy 7:165, *School Uniforms*, ensure that this option aligns with the option in 7:165's f/n 10.

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religious identity or other characteristic or category protected under the Ill. Human Rights Act, 775 ILCS 5/1-103(Q).[3] Students who disrupt the educational process or compromise standards of health and safety must modify their appearance. Procedures for guiding student appearance will be developed by the Superintendent or designee and included in the *Student Handbook(s)*. [4]

LEGAL REF.: 105 ILCS 5/2-3.25 and 5/10-22.25b.
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969).

CROSS REF.: 7:10 (Equal Educational Opportunities), 7:130 (Student Rights and Responsibilities), 7:165 (School Uniforms), 7:190 (Student Behavior)

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[3] 105 ILCS 5/10-22.25b, amended by P.A.s 102-360 and 103-463. 775 ILCS 5/1-103(Q), which is referenced in 105 ILCS 5/10-22.25b, prohibits unlawful discrimination based on a person's actual or perceived race, color, religion, national origin, ancestry, age, sex, marital status, order of protection status, disability, military status, sexual orientation, pregnancy, or unfavorable discharge from military service. See also f/n 1, above, for more information.

[4] A comprehensive Student Handbook can provide notice to parents and students of the school's conduct rules, extracurricular and athletic participation requirements, and other important information. The Handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board.

Members of the Ill. Principals Assoc. may subscribe to the IPA's Model Student Handbook Service. While this service is not a handbook *per se*, it provides principals with quick, user-friendly access to model student handbook provisions that are attorney drafted and fully aligned with IASB's policy services. For more information, see www.ilprincipals.org/msh/. See also sample exhibit 7:190-E2, *Student Handbook Checklist*.

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Students

School Uniforms [1]

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.[2] The Building Principal is authorized to designate days on which this uniform policy is relaxed. [3]

The Superintendent or designee shall designate a school-wide uniform after receiving input from school staff members, parents, and interested community members.[4] Students may: [5]

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;

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[1] State or federal law controls this policy's content. This policy concerns an area in which the law is unsettled. Boards may adopt a school uniform policy, provided it is "necessary to maintain the orderly process of a school function or prevent endangerment of student health or safety." 105 ILCS 5/10-22.25b, amended by P.A.s 102-360 (*Jett Hawkins Law*) and P.A. 103-463 (graduation attire).

[2] Alternatively, the board may designate certain individual attendance centers.

A voluntary school uniform policy permits students to freely choose whether and under what circumstances they will wear the uniform. A voluntary policy allows the district to gauge parental support–something that is vital to the policy's success. In addition, a voluntary policy does not implicate the First Amendment.

Boards may adopt a mandatory uniform policy, with or without an *opt-out* provision. An opt-out provision allows a student to be excused from the policy because of an objection from a parent/guardian based on cultural, religious, or other reasons. While the constitutionality of a mandatory uniform policy is disputed, the inclusion of an opt-out provision reduces vulnerability to constitutional attack. For districts desiring a mandatory uniform policy, substitute this provision for the first sentence (eliminate the 2nd sentence if no opt-out provision is wanted):

> Students are required to wear school uniforms to school on all attendance days, unless otherwise indicated by the Building Principal, in order to maintain and promote orderly school functions, student safety, and a positive learning environment. This policy will be waived for any student whose parent/guardian provides the Board with a signed statement detailing the grounds for their objection.

[3] Optional; eliminate this sentence if the board wants to enforce the policy every day.

[4] Boards may allow each school to designate its own uniform or designate a district-wide uniform, as the following alternative provides:

The Superintendent or designee shall designate a district-wide uniform after receiving input from school staff members, parents, and interested community members.

[5] A uniform policy must accommodate students whose religious beliefs are substantially burdened by a uniform requirement. Religious messages may not be singled out for suppression; they must be subject to the same rules as generally apply to other messages. For more information, see U.S. Dept. of Education's publication: www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html.

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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;[6] 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; [7]
2. Insufficient time in which to comply with this policy; [8]
3. Financial hardship; [9]
4. Hairstyles, including hairstyles historically associated with race, ethnicity, or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists;[10]
5. Graduation attire or accessories to graduation attire associated with the student's cultural, ethnic, or religious identity or other characteristic or category protected under the Ill. Human Rights Act, 775 ILCS 5/1-103(Q);[11] or
6. 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. [12]

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. [13]

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[6] In 1969, the U.S. Supreme Court recognized that students enjoy First Amendment free speech rights in school but that schools have the authority to limit student speech that might reasonably be predicted to cause a material and substantial disruption or invasion of the rights of others. Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969). The manner in which this ruling applies to uniform policies is still unsettled. See DePinto v. Bayonne Bd. of Ed., 514 F.Supp.2d 633 (D. N.J. 2007) (a school district was enjoined from disciplining elementary students who wore a button protesting the district's mandatory uniform policy). However, many decisions have upheld a compulsory uniform policy. See Blau v. Ft. Thomas Public Sch. Dist., 401 F.3d 381 (6th Cir. 2005); Canady v. Bossier Parish Sch. Bd., 240 F. 3d 437 (5th Cir 2001); Littlefield v. Forney Sch. Dist., 268 F.3d 275 (5th Cir. 2001); Jacobs v. Clark Cnty. Sch. Dist., 373 F.Supp.2d 1162 (D. Nev. 2005); Phoenix Elementary Sch. Dist. v. Green, 943 P. 2d 836 (Az.Ct. App. 1997); Vines v. Zion Sch. Dist., 2002 WL 58815 (N.D.Ill. 2002); Alwood v. Clark, 2005 WL 2001317 (S.D.Ill. 2005); Bear v. Fleming, 714 F.Supp.2d 972 (~~W.D.~~ S.D. 2010) (requiring students to wear a cap and gown while receiving their diplomas is reasonably related to the school board's legitimate interest in maintaining order). **Before adopting a uniform policy, a board should discuss this issue with its attorney.**

[7] Omit *personal choice* if the district has a mandatory uniform policy.

[8] 105 ILCS 5/10-22.25b.

[9] Id.

[10] Id., amended by P.A. 102-360 (*Jett Hawkins Law*). See f/n 1 in sample policy 7:160, *Student Appearance*.

If the board expanded upon the law's requirement of race, ethnicity, or hair texture, in policy 7:160, *Student Appearance*, amend number 4 as follows to align with it:

"Hairstyles, including hairstyles historically associated with race, ethnicity, or hair texture, ~~or any other protected classes under Board policy 7:10, *Equal Educational Opportunities,*~~ including but not limited to, protective hairstyles such as braids, locks, and twists, or hairstyles historically associated with any other protected status under Board policy 7:10, *Equal Educational Opportunities*."

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[11] Id., amended by P.A. 103-463. See f/ns 1 & 3 in sample policy 7:160, *Student Appearance*.

[12] Id. Remove this provision if a mandatory uniform policy is adopted with a provision allowing the parents/guardians to obtain an opt-out (see f/n 2).

[13] Id. State law requires the board to establish "criteria and procedures under which the board will accommodate the needs of or otherwise provide appropriate resources to assist a student from an indigent family."

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No student shall be suspended or expelled from school, or receive a lowered academic grade, because of failing to comply with this policy. [14]

The Superintendent or designee shall develop incentives and positive reinforcement measures to encourage full compliance. [15]

LEGAL REF: 105 ILCS 5/2-3.25 and 5/10-22.25b.

CROSS REF: 4:140 (Waiver of Student Fees), 7:160 (Student Appearance), 7:190 (Student Behavior)

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[14] For those boards choosing a mandatory uniform policy with no opt-out provision, replace this sentence with the following:

Disciplinary action may be taken for failure to comply with this policy. Before initiating disciplinary action, a conference with the parent(s)/guardian(s) shall be requested to solicit cooperation and support.

[15] The following alternative takes the board into operational matters but it ensures that the nuts and bolts issues will be covered by administration:

The Superintendent or designee shall develop incentives and positive reinforcement measures to encourage full compliance and shall communicate information to students and parents/guardians concerning:

1. The uniform's description and its availability;
2. The requirements for jackets and outer garments;
3. Optional articles of attire, if any;
4. Compliance measures;
5. Methods to facilitate recycling of uniforms within the school community; and
6. Notice of uniform sales and lists of competitive prices from vendors of uniform articles.

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Students

Prevention of and Response to Bullying, Intimidation, and Harassment [1]

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, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with

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[1] All districts must have a policy on bullying, monitor it, review and re-evaluate it, and file it with the Ill. State Board of Education (ISBE) every two years, no later than September 30 of the review year. 105 ILCS 5/27-23.7, amended by P.A.s 102-894 and 103-47; 23 Ill.Admin.Code §1.295. The policy must be based on ISBE's template for a model bullying prevention policy (available at www.isbe.net/Documents/Model-Bullying-Prevention-Policy.pdf), contain all requirements of 105 ILCS 5/27-23.7, indicate the date of adoption (by month, day, and year), and be filed electronically each review year through ISBE's IWAS system. 105 ILCS 5/27-23.7(d), amended by P.A. 103-47; 23 Ill.Admin.Code §1.295(b), (c). ISBE monitors policy implementation, including by providing technical assistance upon receipt of an allegation by a parent/guardian that a school or district has not substantially complied with its bullying policy. 23 Ill.Admin.Code §1.295(e), (f). If a district fails to file its policy by the deadline or submits a deficient policy, ISBE will provide a written request for filing and provide the district with technical assistance and resources to assist it in meeting bullying policy requirements and, as appropriate, notify the district's regional office of education or intermediate service center. 105 ILCS 5/27-23.7(d), amended by P.A. 102-894; 23 Ill.Admin.Code §1.295(~~e~~g). If the district still fails to file its policy within 14 days of receipt of ISBE's written request, ISBE shall issue a letter of non-compliance (23 Ill.Admin.Code §1.295(e)(3)) and publish notice of non-compliance on its website (105 ILCS 5/27-23.7(~~d~~g)(3)).

This sample policy's first paragraph allows a school board to consider its goals for preventing bullying and remedying its consequences; it may be amended.

In addition to a bullying prevention policy, all districts must have a policy on student behavior. 105 ILCS 5/10-20.14; 23 Ill.Admin.Code §1.280. Boards must, in consultation with their parent-teacher advisory committees and other community-based organizations, address aggressive behavior, including bullying, in their student behavior policy. See sample policy 7:190, *Student Behavior*, and sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form.*

This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. See f/n 9, below.

Additionally, 105 ILCS 5/27-23.7(f), added by P.A. 103-47, requires districts to collect non-identifiable data regarding verified allegations of bullying within the District and submit it in an annual report to ISBE by no later than August 15 of each year, beginning with the 2024-25 school year through the 2030-31 school year. ISBE ~~must adopt~~ rules for data submission require that data be submitted electronically on a form approved by ISBE and include ~~but are not limited to~~: (1) a record of each verified allegation of bullying and action taken; ~~and~~ (2) whether the instance of bullying was based on actual or perceived characteristics identified in 105 ILCS 5/27-23.7(a) and, if so, lists the relevant characteristics; and (3) a record demonstrating that the district adhered to its bullying policy. ~~Id~~23 Ill.Admin.Code §1.295(h). See www.isbe.net/Pages/Bullying-Prevention.aspx for ISBE's *Racism-Free Schools Law and Bullying Prevention Data Collection Guidance* (8-7-24) and *Bullying Racism Free Schools Data Collection Template*.

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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: [2]

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 105 ILCS 5/27-23.7 [3]

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.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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

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[2] This paragraph and its subparts 1-4 are from the bullying prevention statute. 105 ILCS 5/27-23.7(a); see also 775 ILCS 5/1-103 and 23 Ill.Admin.Code §1.240. With the exception of order of protection status, the protected statuses are mandated by the bullying prevention statute. *Order of protection status* is not a basis for bullying in 105 ILCS 5/27-23.7, amended by P.A.s 102-894 and 103-47, but it is listed here because the Ill. Human Rights Act (IHRA) prohibits harassment based on *order of protection status*. 775 ILCS 5/1-103(K-5), (Q). Including *order of protection status* in the list of protected statuses aligns with the protected statuses listed in sample policy 7:20, *Harassment of Students Prohibited*.

[3] All definitions are directly from 105 ILCS 5/27-23.7. See also resources from Cyberbullying Research Center, available at: www.cyberbullying.org/, and the U.S. School Safety Clearinghouse website at: www.SchoolSafety.gov, discussed in f/n 1, para. 3 of sample policy 4:170, *Safety*.

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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, (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, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Ill. Human Rights Act. [4]

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 social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards. [5]

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. [6]

1. The District uses the definition of *bullying* as provided in this policy. [7]
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

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[4] 105 ILCS 5/27-23.7(b), amended by P.A. 102-241.

[5] 105 ILCS 5/27-23.7(b), amended by P.A. 102-197.

[6] Each numbered requirement, 1-12, corresponds with the same number in 5/27-23.7(b)(1) - (b)(12), and the requirements of 105 ILCS 5/27-23.7(b)(13) are included in numbered requirement 4. As a result, there are no reference citations in footnotes. All non-statutory requirements, plus alternatives and optional provisions, are described in footnotes.

[7] 105 ILCS 5/27-23.7(b), para. 3(1). See f/n 4, above and ISBE's *School Policies for Bullying Prevention* at: www.isbe.net/Documents/Bullying-Prev-Policy-Req.pdf.

A board may augment the School Code requirement by using this alternative:

Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (a) the District prohibits bullying; and (b) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.

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comfortable speaking.[8] 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.[9] Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator: [10]

_____
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 parents/guardians of all students involved in an alleged incident of bullying will be notified of

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[8] The statute requires that the policy contain the email address and telephone number for the staff person(s) responsible for receiving bullying reports. Using the district Nondiscrimination Coordinator and Complaint Managers is consistent with sample policy 2:260, *Uniform Grievance Procedure*. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. A telephone number for making anonymous reports may also be added.

[9] 105 ILCS 5/27-23.7(d), requires that "[s]chool personnel available for help with a bully or to make a report about bullying" be made known to parents/guardians, students, and school personnel.

[10] Sample policy 2:260, *Uniform Grievance Procedure*, states that a district's Nondiscrimination Coordinator also serves as its Title IX Coordinator. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, list the Title IX and Nondiscrimination Coordinators' names separately in this policy. Best practice is that throughout the district's board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs.

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such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period. [11]

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. [12]
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. [13]
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion[14] with regard to students.

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[11] 105 ILCS 5/10-20.14 contains a similar requirement. See sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form.*

[12] This sentence contains requirements found in 105 ILCS 5/27-23.7(d), amended by P.A. 102-894.

[13] A grant may be available from ISBE for the promotion of a safe and healthy learning environment. 105 ILCS 5/2-3.180 and 3.181, added by P.A. 101-438 and renumbered by P.A. 102-558. A list of grant funding opportunities is available at: www.isbe.net/Pages/Grants.aspx. ISBE is also directed to create the Illinois Bullying and Cyberbullying Prevention Fund, through which a grant may be available to support anti-bullying programming. 30 ILCS 105/5.9970 and 105 ILCS 5/27-23.7(i)-(j), all added by P.A. 103-47.

[14] Consult the board attorney about the potential conflict of 105 ILCS 5/27-23.7(b)(7) (allowance of suspension and/or expulsion of students for reprisal/retaliation against reports of bullying) with 105 ILCS 5/10-22.6(b-20) (districts must resolve threats, address disruptions, and minimize the length (and implementation of) suspensions and expulsions to the greatest extent practicable). See sample policies 7:200, *Suspension Procedures*, at f/n 8 and 7:210, *Expulsion Procedures*, at f/ns 11 and 13.

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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, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is 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 publicly accessible 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. [15]
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation: [16]
    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. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:
        i. An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
        ii. If no revisions are deemed necessary, a copy of board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
        iii. A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

    The Superintendent or designee must post the information developed as a result of the policy re-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. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.
12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following: [17]

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[15] 105 ILCS 5/27-23.7(b)(10), amended by P.A. 103-47.

[16] 105 ILCS 5/27-23.7. See the ISBE guidance document that is cited in f/n 7, above.

[17] The statute requires that the bullying policy *be consistent with* other board policies. The list of policies may be deleted and the following alternative used: "12. The District's bullying prevention plan must be consistent with other Board policies." If a policy list is included, be sure the referenced policies were adopted locally and amend the list accordingly.

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a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sex~~ual harassment~~ discrimination in violation of Title IX of the Education Amendments of 1972.
c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
e. 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.
f. 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.
g. 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).
h. 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.
i. 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.
j. 7:310, *Restrictions on Publications; Elementary Schools*, and 7:315, *Restrictions on Publications; High Schools*. These policies prohibit students from and provide 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,

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The bullying statute does not identify staff member duties regarding the prevention of or response to student bullying. The following optional provision addresses staff member responsibilities and may be added as a new paragraph 13:

13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
    a. Communicating the District's expectation and State law requirement that teachers and other certificated or licensed employees maintain discipline.
    b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
    c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
    d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

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including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members. [18]

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/24-24, and 5/27-23.7.
405 ILCS 49/, Children's Mental Health Act.
775 ILCS 5/1-103, Ill. Human Rights Act.
23 Ill.Admin.Code §§1.240, 1.280, and 1.295.

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (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 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools)

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[18] For elementary districts, delete: ~~and 7:315, *Restrictions on Publications; High Schools*~~ and delete the Cross Reference to 7:315, *Restrictions on Publications; High Schools*. For high school districts, delete ~~7:310, *Restrictions on Publications; Elementary Schools*, and~~ and delete the Cross Reference to 7:310, *Restrictions on Publications; Elementary Schools*. In both cases, revise the beginning of the sentence to read: "This~~e~~ policy~~ies~~ prohibits students from and provides."

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Students

Suspension Procedures [1]

In-School Suspension [2]

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: [3]

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.

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[1] State law requires districts to have a policy on student discipline. 105 ILCS 5/10-20.14, amended by P.A. 103-896; 23 Ill.Admin.Code §1.280. State or federal law controls this policy's content.

Boards may authorize *by policy* the superintendent, building principal, assistant building principal, or dean of students to suspend students guilty of gross disobedience or misconduct from school, including all school functions. 105 ILCS 5/10-22.6(b), amended by P.A. 103-896. See sample policy 7:190, *Student Behavior*, for such an authorization.

[2] An in-school suspension program may focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel, and districts may employ a school social worker or a licensed mental health professional to oversee in-school suspension programs. 105 ILCS 5/10-22.6(l), amended by P.A. 103-896. Providing programming during in-school suspensions is not required; however, providing educational programs during in-school suspensions will help distinguish them from exclusionary suspensions. See f/n ~~43~~ in sample policy 5:230, *Maintaining Student Discipline*, for further discussion of in-school suspension programs. Contact the board attorney for advice concerning amending this section.

20 ILCS 1705/76~~, added by P.A. 101-45,~~ requires the Ill. Dept. of Public Health to create and maintain an online database and resource page on its website that contains mental health resources specifically geared toward school social workers, school counselors, parents, teachers, and school support personnel. See the database at: www.dhs.state.il.us.

[3] Suspension procedures are required by State law. 105 ILCS 5/10-22.6, amended by P.A. 103-896. The right to attend school is a property right protected by the due process clause of the U.S. Constitution. Goss v. Lopez, 419 U.S. 565 (1975). Imposing a short deprivation of this property right by suspending a student for 10 or fewer days requires only minimal due process. The student must be generally informed of the reasons for the possible suspension~~,~~ and be permitted to tell his/her version of the story. Making a decision to suspend before the hearing violates the basic due process requirement that the hearing be meaningful. Sieck v. Oak Park-River Forest High Sch., 807 F.Supp. 73 (N.D. Ill. 1992).

~~105 ILCS 5/10-22.6(b) allows a student who is suspended in excess of 20 school days to be immediately transferred to an alternative program in the manner provided in Article 13A or 13B of the School Code. A student cannot be denied transfer because of the suspension, except in cases in which such transfer is deemed to cause a threat to the safety of students or staff in the alternative program.~~

~~Consult the board attorney for assistance if a suspension will exceed 10 consecutive school days. Subsection 10-22.6(b) uses the phrase "is suspended in excess of 20 school days" even though a 20-consecutive day suspension should be treated as an expulsion. Goss v. Lopez, 419 U.S. 565 (1975). For further discussion, see f/n 43 in policy 7:190, *Student Behavior*~~.

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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: [4]
   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; [5]
   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: [6]
         1. A threat to school safety, or
         2. A disruption to other students' learning opportunities.
      ii. For a suspension of 4 or more school days, an explanation: [7]
         1. That other appropriate and available behavioral and disciplinary interventions have been exhausted,
         2. As to whether school officials attempted other interventions or determined that no other interventions were available for the student,[8] and

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[4] 105 ILCS 5/10-22.6, amended by P.A. 103-896.

Consult the board attorney (1) about the specific documentation required in this portion of the notice, and (2) to ensure that 7:200-E1, *Short Term Out-of-School Suspension (1-3 Days) Reporting Form* and 7:200-E2, *Long Term Out-of-School Suspension (4-10 Days) Reporting Form* reflect the exact practices that the district will use to implement this requirement.

[5] Required by 105 ILCS 5/10-22.6(b-30).

[6] 105 ILCS 5/10-22.6(b-15) explains that "threat to school safety or a disruption to other students' learning opportunities" shall be determined by the school board or its designee on a case-by-case basis. **Consult the board attorney for specific advice regarding the application of these statutory terms in this context (see f/n 8, below).**

[7] 105 ILCS 5/10-22.6(b-20). School officials are granted the sole authority to determine on a case-by-case basis: (1) whether "appropriate and available behavioral and disciplinary interventions have been exhausted;" and (2) whether "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." Consult the board attorney to request specific training for school officials to apply these statutory terms in this context.

[8] While school officials have discretion to determine the length of suspensions, they must resolve threats, address disruptions, and minimize the length of student exclusions to the greatest extent practicable. 105 ILCS 5/10-22.6(b-20). **Consult the board attorney about the practical implementation of documenting other appropriate and available interventions for the student.**

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3. That the student'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.

iii. For a suspension of ~~5~~4 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. [9]

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.[10] 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 a local mental health agency to consult with the Board.[11] 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. [12]

LEGAL REF.: Goss v. Lopez, 419 U.S. 565 (1975).
105 ILCS 5/10-20.14, 5/10-22.6.
23 Ill.Admin.Code §1.280.

CROSS REF.: 5:100 (Staff Development Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

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Last, the law also requires school districts to make reasonable efforts to provide ongoing professional development to ~~teachers, administrators~~all school personnel, school board members, and school resource officers~~, and staff~~ on the requirements of 105 ILCS 5/10-22.6 and 105 ILCS 5/10-20.14, adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, *trauma-responsive learning environments* as defined in 105 ILCS 5/3-11(b),~~the~~ appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates. 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896.

[9] 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896. In consultation with stakeholders, the Ill. State Board of Education (ISBE) must draft and publish guidance for the re-engagement of students who are suspended out-of-school, expelled, or returning from an alternative school setting by 7-1-25. Id.

[10] A board may hear student disciplinary cases in a meeting closed to the public. 5 ILCS 120/2(c)(9).

[11] 105 ILCS 5/10-22.6(c), amended by P.A. 102-539.

[12] 105 ILCS 5/10-22.6(b), amended by P.A. 103-896.

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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.[1] The Board, in collaboration with the Superintendent or designee, shall plan and implement a District public relations program that will: [2]

1. Develop community understanding of school operation.
2. Gather community attitudes and desires for the District.
3. ~~Secure~~ Ensure 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 goodwill, respect, and trust~~confidence~~.
6. Promote a genuine spirit of cooperation between the school and the community.
7. Keep the news media and community 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, using District

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[1] In alignment with the IASB *Foundational Principles of Effective Governance*, the school board president is the board's spokesperson (see sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*) and the superintendent is the district's spokesperson.

[2] These objectives are examples only and should be customized for each district. The board and superintendent should have a conversation regarding which objectives the board, superintendent, or both the board and superintendent together will implement. ~~The District Safety Coordinator is identified as the responsible person for compiling information and preparing communications covering an emergency or crisis (4:170-AP1, *Comprehensive Safety and Security Plan*).~~ An alternative to the entire first subhead follows:

> The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson. The Board, in collaboration with the Superintendent or designee, shall plan and implement a District public relations program to keep the community informed and build support through open and authentic communications. The public relations program shall include, without limitation, media relations; internal communications; communications to the community; communications to students and parents/guardians; ~~emergency communications in coordination with the District Safety Coordinator;~~ the District website and social media accounts~~platforms~~; and other efforts to reach all audiences using suitable mediums.

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social media ~~platforms~~accounts,[3] ~~e.g., Facebook, Twitter, etc.,~~ and/or sending to the news media.

2. News conferences, ~~and~~ interviews, and official Board or District statements, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. As official spokesperson for the Board, the Board President will communicate on behalf of the Board to the news media and community. Statements made by Board members when not authorized by the Board will be considered personal comments of the Board member, and Board members are encouraged to identify such statements as their personal opinions. Official Board or District statements (other than those made directly to the media) will be made through the District website and/or its social media accounts, at official District events, or through other official communication methods, such as District email or mailings. Individuals may speak for the District only with prior approval from the Superintendent. [4]

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.

~~2.~~4. Other efforts that highlight the District's programs and activities. [5]

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[3] The U.S. Supreme Court case, Lindke v. Freed, 601 U.S. 187 (2024), held that a government official's speech on social media is attributable to the government if the official: (1) has actual authority to speak on behalf of the government on a particular matter; and (2) purports to exercise that authority when speaking on social media. If an official's speech on social media is attributable to the government, then the official's social media posts will be subject to scrutiny under the First Amendment. Social media accounts of government officials that are clearly labeled as personal (e.g., "This is the personal page of [insert name]") or with a disclaimer (e.g., "the views expressed are strictly my own") are presumed to contain only personal posts, though that presumption can be challenged depending on the particular facts. Id. The Court did not distinguish between elected or appointed government officials and employees, suggesting that the same test would apply to government employees.

Because those who post on a ~~D~~district's social media accounts typically have authority to speak on the district's behalf, such accounts are likely either *limited public forums* (also referred to as *nonpublic forums*) or *public forums*. See, e.g., People for the Ethical Treatment of Animals v. Tabak, 2024 WL 3573661 (D.C. Cir. 2024)(finding the National Institutes of Health's (NIH) social media accounts were limited public forums because use of the accounts was limited to discussion of certain subjects; however, the NIH violated the First Amendment when it filtered out comments based on the plaintiff's viewpoints). ~~Knight First Amendment Inst. at Columbia Univ. v. Trump, 302 F.Supp.3d 541 (S.D.N.Y. 2018) (holding that the @realDonaldTrump Twitter account is a public forum under the First Amendment; therefore, (a) it could not exclude plaintiffs based simply on their views because excluding them on that basis is a violation their First Amendment right to petition their government, and (b) by purging critics from the @realDonaldTrump account, the White House deprived those who remained in the public forum the opportunity to hear the critics).~~ Consider that school districts are different than ~~the President of the United States~~federal government agencies and must ensure other duties to students, e.g., safety and security, which may require excluding certain comments from the district's social media accounts.

[4] ~~In alignment with the IASB "Foundational Principles of Effective Governance," the school board president is the board's spokesperson (see 2:110, *Qualifications, Term, and Duties of Board Officers*) and the superintendent is the district's spokesperson~~See f/n 1, above. This item aligns with sample policy 2:110, *Qualifications, Term, and Duties of Board Officers*, and the board member oath of office in 105 ILCS 5/10-16.5, which requires board members to swear or affirm that they "shall recognize that a board member has no legal authority as an individual and that decisions can only be made by a majority vote at a public board meeting." Making official statements through the district's website and official social media accounts, rather than through personal or "mixed use" accounts is a best practice and a strategy to mitigate First Amendment liability for board members and employees who communicate through social media platforms. Additionally, it is a best practice for board members or employees with social media accounts to clearly label their personal accounts as personal and limit district-related communications to official district accounts. See the Lindke v. Freed case, discussed in f/n 3, above.

[5] Examples of such programs include senior citizens' brunches, realtors' luncheons, and building tours.

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Community Engagement [6]

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. Effective community engagement is essential to create trust and support among the community, Board, Superintendent, and District staff. [7]

The Board, in consultation with the Superintendent~~, determines the purpose(s) and objective(s) of any community engagement initiative~~ articulates the District's community engagement goals.

~~For each community engagement initiative:~~

~~1. The Board will: [8]~~

~~a. Commit to the determined purpose(s) and objective(s), and~~

~~b. Provide information about the expected nature of the public's involvement.~~

~~2. The Superintendent will: [9]~~

~~a. Identify the effective tools and tactics that will advance the Board's purpose(s) and objective(s),~~

~~b. At least annually, prepare a report for the community engagement initiative, and/or~~

~~c. Prepare a final report of the community engagement initiative.~~

The Board will periodically: (1) review whether its community engagement ~~initiative~~goals(s) 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~~tactics.

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[6] This section is optional. A board that includes this subhead should complete the work necessary to develop and implement ~~a~~ community engagement goals~~initiative~~. ~~See *Connecting with the Community: The Purpose and Process of Community Engagement as Part of Effective School Board Governance (Connecting with the Community)* at www.iasb.com/IASB/media/Documents/communityengagement.pdf. This publication and other materials about community engagement are listed at: www.iasb.com/training/connecting.cfm.~~For training resources, see www.iasb.com/conference-training-and-events/training/workshops/reflecting-on-communication-and-community-engageme/ and www.iasb.com/about-us/publications/journal/2022-illinois-school-board-journal/september-october-2022/engaging-with-the-community-%C2%A0a-time-to-reflect-and/.

The community engagement process differs from public relations (discussed in the **Public Relations** section, above) or public polling. Public relations push out information to the community. Public polling pulls information or opinions from the community. While most school districts understand how to push and pull information from their communities, the community engagement process is part of the two-way conversation for school boards that involves listening. Listening should not be limited only to the public comment period during board meetings. It is reaching out to the community and having conversations not only with parents but other community members, and then taking into consideration their thoughts and ideas as boards make their decisions. This method of listening must be purposeful for community engagement to work as intended.

[7] ~~Optional.~~These statements are based on IASB's *Foundational Principles of Effective Governance*, principle #2, "The board connects with the community." The first~~is~~ sentence applies the definition of community engagement to a board and its school district. See www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/. ~~See *Connecting with the Community*, pg. 9, at www.iasb.com/IASB/media/Documents/communityengagement.pdf~~.

An alternative introductory sentence that repeats the definition of community engagement follows: "For purposes of this policy, community engagement is the process that school boards use to actively involve diverse citizens in dialogue, deliberation and collaborative thinking around common interests for their public schools."

~~[8] This action clarifies a board's reason(s) for engaging its community in an initiative and frames it to share with all participants in the process. *Connecting with the Community*, pg. 10.~~

~~[9] See *Connecting with the Community* at pg. 10 for examples of resources that a superintendent could use to implement the board's purpose and objectives.~~

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

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Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Scott Vance, Assistant Superintendent for Teaching and Learning
Date: February 11, 2025
Re: Recommendation to approve the 2025-2026 RIMSD Junior High Course Catalog

The school and district leaders worked collaboratively to develop the RIMSD 41 Junior High Course Catalog. The course catalog is a comprehensive list of all classes offered by Edison and Washington Junior High Schools, including a description of the course content and expectations for scholars enrolled. The catalog provides scholars, parents, and guardians with the necessary information to select classes that align with their academic goals in Junior and Senior High School.

After reviewing the catalog and discussion with pertinent district staff the recommendation is that the Board of Education approve the 2025-2026 Rock Island Milan Junior High Course Catalog as presented.

Investment Period: N/A
Total Investment: N/A
Funding Source: N/A

Rock Island-Milan School District #41
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Rock Island-Milan School District #41







Junior High Course Catalog

2025-2026

COURSE SELECTION PROCESS

Incoming 7th Graders

- Junior High staff will provide a scheduling timeline and information to the parents of incoming 7th graders prior to visiting students at the elementary schools. (Appendix I)
- Junior High staff will visit each elementary school in January/February to provide information about course selection for 7th grade.
- Junior High staff will provide students with a course selection planning sheet and access to a course catalog. They will review these in class and at home with parents/guardians. Parents will sign off to indicate they are aware of the student's course selections.
- Students will enter course selections directly into the student information system (Skyward), with support from RIMSD staff.
- RIMSD will provide staff support for students who receive English Learner Services or Special Education services to ensure that student placement suits the needs and goals of the student.
- Placement in advanced courses and/or intervention courses are examined with a number of key points. These include students' performance on the NWEA MAP Assessment in Reading and/or Math, course grades, coursework habits, and teacher input. In addition, WIDA ACCESS scores are reviewed for English Learners. The Illinois Assessment of Readiness (IAR) scores may also be used.
- Students will receive their course schedule before the start of the upcoming school year.

Incoming 8th Graders

- Junior High staff will provide a scheduling timeline and information to the parents of current 7th graders prior to beginning the course selection process for 8th grade (Appendix).
- Junior High staff will provide information during January/February about course selection for 8th grade.
- Junior High staff will provide Students with a course selection planning sheet and access to a course catalog. Parents will sign off to indicate they are aware of the student's course selections.
- Students will enter course selections directly into the student information system (Skyward), with support from RIMSD staff.
- RIMSD will provide staff support for students who receive English Learner Services or Special Education services to ensure that student placement suits the needs and goals of the student.
- Placement in advanced courses and/or intervention courses are examined by a number of key points. These include students' performance on the NWEA MAP Assessment in Reading and/or Math, course grades, coursework habits, and teacher input. In addition, WIDA ACCESS scores are reviewed for English Learners. The Illinois Assessment of Readiness (IAR) scores may also be used.
- Students will receive their course schedule before the start of the upcoming school year.

COURSE OFFERINGS
ELECTIVES

COURSE	CODE	Additional Information
ART 7	**ART7**	1 semester
ART 8	**ART8**	1 semester
AVID 7	**AVID7**	Full year ● Application and Interview required for AVID ● Designed for students in the "academic middle" ● Students enrolled in AVID will also be enrolled in an advanced/honors course.
AVID 8	**AVID8**	Full year ● Completion of AVID 7 required or application and interview ● Students enrolled in AVID will also be enrolled in an advanced/honors course.
Exploring Computers	**EXPLC1/2**	1 semester ● Open to 7th or 8th graders
Design and Modeling (Project Lead the Way)	**PLTW7**	1 semester ● Open to 7th graders
Automation and Robotics (Project Lead the Way)	**PLTW8**	1 semester ● Open to 8th graders
Life Skills or Personal & Community Skills	**LS1** **PCS**	Full year ● Support designed for some students with Special Education services
Publications	**P**	1 semester ● Open to 8th graders
Resource	**RE** **RESA** **RESB**	Full year ● Support designed for select students with English Learner services or select students with Special Education Services
Social Skills	**SOCSK**	1 semester or full year ● Support designed for select students with Special Education services ● Placement will be determined by student's IEP needs/goals
Study Hall	**SH1/2**	1 semester or full year

Elective Course Descriptions

ART 7: In this introductory art survey course, 7th-grade students engage in work related to the language of visual art, producing art, and art in the world. Students participate in learning and using basic art techniques, drawing, and painting.

ART 8: In this course, 8th-grade students continue with work related to the language of visual art, producing art, and art in the world.

AVID (Advancement Via Individual Determination) 7: The AVID elective is a course targeted toward 7th-grade students in the "academic middle". Students focus on college and career readiness skills, including WICOR (writing, inquiry, collaboration, organization, and reading). Entrance to AVID 7 is by application and interview.

AVID (Advancement Via Individual Determination) 8: The AVID 8 elective is a course targeted toward 8th-grade students in the "academic middle". Students continue college and career skill building, including attention to weekly binder and planner checks, note-taking skills, and tutorial processes. Entrance to AVID 8 is by application and interview or previous enrollment in AVID 7.

Exploring Computers: This course is open to 7th and 8th grade students. Students develop keyboarding skills, presentation skills, and other technology exploration skills that support college and career readiness.

Life Skills or Personal & Community Skills (Special Education): This course provides support for developing and enhancing students' social skills. Students develop areas that may include various units of study, such as nutrition and foods, shopping, laundering, independent living, map skills, transportation, and social development skills, using community-based instruction and direct instruction. Placement is determined by students' IEP needs/goals.

Project Lead the Way- Design and Modeling - Grade 7: Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they have learned throughout the course.

Project Lead the Way -Automation and Robotics - Grade 8: Students are given the opportunity to combine mechanisms with input and output devices to automate the mechanisms. Construction and programming skills are layered, and projects and the problem provide students the opportunity to connect their learning throughout the lessons in the unit. Students take on the role of interns and work in teams to identify design requirements and create prototypes to meet the needs of clients. They also explore different aspects of automation and robotics and experience how solving real-life problems involves the teamwork of mechanical engineers, software developers, and electrical engineers.

Publications (Grade 8): Students study and engage in elements of reporting information. This includes written news as well as audio/visual news.

Resource (Special Education and/or English Learners): This is an instructional support course designed to develop essential skills necessary for academic success and provide academic support for courses the student is taking. Assistance includes, but is not limited to, instructional support to complete grade-level assignments, test-taking strategies, test-taking assistance, organizational skills, writing support, and reading and math strategies. Placement is determined by students' needs and/or goals.

Social Skills (Special Education): This course provides support for developing and enhancing students' social skills. Students develop communication skills that will help them be successful in relationships. Students are encouraged to develop appropriate conversational skills while working in a small group setting. Students learn to follow written and verbal directions as they apply to specific projects. Placement is determined by students' IEP needs/goals.

Study Hall: Study Hall is open to 7th and 8th grade students and may be taken for a semester or a full year. Students are provided a class period within the school day to prepare homework, study for classes, and do independent reading.

English Language Arts (ELA)

COURSE	CODE	Additional Information
ELA 7	**LA7**	Full year
Advanced ELA 7	**LA7X**	Full year ● Placement is based on NWEA MAP performance in Reading, course grades, teacher input
ELA 8	**LA8**	Full year
Advanced ELA 8	**LA8X**	Full year ● Placement is based on NWEA MAP performance in Reading, course grades, teacher input
ELA for English Learners (EL) **ELA for Special Education**	**LA7-ELL** **LA8-ELL** ***Various***	Full year ● For English Learners: placement is based on WIDA ACCESS scores, NWEA MAP performance, course grades, staff input ● For Students with Special Ed services: placement is based on IEP-identified areas of need, NWEA MAP performance, course grades, staff input
Success ELA	**SUSLA1/ 2**	1 semester or full year ● Student placement is based on NWEA MAP Reading performance, course grades, staff input ● Students may exit after 1 semester pending levels of improvement.

English Language Arts (ELA) Course Descriptions

ELA 7: Students in 7th grade study four modules throughout the year focused on the development of the following skills:

1. Reading, Writing, and Speaking Grounded in Evidence
2. Researching to Build and Present Knowledge
3. Analyzing, Interpreting, and Evaluating Text
4. Researching to Write and Present Arguments.

Topics of study include The Lost Children of Sudan, Epidemics, The Harlem Renaissance, and Plastic Pollution.

Advanced ELA 7: This course includes the core foundation also found in ELA7. In addition, attention is given to a deeper study of various topics and skills. This may include reading, writing, and research tasks as well as additional enrichment experiences. Placement is determined by NWEA MAP Reading performance, course grades and work habits, and teacher input.

ELA 8: Students in 8th grade study four modules throughout the year focused on the development of the following skills:

1. Reading, Writing, and Speaking Grounded in Evidence
2. Researching to Build and Present Knowledge
3. Analyzing, Interpreting, and Evaluating Text
4. Researching to Write and Present Arguments.

Topics of study include Latin Folklore, Food Choices, Voices of the Holocaust, and Lessons from Japanese Internment Camps.

Advanced ELA 8: This course includes the core foundation also found in ELA8. In addition, attention is given to a deeper study of various topics and skills. This may include reading, writing, and research tasks as well as additional enrichment experiences. Placement is determined by NWEA MAP Reading performance, course grades and work habits, and teacher input.

ELA for English Learners: Placement is determined by students' English Learner developmental needs. This includes WIDA ACCESS performance scores.

ELA for Special Education: Placement is determined by students' Individual Education Plan (IEP) needs and goals as well as NWEA MAP Reading performance, course grades and work habits, and staff input.

Success ELA: This secondary reading intervention course is available to 7th or 8th-grade students. Placement is determined by students' NWEA MAP Reading performance, course grades, and teacher input.

MATH

COURSE	CODE	Additional Information
Math 7	**MA7**	Full year
Advanced Math 7	**MA7X**	Full year ● Placement is based on NWEA MAP performance in Math, course grades, teacher input
Math 8	**MA8**	Full year
Honors Math 8	**MA8X**	Full year ● Placement is based on NWEA MAP performance in Math, course grades, teacher input. Illinois Assessment of Readiness (IAR) may also be reviewed.
Algebra I	**ALG1**	Full year ● Placement is based on NWEA MAP performance in Math, course grades, teacher input. Illinois Assessment of Readiness (IAR) may also be reviewed. ● Placement in Algebra I will begin a student's official high school transcript.
Math for Special Education	***Various***	Full year ● For Students with Special Ed services: placement is based on IEP-identified areas of need, NWEA MAP performance, course grades, staff input
Success Math	**SUSM1/ 2**	1 semester or full year ● Student placement is based on NWEA MAP Math performance, course grades, staff input ● Students may exit after 1 semester pending levels of improvement.

Math Course Descriptions

Math 7: Students in 7th grade extend concepts of rates and ratios to work with equivalent ratios and proportional relationships. Students expand their understanding of fractions to include all rational numbers and become comfortable working with and comparing expressions and equations. Throughout it all, students solve compelling mathematical and real-world problems.

Advanced Math 7: This course includes the core foundation also found in Math 7. In addition, attention is given to a deeper study of concepts and topics, and the pacing will be accelerated. Placement is based on NWEA MAP Math performance, course grades and work habits, and teacher input.

Math 8: Students in 8th grade tackle exciting new ideas and concepts in preparation for work in high school. They extend earlier understandings of proportional relationships to study linear relationships and work with linear equations in one and two variables. Among other things, they are also introduced to the idea of functions and have their first encounter with irrational numbers.

Honors Math 8: This course includes the core foundation also found in Math 8. In addition, attention is given to a deeper study of concepts and topics, and the pacing will be accelerated. Placement is based on NWEA MAP Math performance, course grades and work habits, and teacher input. The Illinois Assessment of Readiness (IAR) scores may also be reviewed for placement.

Algebra I: Algebra 1 introduces basic algebraic skills and provides the foundation for all subsequent math courses. Topics include, but are not limited to, solving and graphing linear equations and inequalities, solving and graphing systems of linear equations and inequalities, polynomials and factoring, and solving and graphing quadratic equations. Placement is based on NWEA MAP Math performance, course grades and work habits, and teacher input. The Illinois Assessment of Readiness (IAR) scores may also be reviewed for placement.

******Enrollment in this course will begin a student's official high school transcript******.

Success Math: This secondary math intervention course is available to 7th or 8th-grade students. Placement is determined by students' NWEA MAP Math performance, course grades, and teacher input.

Math for Special Education: Placement is determined by students' Individual Education Plan (IEP) needs and goals as well as NWEA MAP Math performance, course grades and work habits, and staff input.

MUSIC ELECTIVES

COURSE	CODE	Additional Information
Band 7	**BAND7**	Full year
Band 8	**BAND8**	Full year
Choir	**CHR**	Full year ● Open to grades 7 and 8
Orchestra	**ORCH**	Full year ● Open to grades 7 and 8

Music Course Descriptions

Band 7: Students in 7th grade will develop performing skills with an instrument of their choice and will perform a wide variety of music. Band 7 meets daily and will have one or more mandatory after-school concerts per quarter.

Band 8: Students in 8th grade will progress with their skills building using an instrument of their choice and will perform a wide variety of music. Band 8 meets daily and will have one or more mandatory after-school concerts per quarter.

Choir: Students will learn music theory, sight-singing techniques, fundamentals of vocal production, and music from many cultures and periods in history. Chorus meets daily and will have one or more mandatory after-school concerts per quarter. **No previous background in singing is required.**

Orchestra: Students will develop performing skills with an instrument of their choice (violin, viola, cello, bass) and will perform a wide variety of music. Orchestra meets daily and will have one or more mandatory after-school concerts per quarter. In addition, students participate in a small group lesson once per week.

PHYSICAL EDUCATION AND HEALTH

COURSE	CODE	Additional Information
Physical Education	**PE**	Required for grades 7 and 8
Health	**H7** **H8**	The equivalent of 1 semester required during junior high

Physical Education (PE) and Health Course Descriptions

PE: Physical Education is designed to provide 7th and 8th-grade students with the fundamentals of a variety of sports and activities in order to reinforce the importance of physical fitness. Physical Education promotes students' physical, mental, and social wellness. Per State guidelines, all students are tested in areas such as aerobic capacity, flexibility, and muscular endurance.

Health: Students must complete 1 full semester of health during junior high. Topics include Health Promotion, Prevention, & Treatment, Human Body Systems, and Communications and Decision Making.

SCIENCE

COURSE	CODE	Additional Information
Science 7	**SC7**	Full year
Science 8	**SC8**	Full year
Science for Special Education	***Various***	Full year ● For Students with Special Ed services: placement is based on IEP-identified areas of need

Science Course Descriptions

Science 7: Students in 7th grade study phenomena-based science units that are designed to give engaging, realistic experiences that mirror how scientists and engineers actually work. Topics include areas such as Geology on Mars, Chemical Reactions, Plate Motion, and Population and Resources.

Science 8: Students in 8th grade study phenomena-based science units that are designed to give engaging, realistic experiences that mirror how scientists and engineers actually work. Topics include areas such as Harnessing Human Energy, the Earth, Moon, and Sun, Natural Selection, and Force and Motion.

Science for Special Education: Placement is determined by students' Individual Education Plan (IEP) needs and goals as well as course grades, work habits, and staff input.

SOCIAL STUDIES

COURSE	CODE	Additional Information
Social Studies 7	**SS7**	Full year
History 8	**HI8**	Full year
Social Studies/History for Special Education	***Various***	Full year ● For Students with Special Ed services: placement is based on IEP-identified areas of need

Social Studies Course Descriptions

Social Studies 7: This course spans the time period from Early American Settlers to the Civil War. Students are supported to cultivate the critical thinking skills used by social scientists through the inquiry process. The disciplinary concepts of Civics, Economics, Geography, and History are integrated within the course content.

History 8: This course spans the time period from Post Civil War to present day. Students are supported to cultivate the critical thinking skills used by social scientists through the inquiry process. The disciplinary concepts of Civics, Economics, Geography, and History are integrated within the course content.

Social Studies/History for Special Education: Placement is determined by students' Individual Education Plan (IEP) needs and goals as well as NWEA MAP Reading performance, course grades and work habits, and staff input.

APPENDIX

Junior High Scheduling Timeline

TIMEFRAME	TASK
January/February	● Notify/Update parents on the course selection process, including mailings, website updates, course catalog, and any in-person events regarding course selection. ● Transition meetings for SPED and EL students in 6th and 7th grade. ● Junior High Counselors will conduct classroom visits for all 6th and 7th grade students to explain the course selection process. ● Course Selection Planning sheet sent home for discussion/parental approval. ● Follow up meetings with 6th and 7th grade students to support course selection choices in Skyward.
March	● Final transition meeting for SPED and EL students in 6th and 7th grade. ● RIMSD staff will review and determine placement for: Honors and Intervention courses.

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Troy Bevans, IT Director
Date: February 11th, 2025
Re: Elementary Building Classroom Phones

To enhance security and improve communication across our elementary schools, we are requesting the installation of VOIP phones in all classrooms and common areas. This initiative is a critical step in ensuring the safety of our students and staff while providing additional methods of communication within our school buildings.

The phones being installed are SIP-T53W Prime Business Phones, featuring a 3.7" graphical LCD screen and built-in Bluetooth 4.2. These devices will enhance both internal and external communication, including emergency notifications, administrative coordination, and direct classroom access when necessary. A total of 248 classrooms and 35 common areas will be equipped with these phones, for a total of 283 devices.

The installation will be managed by Hughes Telephone, Inc., located at 4123 24th Ave, Moline, IL 61265. The project is expected to be completed within 120 days of contract approval. The total estimated cost for the installation is $38,771; however, additional expenses for materials may arise once the project is underway. After the phones are installed, there will be a monthly service fee of $3,822. The District will pay 50% of the one-time installation cost ($18,819.50) upon contract approval, with the remaining balance due upon completion of the installation. The monthly service fee will be billed once the service is fully implemented.

It is recommended that the Board of Education approve the purchase and installation of phones in all elementary classrooms and common areas throughout the District from Hughes Telephone, Inc., located at 4123 24th Ave, Moline, IL 61265, at a cost not to exceed $45,000.00 for one-time device expenses, plus a $3,822.00 monthly subscription fee. The funds for these items will be provided by the Technology Department budget.

Investment Period: N/A
Total Investment: Not to exceed $45,000 + Monthly Fees
Funding Source: Technology Department

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Contract for Service Form

Rock Island-Milan School District 41

VENDOR NAME: Hughes Telephone Inc **EMAIL:** joe.alongi@hughestel.com

ADDRESS: 4123 24th Ave, Moline, IL 61265

DATES OF SERVICE TO BE COMPLETED: 3/1/2025-3/1/2028

SCHOOL DISTRICT CONTACT: Troy Bevans

COMPENSATION: $ 3,822.00 Monthly

DESCRIPTION OF DUTIES:

35 Common Area Lines
248 Classroom IP Lines

Is this a Subscription/Software: Yes ☒ or No ☐

If NO, go to next section. ***If YES, complete below, then go to next section (no vendor signature)***

Subscription/Software Name: Hughes Telephone Lines **Website:** https://hughestel.com/

Subscription/Software Start Date: 3/1/2025 **End Date:** 3/1/2028

SOPPA Approved: Yes ☐ or No ☐

Requesting School: District

Budget Code: 1-5-080-016-2660-3400-0

Signature of Vendor: _____ **Date:** _____

Signature of Budget Administrator: _____ **Date:** 02/06/2025

_____ _____

Superintendent or School Board President **Date**

Quote

Quote Number: 122

Payment Terms:
Expiration Date: 03/03/2025

Quote Prepared For

Troy Bevans
Rock Island Milan School District
2000 7th ave
Administration Office
Rock Island, IL 61201
United States
Phone:3095812159
troy.bevans@rimsd41.org

Quote Prepared By

Joe Alongi
Hughes Telephone
4123 24th Ave
Moline, IL 61265
United States
Phone:
joe.alongi@hughestel.com

Item#	Quantity	Item	Unit Price	Extended Price
One-Time Items				
1)	283	SIP-T53W Prime Business Phone with 3.7 Graphical LCD Screen with Built-In Bluetooth 4.2	$137.00	$38,771.00
			One-Time Total	**$38,771.00**
			Subtotal	**$38,771.00**
			Total Taxes	**$0.00**
			Total	**$38,771.00**

Authorizing Signature _____

Date _____

Quote does not include taxes and fees. Interest Charges on Past Due Accounts and Collection Costs Overdue amounts shall be subject to a monthly finance charge. In addition, customer shall reimburse all costs and expenses for attorney's fees incurred in collecting any amounts past due. Additional training or Professional Services can be provided at our standard rates.

Service Activation Form

Phone: (309) 743-2130
Fax: (309) 743-2136
http://hughesflex.com
info@hughestel.com

Quote #: 48308

Date: 1/30/2025
Quote Valid Until: 4/30/2025
Order Type: MAC
Sales Representative: Joseph Alongi
Sales Rep Email: joe.alongi@hughestel.com
Sales Rep Phone: (309) 277-4122
Sales Rep Fax: (309) 743-2136

Contract Start: 3/1/2025
Contract Terms: 36 Months
Contract End: 3/1/2028

Customer Information

Company: Rock Island Milan School District
Main TN: (309) 793-5900
Contact: Troy Bevans
Phone: (309) 793-5900
Email: troy.bevans@rimsd41.org

Billing Address

2101 - 6TH AVENUE
Rock Island, IL 61201

Shipping Address

2000 7th Ave
Rock Island, IL 61201

Monthly Recurring Charges (MRC)

Qty	Item ID	Product	Unit Price	Extended Price
35	WNCOM	Common Area Phone	$10.00	$350.00
248	WNCP	Class Room IP Line	$14.00	$3,472.00
			Total:	$3,822.00

Service Activation Form

Phone: (309) 743-2130
Fax: (309) 743-2136
http://hughesflex.com
info@hughestel.com

Quote #: 48308

Date: 1/30/2025
Quote Valid Until: 4/30/2025
Order Type: MAC
Sales Representative: Joseph Alongi
Sales Rep Email: joe.alongi@hughestel.com
Sales Rep Phone: (309) 277-4122
Sales Rep Fax: (309) 743-2136

Contract Start: 3/1/2025
Contract Terms: 36 Months
Contract End: 3/1/2028

Company: Rock Island Milan School District
Main TN: (309) 793-5900
Contact: Troy Bevans
Phone: (309) 793-5900
Email: troy.bevans@rimsd41.org

Summary	
Monthly Recurring Cost :	$3,822.00
Non-Recurring Cost:	$0.00

Applicable taxes and surcharges are not included in above pricing and shall be billed appropriately. First invoice will include one full month of monthly recurring charges and all non-recurring charges. PAYMENT IS REQUIRED PRIOR TO ACCOUNT ACTIVATION. Our accounting department will contact you to setup your payment information and walk you through the e-invoicing account management process. We accept credit cards and ACH for your convenience.

Once service has moved to Hughes Flex, the customer is responsible to cancel any lines and services that are no longer needed with your existing provider. The disconnect notice should not be submitted until all phone numbers and service has been moved to avoid losing any phone numbers or services. PLEASE DO NOT make any changes to your existing phone service account once this form is signed. This will cause a delay in processing this request and may lead to rejection of order or losing phone numbers.

By signing this order I agree that I have read and understand the Hughes Telephone Cloud Services Terms & Conditions, the E911 Disclosure for Hughes Telephone VoIP Services and understand this term will automatically renew as per section 12 of Terms and Conditions available at https://hughestel.com/terms-and-conditions .

Signature: _____ **Title:** _____

Print Name: _____ **Date:** _____

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Josh Becker, Operations Director
Date: February 11, 2025
Re: RIHS Controls Panel

This is a request for approval for the proposal submitted by Stentec to provide Mechanical, Electrical, and Plumbing (MEP) Consulting Services for the planned renovation of the existing mechanical systems at the RIHS facility. The scope of this project includes, but is not limited to, the renovation and modernization of unit ventilators, air handling units in the main building and fitness center, chiller, boiler modifications, piping, and the automation system.

The estimated cost for the entire project is between $7,000,000 and $10,000,000. We anticipate that the project will be completed within 18 months, pending approval and the commencement of work. We believe that this renovation will enhance the efficiency, reliability, and performance of the facility's mechanical systems, ensuring optimal operation for years to come.

Phase	Start	End
School Board Decision	01/2025	02/2025
Kickoff/Site Survey	3/2025	05/2025
SD Phase(30%) - 8 Weeks	03/2025	05/2025
Client Review - 1 Week	06/2025	06/2025
Pre Purchase Specs - (Chiller is currently 24 Weeks)	06/2025	06/2025
Pre-Purchase Bid-Review	06/2025	06/2025
IFC/P(100%) - 16 Weeks	06/2025	10/2025
Site Permit - 4 Weeks	10/2025	11/2025
Pre-con Phase - 8 Weeks (Based on Contractor Approval & Mobilization)	12/2025	01/2026
CA - Estimated timeline 34 Weeks	01/2026	08/2026
Closeout - 3 Weeks	09/2026	09/2026

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

Sharon Williams, Ed.D.
Superintendent of Schools

It is recommended that the Board of Education approve Stantec, to provide Mechanical, Electrical and Plumbing Consulting Engineering Services for improved renovation of the existing mechanical equipment located at the Rock Island High School for $619,150.00.

Investment Period: N/A
Total Investment: $619,150.00
Funding Source: Working Cash Fund, Bond Proceeds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

January 24, 2025

Dr. Sharon Williams
Superintendent
Rock Island / Milan School District
2000 7th Ave
Rock Island, IL 61201

RE: Rock Island High School
MEP Engineering Services

Dear Dr. Williams:

In accordance with your request, we are pleased to submit our proposal to provide Mechanical, Electrical and Plumbing (MEP) Consulting Engineering Services for the planned renovation of the existing mechanical equipment located there on the campus of the Rock Island HS.

Based on our understanding of the project, we propose to provide Consulting Engineering Services on the following basis:

I. Project Description

We understand that the Rock Island-Milan School District 41, hereinafter referred to as the Client, is requesting engineering design services for the planned replacement of the existing mechanical systems located in the 1800 student high school located at 1400 25th Ave in Rock Island. The two and three-story building was built in 1936 with an addition in 1958.
We understand the request is to provide MEP bid documents to allow a design-bid-build delivery method. Our scope and fee is based on design and construction completing by October 2026.

Our understanding of the scope of work is limited to the mechanical replacement of existing equipment noted below:

a) Replace approximately 120 unit ventilators
b) Review, assess and determine the extent of replacement of 21 Air Handling Units (AHU)
c) Replace two fitness center AHU's
d) Replace existing 275 Ton air-cooled chiller
e) Review, assess and replace select boiler valving – manual change-over to automatic
f) Review, assess and replace select valving in existing two-pipe change heating/cooling change over system to provide more efficient operation.
g) Provide new Building Automation System to control all new equipment – See Attachment D for Details

II. Project Staffing

The project team will include:

a. SCSI as the prime consultant and shall be responsible for mechanical, electrical, plumbing and architectural engineering and design for the project.
b. SCSI will staff the project with personnel including engineers who have extensive experience with chiller, air handling unit replacement and building automation controls for similar renovation work. The staff proposed for this project currently has capacity to sufficiently deliver the scope of work outlined herein.

III. Scope of Services

SCSI hereinafter referred to as the Engineer, will provide Basic Consulting Engineering Services for the following systems.

- Heating system
- Ventilating system
- Air-conditioning system
- Electrical power distribution – For new equipment only
- Plumbing systems – For new equipment only
- Architectural Services- Defined in Attachment B
- IECC Commissioning Services- Defined in Attachment C
- Building Automation System- Defined in Attached D

Such services will include design, construction documents, bidding, and construction administration as defined below.

1. Schematic Design - SD Phase (25%):

a. Participate in walkthrough within the building and site to become familiar with the project and confirm objectives including the gathering of information to perform the scope of work
b. Confirm sizing of chiller replacement with Client against current loads
c. Further refine and evaluate scope of work including distribution and major components including:
    i. Chiller placement and layout
    ii. Air Handling Unit Analysis
    iii. Classroom Unit Ventilator replacement
d. Two Pipe change over valving and piping impacts
e. Confirm preliminary selections of equipment
f. Architectural impacts with developed layout strategy
g. Meeting: - We anticipate one (1) telepresence meeting for stakeholder review of the SD package, including the Basis-of-Design. We include weekly meetings via conference call during this phase.
h. Site visit: We anticipate two (2) initial site visits for mechanical and electrical to verify existing conditions.
i. Deliverable: Written Basis of Design narrative with appropriate sketches.
j.

2. **Pre-Purchase Specifications for long lead items**
    a. Develop chiller equipment specifications and schedule

3. **Bid/IFP and Construction Documents (IFC) (80%):** Based on the Client approval of the SD package, the design team will proceed to develop bid, permit, and construction documents consisting of:
    a. Participate in walkthrough on site with building facilities team to confirm objectives and finalize project scope of work.
    b. MEP plans with full scope of work identified.
    c. Equipment plans to indicate all infrastructure elements, including power, mechanical piping, plumbing etc. for new chiller, UV's, AHU's, and BAS.
    d. Electrical branch circuiting information and interconnect diagrams
    e. MEP details and schedules
    f. MEP project specifications
    g. Coordination of Architectural modifications required based on chiller placement (as needed)
    h. Meeting: - we anticipate one (1) telepresence meeting for stakeholder review of the Bid/IFP package. We also anticipate and include weekly meetings via conference call during this phase.
    i. Deliverable: One (1) combined Bid/Permit package and one (1) combined construction package inclusive of CSI format book specifications and final Basis of Design narrative.

4. **Bidding and Negotiations:** Design team will assist Client's General Contractor/CM in reviewing contractor bids and respond to contractor RFIs.

5. **Construction Administration**: During construction the design team will provide the following services:
    a. Review of and respond to submittals and RFIs
    b. Assist contractor in project close-out documentation including review and approval of all O&Ms
    c. Meetings: We include participation in weekly OAC calls as requested.
    d. Site Visits: We anticipate three (3) in progress site visits throughout construction attended by both Electrical and Mechanical disciplines and one (1) final punchlist. A field report will be issued after each site visit.

IV. Project Schedule

We understand the anticipated start date to be immediate upon written notice to proceed with a completion date of Fall 2026.

Milestone Dates:

Phase	**Start**	**End**
School Board Decision	01/2025	02/2025
Kickoff/Site Survey	03/2025	05/2025
SD Phase (30%) - 8 Weeks	03/2025	05/2025
Client Review - 1 Week	06/2025	06/2025

Pre-Purchase Spec's – (Chiller is currently 24 weeks)	06/2025	06/2025
Pre-Purchase Bid-Review	06/2025	06/2025
IFC/P (100%) - 16 Weeks	06/2025	10/2025
Site Permit - 4 weeks	10/2025	11/2025
Pre-con Phase – 8 Weeks (Based on Contractor Approval & Mobilization)	12/2025	01/2026
CA – Estimated timeline* Estimated 34 Weeks	01/2026	08/2026
Closeout - 3 weeks	09/2026	09/2026

Expected total project length is 18 months.

V. Client's Responsibility

The Client shall furnish Engineer with all criteria and full project program requirements, including design objectives, budgetary limitations, project schedules, copies of all related analyses previously prepared, and copies of all existing (as-built) drawings deemed necessary for the work. The Client shall also arrange for and assist the Engineer in gaining access to the project site.

The Client shall furnish the Engineer with architectural and engineering as built drawings in hard copy format and/or pdf or AutoCAD.dwg (Release 2019 or higher).

VI. Engineer's Compensation

Based on the scope of services, proposed schedule, and assuming a construction cost of $7M to $10M, the Engineer shall be compensated by the Client a lump sum fee of **Six Hundred Nineteen Thousand One Hundred Fifty ($619,150.00) dollars** per the following breakdown:

Schematic Design	**$167,450.00**
MEP	$ 149,750.00
Architecture	$ 17,700.00
Cx Services	$ 0.00

Pre-Purchase Specs	**$9,000.00**
MEP	$ 9,000.00

Bid/IFP/IFC	**$251,100.00**
MEP	$ 182,500.00
Architecture	$ 53,100.00
Cx	$ 15,500.00

Construction Administration	$191,600.00
MEP	$ 129,000.00
Architecture	$ 17,700.00
Cx	$ 44,900.00

Reimbursable expenses are in addition to Engineer's Compensation listed above and further detailed in Section VIII of this proposal.

VI. Clarifications & Assumptions

1. Meeting Attendance: We assume participation (via conference call) of one person at one weekly project meeting (when requested) up to the hours listed below:
   20 hours Schematic Design
   40 hours Construction Documents
   20 hours Construction Administration
   Additional attendance at design or construction meetings can be provided as an additional service at a time and materials basis.

2. Site Attendance: We assume two (2) survey, three (3) in progress site visit during construction, and (1) punchlist visit and preparation of an exceptions list, which will occur at substantial completion of the project as part of our Basic Services. Additional attendance on site can be provided as an additional service at a time and materials basis,.

3. We assume the existing Air Handling Units and Unit Ventilators will be replaced in kind with no major design changes in capacity, ventilation openings, or operating conditions. We have included the replacement of the existing return/exhaust fans, coils, associated dampers and controls and the addition of new VFD's as part of the proposed scope of work. We assume base building MEP systems have sufficient capacity, ventilation requirements to support the new units – we exclude modifications to existing MEP infrastructure. We have included scope to provide appropriate sequence of operations for new equipment.

4. We assume normal electrical power, emergency power, and HVAC power of sufficient capacity and character, are available at the main electrical service and associated distribution panels to meet project requirements as well as any new project HVAC equipment. Modifications to provide new or upgraded electrical risers or service feeds are excluded.

5. The services listed below are not included in Basic Services but may be required for the project. The scope of work and fee for the following services will be determined during the Design phase.

   - Information & Communications Technology
   - Mechanical upgrades to comply with current energy code
   - Energy Modeling

- Hazardous Materials Abatement
- Security Design
- Structural Engineering
- Civil Engineering
- Acoustical Consulting
- Permit Expeditor
- Estimator
- Building Scanning for Documentation of Existing Conditions
  * We estimate a cost for scanning of PDF files to electronic files for purposes of developing usable floor plans to be an additional cost between $15,000-$20000.

6. The Engineer's scope and fee are consistent with an assumed overall project construction budget between $7million and $10 million. Design services for a project exceeding 5% greater than this value may require additional services.

7. Cost estimating and/or cost consulting services are understood to be provided by others. All life cycle costs opinions are similarly understood to be provided by others. SCSi will provide an opinion of the cost comparison based on information provided by others of MEP/FP systems during through the middle point of Design Development when requested by Client.

8. We assume drawings for the entire project will be completed simultaneously and issued as a single package. Any construction phases will by the selected Contractor.

9. We assume that the project scope is fixed prior to the start of Construction Documentation.

10. Our deliverables will be two-dimensional plan drawings and specifications. We do not anticipate designing or providing 3D modeling or other Building Information Modeling services project.

11. This proposal is valid for a period of up to 90 days from the date of the proposal.

12. Final as-built and/or record drawings are excluded as it is assumed that the Contractor "As-Built" drawings will serve this purpose for the MEP systems.

13. As-built drawings of the existing base building mechanical, electrical, plumbing systems, suitable for our use in design, will be provided in PDF or CAD format. We exclude comprehensive site survey documenting existing conditions.

14. Project work is assumed to proceed on an uninterrupted basis, per the schedule herein. Owner initiated holds, suspensions, delays, or interruption of work, in whole or in part, will be subject to additional demobilization and remobilization costs.

15. It is assumed that project close out documentation will be completed within 30 days of client move-in / substantial completion. Gathering and reviewing close out documentation past this time will be considered an additional service.

16. Engineering review of as-builts drawings is for information only. Contractor is responsible for the content and accuracy of the as-built documents, unless otherwise indicated in the scope of work above.

VII. Additional Services

Although SCSI has the capability and would be pleased to perform the following services, our proposal considers the following listed services as “Additional Services”.

- Fire alarm design
- Fire protection design
- Food service facilities
- Preparation of documents to reflect changes to infrastructure to accommodate new AHU’s, UV’s, including electrical, boiler or chiller upgrades.
- Structural Review and modifications
- Electrification study
- Preparation of detailed engineering analyses (e.g., life cycle analysis, power plant studies, retrofit payback studies, etc.)
- Retrieval of as-built field record drawings or preparation of drawings for existing conditions - see "Client's Responsibility"
- Preparation of building audit and facility survey reports
- Preparation of documents for early bids or alternate bids
- Analysis of the impact of proposed or pending changes in code requirements
- Extension of project schedule
- Preparation of record drawings
- Recording of existing electrical loads
- Retrieving utility bills
- Any services not consistent with the basic services described in this proposal or the attached terms and conditions

The Engineer shall be compensated for additional services work on the basis of 3.2 times Direct Personnel Expense (DPE). Upset limits will be established for each category of work as required and as the scope is defined.

When authorized by the Client, the Engineer shall proceed with the additional services.

VII. Reimbursable Expenses

The Engineer shall be reimbursed for all incidental expenses incurred in performing the above scope of services, plus a 10% handling charge. Expenses include but are not limited to printing, reproduction, and CAD plotting, express mail service, messenger service, long distance telephone calls, the preparation of CAD disks for parties other than the Client, local transportation (including mileage, cabs and parking), out-of-town travel (including transportation, food and lodging) when outside the Chicago Metropolitan Area. Reimbursable expenses are in addition to the fee indicated in "Engineer's Compensation”, and are to be billed as Time & Materials, anticipated to be approximately **$15,000.**

VIII. Payments

All amounts due the Engineer, including reimbursements, shall be payable upon presentation of an invoice, on a monthly basis. Invoices past due as defined by the Illinois Contractor Prompt Payment Act of 2007 bear interest at 10% per annum and Engineer may suspend

We at SCSI appreciate the opportunity to be of service to you. We look forward to becoming an active member of your team and are prepared to begin assignments immediately upon your authorization to proceed. If this proposal meets with your approval, please indicate your acceptance of its terms by signing the enclosed copy and returning it to us.

Very truly yours,

Kenneth A. Lechner
Studio Leader

Tyler Jensen, PE, LEED, AP
Principal

KAL/TJ/jl
SCSI No. 25-1118798

Enclosure: Attachment A – Terms and Conditions for SCSi Contracts
Attachment B – Architectural Services
Attachment C – IECC Cx Services
Attachment D – Building Automation Systems

ACCEPTED:

ROCK ISLAND HS AUTHORIZED REPRESENTATIVE

Name: _____

Title: _____

Date: _____

Attachment A - Terms and Conditions for ESD Contracts

1. Time of Performance Engineer will perform its services with reasonable professional promptness and in accordance with deadlines or schedules mutually established subject to the Standard of Care outlined below. If Engineer is delayed or prevented from performing services for any reason beyond Engineer's control, including but not limited to acts of God, labor trouble, power failure, failure of transportation, and act of governmental authority, Engineer shall be granted an extension equivalent to the period of delay in which to complete Engineer's services. Client agrees to render decisions timely as necessary for Engineer to provide services.

2. Standard of Care The standard of care for all services performed by Engineer under this agreement will be the care and skill ordinarily used by members of Engineer's profession practicing under similar circumstances at the same time and the same locality. Engineer makes no warranties, express or implied, in connection with such services.

3. Compliance with Laws Engineer shall use reasonable professional effort and judgment to comply with applicable codes, regulations, laws, rules, ordinances, and such other requirements in effect as of the date of execution of this agreement including interpreting and advising Client as to the applicable requirements to comply with the Americans with Disabilities Act (ADA). Engineer shall rely on the local building department for interpretations of ADA. In that ADA is civil rights legislation and not a building code, regulatory or judicial bodies may have different interpretations of ADA requirements. For projects involving data centers, the terms "Tier Level" or "Operational Sustainability Level" are intellectual properties of the Uptime Institute, which is solely authorized to review, assess, or certify compliance with such levels. Projects involving sustainable/renewable certifications utilize certain design, construction and usage criteria. Such certification systems are subject to interpretation, and achieving levels of compliance involves factors beyond the control of the Engineer. It is recognized that achieving designations such as Tier Level or sustainable/renewable certifications are granted by independent parties and Engineer cannot guarantee that desired certifications will be met. Submissions for such designations are not included in basic fees unless expressly stated. Engineer will exercise appropriate professional judgment to facilitate Client's desire to achieve such results but does not guarantee, warrantee or represent any particular outcome or level of systems performance or energy savings. The Engineer shall not be responsible for any environmental or energy issues arising out of the use and operation of the completed project.

4. Pricing Estimates Neither Engineer nor Client has control over the costs of labor, materials, equipment, contractors' methods of determining bid prices, or competitive bidding, market or negotiation conditions. Accordingly, Engineer cannot and does not warrant or represent that bids will not vary from any established budgetary constraints. Client may perform its own cost analysis or retain its own cost consultant and shall be solely responsible for the accuracy and preparation of cost estimates at each appropriate stage of the project. Engineer will cooperate with any cost consultant so that the project can be constructed within appropriate budgetary constraints. However, if Client fails to authorize an adjustment to the scope based on Engineer's warning that the criteria for the design are not consistent with the budget limitations, then any value engineering or redesign subsequently performed by Engineer to reduce the construction cost shall be considered an Additional Service.

5. Invoicing and Payment Invoices shall be submitted monthly for services and reimbursable expenses and are due upon receipt. As required by the Illinois Contractor Prompt Payment Act of 2007 "the Act", if Engineer "has performed in accordance with provisions of (this contract) and the payment application has been approved by (Client), the (Client) shall pay the amount due to the (Engineer) pursuant to the payment application not more than 15 days after the approval. The payment application shall be deemed approved 25 days after the (Client) receives it unless the (Client) provides, before the end of the 25-day period, a written statement of the amount withheld and the reason for withholding payment. If the (Client) finds that a portion of the work not in accordance with the contract, payment may be withheld for the reasonable value of that portion only. Payment shall be made for any portion of the contract for which the work has been performed in accordance with the provisions of the contract." If Engineer is performing services as a subcontractor, Engineer is to be paid within 15 calendar days of the contractor's receipt of payment for subcontractor's services. "If a payment due pursuant to the provisions of the Act is not made in a timely manner, the delinquent party shall be liable for the amount of the payment, plus interest at a rate equal to 10% per annum." If Engineer is "not paid as required by the Act, (Engineer) may, after providing 7 days' written notice…suspend performance…without penalty for breach of contract, until the payment required pursuant to the Act is made." Client shall reimburse Engineer for all costs of collection, including reasonable attorney's fees, on invoices unpaid as described.

6. Basic Design Services If design and construction document services are included in the scope of Engineer's work, such services will be as herein described. The Engineer shall ascertain the requirements for the project and shall confirm such requirements to the Client. The Engineer shall review systems with the Client, attend necessary conferences, prepare necessary drawings and other documents, be available for general consultation, and make recommendations regarding basic systems for the project. When necessary, Engineer shall consult with public agencies and other organizations concerning utility services and requirements. At the outset of the project, Client shall furnish the Engineer with information in an agreed upon digital format. The data must follow a standard layering system that must be documented. Engineer also requires hard copies or .pdf files with changes noted for all supplied digital files. Client warrants that it owns the rights for the use and copying of all such documents provided and assigns such rights to the Engineer for use in the design of the project. Typical digital data shall include architectural floor plans, reflected ceiling plans, foundation plans, structural plans, site plan, site survey, etc. and shall also include layers identifying required electrical, telephone, data and other special outlets. Engineer shall prepare Construction Documents from the design documents approved by the Client which shall consist of drawings and other documents to fix and describe the project, including materials, equipment, component systems and types of construction or installation as may be appropriate. The Engineer shall prepare two dimensional drawings and specifications setting forth requirements for the construction of the project. Drawings will reflect the general location of mountings for devices rather than specific elevations or dimensions. If applicable, the Client will provide Engineer with requirements for equipment to be installed. Engineer shall assist the Client in connection with the responsibility for filing the documents required for the approval of governmental authorities having jurisdiction over the Project.

7. Construction Administration Engineer shall have no responsibility for construction administration unless explicitly described in the Proposal. If construction observation services are performed, Engineer shall not have control or charge of and shall not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions and programs in connection with the construction work, for any defects, deficiencies or other acts or omissions of the contractor, or any other persons performing any of the construction work, or for the failure of any of them to carry out the work in accordance with the plans and specifications, or for any asbestos or hazardous or toxic materials. In particular, Engineer shall have no responsibility for or oversight of erection procedures, temporary bracing or other temporary conditions. The Engineer shall visit the site at intervals appropriate to the stage of construction or as otherwise agreed by the Client and Engineer in writing. Engineer's visits to the construction site shall be for the purpose of becoming generally familiar with the progress and quality of the construction work within Engineer's scope and to determine in general if the work when completed will be in accordance with the plans and specifications. Engineer is not authorized to stop the construction work or take any other action relating to jobsite safety, which are solely the contractors' right and responsibility. Engineer shall review and approve or take other appropriate action upon contractor submittals such as shop drawings only for the limited purpose of checking for conformance with information given and the design concept, but not for determining accuracy or completeness of other details such as dimensions or quantities or for substantiating instructions for installation or performance of equipment or systems. Engineer's review shall not be for the purpose of approving any safety precautions or temporary arrangements, and Engineer may review without approving submittals outside the scope described herein. If Engineer requires a contractor to retain a design professional to submit stamped and sealed calculations, certifications or other instruments of service, Engineer shall be entitled to rely upon the adequacy, accuracy and completeness of such certifications, services or approvals. Upon receipt of a contractor's affidavit that the project is substantially complete, the Engineer shall conduct a review of the installed systems and prepare a final punch list of items to be completed by the contractors.

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8. Additional Services Client may request or it may become necessary for Engineer to perform Additional Services in order to further the objectives of the project, and such charges shall be paid by Client above and beyond any charges for Basic Services set forth in the Proposal. Engineer will notify Client in advance of Engineer's intention to perform the particular Additional Service, and Client's failure to instruct Engineer not to perform the Additional Service shall be considered Client's acquiescence to the performance of the Additional Service. Notwithstanding any other description of Basic or Additional Services in the proposal, the following will constitute additional services: 1) any services which Client requests Engineer to perform after final payment has been made to the contractor(s) or more than thirty (30) days after the project has been certified to be substantially complete 2) modifications or changes requested by Client inconsistent with Client's prior approval(s), including the evaluation of substitutions proposed by Client or Contractor after the award of the Contract for Construction. 3) services necessitated because of an error or omission in any drawing or other information supplied by Client 4) Changes to previously prepared instruments of service because of the enactment or revision of codes, laws or regulations or official interpretations or assistance in requests for building code variances 5) services provided as a result of the failure of performance on the part of the Client, Client's consultants or contractors.

9. Claims: Neither the Client nor the Engineer shall be liable to the other or shall make any claim for any incidental, indirect or consequential damages arising out of, or connected in any way to the Project or this Agreement. This mutual waiver includes, but is not limited to, damages related to loss of use, loss of profits, loss of income, loss of reputation, unrealized savings or diminution of property value and shall apply to any cause of action including negligence, strict liability, breach of contract and breach of warranty. Client acknowledges that Engineer is a corporation and agrees to make any claim arising out of or relating to the project against Engineer only, and not against any of Engineer's directors, officers, employees or agents. In recognition of the relative risks, rewards and benefits of the project to both Client and Engineer, the parties have agreed to allocate such risks so that Engineer's total liability to Client for any and all injuries, claims, losses, expenses or damages arising out of this agreement, whether founded in negligence, breach of contract, breach of warranty or strict liability, from any cause or causes, shall not exceed $2,000,000 for projects involving design and shall not exceed the amount of Engineer's fee for due diligence or peer review services. In the event that a component of any claim against Engineer includes increased costs of construction, Engineer shall not be liable for any "betterment" or "enhancement" costs for which Client would ultimately have been responsible. Except as set forth below, any and all claims arising out of the project or relating to this agreement shall be subject to mediation as a condition precedent to arbitration or the institution of legal or equitable proceedings by either party. If such matter relates to or is the subject of a lien arising out of Engineer's services, the Engineer may proceed in accordance with applicable law to comply with the lien notice or filing deadlines prior to the resolution of the matter by mediation or arbitration in accordance with the Construction Industry Fast Track Arbitration Rules of the American Arbitration Association. Engineer's claims for unpaid fees shall proceed immediately to the above-referenced arbitration process.

10. Termination Either party may terminate this agreement upon at least ten days' advance written notice to other, should the other party fail substantially to perform in accordance with the terms of this agreement through no fault of the party initiating the termination. Client may terminate this agreement for convenience upon at least ten days' advance written notice. In the event that Client terminates the agreement without fault of Engineer, Client shall compensate Engineer for all services provided and reimbursable expenses incurred to the date on which Engineer received the notice of termination plus any expenses incurred by Engineer due to premature termination of the project.

11. Insurance Engineer shall keep and maintain its current insurance policies, including professional liability, commercial general liability, automobile liability and workers' compensation insurance, for three years following the completion of the project. Certificates evidencing such coverages are available upon request. If client desires additional insurance, Engineer shall use its best efforts to obtain the additional insurance, but Client shall reimburse Engineer for any additional premium that Engineer incurs. Client will require that the construction contractor(s) and subcontractors (i) name Client and Engineer as additional insureds on their general liability insurance policy on a primary and non-contributory basis and include a waiver of subrogation, and (ii) agree to indemnify Client and Engineer for claims to the extent caused by their negligent performance of professional services.

12. Ownership of Documents All documents including calculations, computer files, drawings and specifications prepared by Engineer under this Agreement ("Plans") are instruments of professional service, all aspects of which, including the copyright, are owned by Engineer. Upon acceptance of this Agreement, Engineer grants Client a non-exclusive license to use and reproduce the Plans solely for the purpose of constructing this project, but for no other purpose. Such understandings will be included in an electronic transfer agreement with Client. The Client agrees not to use Plans for marketing purposes, for projects other than the project for which the Plans were prepared by Engineer, or for future modifications to this project, without Engineer's express written permission. Any reuse or distribution to third parties without such express written permission or project-specific adaptation by Engineer will be at the Client's sole risk and without liability to Engineer or its employees, subsidiaries, independent professional associates, subconsultants, and subcontractors..In the event that Client breaches this Agreement, Engineer shall have the right upon written notice to Client to revoke this license and to forbid Client (or others claiming rights under the license) from reproducing or continuing to use the Plans. To the fullest extent permitted by law, Client, agrees to hold harmless, indemnify, and defend the Engineer against all damages, fees, suits, demands, liabilities, damages, actions, claims, and losses of any kind (including defense costs), arising out of any use of the plans on any project, for additions to this project, or for completion of this project, without the written authorization of the Engineer.

13. Hidden Conditions Client acknowledges that there may be hidden conditions that are concealed by existing finishes or not susceptible to reasonable visual observation. If such a hidden condition requires a change in the design or construction work, the costs of such a change are solely Client's, and Engineer shall have no responsibility for any resulting design or construction costs or damages. Engineer shall not be required to sign any documents, no matter by whom requested, that would result in Engineer's having to certify, guaranty or warrant the existence of conditions that Engineer cannot ascertain.

14. Invalid Terms In the event any of these Contract Provisions are found to be illegal or otherwise unenforceable, the unenforceable Contract Provision will be stricken. Striking such a Contract Provision shall have no effect on the enforceability of the remaining Contract Provisions and those remaining Contract Provisions shall continue in full force and effect as if the unenforceable Contract Provision were never included in the Agreement.

15. Third Parties Nothing contained in this Agreement shall create a contractual relationship with, or a cause of action in favor of, a third party against either the Client or Engineer. Engineer's services hereunder are being performed solely for the benefit of the Client, and no other entity shall have any claim against Engineer because of this Agreement or Engineer's performance hereunder.

16. Miscellaneous To the extent within Client's control, Engineer shall have the right to take photographs and make other reasonable promotional use of the project, and Engineer shall be given appropriate credit on all construction signs or other promotional materials concerning the project. Client may accept Engineer's Proposal either by signature, oral assent, authorizing Engineer to commence providing services or making any payments to Engineer in consideration of services, and any of the above modes of acceptance shall be deemed to incorporate these Business Terms into the contract between the parties thereby formed. If this proposal is not accepted as described above, it shall expire after 60 days. This agreement shall be governed by the laws of the State of Illinois.

17. Contract These Contract Provisions and the accompanying Proposal constitute the full and complete Agreement between the parties and may be changed, amended, added to, superseded or waived only if both parties specifically agree in writing to such amendment of such agreement. In the event of any in consistency between these Contract Provisions and any other proposal, contract, purchase order, requisition, notice to proceed, or like document, these Contract Provisions shall govern.

ESD Terms and Conditions April 2013

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Attachment B – Architectural Services

Project Description

Architectural documentation for cutting and patching existing exterior walls and interior elements to facilitate the replacement of 21 existing unit ventilators at Rock Island High School, 1400 25th Avenue, Rock Island, IL.

1. Schematic Design Phase (20%)

a. Participate in an on-site walkthrough to become familiar with the project and confirm objectives including the gathering of information to perform scope of work.

b. Coordinate a preliminary Project Description and Basis of Design with all consultants.

c. Further refine and evaluate scope of work including distribution and major components including:

   i. Coordinate demolition plans, new and existing unit ventilators and layout with MEP engineers.

   ii. Coordination intake openings and interior dimensional requirements.

   iii. Coordinate documentation strategy and refine scope of work for cutting and patching existing construction assemblies.

d. Code review and confirm permitting and review requirements by Regional Office of Education and authority having local jurisdiction.

e. Participation in conference-call meetings for stakeholder review of the SD package, in addition to weekly coordination conference-calls.

2. Construction Documents (55%)

a. Based on the Client approval of Schematic Design, the design team will prepare Construction and Bidding Documents consisting of drawings and specifications.

b. Architectural project specifications and Project Manual including the Owner's Supplementary Conditions, Bid Notice, Requirements for Bidding, Bid Forms and other documents typically utilized by Rock Island – Milan School District 41.

c. Construction drawings consisting of plans and details defining the scope of work that are coordinated with the mechanical and electrical engineers, and compatible with the existing conditions.

d. Construction Documents shall be utilized for permit approval, procurement of competitive bidding from interested contractors, and defining the requirements to perform the Work.

3. Bidding (5%)

a. Assist Rock Island – Milan School District 41 with Division 1 documents identified in 2.b.

b. Attend pre-bidding meeting

c. Adress request for information (RFIs).

d. Prepare bidding addenda(s), if needed.

e. Attend bid opening.

f. Prepare bid tabulation and assist the Owner in evaluating bids.

g. Assist the Owner with preparing the Contract for Construction

4. Construction Administration (20%)

a. Participate in Owner, Contractor, Architect (Engineer) meetings via “Teams”.

b. Answer RFIs and Submittals.

c. 2 site visits; 1 at a relevant stage in construction, and 1 at Substantial Completion.

d. Review and process Applications and Certifications for Payment.

5. Assumptions - Owner will Provide:

a. Existing building documentation in electronic format.

b. Record drawings and related studies or reports.

c. Site access to review existing conditions.

Attachment C – Commissioning Services

I. Project Description

We understand that Rock Island School District, hereinafter referred to as the Client, is requesting Commissioning Services for the Rock Island High School Infrastructure Replacement project.

II. Scope of Services

ESD (Environmental Systems Design, Inc.), now Stantec, hereinafter referred to as the Commissioning Authority, will provide Commissioning Services to verify the operational performance of the following equipment and systems:

New Equipment

- One-Hundred and Nineteen (119) Unit Ventilators (25% Sample)
- Two (2) Fitness Center Units
- One (1) Air Cooled Chiller

Existing Equipment

- Twenty-One (21) Air Handling Units
- Two (2) Boilers (Automatic Switchover)

The following commissioning process activities will be completed by the ESD, now Stantec, commissioning team to verify that the project's systems are installed, calibrated, and performing as intended.

1. Prepare a commissioning plan including the commissioning team roster and provide up to one (1) iteration update to the commissioning plan. This includes a maximum of two (2) issuances of the Commissioning plan.
2. Develop equipment list, master deficiency/resolution log, and a separate master testing log.
3. Prepare a testing equipment plan including load banks and power quality meters.
4. Review project specifications and commissioning test requirements for development of the installation verification checklists and function test scripts. Identify the requirements for commissioning activities of all systems to be commissioned.
5. Obtain contractor submittals applicable to the systems being commissioned to prepare for testing.
6. Following initial owner and engineer review of monitoring/graphics/alarms submittal package, perform a commissionability review of this submittal to confirm completeness and that detailed scripts can be developed based on received submittal package.
7. Conduct an initial scope meeting via teleconference to review the commissioning process, identify roles and responsibilities, define team communication protocol, provide group collaboration on the commissioning process, and coordinate commissioning program with the project team and the Owner.

8. Participate in up to forty (40) hours of selected planning meetings via teleconference to obtain information on construction progress. (Number of hours is based on 1 FTEs participating in up to forty (40) 1-hour meetings.) Meetings are expected occur weekly through August of 2026.
9. Develop commissioning schedule incorporating contractor input for incorporation into the master project schedule.
10. Develop, review and finalize Installation Verification (IV) checklists with the installing contractors.
11. Request and review O&M manuals, start-up procedures, and contractor checkout procedures applicable to the systems being commissioned.
12. Perform site visits to ensure that ESD, now Stantec is on site at points when a new piece of equipment is expected to be started up for the first time. Up to four (4) person days over up to two (2) visits to site are anticipated.
13. Develop the functional performance testing and verification procedures required for equipment and systems to be commissioned. Review and finalize these requirements with the installing contractors.
14. Execute and witness the functional testing and verification procedures of equipment and systems in the commissioning scope. The expected duration of functional performance testing is up to 20 person-days over up to 4 visits to site.
15. Review and verify completion of 3rd party testing results including electrical component level testing reports, power quality meter reports, and thermal imaging reports.
16. Provide Project status reports on a timely basis informing the Owner of all relevant events during commissioning phase.
17. Provide a final commissioning report and review the Article 4.03 documentation for completeness.

In addition to the ESD, now Stantec, employees, we expect the Owner, the Owner's Representative, the General Contractor, the Electrical Contractor, the HVAC Contractor the Test and Balance (TAB) Contractor, and the BAS/BMS, EPMS Contractor to be part of the commissioning team.

This proposal letter and ESD's Master Services Agreement No. AES-19-2448 with CBRE constitute the proposed contract. In the event we are asked to execute a more detailed agreement, the terms of this proposal will be incorporated.

III. Qualifications and Assumptions

It is assumed that the Contractors will execute the functional performance testing of equipment, coordinated and documented by the commissioning authority, using forms provided by the commissioning authority. The following is also assumed:

- The scope of the commissioning services only includes verification and proper operation of newly installed and modified equipment and systems listed in this document. If it is required, verification of operation of equipment and systems outside of those listed in this document is the responsibility of others.
- ESD, now Stantec, will use an online commissioning tool called CxAlloy to implement, document, and manage the commissioning process. This tool helps to increase visibility

of the status of equipment and systems included in the commissioning scope to the project stakeholders during the commissioning process.

- ESD, now Stantec, is committed to a safe work environment for our personnel. In support of this effort, ESD, now Stantec will “Move at the Speed of Safety”. If site conditions are less than ideal, requiring additional time and effort to meet typical safety standards, ESD, now Stantec, reserves the right to pass on any delay costs to the customer.
- All contractor installation and pre-testing activities associated with a piece of equipment or system inclusive of monitoring systems (EPMS, BAS/BMS, etc. as relating to the equipment or system) shall be completed and documentation provided prior to commencement of CxA-led functional performance testing for that equipment or system.
- Wi-Fi shall be available throughout the project site and accessible to the CxA.
- A charge may apply if on-site work is cancelled within 48 hours of the scheduled date.
- Commissioning Authority shall be provided a dedicated working space on site for use between field testing activities.
- Retesting due to equipment failures is not included (outside of infrequent minor corrections that take no longer than 15 minutes to remedy and reverify).
- Equipment installation and start-up documentation to be produced by the contractors and/or vendors. ESD, now Stantec, will review and track forms for completeness.
- Provision, installation, and operation of all testing equipment required to collect data and load system during functional performance testing will be provided by others. Report generation of data collected by testing equipment will be by others.
- This proposal is valid for a period of up to 90 days from the date of the proposal.

IV. Approach

We believe that as a firm we are uniquely qualified to perform the commissioning for this project due to our extensive knowledge of the commissioning process, our design and construction experience, and our experience with design and commissioning of systems in Mission Critical Facilities.

ESD, now Stantec’s commissioning approach is to staff the project with individuals having a thorough knowledge of these engineering systems designs, Mission Critical Facilities, and commissioning requirements. As the commissioning authority, ESD, now Stantec, will become an active participant in the design and construction process representing the Client’s long-term interests.

The commissioning process will be managed through the ESD, now Stantec, commissioning team leader who will be the principal contact with the Owner, the Contractor, and the Architect and Engineer.

Construction Phase Type Services

Prepare Commissioning Plan (Construction Phase)
ESD, now Stantec, will prepare a commissioning plan which will serve as a guide outlining roles and responsibilities, communication methods, contact names and numbers, and general overview of the commissioning process. The Commissioning Plan incorporates the day-to-day documentation used during the execution of the program. It is a living document that

follows the project from start to finish. When the project is completed, the documentation in the commissioning plan is incorporated into the final Commissioning Report as supporting information. Once the plan is developed, a Commissioning Kick-Off Meeting will be scheduled to review the scope of commissioning with all of the project team members.

As part of the commissioning team the general contractor and subcontractors are expected to verify installation, provide scheduling and coordination of commissioning activities, perform equipment installation verification and start up, conduct functional performance testing, correct deficiencies, perform functional performance retesting if required, and provide required documentation of effort. The general contractor and subcontractors are also expected to verify the functional readiness of systems to be tested prior to scheduling and demonstrating the functional operational performance in the presence of the ESD, now Stantec.

Conduct Commissioning Kick-Off Meeting
Early in the construction phase, ESD, now Stantec, will schedule a Commissioning Kick-Off Meeting. The primary purpose of the meeting is to review the draft Commissioning Plan so that it can be finalized. We also utilize this meeting opportunity to conduct a commissioning scoping meeting to ensure key project representatives are aware of the extent of our involvement in the project delivery. Also included in the scoping meeting are discussions regarding how the various project participants will document project issues. This is particularly important when it comes to the documentation of field observations during site visits. Typically, on un-commissioned projects, each party generates a site visit field report that will document observations. These observations could result in issues and action items for various parties. It can become unmanageable from a project delivery perspective if there are multiple issues/action logs generated by each of these parties that include duplicative items. During the Kick-Off Meeting, documentation protocols for generating, tracking and documenting issues/action items can be established and included in the Commissioning Plan to ensure consolidated efforts.

Chair Commissioning Team Meetings
Commissioning Team Meetings are held periodically with frequency increasing as construction advances and systems become operational. Each participant in the Commissioning Program should have a single point of contact assigned for commissioning and this representative should participate in the Team Meetings. ESD, now Stantec, chairs Commissioning Team Meetings, schedules participants, times, and locations, and records minutes and attendance. Discussions held in Commissioning Team Meetings include but are not limited to system/equipment start-up, progress, scheduling, testing, documentation, deficiencies, problem resolution and functional performance testing.

Develop the Commissioning Schedule
The integration of the commissioning schedule into the master construction schedule is a critical task. The goal is to establish a schedule that neither hinders construction progress or the Owner’s ability to occupy, operate or maintain the facility. In order to achieve the goal, a “working session” will be held with the various trades prior to the start-up and functional performance testing of the systems, to ensure that the integration of construction and commissioning milestones and dependencies are identified and incorporated into the master

schedule. Regular scheduled meetings will be conducted just prior to and during the start-up phase and carry through into the functional performance testing phase.

Review Commissioning-Related Project Submittals
Integration of the design/contractor commissioning deliverables into the project submittal schedule is also important. It is imperative that system installation and O&M documentation, system test certifications, the test and balance plan and manufacturer's start-up requirements be provided to the Commissioning Team early in the construction phase so that the commissioning documents (i.e. construction checklists, start-up checklists, functional performance procedures, etc.) can all be prepared, reviewed and approved well in advance of their utilization.

Prepare Installation Verification (IV Checklists)
In order to track progress of equipment installation and start-up, ESD, now Stantec, will develop IV checklists that will serve as a highly visible organizational tool to ensure that the expected prefunctional testing process has been completed and documented prior to moving onto functional performance testing. An IV checklist will be created for each piece of equipment in the commissioning scope. ESD, now Stantec, will work with the contractors and vendors to collect the appropriate documentation outlined in each checklist to confirm that the equipment installation has been completed, and the equipment is ready to undergo functional performance testing.

Prepare Written Functional Performance Test Protocols
The purpose of any given specific test is to verify and document compliance with stated criteria of acceptance given as detailed on the test form. ESD, now Stantec, develops specific test procedures and forms to verify and document proper operation of each piece of equipment and system. The functional performance testing protocols for the systems are then reviewed with all Project Team members well in advance of the testing period to ensure that everyone fully understands the purpose, scope and level of participation.

Test procedure forms developed by ESD, now Stantec, include (but are not limited to) the following information:

- System and equipment or component name(s)
- Equipment location and ID number
- Unique test ID numbers, and reference to unique pre-functional checklist and start-up documentation ID numbers for each piece of equipment
- Dates of testing
- Project name
- Participating parties
- Specific sequence of operation or other specified parameters being verified
- Required pre-test field measurements
- Instructions for setting up test
- Specific step-by-step procedures to execute test in a clear, sequential, and repeatable format
- Acceptance criteria of proper performance with a Yes / No check box to allow for clearly marking whether or not proper performance of each part of test was achieved

- Section for comments
- Signature and date block for Commissioning authority witnessing the test

Witness Functional Performance Testing

ESD, now Stantec, witnesses and documents results of functional performance tests using specific procedural forms developed for that purpose. Prior to functional performance testing, ESD, now Stantec, will review the testing protocols with the project team so that there is a clear understanding of the testing requirements. These functional performance tests will focus on both the individual system performance and the integration of multiple system performance to ensure they are interacting positively.

Before functional performance testing, it is expected that the general contractor provide the commissioning authority with all documentation required for commissioning activities. Minimally, documentation required includes equipment manufacturers and model numbers, completed manufacturer's start-up reports, completed installation verification checklists, full sequences of operation, operations and maintenance data, performance data, additional performance test procedures, control drawings, and any other documentation applicable to commissioned systems.

During functional performance testing, the contractor is responsible for the dynamic operation of a system and shall demonstrate comprehensive functionality of that system. All contractors that have contributed to the installation of the same system may not be required to directly participate in the functional performance testing activity but will be required to be immediately available for reconciliation of issues that fall within their scope and responsibility during testing.

Equipment rental will be required to complete functional performance testing. Equipment rental may include, but is not limited to, load banks sized to load the system to rated capacity, thermal imaging equipment, and power quality meters capable of recording waveforms for several hours. The general contractor and subcontractors are responsible for management and scheduling activities associated with equipment rental.

Upon completion of infrared scanning, a report will be submitted to ESD for review. The infrared scanning report will be included in the final Commissioning Report.

Prepare Commissioning Report
The final commissioning report will include an executive summary, list of participants and roles, brief building description, overview of commissioning and testing scope and general description of testing and verification methods. For each piece of commissioned equipment, the report will contain disposition of commissioning authority regarding adequacy of equipment, documentation, and meeting contract documents in the following areas:

- Equipment meeting equipment specifications
- Equipment installation
- Functional performance and efficiency
- Equipment documentation and design intent

Supporting documentation (test records, resolution of discrepancies, etc.) will also be incorporated.

Issues Tracking
ESD, now Stantec, will provide regularly updated deficiency logs employing the use of secure cloud-based commissioning software. The software provides real-time tracking and assignability of responsibilities and action items. By employing this approach, ESD, now Stantec, has found that accountability for deficiency resolution is increased with a decrease in the time required for resolution.

V. Project Schedule

The above outlined scope of work is expected to be completed by August 2026. We shall start after authorization to proceed and after the receipt of all required information.

VI. Client's Responsibility

The Client shall furnish the Commissioning Authority with all criteria and full project program requirements, including but not limited to design objectives, budgetary limitations, project schedules and all related analyses previously prepared. The Client shall also arrange for and assist the Commissioning Authority in gaining access to the project site.

VII. Additional Services

Although ESD, now Stantec, has the capability and would be pleased to perform the following services, our proposal considers the following listed services as "Additional Services". ***The performance of additional services will affect the project schedule. The performance of additional services and the schedule adjustment, if any, must be agreed to prior to the start of work on the additional services.***

- Factory Witness Testing
- Commissioning of systems beyond the systems outlined in this proposal.
- Commissioning delays due to incomplete construction activities, startup activities, or documentation delays from the general contractor or sub-contractors.
- Extension of project schedule.

- Re-testing or re-commissioning activities due to deficiencies identified during the commissioning process.
- Integrated Systems Testing
- Review of the Approved Short Circuit / Arc Flash Study
- Monitoring Based Commissioning (MBCx) Services

The Commissioning Authority shall be compensated for additional services work on the basis of 2.5 times Direct Personnel Expense (DPE) or based upon agreed compensation schedule. Upset limits will be established for each category of work as required and as the scope is defined.

When authorized by the Client, the Commissioning Authority shall proceed with the additional services.

VIII. Commissioning Authority's Compensation & Expenses

Based on the scope of work and the schedule referred to herein, the Commissioning Authority shall be compensated by the Client a lump sum fee for services and lump sum expenses set forth in the agreement as outlined below:

Refer to Proposal

* Expenses include, but are not limited to, express mail service, messenger service, plotting at standard rates, transportation and travel (including food and lodging).

ATTACHMENT D – Building Automation Systems

I. Scope of Services –Existing BMS Review/ BMS System Upgrade Design Services/Bid Review and Interviews

ESD Now Stantec, hereafter referred to as the Consultant, proposes to perform the following scope items to perform a detailed site survey, review the existing BMS system, provide design services to produce bid documents - drawings, applicable specifications, and associated details - for the upgraded Building Technology and BMS network for the Senior High School. ESD Now Stantec's design will be compliant with the School District networking, installation, and product standards and current operating model.

1. Existing BMS System Review
   a. Review BMS/Temperature Control System documents – control drawings, specifications, point schedules, and sequences of operation - for development of new BMS standards.
   b. Identify components that will need to be remediated to bring the network up to current standards.
2. Design Phase
   a. Prepare and deliver a detailed Division 25 Guideline document detailing information gathered during the site survey and proposed approach.
   b. Prepare and deliver detailed BMS system bid documents including specifications, network architecture diagrams, BMS riser diagrams, system flow schematics, sequences of operation, and automation point schedules for all proposed building systems. Coordinate floor plan equipment locations with Mechanical.
   c. The BMS specification will require each BMS Contractor respondent to prepare and submit, at the time of bid, a comprehensive Preliminary Submittal Package for review by the Rock Island/ Milan School District representatives and ESD Now Stantec design team. The Preliminary Submittal Package is designed to have each bidder document their understanding of the project scope in submittal drawing and schematic format. The proposed timeline schedule, point schedules, product data literature, sample graphic printouts, and customer training plan are typically required also. This has proven to be a valuable tool during the evaluation and selection process.
   d. The BMS specification will also include the requirement for future expansion capacity/capability will be included to draw specific attention to this important feature.
   e. Assist in the development of the Request for Proposal (RFP) package that can be delivered to selected, qualified bid respondents.
   f. Receive and respond to RFIs submitted during the bid process by the select BMS bidders/respondents.
3. Bid Review and Contractor Interviews
   a. Review and comment on the Preliminary Submittal Packages submitted by each respondent.
      i. Attend one Bid Review meeting (on-site), discuss the bid results, and prepare for interviews with "short-listed" respondents.
   b. Attend Interview Meetings (on-site) with "short-listed" respondents
      i. Assumptions: Maximum three respondents on "short list"; all interviews arranged to be done in one calendar day.
   c. Submit recommendation(s) based on interviews

II. Scope of Services – Construction Support Services

Implementation Phase/Construction Support (CS) Services

ESD Now Stantec proposes to act as the Client's agent during the implementation of the facility infrastructure upgrade project through our Construction Support services. System Implementation and CS activities for the BMS upgrade project include:

1. Provide BMS Construction Administration oversight services consisting of:
    a. Provide oversight and consulting review of the selected Contractor's development of the high-level project schedule, identifying key milestone dates and activities. NOTE: the final, detailed project schedule will be the responsibility of the selected BMS contractor. Final approval of the project schedule is the responsibility of the Rock Island/ Milan Schools Project Manager.
    b. Consult with the Client and project team in obtaining, reviewing, and coordinating the shop drawing submittal schedule.
    c. Processing of submittals, including the receipt and timely review of, and appropriate action on shop drawings, product data, samples, warranties, and other submittals required by the contract documents.
    d. Lead in the agenda creation and meetings for weekly project progress meetings.
    e. Take and distribute meeting minutes from weekly progress meetings.
2. Participate in the project kickoff meeting (on site) with the Rock Island/ Milan Schools Project Manager, local engineering and operations team, and the selected contractor team.
3. Project progress meetings: ESD Now Stantec will set up weekly progress meetings in person and remotely via Teams. Based on an estimated eighteen-month installation duration.
4. ESD Now Stantec will provide field observation services consisting of visits to the site at periodic intervals to monitor the progress and quality of the work, to determine the work, when completed, will be in accordance with the plans and specifications and to prepare related written reports and communications for the Client when necessary.
5. Provide occasional review of BMS programming and graphics to ensure adherence to the client identified standards.
6. Respond to Contractor requests for information consistent with the schedule.
7. Provide timely response to and preparation of quotation requests and change order services to support the BMS Implementation process:
    a. Review of proposals from Contractor(s) for reasonableness of quantities and cost of labor and materials.
    b. Review and recommendations relative to changes in time for substantial completion.
    c. Assist with negotiations with Contractor(s) on client behalf relative to costs of work proposed to be modified.
    d. Assisting in the preparation of appropriate modifications of the contract(s) for Implementation.
    e. Conduct scope review meetings with the Client, design team, and other team members to assure that the scope of work, logistics, and schedule requirements are clearly understood and included in the Contractor's final proposal.

Post-Construction Phase

1. Visit the Project site to observe the work and confirm general conformance to the Contract Documents and prepare final acceptance/exception list of the installed work.
2. Review general accuracy of the record drawings furnished by the Contractors.

3. Review the final BMS programming and operator interface for adherence to client standards.
4. Prepare close out documents, including review of final pay application for BMS upgrade work.
5. Field-verify that final installation conforms with design drawings.
6. Review systems testing/commissioning by contractor and provide final punch list.
    a. Review submitted closeout documentation.

III. Consultant Compensation

Based on the scope of work and the schedule referred to herein, the Consultant shall be compensated by the Client a lump sum fee for Design Consulting Services according to the following fee schedule:

Refer to Proposal

* Expenses include, but are not limited to, express mail service, messenger service, plotting at standard rates, transportation and travel (including food and lodging).

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Dr. Dominique Moore, Assistant Superintendent of HR
Date: February 05, 2025
Re: Sedona Staffing, Inc.

In August of 2024, the district began using Sedona Staffing, Inc. to assist with the flow of work in the Human Resources department. The district contracted Sedona Staffing on a temporary basis to ensure that human resources related activities were handled efficiently and in accordance with legal and regulatory requirements while staff transitions were taking place.

The temporary staff member assisted in preparing and filing a backlog of files dating back to the 2014-2015 academic year, rotating termed files into the file room, ensuring that documents were shredded and disposed of in accordance with Illinois School Code as applicable. Additionally, the temporary staff member helped set up the Human Resources Coordinator's office. Due to the sensitive nature of certain information, there were systems and files that the temporary staff member was not granted access to, as the information is protected and confidential, in these instances, the temporary staff member would cover the reception desk for the Administrative Center Secretary.

As we have exceeded the $10,000 spending threshold, we now ask the Board to approve Sedona Staffing, Inc. as a vendor. We do not anticipate utilizing Sedona for the remainder of the 2024-2025 fiscal year, as the need for their services is expected to diminish moving forward.

It is recommended that the Board of Education approve Sedona Staffing as a vendor for the 2024-2025 fiscal year.

Investment Period: FY25
Total Investment: 14,784.85
Funding Source: District Funds

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

SEDONA STAFFING®

INVOICE

Invoice Amount
$380.64

Payment Terms	Invoice Date
Due On Receipt	08/16/2024
Invoice No.	**Customer No.**
5598373	213419
WeekWorked: 08/11/2024	

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description		Type	Units	Rate	Amount
Week Worked: 08/11/2024					
Corbett, Mary K	Receptionist	Reg	16.00	$23.79	$380.64
Total This Week Worked: Reg: 16.00 Bill Reg: $380.64					**$380.64**

Reg: 16.00 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $380.64**

150800002640 31400

8/23/24

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Corbett, Mary K											
08/10/24	08/13/24	Lakisha Randle	08/11/24	08/08/24	Thursday	7:00AM	3:30PM	8.00	0.50		
08/10/24	08/13/24	Lakisha Randle	08/11/24	08/09/24	Friday	7:00AM	3:30PM	8.00	0.50		
Total for Employee Name: Corbett, Mary K								**16.00**	**1.00**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								16.00	**1.00**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5598373	213419	8/16/2024	$ 380.64	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

INVOICE

Invoice Amount
$1,025.96

Payment Terms	Invoice Date
Due On Receipt	09/06/2024
Invoice No.	**Customer No.**
5599158	213419
WeekWorked: 09/01/2024	

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description		Type	Units	Rate	Amount
Week Worked: 09/01/2024					
Rogers, Caitlyn Marie	Receptionist	Reg	40.00	$23.79	$951.60
Rogers, Caitlyn Marie	Receptionist	OT	2.08	$35.69	$74.36
Total This Week Worked: Reg: 40.00 Bill Reg: $951.60, OT: 2.08 Bill OT: $74.36					**$1,025.96**

Reg: 40.00 OT: 2.08 DT: 0.00 HOL: 0.00	**Total - This Invoice: $1,025.96**

Sharon Williams 9/5/24

INVOICE # : 5599158

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Rogers, Caitlyn Marie											
08/30/24	08/30/24	Lakisha Randle	09/01/24	08/26/24	Monday	7:15AM	4:00PM	8.75			
08/30/24	08/30/24	Lakisha Randle	09/01/24	08/27/24	Tuesday	7:15AM	3:30PM	8.25			
08/30/24	08/30/24	Lakisha Randle	09/01/24	08/28/24	Wednesday	7:20AM	4:00PM	8.67			
08/30/24	08/30/24	Lakisha Randle	09/01/24	08/29/24	Thursday	7:15AM	4:00PM	8.75			
08/30/24	08/30/24	Lakisha Randle	09/01/24	08/30/24	Friday			2.08			
08/30/24	08/30/24	Lakisha Randle	09/01/24	08/30/24	Friday	7:20AM	3:00PM	5.58			
Total for Employee Name: Rogers, Caitlyn Marie								**42.08**			
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								42.08			

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5599158	213419	9/6/2024	$ 1,025.96	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

INVOICE

Invoice Amount
$20.00

Payment Terms	Invoice Date
Due On Receipt	09/06/2024
Invoice No.	**Customer No.**
5599200	213419
WeekWorked: 09/01/2024	

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description	Type	Units	Rate	Amount
Week Worked: 09/01/2024				
Aaron Renter, RI Milan Schools Product and Services	Product/Services	1.00	$20.00	$20.00
			Total This Week Worked:	**$20.00**

Reg: 0.00 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $20.00**

S Aaron Williams
9/5/24

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5599200	213419	9/6/2024	$ 20.00	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

*** ***Due On Receipt*** ***

INVOICE # : 5599200

SEDONA STAFFING®

INVOICE

Invoice Amount
$190.32

Payment Terms	Invoice Date
Due On Receipt	09/06/2024
Invoice No.	**Customer No.**
5599202	213419
WeekWorked: 09/01/2024	

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description	Type	Units	Rate	Amount
Week Worked: 09/01/2024				
Corbett, Mary K Receptionist	Reg	8.00	$23.79	$190.32
Total This Week Worked: Reg: 8.00 Bill Reg: $190.32				**$190.32**

Reg: 8.00 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $190.32**

Sharon Williams 9/6/24

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Corbett, Mary K											
09/03/24	09/05/24	Lakisha Randle	09/01/24	08/26/24	Monday	7:00AM	3:30PM	8.00	0.50		
Total for Employee Name: Corbett, Mary K								**8.00**	**0.50**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								8.00	**0.50**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5599202	213419	9/6/2024	$ 190.32	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

INVOICE

Invoice Amount
$1,753.32

Payment Terms	Invoice Date
Due On Receipt	08/23/2024
Invoice No.	**Customer No.**
5598621	213419
WeekWorked: 08/18/2024	

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

#1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description		Type	Units	Rate	Amount
Week Worked: 08/18/2024					
Corbett, Mary K	Receptionist	Reg	40.00	$23.79	$951.60
Rogers, Caitlyn Marie	Receptionist	Reg	33.70	$23.79	$801.72
		Total This Week Worked: Reg: 73.70 Bill Reg: $1753.32			**$1,753.32**

Reg: 73.70 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $1,753.32**

10/23/24

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Corbett, Mary K											
08/17/24	08/19/24	Lakisha Randle	08/18/24	08/12/24	Monday	7:00AM	3:30PM	8.00	0.50		
08/17/24	08/19/24	Lakisha Randle	08/18/24	08/13/24	Tuesday	7:00AM	3:30PM	8.00	0.50		
08/17/24	08/19/24	Lakisha Randle	08/18/24	08/14/24	Wednesday	7:00AM	3:30PM	8.00	0.50		
08/17/24	08/19/24	Lakisha Randle	08/18/24	08/15/24	Thursday	7:00AM	3:30PM	8.00	0.50		
08/17/24	08/19/24	Lakisha Randle	08/18/24	08/16/24	Friday	7:00AM	3:30PM	8.00	0.50		
Total for Employee Name: Corbett, Mary K								**40.00**	**2.50**		
Employee Name: Rogers, Caitlyn Marie											
08/16/24	08/16/24	Lakisha Randle	08/18/24	08/13/24	Tuesday	7:30AM	4:00PM	8.50			
08/16/24	08/16/24	Lakisha Randle	08/18/24	08/14/24	Wednesday	7:25AM	3:57PM	8.53			
08/16/24	08/16/24	Lakisha Randle	08/18/24	08/15/24	Thursday	7:25AM	3:55PM	8.50			
08/16/24	08/16/24	Lakisha Randle	08/18/24	08/16/24	Friday	7:20AM	3:30PM	8.17			
Total for Employee Name: Rogers, Caitlyn Marie								**33.70**			
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								73.70	**2.50**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5598621	213419	8/23/2024	$ 1,753.32	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

INVOICE

Invoice Amount
$1,694.64

Payment Terms	Invoice Date
Due On Receipt	08/30/2024
Invoice No.	**Customer No.**
5598873	213419
WeekWorked: 08/25/2024	

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

#1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description		Type	Units	Rate	Amount
Week Worked: 08/25/2024					
Corbett, Mary K	Receptionist	Reg	40.00	$23.79	$951.60
Rogers, Caitlyn Marie	Receptionist	Reg	31.23	$23.79	$743.04
Total This Week Worked: Reg: 71.23 Bill Reg: $1694.64					**$1,694.64**

Reg: 71.23 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $1,694.64**

dpm 10/23/24

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Corbett, Mary K											
08/23/24	08/23/24	Lakisha Randle	08/25/24	08/19/24	Monday	7:00AM	3:30PM	8.00	0.50		
08/23/24	08/23/24	Lakisha Randle	08/25/24	08/20/24	Tuesday	7:00AM	4:00PM	8.50	0.50		
08/23/24	08/23/24	Lakisha Randle	08/25/24	08/21/24	Wednesday	7:00AM	3:30PM	8.00	0.50		
08/23/24	08/23/24	Lakisha Randle	08/25/24	08/22/24	Thursday	7:00AM	12:30PM	5.00	0.50		
08/23/24	08/23/24	Lakisha Randle	08/25/24	08/23/24	Friday	7:00AM	7:00PM	10.50	1.50		
Total for Employee Name: Corbett, Mary K								**40.00**	**3.50**		
Employee Name: Rogers, Caitlyn Marie											
08/25/24	08/26/24	Lakisha Randle	08/25/24	08/19/24	Monday	7:15AM	2:32PM	7.28			
08/25/24	08/26/24	Lakisha Randle	08/25/24	08/21/24	Wednesday	7:20AM	3:57PM	8.62			
08/25/24	08/26/24	Lakisha Randle	08/25/24	08/22/24	Thursday	7:20AM	2:00PM	6.67			
08/25/24	08/26/24	Lakisha Randle	08/25/24	08/23/24	Friday	7:20AM	4:00PM	8.67			
Total for Employee Name: Rogers, Caitlyn Marie								**31.24**			
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								71.24	**3.50**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5598873	213419	8/30/2024	$ 1,694.64	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

INVOICE

Invoice Amount
$1,020.00

Payment Terms	Invoice Date
Due On Receipt	10/18/2024
Invoice No.	**Customer No.**
5600697	213419
WeekWorked: 10/13/2024	

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

dpm 10/17/24

#1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description	Type	Units	Rate	Amount
Week Worked: 10/13/2024				
Brotherton, Torre L File Clerk	Reg	40.00	$25.50	$1,020.00
Total This Week Worked: Reg: 40.00 Bill Reg: $1020.00				**$1,020.00**

Reg: 40.00 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $1,020.00**

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5600697	213419	10/18/2024	$ 1,020.00	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

*** ***Due On Receipt*** ***

Sedona Staffing Services

EMPLOYEE TIME SHEET (Required)

Please check one of the following: ☐ Industrial ☐ Clerical ☐ Tech/Prof.

WEEK ENDING 10/13

CLIENT NAME Torre Brotherton
ADDRESS
CITY Rock Island-Milan
STATE, ZIP School Dist #41

Torre Brotherton
NAME OF EMPLOYEE (print)

XXX-XX-(Last 4-Digits)
SOCIAL SECURITY NUMBER

DATE	DAY OF WEEK	IN	OUT	IN	OUT	HOURS WORKED	OFFICE USE ONLY	TOTAL HOURS REG.	TOTAL HOURS O.T.
10/7	MONDAY	7:30am	12:30	1:00PM	4:00pm	8 /	HOURS		
10/8	TUESDAY	7:30am	12:30	1:00PM	4:00pm	8 /			
10/9	WEDNESDAY	7:30am	1:00pm	1:30pm	4:00pm	8 /	Job Code		
10/10	THURSDAY	7:30am	1:00pm	1:30pm	4:00pm	8 /	Pay Rate		
10/11	FRIDAY	7:30am	1:00pm	1:30pm	4:00pm	8 /	Bill Rate		
	SATURDAY					/	MARK BOX IF ASSIGNMENT COMPLETE		
	SUNDAY					/			
Client Signature (Required)	L. Rowell				TOTAL	40	Employee Signature		

Authorization for Payment

Notice to Client and Employee: Your signature constitutes agreement with all terms expressed on the back of this time sheet.

☐ **CLIENT,** Check box if employee reported a work-related injury to you this pay period.

☐ **EMPLOYEE,** Check box if you sustained a work-related injury this pay period

S.G.03.028 Rev. 5/10/05 WHITE - OFFICE COPY CANARY - CLIENT COPY PINK - EMPLOYEE COPY 3720S016-DA



SEDONA STAFFING®

INVOICE

Invoice Amount
$816.85

Payment Terms	Invoice Date
Due On Receipt	10/25/2024
Invoice No.	**Customer No.**
5600952	213419
WeekWorked: 10/20/2024	

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

1-5-080-000-2640-3140-0 dpm 10/25/24

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description		Type	Units	Rate	Amount
Week Worked: 10/20/2024					
Brotherton, Torre L	File Clerk	Reg	32.03	$25.50	$816.85
Total This Week Worked: Reg: 32.03 Bill Reg: $816.85					**$816.85**

Reg: 32.03 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $816.85**

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Brotherton, Torre L											
10/21/24	10/21/24	Lakisha Randle	10/20/24	10/15/24	Tuesday	7:30AM	4:10PM	8.17	0.50		
10/21/24	10/21/24	Lakisha Randle	10/20/24	10/16/24	Wednesday	7:30AM	4:22PM	7.70	1.17		
10/21/24	10/21/24	Lakisha Randle	10/20/24	10/17/24	Thursday	7:30AM	4:10PM	8.17	0.50		
10/21/24	10/21/24	Lakisha Randle	10/20/24	10/18/24	Friday	7:30AM	4:00PM	8.00	0.50		
Total for Employee Name: Brotherton, Torre L								**32.04**	**2.67**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								32.04	**2.67**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5600952	213419	10/25/2024	$ 816.85	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

INVOICE # : 5600952

SEDONA STAFFING®

INVOICE

Invoice Amount
$1,013.63

Payment Terms	Invoice Date
Due On Receipt	11/01/2024
Invoice No.	**Customer No.**
5601219	213419
WeekWorked: 10/27/2024	

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description		Type	Units	Rate	Amount
Week Worked: 10/27/2024					
Brotherton, Torre L	File Clerk	Reg	39.75	$25.50	$1,013.63
Total This Week Worked: Reg: 39.75 Bill Reg: $1013.63					**$1,013.63**

Reg: 39.75 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $1,013.63**

dpm 10/30/24

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Brotherton, Torre L											
10/28/24	10/29/24	Lakisha Randle	10/27/24	10/21/24	Monday	7:30AM	4:45PM	8.25	1.00		
10/28/24	10/29/24	Lakisha Randle	10/27/24	10/22/24	Tuesday	7:30AM	4:30PM	8.00	1.00		
10/28/24	10/29/24	Lakisha Randle	10/27/24	10/23/24	Wednesday	7:30AM	4:30PM	8.00	1.00		
10/28/24	10/29/24	Lakisha Randle	10/27/24	10/24/24	Thursday	7:30AM	4:30PM	8.00	1.00		
10/28/24	10/29/24	Lakisha Randle	10/27/24	10/25/24	Friday	7:30AM	4:00PM	7.50	1.00		
Total for Employee Name: Brotherton, Torre L								**39.75**	**5.00**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								39.75	**5.00**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5601219	213419	11/1/2024	$ 1,013.63	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

INVOICE

Invoice Amount
$1,042.31

Payment Terms	Invoice Date
Due On Receipt	11/08/2024
Invoice No.	**Customer No.**
5601455	213419
WeekWorked: 11/03/2024	

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description		Type	Units	Rate	Amount
Week Worked: 11/03/2024					
Brotherton, Torre L	File Clerk	Reg	40.00	$25.50	$1,020.00
Brotherton, Torre L	File Clerk	OT	0.58	$38.25	$22.31
Total This Week Worked: Reg: 40.00 Bill Reg: $1020.00, OT: 0.58 Bill OT: $22.31					**$1,042.31**

Reg: 40.00 OT: 0.58 DT: 0.00 HOL: 0.00	**Total - This Invoice: $1,042.31**

dpm 10/07/24

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Brotherton, Torre L											
11/04/24	11/04/24	Lakisha Randle	11/03/24	10/28/24	Monday	7:30AM	4:30PM	8.00	1.00		
11/04/24	11/04/24	Lakisha Randle	11/03/24	10/29/24	Tuesday	7:30AM	12:00PM	4.50			
11/04/24	11/04/24	Lakisha Randle	11/03/24	10/30/24	Wednesday	7:30AM	6:00PM	10.00	0.50		
11/04/24	11/04/24	Lakisha Randle	11/03/24	10/31/24	Thursday	7:30AM	4:35PM	8.58	0.50		
11/04/24	11/04/24	Lakisha Randle	11/03/24	11/01/24	Friday	7:30AM	4:00PM	8.00	0.50		
11/04/24	11/04/24	Lakisha Randle	11/03/24	11/02/24	Saturday			0.58			
11/04/24	11/04/24	Lakisha Randle	11/03/24	11/02/24	Saturday	8:00AM	9:30AM	0.92			
Total for Employee Name: Brotherton, Torre L								**40.58**	**2.50**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								40.58	**2.50**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5601455	213419	11/8/2024	$ 1,042.31	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

INVOICE

Invoice Amount
$337.88

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Payment Terms	Invoice Date
Due On Receipt	11/22/2024
Invoice No.	**Customer No.**
5602015	213419
WeekWorked: 11/17/2024	

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

#1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description	Type	Units	Rate	Amount
Week Worked: 11/17/2024				
Brotherton, Torre L File Clerk	Reg	13.25	$25.50	$337.88
Total This Week Worked: Reg: 13.25 Bill Reg: $337.88				**$337.88**

Reg: 13.25 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $337.88**

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Brotherton, Torre L											
11/18/24	11/18/24	Deborah Shivers	11/17/24	11/12/24	Tuesday	7:30AM	1:00PM	5.50			
11/18/24	11/18/24	Deborah Shivers	11/17/24	11/13/24	Wednesday	7:30AM	4:30PM	7.75	1.25		
Total for Employee Name: Brotherton, Torre L								**13.25**	**1.25**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								13.25	**1.25**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5602015	213419	11/22/2024	$ 337.88	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

INVOICE

Invoice Amount
$1,071.00

Payment Terms	Invoice Date
Due On Receipt	11/29/2024
Invoice No.	**Customer No.**
5602277	213419
WeekWorked: 11/24/2024	

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description		Type	Units	Rate	Amount
Week Worked: 11/24/2024					
Brotherton, Torre L	File Clerk	Reg	40.00	$25.50	$1,020.00
Brotherton, Torre L	File Clerk	OT	1.33	$38.25	$51.00
Total This Week Worked: Reg: 40.00 Bill Reg: $1020.00, OT: 1.33 Bill OT: $51.00					**$1,071.00**

Reg: 40.00 OT: 1.33 DT: 0.00 HOL: 0.00	**Total - This Invoice: $1,071.00**

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Brotherton, Torre L											
11/25/24	11/25/24	Deborah Shivers	11/24/24	11/18/24	Monday	7:30AM	4:50PM	8.83	0.50		
11/25/24	11/25/24	Deborah Shivers	11/24/24	11/19/24	Tuesday	7:30AM	4:30PM	8.50	0.50		
11/25/24	11/25/24	Deborah Shivers	11/24/24	11/20/24	Wednesday	7:30AM	4:30PM	8.00	1.00		
11/25/24	11/25/24	Deborah Shivers	11/24/24	11/21/24	Thursday	7:30AM	5:00PM	8.50	1.00		
11/25/24	11/25/24	Deborah Shivers	11/24/24	11/22/24	Friday			1.33			
11/25/24	11/25/24	Deborah Shivers	11/24/24	11/22/24	Friday	7:30AM	4:00PM	6.17	1.00		
Total for Employee Name: Brotherton, Torre L								**41.33**	**4.00**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								41.33	**4.00**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5602277	213419	11/29/2024	$ 1,071.00	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

INVOICE

Invoice Amount
$1,007.25

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Payment Terms	Invoice Date
Due On Receipt	12/13/2024
Invoice No.	**Customer No.**
5602691	213419
WeekWorked: 12/08/2024	

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description		Type	Units	Rate	Amount
Week Worked: 12/08/2024					
Brotherton, Torre L	File Clerk	Reg	39.50	$25.50	$1,007.25
Total This Week Worked: Reg: 39.50 Bill Reg: $1007.25					**$1,007.25**

Reg: 39.50 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $1,007.25** ✓

Dominique Moore

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Brotherton, Torre L											
12/07/24	12/07/24	Deborah Shivers	12/08/24	12/02/24	Monday	7:30AM	4:30PM	8.00	1.00		
12/07/24	12/07/24	Deborah Shivers	12/08/24	12/03/24	Tuesday	7:30AM	4:30PM	8.00	1.00		
12/07/24	12/07/24	Deborah Shivers	12/08/24	12/04/24	Wednesday	7:30AM	4:30PM	8.00	1.00		
12/07/24	12/07/24	Deborah Shivers	12/08/24	12/05/24	Thursday	7:30AM	4:30PM	8.00	1.00		
12/07/24	12/07/24	Deborah Shivers	12/08/24	12/06/24	Friday	7:30AM	4:00PM	7.50	1.00		
Total for Employee Name: Brotherton, Torre L								**39.50**	**5.00**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								39.50	**5.00**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5602691	213419	12/13/2024	$ 1,007.25	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

INVOICE

Invoice Amount
$812.18

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Payment Terms	Invoice Date
Due On Receipt	12/20/2024
Invoice No.	**Customer No.**
5602946	213419
WeekWorked: 12/15/2024	

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description		Type	Units	Rate	Amount
Week Worked: 12/15/2024					
Brotherton, Torre L	File Clerk	Reg	31.85	$25.50	$812.18
Total This Week Worked: Reg: 31.85 Bill Reg: $812.18					**$812.18**

Reg: 31.85 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $812.18**

12/20/24

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Brotherton, Torre L											
12/16/24	12/16/24	Lakisha Randle	12/15/24	12/09/24	Monday	1:00PM	4:30PM	3.50			
12/16/24	12/16/24	Lakisha Randle	12/15/24	12/10/24	Tuesday	7:30AM	2:00PM	6.50			
12/16/24	12/16/24	Lakisha Randle	12/15/24	12/11/24	Wednesday	7:30AM	4:30PM	8.00	1.00		
12/16/24	12/16/24	Lakisha Randle	12/15/24	12/12/24	Thursday	7:30AM	4:30PM	8.00	1.00		
12/16/24	12/16/24	Lakisha Randle	12/15/24	12/13/24	Friday	7:29AM	1:20PM	5.85			
Total for Employee Name: Brotherton, Torre L								**31.85**	**2.00**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								31.85	**2.00**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5602946	213419	12/20/2024	$ 812.18	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

INVOICE

Invoice Amount
$612.00

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Payment Terms	Invoice Date
Due On Receipt	10/11/2024
Invoice No.	**Customer No.**
5600441	213419
WeekWorked: 10/06/2024	

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description	Type	Units	Rate	Amount
Week Worked: 10/06/2024				
Brotherton, Torre L File Clerk	Reg	24.00	$25.50	$612.00
Total This Week Worked: Reg: 24.00 Bill Reg: $612.00				**$612.00**

Reg: 24.00 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $612.00**

01/08/25

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5600441	213419	10/11/2024	$ 612.00	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

**** Due On Receipt ****

SEDONA STAFFING®

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

INVOICE

Invoice Amount
$996.62

Payment Terms	Invoice Date
Due On Receipt	12/27/2024
Invoice No.	**Customer No.**
5603186	213419
WeekWorked: 12/22/2024	

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description	Type	Units	Rate	Amount
Week Worked: 12/22/2024				
Brotherton, Torre L File Clerk	Reg	39.08	$25.50	$996.62
Total This Week Worked: Reg: 39.08 Bill Reg: $996.62				**$996.62**

Reg: 39.08 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $996.62**

1/8/25

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Brotherton, Torre L											
12/23/24	12/23/24	Deborah Shivers	12/22/24	12/16/24	Monday	7:45AM	4:30PM	7.75	1.00		
12/23/24	12/23/24	Deborah Shivers	12/22/24	12/17/24	Tuesday	7:30AM	4:30PM	8.00	1.00		
12/23/24	12/23/24	Deborah Shivers	12/22/24	12/18/24	Wednesday	7:30AM	4:30PM	8.00	1.00		
12/23/24	12/23/24	Deborah Shivers	12/22/24	12/19/24	Thursday	7:30AM	4:30PM	8.00	1.00		
12/23/24	12/23/24	Deborah Shivers	12/22/24	12/20/24	Friday	7:40AM	4:00PM	7.33	1.00		
Total for Employee Name: Brotherton, Torre L								**39.08**	**5.00**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								39.08	**5.00**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5603186	213419	12/27/2024	$ 996.62	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

INVOICE

Invoice Amount
$586.50

SEDONA STAFFING®

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Payment Terms	Invoice Date
Due On Receipt	01/03/2025
Invoice No.	**Customer No.**
5603437	213419
WeekWorked: 12/29/2024	

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description	Type	Units	Rate	Amount
Week Worked: 12/29/2024				
Brotherton, Torre L File Clerk	Reg	23.00	$25.50	$586.50
Total This Week Worked: Reg: 23.00 Bill Reg: $586.50				**$586.50**

Reg: 23.00 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $586.50**

1/8/25

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Brotherton, Torre L											
12/30/24	12/30/24	Lakisha Randle	12/29/24	12/23/24	Monday	7:30AM	3:00PM	7.00	0.50		
12/30/24	12/30/24	Lakisha Randle	12/29/24	12/26/24	Thursday	7:30AM	4:00PM	8.00	0.50		
12/30/24	12/30/24	Lakisha Randle	12/29/24	12/27/24	Friday	7:30AM	4:00PM	8.00	0.50		
Total for Employee Name: Brotherton, Torre L								**23.00**	**1.50**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								23.00	**1.50**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5603437	213419	1/3/2025	$ 586.50	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

SEDONA STAFFING®

INVOICE

Invoice Amount
$403.75

Sedona Staffing Inc.
600 35th Avenue
Moline, IL 61265
(309) 736-4000

Payment Terms	Invoice Date
Due On Receipt	01/10/2025
Invoice No.	**Customer No.**
5603654	213419
WeekWorked: 01/05/2025	

Rock Island-Milan School Dist #41
2101 SIXTH AVENUE
ROCK ISLAND, IL 61201

1-5-080-000-2640-3140-0

Customer Name	Department	Customer No.	Payment Terms
Rock Island-Milan School Dist #41	Rock Island	213419	Due On Receipt

Description	Type	Units	Rate	Amount
Week Worked: 01/05/2025				
Brotherton, Torre L File Clerk	Reg	15.83	$25.50	$403.75
Total This Week Worked: Reg: 15.83 Bill Reg: $403.75				**$403.75**

Reg: 15.83 OT: 0.00 DT: 0.00 HOL: 0.00	**Total - This Invoice: $403.75**

01/08/25

Submitted Date	Approved Date	Approved By	Week End Date	Date Worked	Day Label	Start Time	End Time	Pay Unit	Break Hours	Note	Daily Extra
Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
Employee Name: Brotherton, Torre L											
01/06/25	01/06/25	Lakisha Randle	01/05/25	01/02/25	Thursday	7:30AM	4:00PM	8.00	0.50		
01/06/25	01/06/25	Lakisha Randle	01/05/25	01/03/25	Friday	7:30AM	4:00PM	7.83	0.67		
Total for Employee Name: Brotherton, Torre L								**15.83**	**1.17**		
Total for Customer Name: Rock Island-Milan School Dist #41						**Dept. Name: Rock Island**					
								15.83	**1.17**		

Please Detach and Return With Your Payment

Inv Number:	*Customer:*	*Inv Date:*	*Invoice Total:*	*Amount Paid:*
5603654	213419	1/10/2025	$ 403.75	$ _____

Make Checks Payable & Remit To:

Sedona Staffing Inc.

600 35th Avenue
Moline, IL 61265

ACH/EFT Instructions
US Bank - ABA# 021052053 Acct# 42297948
Please send Remittance to: Acctrec@SedonaGroup.com

****** Due On Receipt ******

Illinois Vision 2030

WHEREAS, public education plays a defining role in ensuring equal opportunity for children in Illinois and throughout the United States; and

WHEREAS, it is our collective duty to ensure that every student, regardless of demographic or geographic identity, has equal access to a quality, public education; and

WHEREAS, we believe that strides need to be proactively made to face challenges and continually improve our public education system; and

WHEREAS, there have been three areas of prioritization identified as integral in improving our public education system: Future-Focused Learning, Shared Accountability, and Predictable Funding; and

WHEREAS, Future-Focused Learning should address: promoting future-driven skills that allow for more college and career exploration; enhancing student safety and well-being; attracting and retaining a high quality and diverse educator pipeline; and promoting curriculum and instructional flexibility to meet the unique needs of local communities; and

WHEREAS, Shared Accountability should address: reforming the Illinois assessment system to be a timely and useful measure of student proficiency and growth over time; reforming the current accountability system to provide local flexibility for identifying indicators that create a more holistic view of student success; and reforming the mandate process to ensure implementation procedures that promote flexibility and local decision making; and

WHEREAS, Predictable Funding should address: protecting the integrity and funding of the evidence-based funding formula; strengthening public education through pension reforms; and establishing equitable funding sources for Capital and safety needs; and

WHEREAS, it is imperative that any education improvement proposal for comprehensive change must be developed and supported by not only the education community, but in collaboration with families, communities, businesses, and others whose priorities reflect the best interests of the students;

NOW, THEREFORE, BE IT RESOLVED that the Rock Island - Milan School District 41 Board of Education joins with the Illinois Association of School Administrators (IASA) , Illinois Association of School Boards (IASB), Illinois Principals' Association (IPA), Illinois Association of School Business Officials (IASBO), Illinois Association of Regional Superintendents of Schools (IARSS), Superintendents' Commission for the Study of Demographics and Diversity (SCSDD), Illinois Alliance of Special Education Administrators (IAASE), and the Association of Illinois Rural and Small Schools (AIRSS) in supporting the Vision 2030 education improvement policy; and

BE IT FURTHER RESOLVED that the Rock Island - Milan School District 41 Board of Education urges the Illinois General Assembly to approve the necessary legislative changes to implement the recommendations under the three pillars of education improvement as contained in the Vision 2030 policy.

Adopted this 11th day of February, 2025.

Attested by: _____,

Board President

Attested by: _____,

Board Secretary

Sharon Williams, Ed.D.
Superintendent of Schools

To: RIMSD 41 Board of Education
From: Dr. Sharon Williams
Cabinet Champion: Annaka Whiting, Chief Financial Officer
Date: February 11, 2025
Re: WJHS Development Fund Sub Account

The Business Office has received a request from Principal Smith at Washington Junior High School to add a new sub account to their Developmental Fund Replacement Fees. This new account would specifically monitor and document all transactions related to lost or damaged student ID cards, including replacement fees and associated costs. By creating a separate account for these transactions, the school can clearly differentiate this revenue and expenditure from general funds, ensuring improved financial accountability and streamlining record reconciliation.

This approach will also strengthen financial oversight and support more accurate budgeting, making it easier to track funds related to identification replacements. Additionally, it will assist WJHS administration and district personnel in future budget allocation decisions concerning student IDs, replacement fees, and other related costs.

It is recommended that the Board of Education approve the creation of the sub account for Washington Junior High School Replacement Fees as presented.

Investment Period: N/A
Total Investment: N/A
Funding Source: N/A

Rock Island-Milan School District #41
2000 7th Avenue, Rock Island, IL 61201
309-793-5900 x10210 | 309-793-5905 fax
Sharon.williams@rimsd41.org
www.rimsd41.org

PERSONNEL RECOMMENDATIONS
BOARD MEETING

February 11, 2025

Non-Certified Appointments

It is recommended that the Board of Education approve the following Non-Certified appointments for the 2024-25 school year.

Edie Crayne –	Long Term Substitute Paraprofessional at FWES Salary – $15.86/hour
Andrea Yates –	Second Shift Custodian at RIHS Salary – $52,760/annual
Stefanie Richards –	Classroom Substitute at Head Start Salary – $110/day
Laura Erikson –	Substitute Secretary at Districtwide Salary – $15.86/hour
Cristian Amorino –	Substitute Secretary at Districtwide Salary – $15.86/hour

Non-Certified Support Coach Appointment

It is recommended that the Board of Education approve the following Non-Certified Support Coach appointment for the 2024-25 school year.

Brian Hawotte –	Girls' Assistant Soccer Coach at RIHS Salary – $3,738/annual

Non-Certified to Certified Bargaining Unit Transfers

It is recommended that the Board of Education approve the following Non-Certified to Certified Bargaining Unit Transfers for the 2024-25 school year.

Heather Peters –	School Nurse transferring from RIESPA to RIEA Salary – $59,295/annual
Heather McCarty –	School Nurse transferring from RIESPA to RIEA Salary – $54,139/annual

Non-Certified Internal Transfer

It is recommended that the Board of Education approve the following Non-Certified Internal Transfer for the 2024-25 school year

Breanna Dillie – Transferring from Head Start Substitute to Head Start Assistant Teacher
Salary– $22,788

Certified Resignation

It is recommended that the Board of Education accept the following Certified Resignation during the 2024-25 school year.

Staff Member	Current Position	Years of Continuous Service
Amy Self	Special Education Teacher	3 Years

Non-Certified Resignations

It is recommended that the Board of Education accept the following Non-Certified Resignations during the 2024-25 school year.

Staff Member	Current Position	Years of Continuous Service
Chelsey Lewis	Classroom Aide Paraprofessional	<1 Year
Allycia Andrews	Lead AVID Mentor	7 Years
Clayton Buckrop	Special Education Paraprofessional	<1 Year

Rock Island-Milan School District No. 41

Investment Report

for Quarter Ended
December 31, 2024

Presented to Board of Education February 11, 2025
Prepared by: Annaka Whiting

Investment Report Summary

In December 1999, the Board of Education adopted Policy 6144 and Administrative Guidelines 6144, ensuring the District's compliance with SB1555. This legislation required public entities to establish policies and procedures for managing public funds under their custody and control.

As part of these guidelines, a quarterly investment report must be provided to the Board of Education. Enclosed is the report for the quarter ending December 31, 2025. The guidelines also specify a benchmark for the investment portfolio, which is the 90-day Treasury bill rate. All investments are collateralized by FDIC insurance and/or a perfected security interest, with collateral valued at 110% of the investment and marked to the market rate of the pledged assets.

The portfolio's cash and investment balance decreased by $2,808,971 from the balance as of December 31, 2023. This decrease is primarily due to bond expenditures for capital projects and final expenditures of ESSER funds.

	December 31, 2024			December 31, 2023		
Fund	**Cash/Invest**	**w/o cash**	**x-Mat**	**Cash/Invest**	**w/o cash**	**x-Mat**
Education	$31,637,256	3.40%	1	$37,710,881	4.37%	1
O & M	$5,924,400	3.78%	1	$7,226,785	4.49%	1
Bond & Int	$2,817,472	3.78%	1	$562,517	4.49%	1
Transportation	$2,830,653	3.78%	1	$4,185,033	4.49%	1
IMRF	$2,880,167	3.78%	1	$2,465,795	4.49%	1
Capital Proj	$17,784,602	3.82%	1	$15,325,141	4.86%	1
Tort	$2,313,203	3.78%	1	$1,527,944	4.49%	1
Life/Safety	$176,025	3.78%	1	$168,654	4.49%	1
Totals/Avgs	**$66,363,779**	**3.61%**	**1**	**$69,172,750**	**4.50%**	**1**

Portfolio rates decreased throughout the quarter. The district's portfolio shows that 93.8% of funds have been maintained locally at Blackhawk Bank, with the remaining 6.2% allocated between Illinois Funds (1.1%) and PMA (5.1%). Investment rates remained stable over the past quarter, with T-bill rates ranging from a high of 4.52% in the middle of the quarter to a low of 4.29% at the end. Investing funds is yielding a better return compared to leaving money locally.

The portfolio is divided as follows: 50% in Checking/Money Market Accounts, 50% in REPO Accounts, and 0% in Commercial Paper or Certificates of Deposit. At quarter-end, the Rock Island-Milan School District portfolio is underperforming the benchmark by 0.71% when cash is included, and by 0.89% when cash is excluded, compared to the T-bill rate. It is important to note that during periods of declining rates, the portfolio rate of return typically outperforms the market. However, when rates start to rise after a decline, the portfolio will generally underperform the benchmark due to the timing of investments.

Performance over the past four quarters is presented below, including the portfolio's average rate of return and average maturity, with cash excluded from the calculation.

Fund	December 31, 2024 Cash/Invest	w/o cash	x-Mat	September 30, 2024 Cash/Invest	w/o cash	x-Mat
Education	$31,637,256	3.40%	1	$39,542,435	3.97%	1
O & M	$5,924,400	3.78%	1	$6,823,313	4.33%	1
Bond & Int	$2,817,472	3.78%	1	$2,130,021	4.32%	1
Transportation	$2,830,653	3.78%	1	$2,534,422	4.32%	1
IMRF	$2,880,167	3.78%	1	$3,044,616	4.33%	1
Capital Proj	$17,784,602	3.82%	1	$16,119,268	4.64%	1
Tort	$2,313,203	3.78%	1	$2,002,656	4.32%	1
Life/Safety	$176,025	3.78%	1	$176,025	3.78%	1
Totals/Avgs	**$66,363,779**	**3.61%**	**1**	**$72,372,757**	**4.20%**	**1**

Fund	June 30, 2024 Cash/Invest	w/o cash	x-Mat	March 31, 2024 Cash/Invest	w/o cash	x-Mat
Education	$45,160,611	4.31%	1	$30,556,971	4.25%	1
O & M	$6,458,318	4.49%	1	$8,054,702	4.49%	1
Bond & Int	$762,021	4.49%	1	$705,349	4.49%	1
Transportation	$1,958,733	4.49%	1	$4,264,166	4.49%	1
IMRF	$2,655,620	4.49%	1	$2,143,562	4.49%	1
Capital Proj	$9,523,064	4.49%	1	$17,068,853	4.77%	1
Tort	$1,393,563	4.49%	1	$1,893,828	4.49%	1
Life/Safety	$172,388	4.49%	1	$170,511	4.49%	1
Totals/Avgs	**$68,084,318**	**4.47%**	**1**	**$64,857,942**	**4.45%**	**1**

The investment report provides data by fund, with each fund invested to meet the criteria of liquidity, safety, and return on investment. The graphs presented include all cash within each fund, including cash on deposit to cover ongoing current expenses. The Education Fund incorporates the investment of the Working Cash Fund, while all other funds are invested individually.

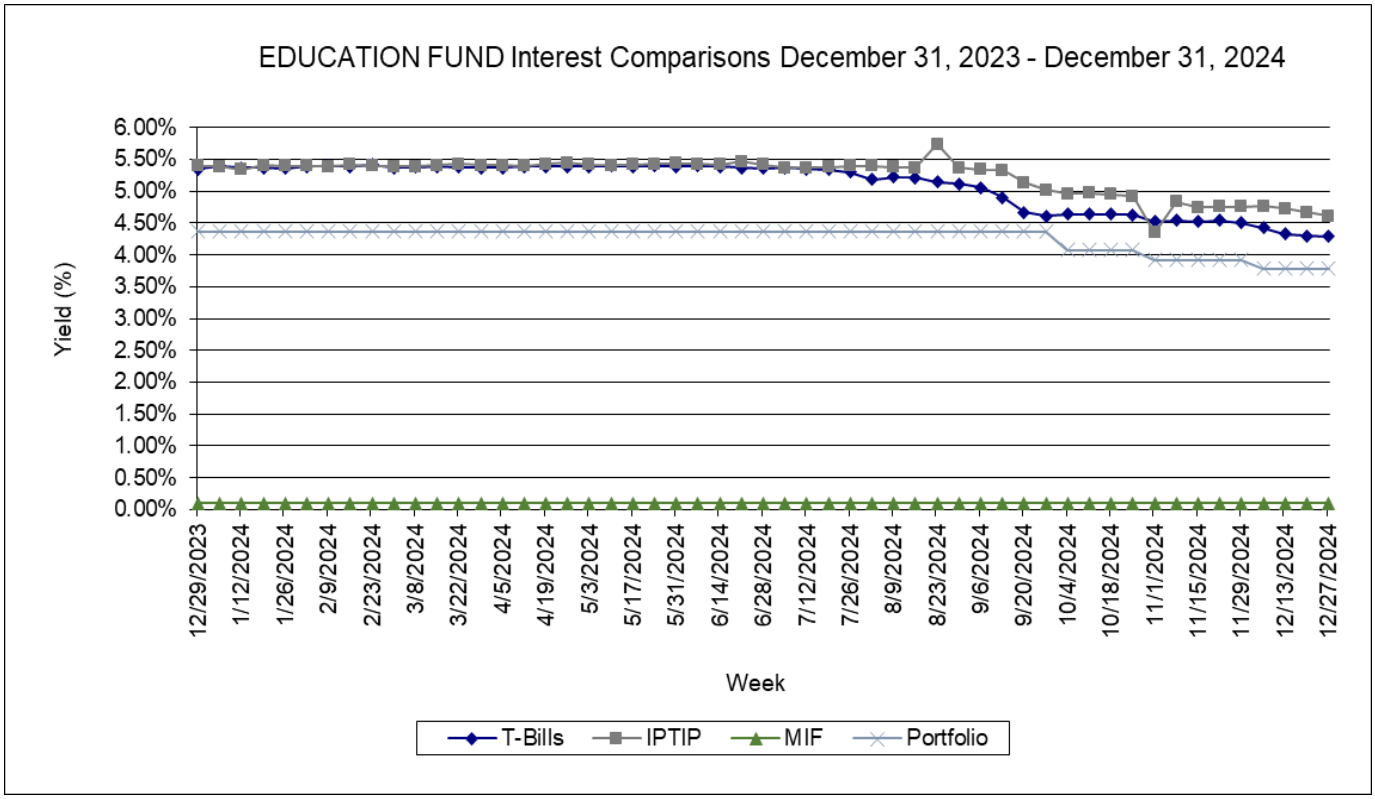
Below is a chart displaying the balances, average investment rate (both with and without cash in the checking accounts), the benchmark, and the average maturity of the portfolio (x-Mat):

Fund	Portfolio Avg. Return Cash/Invest	w/cash	x-Mat	w/o cash	x-Mat	T-Bill Rate
Education	$39,542,435	4.30%	1	3.97%	1	5.48%
O & M	$6,823,313	4.33%	1	4.33%	1	5.48%
Bond & Int	$2,130,021	4.32%	1	4.32%	1	5.48%
Transportation	$2,534,422	4.32%	1	4.32%	1	5.48%
IMRF	$3,044,616	4.33%	1	4.33%	1	5.48%
Capital Proj	$16,119,268	4.64%	1	4.64%	1	5.48%
Tort	$2,002,656	4.32%	1	4.32%	1	5.48%
Life/Safety	$174,326	4.33%	1	4.33%	1	5.48%
Totals/Avgs	**$72,371,058**	**4.38%**	**1**	**4.20%**	**1**	**5.48%**

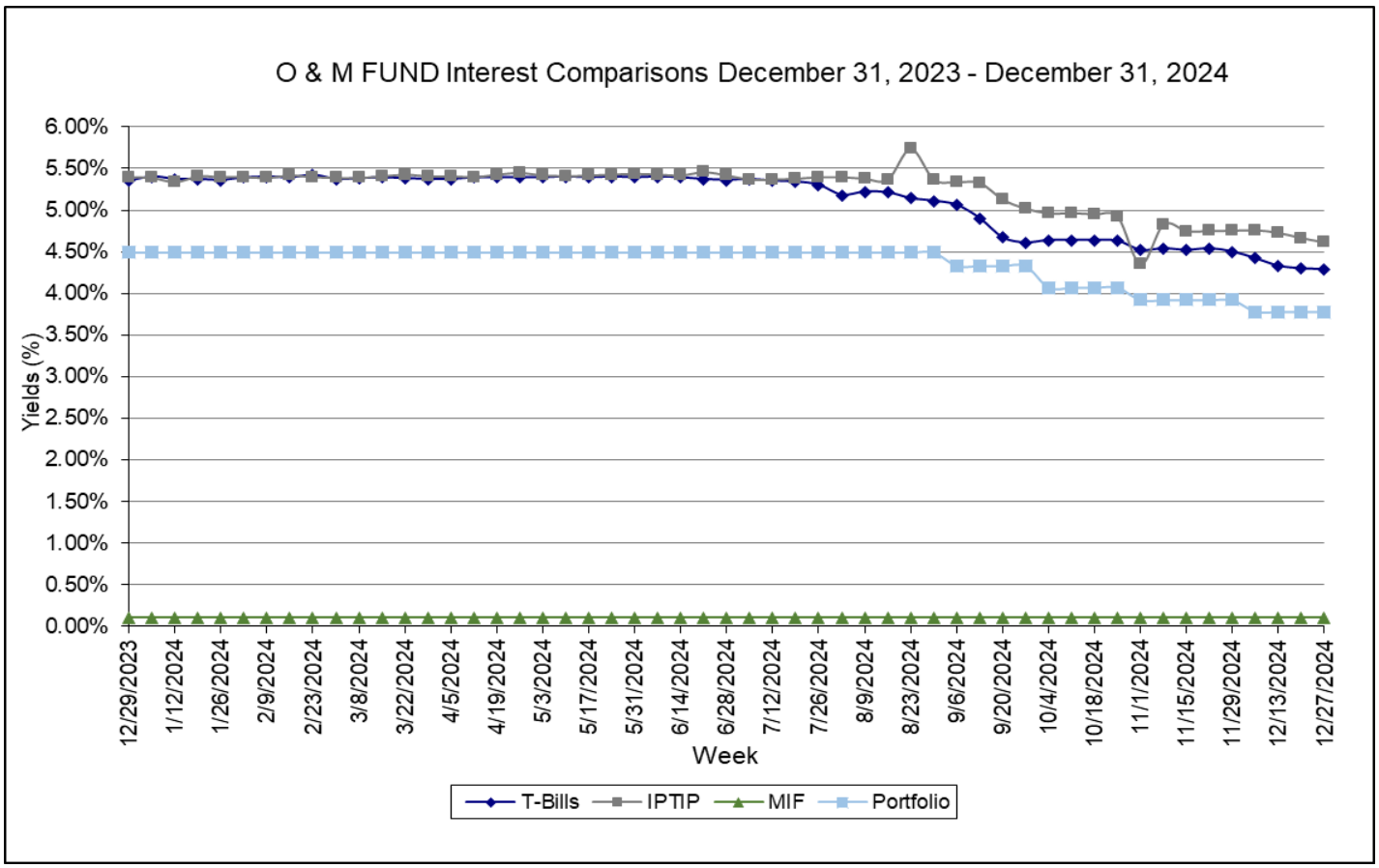
From the chart, the aggregate portfolio, excluding cash in the calculation, is underperforming the benchmark (T-bill Rate) by 0.71%. The portfolio's average maturity is 89 days shorter than the benchmark (90-day Treasury bill).

- **Education Fund**: The portfolio is below the benchmark by 0.72% with operating cash included, and by 1.10% with cash excluded. The average maturity is 89 days below the benchmark, both with and without cash in the calculation. The portfolio consists entirely of cash (100%), with no investments in Commercial Paper or Certificates of Deposit.
- **O & M Fund**: The portfolio is underperforming the benchmark by 0.72% with operating cash included, and by 0.72% when cash is excluded. The average maturity is 89 days shorter than the benchmark, regardless of whether cash is included. This portfolio consists of 100% cash, with no Commercial Paper or Certificates of Deposit.
- **Bond & Interest Fund**: This fund is used to amortize the 2018 General Obligation Refunding School Bonds and must maintain liquidity for scheduled payments on the bonds and interest. The current portfolio is 0.72% below the benchmark. Investments are managed within the investment parameters set by the State of Illinois.
- **Transportation Fund**: The portfolio is underperforming the benchmark by 0.72% with operating cash included, and by 0.72% with cash excluded. The average maturity is 89 days shorter than the benchmark in both cases.
- **IMRF Fund**: The portfolio is 0.72% below the benchmark when cash is included, and 0.72% below when cash is excluded. The average maturity is 89 days shorter than the benchmark with or without cash included. The portfolio consists of 100% cash, with no investments in Commercial Paper or Certificates of Deposit.
- **Capital Projects Fund**: The portfolio is 0.68% below the benchmark, both with and without the cash balance included.
- **Tort Fund**: The portfolio is 0.72% below the benchmark with cash in, and 0.72% below with cash excluded. The average maturity is 89 days shorter than the benchmark in both cases.
- **Life/Safety Fund**: The portfolio is 0.72% below the benchmark when cash is included, and 0.72% below when cash is excluded.

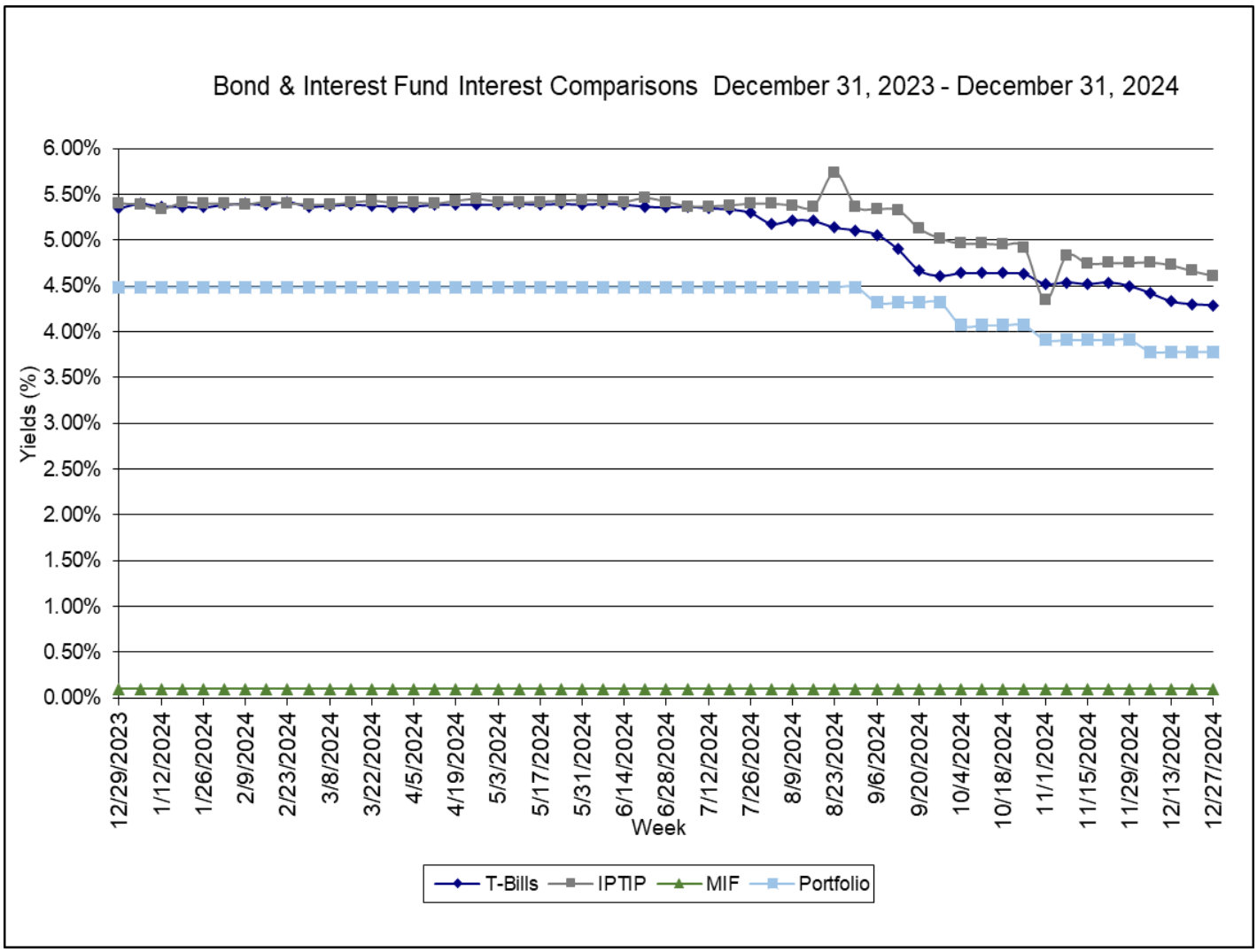
FUND ANALYSIS



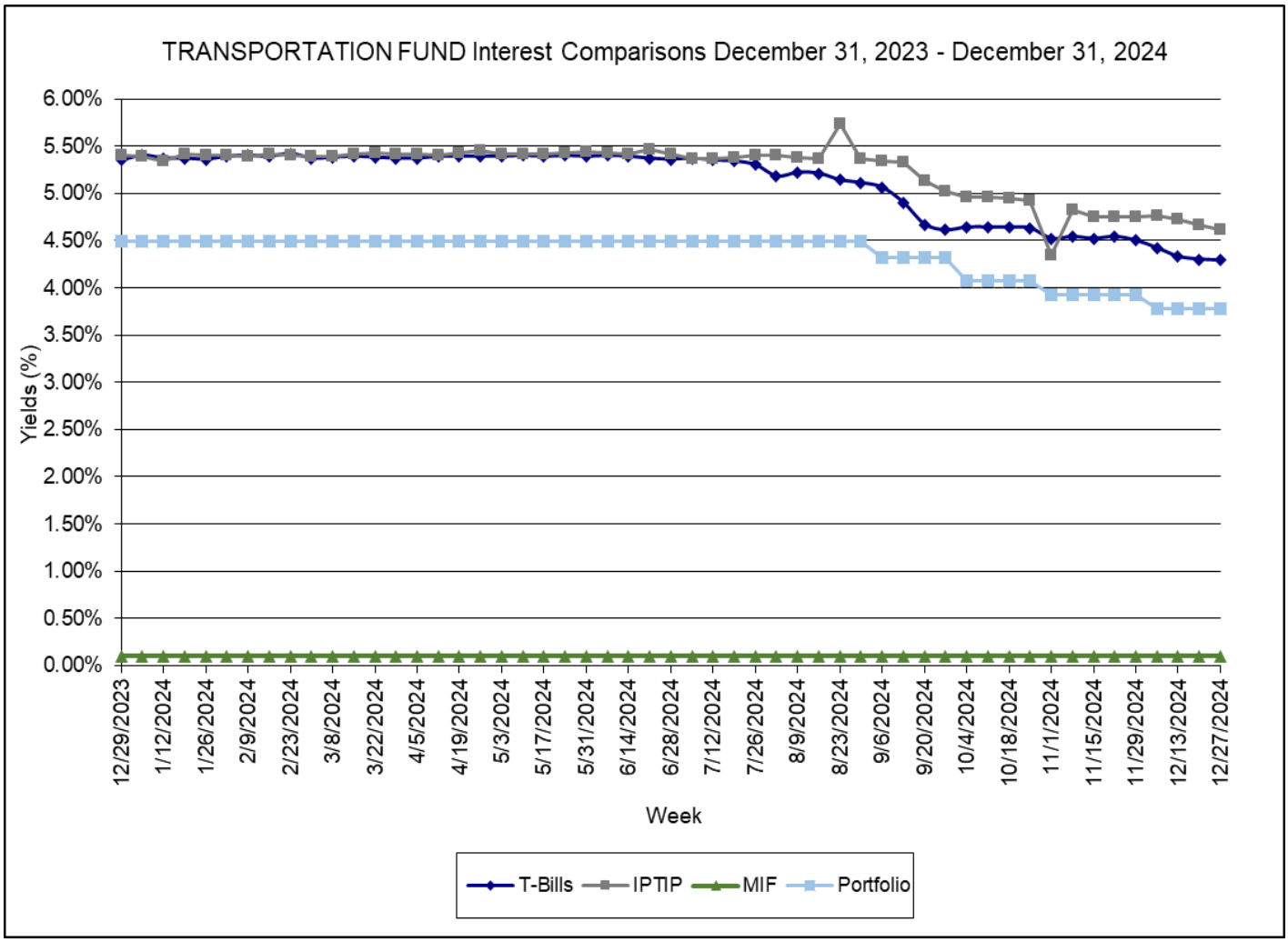
Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
12/31/2024	PMA MAX	Savings	$2,407,774	4.51%	0.3430%	0.08	1	0.08
12/31/2024	IPTIP	Repo	$734,041	5.02%	0.1165%	0.02	1	0.02
12/31/2024	Blackhawk	Checking	$700,000	0.00%	0.0000%	0.02	1	0.02
12/31/2024	Blackhawk	Development	$247,299	3.78%	0.0295%	0.01	1	0.01
12/31/2024	Blackhawk	Payroll	$36,238	3.77%	0.0043%	0.00	1	0.00
12/31/2024	Blackhawk	Repo	$27,511,905	3.78%	3.2871%	0.87	1	0.87
Total Portfolio/Average Weighted Rate			**$31,637,256**		**3.7805%**	**1.00**		**1.00**



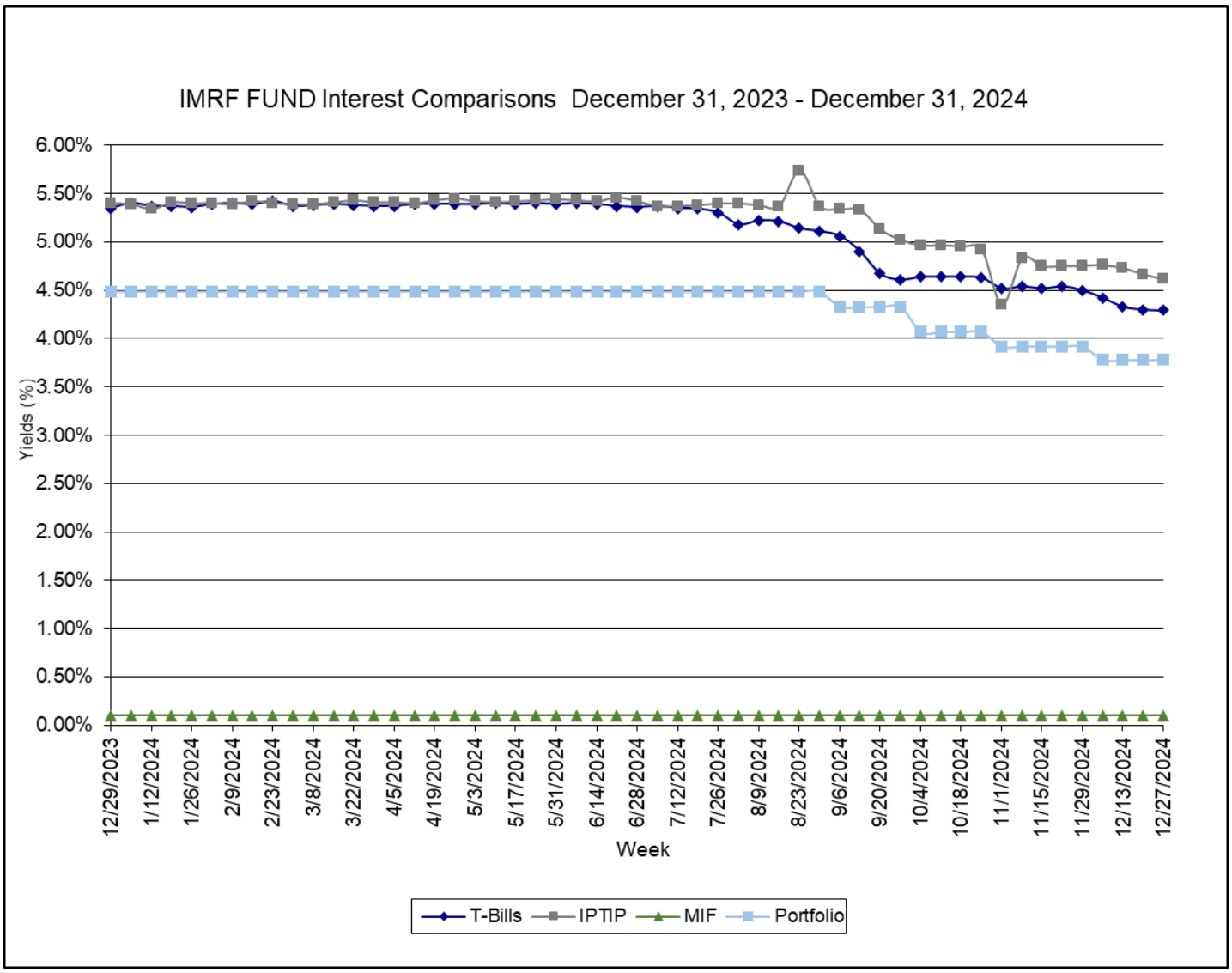
Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
12/31/2024	Blackhawk	Checking	$5,924,400	3.78%	3.7800%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$5,924,400**		**3.7800%**	**1.00**	1	**1.00**



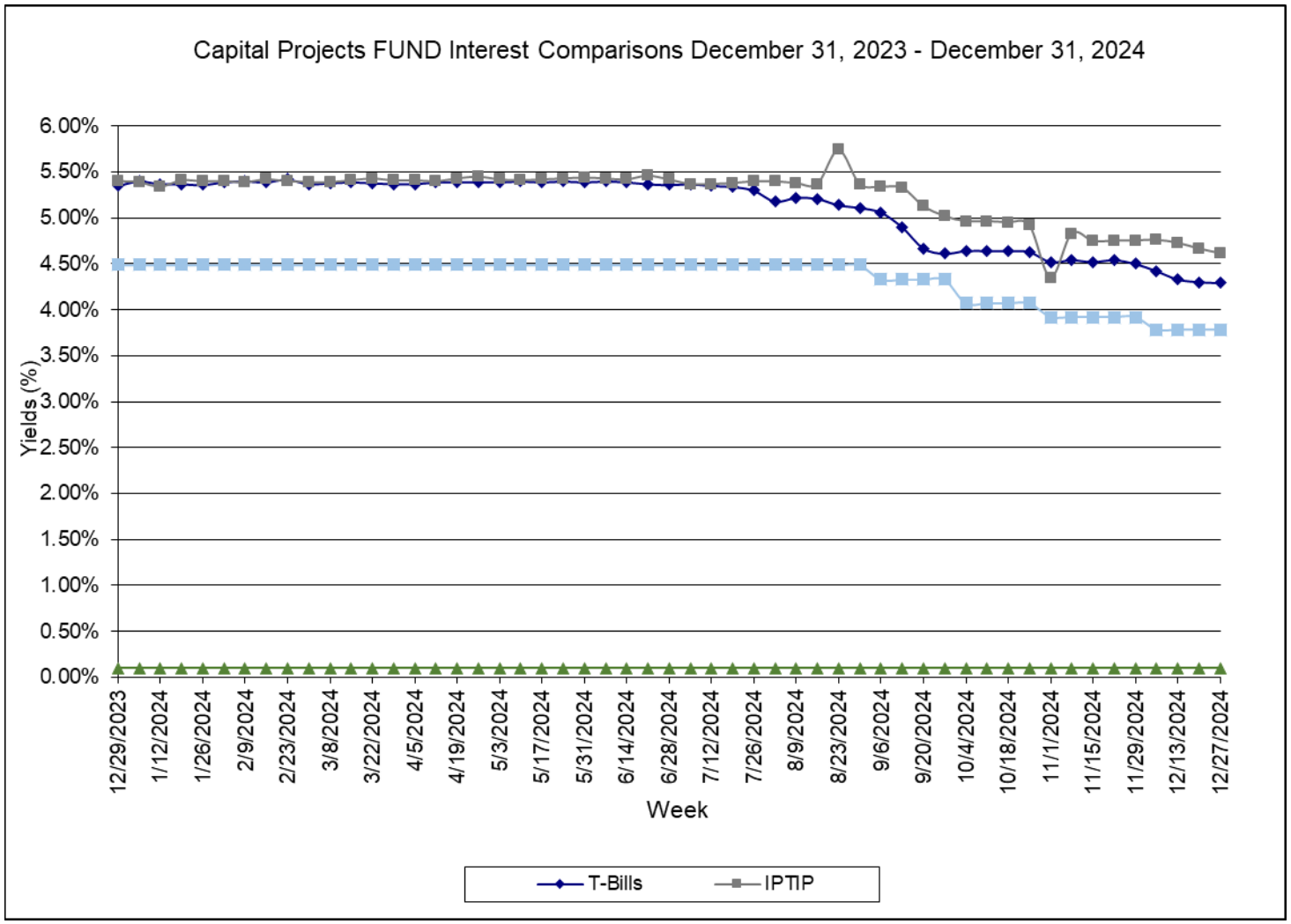
Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
12/31/2024	Blackhawk	Money Market	$2,817,472	3.78%	3.7800%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$2,817,472**		**3.7800%**	**1.00**	1	**1.00**



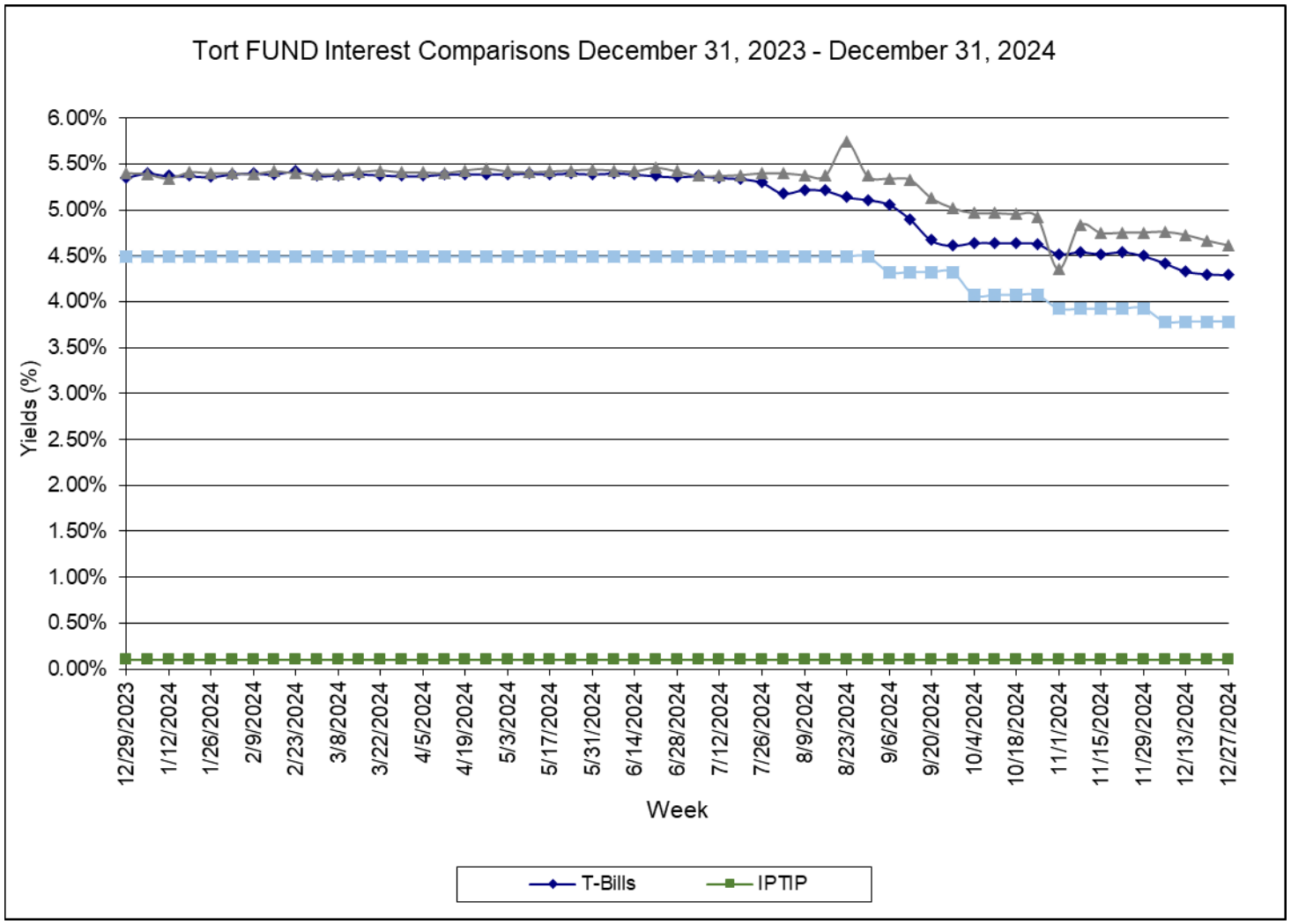
Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
12/31/2024	Blackhawk	Checking	$2,830,653	3.78%	3.7800%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$2,830,653**		**3.7800%**	**1.00**	1	**1.00**



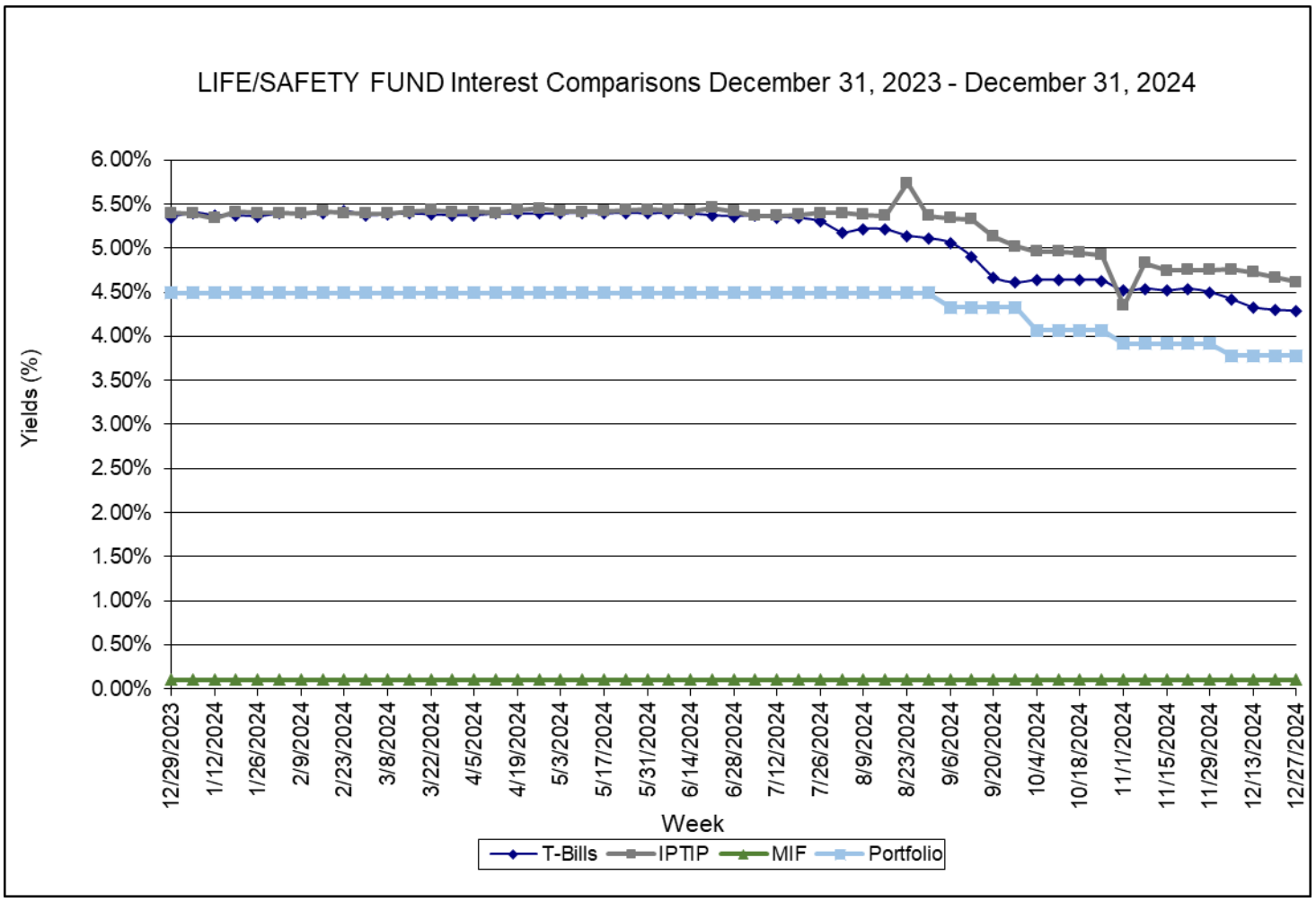
Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
12/31/2024	Blackhawk	Checking	$2,880,167	3.78%	3.7800%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$2,880,167**		**3.7800%**	**1.00**	**1**	**1.00**



Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
12/31/2024	PMA SDA	Savings	$959,869	4.51%	0.2433%	0.05	1	0.05
12/31/2024	Blackhawk	Checking	$16,824,733	3.78%	3.5760%	0.95	1	0.95
Total Portfolio/Average Weighted Rate			**$17,784,602**		**3.8192%**	**1.00**	**2**	**1.0**



Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
12/31/2024	Blackhawk	Money Market	$2,313,203	3.78%	3.7800%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$2,313,203**		**3.7800%**	**1.00**	**1**	**1.0**



Maturity Date	Vendor	Type Invest	Amount	Interest Rate	Weighted Avg. %	Avg Weigh Maturity	Days to Maturity	W/O MIF X-Mat
12/31/2024	Blackhawk	Money Market	$176,025	3.78%	3.7800%	1.00	1	1.00
Total Portfolio/Average Weighted Rate			**$176,025**		**3.7800%**	**1.00**	**1**	**1.0**