Huntley Community School District 158 – Board of Education

Regular Agenda

Date: Thursday, December 4, 2025
Meeting: Committee of the Whole with Closed Session as per OMA and 5ILCS120/2c
Time: 6:00 PM
Location: District Office
650 Dr. John Burkey Drive
Door 2
Algonquin, IL 60102

Mission Statement: Our learning community will inspire, challenge and empower all students always.
Board of Education Members: President, Mr. Paul Troy; Vice President, Mr. Sean Cratty; Secretary, Mrs. Melissa Maiorino; Mr. Andy Bittman; Mr. Rich Bobby; Mr. Andy Fekete; Mrs. Laura Murray

Agenda

All times are approximate. D=Discussion, R=Report, A=Action

1. **Call to Order / Roll Call (A)** (Mr. Troy)
   Call to Order the Committee of the Whole meeting for Thursday, December 4, 2025 at ___:___ p.m.
   A quorum must be met.
   Roll Call: Ayes / Absent / Motion _____
   Members: Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy
2. **Pledge of Allegiance** (Mr. Troy)
   The following Huntley High Five students will lead us in the Pledge of Allegiance:
   Everly Kudrna - Kindergarten, Chesak; Sarah Dolder - 4th grade, Conley; Baynx Byers - Kindergarten, Mackeben; Ashlyn Wieczorek - 5th grade, Martin; Owen Geegan - 1st grade, Leggee; Maddox Lovick - 7th grade, Heineman Middle School; Chase Gilliam - 8th grade, Marlowe Middle School; Dominic Chargulaf - 9th grade, Huntley High School; Patrick Gavilan - LIGHT Program
3. **Public Comment** (Mr. Troy)
   As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
4. **Revision and Adoption of the Agenda (A)** (Mr. Troy)
   Motion to adopt the agenda as presented or with changes.
   Recommendation: Seeking approval of the agenda.
   Voice Call: Ayes / Nays / Motion _____
5. **Curriculum & Instruction Committee** (Mr. Fekete - Chair, Mr. Bittman, Mr. Bobby)
   1. **Materials Adoption for High SchoolScience with OpenSciEd (D)** (Dr. MacCrindle) **4**
      Dr. MacCrindle requests the selected materials for approval after being placed on 30-day review at the January 22, 2026, board of education meeting.
      Recommendation: Seeking approval as presented.
6. **Special Education Committee** (R) (Mr. Bobby - Chair, Mrs. Maiorino, Mrs. Murray)
   1. **Special Education Updates (R)** (Dr. Gill) **21**
      Dr. Gill will provide the Special Services updates.
7. **Finance Committee** (Mr. Cratty - Chair, Mr. Bittman, Mr. Troy)
   1. **Monthly Fiscal Updates (R)** (Mr. Altmayer) **23**
      Mr. Altmayer will provide the monthly fiscal updates, the Disbursement Report, and the Activity Fund Balance Report.
      Recommendation: For informational purposes only.
   2. **Payables (A)** (Mr. Altmayer) **71**
      The Finance Committee is submitting the purchase orders at $304,502.27; and imprest checks at $88,859.65.
      Recommendation: Seeking approval of the Board of Education at their next regular meeting.

3. **Revenue & Expenditures Report (R)** (Mr. Altmayer) **92**
   Monthly report for review and comment.
   Recommendation: For informational purposes only.
4. **Revenue Contract (A)** (Mr. Altmayer) **111**
   Mr. Altmayer will seek approval of the fundraising contracts as presented.
   Recommendation: Seeking approval of the Board of Education at their next regular meeting.
5. **Abatement Options and Discussion (A)** (Mr. Altmayer) **120**
   Various debt abatement options for the 2025 Levy will be presented.
   Recommendation: Seeking approval of the Board at their next regular meeting.

8. **Human Resources Committee** (Mr. Bittman - Chair, Mr. Fekete, Mr. Cratty)
9. **Building and Grounds Committee** (Mr. Troy - Chair, Mr. Bobby, Mr. Cratty)
   1. **Operations and Maintenance Updates (R)** (Mr. Lindquist) **137**
      Mr. Lindquist will report on Operations and Maintenance project updates.
      Recommendation: For informational purposes only.
   2. **Authorized Agent of the Board of Education for Energy Procurement (A)** (Lindquist) **138**
      Mr. Lindquist will review the Energy Procurement Contract for the BOE.
      Recommendation: Seeking approval of the Board at their next regular meeting.
10. **Legislation/Policy Committee** (Mrs. Maiorino - Chair, Mrs. Murray, Mr. Troy)
    1. **Vision 2030 (D)** (Mr. Troy) **139**
       The alignment of Vision 2030, an advocacy blueprint for K-12 public education in Illinois, and the Huntley 2030 Strategic Plan will be presented for discussion.
       Recommendation: For informational purposes only.
    2. **Policy Updates (A)** (Ms. Lombard) **144**
       PRESS Updates October 2025, Issue 120. Recommended changes to Board policy.
       Recommendation: Seeking approval to move the policies forward for a first reading at the next Regular BOE meeting.
    3. **Policy Updates (A)** (Dr. Zehr) **455**
       Requested Update to Policy 5:330 *Educational Support Personnel*
       Recommendation: Seeking approval to move the policy forward for a first reading at the next Regular BOE meeting.
11. **Community Relations and Student Outreach Committee** (Mrs. Murray - Chair, Mr. Fekete, Mrs. Maiorino)
    Recommendation: For informational purposes only.
    1. **Communications and Public Engagement (R)** (Ms. Barr) **464**
       Ms. Barr will provide the Communication and Public Engagement updates.
       Recommendation: For informational purposes only.
12. **Board of Education** (Mr. Troy)
    1. **Joint Annual Conference 2025 (D)** (Mr. Troy)
       The Board of Education, Superintendent and Cabinet will share key learning from this year's Joint Annual Conference.
    2. **Graduation Survey Feedback (D)** (Ms. Lombard) **466**
       Administration with share feedback themes from the graduation survey,
       Recommendation: For informational purposes only.
    3. **Minutes (D)** (Mr. Troy) **468**
       The following meeting minutes have been prepared for review:
       November 6, 2025, Curriculum Workshop
       November 13, 2025, Board of Education Meeting
       Recommendation: Seeking to move these minutes forward for approval of the Board at their next regular meeting.
13. **Public Comment** (Mr. Troy)
    As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
14. **Closed Session / Roll Call (A)** (Mr. Troy)
    Move to enter into Closed Session at ___:___ p.m. as indicated in the Open Meetings Act and 5ILCS120/2c for discussion of: (1) The appointment, employment, discipline, performance, or dismissal of specific employees or legal counsel; (11) The placement of individual students in special education programs and other matters relating to

individual students. (12) Litigation; (15) Discussion of minutes of meetings lawfully closed under this Act.
Roll Call: Ayes / Nays / Absent / Motion _____

1. **Exit Closed Session / Voice Call (A)** (Mr. Troy)

15. **Resume in Public Session / Roll Call (A)** (Mr. Troy)
Resume the Committee of the Whole meeting at ___:___ p.m.
Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy
Roll Call: Ayes / Absent / Motion _____
16. **Action as Required / Roll Call (A)** (Mr. Troy)
Will come from the Board.
Action: Recommendation will come from the Board.
Members: Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy
17. **Adjournment (A)** (Mr. Troy)
Motion to adjourn the meeting at __ p.m.
Voice Call: Ayes / Nays / Motion __

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Dr.
Algonquin, Illinois 60102
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Date: December 4, 2025
To: Curriculum Committee
From: Dr. Amy MacCrindle, Assistant Superintendent for Learning and Innovation
Cc: Ms. Jessica Lombard, Superintendent
Subject: **Science Review and Recommendation for HS Science Materials**

Executive Summary

Huntley 158 regularly reviews its curriculum to ensure instruction is rigorous, standards-aligned, and responsive to student needs. As part of this cycle, the science curriculum is being examined at all grade levels. The Illinois Learning Standards for Science, aligned to NGSS, guide this work through a three-dimensional approach combining:

- **Disciplinary Core Ideas (DCIs):** Content knowledge across Physical Science, Life Science, Earth and Space Science, and Engineering Design.
- **Science and Engineering Practices (SEPs):** What scientists and engineers do to investigate phenomena and design solutions.
- **Crosscutting Concepts (CCCs):** Themes that bridge disciplinary boundaries and help students see patterns and connections.

This memo highlights the early work at the elementary level (analyzing instructional gaps and beginning a needs assessment), provides a recommendation for high school science materials, including course sequencing to support inquiry, literacy, math, and ACT readiness, and notes that Middle School recommendations will come later this school year.

Curriculum Review Overview:

At the elementary level, our current focus is on identifying where our existing materials and student experiences already align and where small adjustments may be needed within Benchmark and the Explore Special. As strengths and gaps are identified, the plan is to make targeted updates using our existing structures. Middle School teams are reviewing current science frameworks to optimize instruction based on recent student data. They will meet in December to solidify plans for revised curriculum maps, pacing, and assessments. A formal recommendation for Board approval will follow these discussions.

The high school science program will undergo targeted instructional shifts to ensure consistent, high-quality implementation of NGSS across all courses. This includes revising the program sequence to strengthen scientific inquiry, align instruction with grade-level literacy and math expectations, and integrate ACT-aligned practices and assessments. Teams will develop common pacing guides, assessments, and expectations to support vertical alignment and purposeful integration of literacy and math. Instruction will align fully with NGSS performance expectations, emphasizing science and engineering practices, disciplinary core ideas, and crosscutting concepts. There will be an increased focus on phenomena-based instruction and assessment, as well as science-specific disciplinary literacy, with students engaging in sustained analysis of phenomena, interpreting data, constructing explanations, and arguing from evidence.

HS Core Science Course Sequence

The high school science program sequence is being revised to better support scientific inquiry, align with grade-level literacy and math expectations, and integrate ACT-aligned practices and assessments. The proposed sequence is **Freshman**: **Biology → Sophomore: Chemistry → Junior: Physics** which is a change from our previous sequence of Biology → Physics → Chemistry. This order strategically leverages prerequisite knowledge to reduce unnecessary academic barriers and ensure students are prepared for each subsequent course. The scope and sequence will be aligned with available programming to ensure that text complexity, math concepts, and scientific reasoning skills are appropriately scaffolded. All courses will intentionally develop the skills required for the ACT Science Reasoning

section, enabling students to effectively interpret data, evaluate experiments, and draw evidence-based conclusions from complex scientific studies.

HS Core Science Materials Recommendation

We recommend adopting **OpenSciEd**, an open-source, online curriculum, as the resource for high school Biology, Chemistry, and Physics. This fully NGSS-aligned, research-backed curriculum emphasizes student-centered, inquiry-based learning that develops scientific modeling, argumentation, and sense-making skills. EdReports, an independent, nonprofit organization that conducts rigorous reviews of instructional materials, evaluates curricula using nationally recognized criteria for standards alignment, coherence, and usability. Its review process includes expert panels, evidence-based rubrics, and multiple rounds of analysis to determine how well materials support high-quality instruction. Following this process, EdReports awarded all three OpenSciEd high school science courses all-green ratings, the highest possible marks across every evaluation gateway, making OpenSciEd the first organization to earn top ratings for all high school courses reviewed.

Curriculum Development Work & Option for Print Resources

This school year and throughout the summer, curriculum teams will collaborate to develop the Huntley 158 Science Unit Frameworks using OpenSciEd as the foundation. This work will include integrating the online materials into curriculum maps, pacing guides, and assessments to ensure a consistent and coherent student experience across Biology, Chemistry, and Physics. Teams will analyze each unit to identify key learning outcomes, opportunities for cross-course alignment, and essential hands-on investigations that support the NGSS performance expectations. In addition, the teams will incorporate supplemental resources, scaffolds, and instructional strategies to ensure students are prepared for the content knowledge and scientific reasoning expectations on the ACT. As the review progresses, specific recommendations for print materials, lab resources, digital supports, and professional learning needs will be brought forward for future Board consideration if needed.

Next Steps

- **January 2025**: Board approval of HS resource recommendation and Middle School Science Review update provided
- **Spring 2026:**
    - Middle School and High School teams examine frameworks and revise or create new curriculum maps to support student learning using professional development days.
    - Updates to needed purchases (teachers' manuals and potential class sets of the printed open-sourced textbook at the HS level & materials for MS)
- **Summer 2026:** 6-12 Science staff finalize their revisions to prepare for full implementation through curriculum work.
- **2026-2027 School Year:** Full implementation of the revised Science frameworks in 6-12 Science.

Budgetary Considerations

The OpenSciEd curriculum is an Open Educational Resource, meaning the core intellectual property is free to use and adapt. Unlike typical curriculum adoptions, this process requires teachers to engage deeply with the materials before determining what resources are necessary, allowing for a thoughtful, needs-based, and fiscally responsible approach rather than projecting requirements prematurely. Costs associated with this adoption include teacher manuals, a class set of student notebooks (if needed), lab equipment or consumables for hands-on investigations, and allocated hours for teachers to participate in curriculum review and unit development. Specific needs and quantities will be determined as high school curriculum teams work through the review process this spring, ensuring all materials support the curriculum, assessments, and instructional expectations. Both the material and curriculum work requirements were anticipated in the planning of the local curriculum budget for the 2025-2026 school year.

Recommendation

Administration recommends the Board approve OpenSciEd as the foundational resource for developing high school science frameworks after a 30-day review at the January 22, 2026 meeting. Future recommendations for additional materials will be brought to the Board as needs are fully identified.

High School Scope and Sequence July 2024

Overview

The OpenSciEd High School Scope and Sequence describes the three course sequence of Biology, Chemistry, and Physics with Earth and Space, designed to address the high school grade band of the *Next Generation Science Standards (*NGSS). Within each course, units of instruction build on prior grade bands as well as units in that course. The courses reflect a common instructional approach and can be used to progressively build students' understanding of the three dimensions of the NGSS, science and engineering practices (SEPs), disciplinary core ideas (DCIs) and crosscutting concepts (CCCs). The three courses collectively address all of the NGSS performance expectations (PEs) for high school across the life sciences (biology), physical sciences (chemistry and physics), Earth and space science, and engineering, technology and applications of science. While the high school program was designed with the three course sequence in mind, each course can be used on its own. In this document, we describe a rationale and context for:

- a three year program addressing all the NGSS PEs for the high school grade band
- a coherent set of target NGSS PEs for each course and how they were allocated
- the integration of Earth and space science into each of the biology, chemistry, physics courses
- bundling the course PEs into five to six coherent units in each course
- how each of the development of the three dimensions are progresses across courses

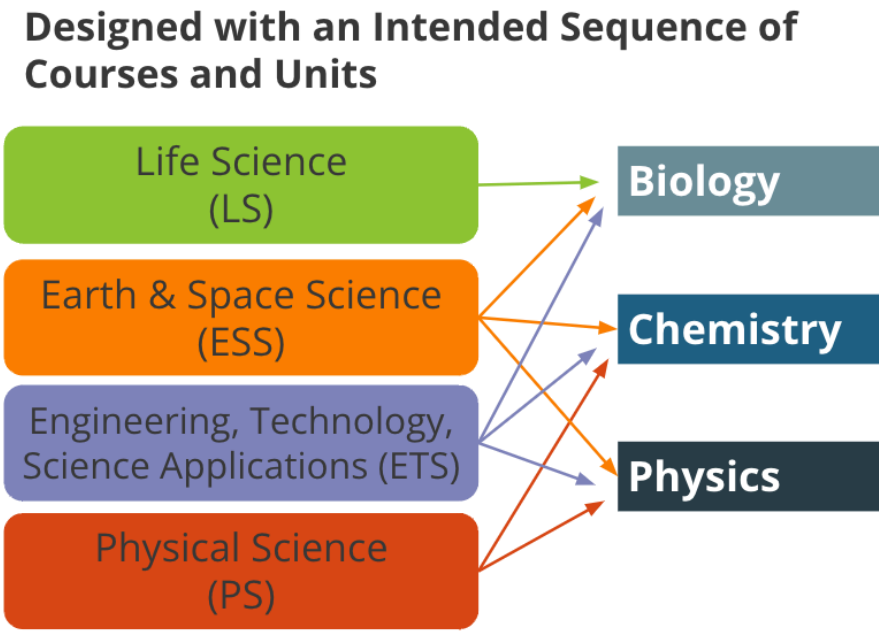
A Three Year Program Addressing the NGSS

In 2020, a study was conducted to better understand the landscape of K-12 science curriculum in the US (Bellwether Education Partners, 2020). Specifically, the study investigated how science education policies, requirements, and conditions vary from state to state and the implications of those variations for curriculum adoption and implementation. The findings revealed that the majority of states require three years of science with biology, chemistry and physics as the most common courses taken and that they are most commonly taken in that order. Based on the evidence from this study, the OpenSciEd Advisory Board and State Steering Committee determined that the greatest

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potential nationwide impact of high school instructional materials would be from a three course sequence of biology, chemistry and physics with Earth and space science integration.

The resulting OpenSciEd High School program addresses each of the four science domains emphasized in *A Framework for K-12 Science Education:* the physical sciences (PS); the life sciences (LS); the Earth and space sciences (ESS); and engineering, technology, and applications of science (ETS). The biology course, which is designed to be taught first in the sequence, addresses all of the high school LS performance expectations. The chemistry course, designed to be taught next, addresses some of the performance expectations of PS, and the physics course addresses the remainder of those performance expectations. All three courses address performance expectations in ESS and ETS (Figure 1).



A Coherent Set of Target PEs for Each Course

In the biology course, all LS performance expectations are addressed, but because the PS performance expectations encompass both chemistry and physics ideas, the development team allocated these into different courses. In doing so, we considered (a) which ideas were foundational for subsequent learning; (b) existing models for how states typically sequence science courses; and (c) advice from consultations with district science coordinators and high school teachers and our state steering committee. For example, the performance expectations associated with HS-PS2 are all related to forces and motion and are bundled in physics, with one exception. The performance expectation HS-PS2-4 *Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe*

and predict the gravitational and electrostatic forces between objects. is spread across chemistry and physics, with Coulomb's Law addressed in OpenSciEd Chemistry because it requires thinking deeply about atomic and molecular interactions, ideas related to other chemistry ideas. Ideas related to Newton's Law of Gravitation are addressed in OpenSciEd Physics as they are closely related to other physics ideas.

Integration of Earth and Space Science

The ESS PEs are integrated across multiple units in each of the Biology, Chemistry, and Physics courses. To develop the kinds of understandings called for in the NGSS, students build from and apply concepts related to physical forces and motion; chemical processes; and biochemical interactions, among others. Thus, it makes sense to develop these ideas in tandem through grounded investigation in real-world phenomena, rather than in isolation. The first was to identify the associated LS and PS DCIs and CCC useful for understanding and applying a specific ESS performance expectation.

Bundling PEs into Coherent Units within Courses

Within each course, PEs were clustered or bundled together that contain a group of important science ideas. This process was informed by guidance from our state steering committee and consultation with science teachers and the science leaders.

Figure 2 shows how the NGSS performance expectations (PEs) are organized into bundles corresponding to the 16 units (5 each for biology and chemistry, 6 for physics), how these units are sequenced, and how units build on what students have figured out so far about the DCIs in these earlier units. Appendix A provides the details for how each unit builds on what students have figured out about the DCIs in prior units.

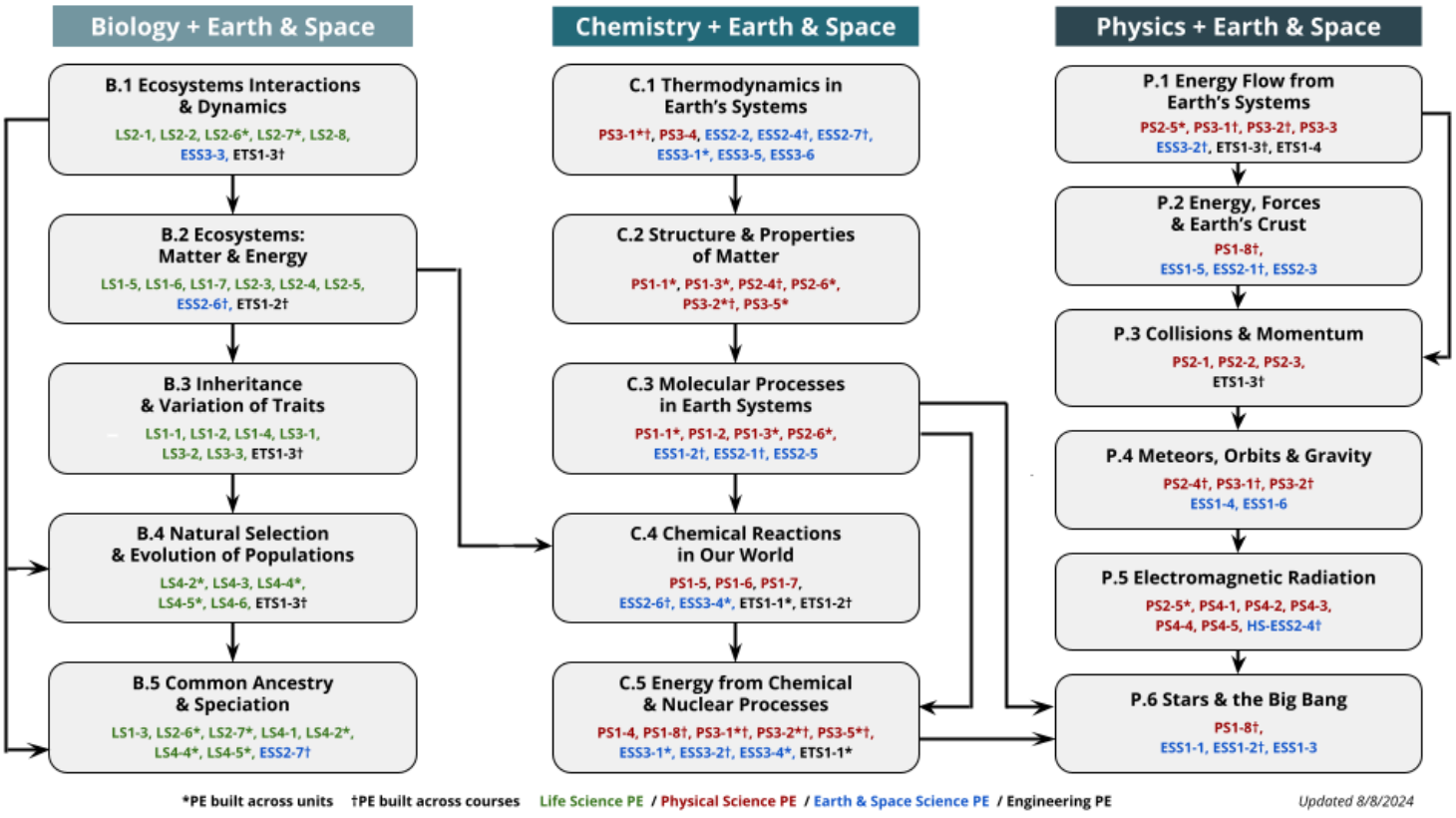


Figure 2: Scope and Sequence Map indicating PE clusters and DCI connections between units

What do the arrows mean?

Most units contain PEs from multiple science domains (PS, LS, ESS and ETS). While units build on each other in a sequential way, additional arrows show connections between non-sequential units, indicating that the later unit builds directly on what students figure out in the prior unit. For example, Unit B.1 builds understandings of LS ideas related to changes in ecosystems that students later use to develop understandings of how populations of organisms adapt to such changes over time in B.4. These arrows are explained in Tables A.4-6 in Appendix A.

While the units were designed to be taught in sequence, it is possible to teach the units and courses in a different order. However, teachers may need to spend time with students building understandings of previously developed elements. The *Unit Overview* that accompanies each unit includes guidance to help educators understand how each unit builds three-dimensional progressions across the course and program. It describes science

ideas that students should have previously developed in earlier OpenSciEd High School courses and units and in the middle school program. It also describes the focal DCIs that students will develop and use in subsequent units and courses. Guidance is also provided to support modifications if the unit is taught out of sequence.

Why are some PEs PEs marked with a "star" or a "dagger"?

Students' learning is driven by their questions about intriguing phenomena. As a result, students build understanding across multiple phenomena based units. For example, there is not a single unit about "forces and motion" (DCI PS2). While it is important for students to understand Newton's Laws, emphasized in this DCI, models using those laws are embodied in very different kinds of phenomena and draw on very different kinds of intuitive ideas from students. Thus, we tease apart the PEs that include the forces and motion DCIs into multiple units where students work with the ideas that help them explain the phenomenon that can connect to their prior learning so they develop a coherent understanding of these science ideas.

In Figure 2, the Scope and Sequence indicates that HS-PS 2-5 is addressed in both units P.1 and in P.5. PEs that are addressed across units are marked with a star in the Scope and Sequence map. Appendix A explains how OpenSciEd supports students in assembling DCIs across units.

The same is true for ideas across courses. When this happens, these PEs are marked with a dagger. For example, HS-PS3-1 addresses changes in energy within and between systems and is addressed in both OpenSciEd Chemistry (C.1) and Physics (P.1).

What happens if we switch the order of units?

In the past, it has been common practice to move around units in science curricula based on teacher licensure, teacher preference, or state standards. However the research base summarized in the *Framework* that guided NGSS and other three-dimensional standards document the challenges created by this approach. The *Framework* emphasizes the need for coherence and the intentional building of all three dimensions as critical for equitable science education. Therefore, OpensSciEd made the decision in development to make sure our materials would live up to a vision for science education that values and builds on the knowledge and experiences of all students as they progress from unit to unit and grade to grade. We believe this is critical for the future of science education and for the future of our nation.

Significant changes to the unit order will disrupt the coherence and scaffolded learning of the three dimensions. In making a decision to reorder the sequence, we recommend

thoughtful consideration of the resources that would be required for revision, a careful examination of priorities and policies that might be motivating such a revision, and a cost/benefit analysis that focuses on the benefits for student learning.

We know that there will be situations where the practical realities of implementation will mean that the sequence will need to be changed. With sufficient attention, it is possible to accomplish in a way that still would be effective for student learning. The sequence designed for the OpenSciEd high school program is not the only possible sequence that would be effective for student learning. There are multiple sequences that, in principle, could be effective. But to support coherence it is imperative to define a sequence in which ideas can build across years in ways that make sense to students, and to support these unit to unit connections that the sequence entails, as we have done in the development of OpenSciEd. Thus, if a school or district wants to switch the order of units recommended by OpenSciEd, some work would be needed to adapt units to support students in building complex ideas across units. The *Unit Overview* that accompanies each unit includes guidance to help educators understand the adaptations necessary if teaching the units out of the recommended order.

Defining the Progressions Three Dimensional Elements within and Across Courses

A key innovation in the *Framework* and the NGSS is that, in addition to supporting students in building the DCIs coherently over the K-12 learning experience, students are also expected to build and deepen their use of SEPs and CCCs as well. To accomplish this, students learn to use the science and engineering practices along with the crosscutting concepts, in concert with disciplinary core ideas, *throughout* their scientific work in OpenSciEd units. To ensure that these dimensions are just as important to student learning as the DCIs, each SEP and CCC is intentionally developed and then used centrally in students' science work across each course. This leads to three cases for how a unit can treat each SEP and CCC.

SEP and CCC Elements are Intentionally Developed and Used in Key Ways

When an SEP or CCC is used for the first time, or used in a new way, structures and supports for both teachers and students are included to make sure that students are learning how to use that element and that their use can develop overtime. When this happens, we identify that the SEP or CCC element is ***Intentionally Developed***.

After students have developed an understanding of how to use a SEP or CCC, students encounter opportunities where to use that same CCC or SEP in later units. We call this ***Key Use*** as the use of the element is *key to the sensemaking* and gives students the opportunity to solidify their use of the SEP or CCC to make sense of phenomena and solve problems. Individual science and engineering practices and individual crosscutting concepts are used together as students figure out phenomena or solve problems. As described in the NGSS, "the eight practices are not separate; they intentionally overlap and interconnect" (NGSS, Appendix F, p. 3). Consequently, each unit contains many more cases where students use the SEPs and CCCs than those identified in the target PEs or in the lesson-level performance expectations. These additional uses of the SEPs and CCCs are **Not a Focus** of the unit learning, but students may apply these practices or concepts to accomplish the goals of their work in a lesson.

It is important to clarify that, like the DCIs, the development of SEPs and CCCs is not lumped together by "topic." As mentioned earlier, students should not be expected to learn how to use *Systems and Systems Models* or *Engaging in Argument from Evidence* in a single unit. Students will be supported in *intentionally developing* a particular aspect of working with systems and systems models in one unit, and then that CCC will have a *key use* in later units. Before, in between, and after each of these, there may be units where students use that particular SEP or CCC but it is *not a focus*.

Table 1 elaborates on three cases of how a SEP or CCC may be identified as i*ntentionally developed, key use* or *not a focus* in terms of what supports are in the unit, what teachers do, and what students do.

Table 1. Building Science and Engineering Practices and Crosscutting Concepts

	What is in the unit	What students do	What teachers do
Intentionally Develops	***The unit…*** …introduces new elements of the SEP or CCC or asks students to use it in a very different context. …includes tasks or discussions that introduce new aspects of the SEP or CCC. …contains lesson level performance expectations including this SEP or CCC.	***Students…*** … learn and use a new aspect of the SEP or CCC. …are assessed on this SEP or CCC as part of a 3D assessment.	***Teachers…*** …support students in tasks and discussions involving new aspects of the SEP or CCC. …provide feedback on students' performance of the SEP or CCC .

	What is in the unit	What students do	What teachers do
Example	…contains assessment opportunities for this SEP or CCC.		
	Biology, Unit B.1 *intentionally develops* the SEP Mathematics and Computational Thinking. The unit provides explicit instruction and scaffolds to support students in using algorithmic representations of phenomena to support claims and explanations about group behavior dynamics in ecosystems. Chemistry Unit C.3 *intentionally develops* the CCC Structure and Function. The unit uses Structure and Function as a lens to make connections between atomic structure, bonding, and functions of objects at the bulk scale. The unit asks students to compare various representations of atomic models to help explain how structures in atoms (valence electrons) allow for the formation of bonds. At the bulk scale, students explain polarity of molecules as a way to predict interactions of molecules. Physics Unit P.6 *intentionally develops* the SEP Obtaining, Evaluating and Communicating Information. The unit introduces a scaffolded series of linked tools for doing online research, including the Obtaining Information Planning Tool, the Evaluating Information Checklist, the Obtaining Information Tool, and the Communicating Information Tool.		
Key Use	***The unit …*** …includes the SEP or CCC in a central role in students' sensemaking in the unit, and so may contain lesson level performance expectations that include it. …provides opportunities for students to have more experience working with the SEP or CCC through its use in multiple lessons. ***But, the unit…*** … does *not* introduce new elements of the SEP or CCC. ..does *not* ask students to use the SEP or CCC in a very different context from earlier units.	***Students…*** …use the SEP or CCC in ways that are not substantially different in terms of the elements they draw on or the contexts in which they used it in earlier units. …reinforce their understanding of it with substantial opportunities to use it again.	***Teachers…*** …continue to provide support and feedback for students on their use of the SEP or CCC. … may fade scaffolding for it (if appropriate).

	What is in the unit	What students do	What teachers do
Example	Biology Unit B.4 includes an example of a *key use* of the CCC Stability and Change. In this unit, students use the CCC in ways that were intentionally developed in Unit B.1 to make sense of population size and genetic diversity in the context of evolution. Chemistry Unit C.2 includes an example of a *key use* of the SEP Using Mathematics and Computational Models. Students develop mathematical models and use Coulomb's Law to explain how the scale of or distance between charges influences how lightning forms during a storm. Physics Unit P.2 includes an example of a *key use* of the CCC Systems and System Models. In this unit, students use conventions that were intentionally developed in Unit P.1 to model the transfer of energy through subsystems in Earth's geosphere, such as through convection and volcanic eruptions, and keep track of how energy transfer impacts matter change and cycling.		
Not a Focus	***The unit…*** …may expect students to use the SEP or CCC, but not as part of the major work students do. … may not mention the SEP or CCC at all.	***Students…*** … may use the SEP or CCC but it is not central in their work, … or may not be asked to use the SEP or CCC in this unit.	***Teachers…*** … do not focus instruction or scaffolding on the SEP or CCC.

Tables 2 and 3 use this three category scheme of *intentionally develop*, *key use* and *not a focus* to summarize the progression of the SEPs and CCCs respectively in the OpenSciEd Program.

Table 2. Summary of the Progression for the SEPs

Unit	Asking Questions & Defining Problems	Developing & Using Models	Planning & Carrying Out Investigations	Analyzing & Interpreting Data	Using Math & Computational Thinking	Construct. Explanations & Designing Solutions	Engaging in Argument from Evidence	Obtaining, Evaluating & Comm. Info.
B.1	◐	●	○	◐	●	●	○	◐
B.2	◐	●	●	○	◐	●	○	◐
B.3	●	●	○	○	○	◐	◐	◐
B.4	◐	◐	◐	●	◐	●	◐	○
B.5	◐	◐	○	○	○	○	●	●
C.1	●	◐	●	◐	●	○	○	○
C.2	○	●	○	○	◐	○	○	●
C.3	○	●	○	○	◐	◐	◐	●
C.4	●	◐	◐	○	●	◐	◐	○
C.5	○	◐	○	●	○	●	●	○
P.1	●	●	◐	●	◐	●	○	◐
P.2	◐	●	◐	○	◐	●	○	○
P.3	◐	◐	○	●	●	●	●	○
P.4	◐	●	◐	●	●	◐	◐	◐
P.5	◐	●	●	◐	◐	◐	◐	●
P.6	◐	◐	○	○	○	○	◐	●

● **Intentionally Developed** ◐ **Key Use** ○ **Not a Focus**

Table 3. Summary of the Progression for the CCCs

Unit	Patterns	Cause and Effect	Scale, Proportion, and Quantity	Systems and Systems Models	Energy and Matter	Structure and Function	Stability and Change
B.1	◉	◉	◉	●	○	○	●
B.2	○	◉	○	●	●	○	○
B.3	◉	●	○	◉	○	●	○
B.4	◉	●	○	○	○	○	◉
B.5	●	◉	●	○	○	○	◉
C.1	○	○	◉	●	●	○	◉
C.2	●	◉	●	◉	◉	◉	○
C.3	●	○	○	○	◉	●	○
C.4	○	●	●	◉	◉	◉	●
C.5	◉	●	◉	○	●	◉	○
P.1	◉	◉	◉	●	●	◉	●
P.2	●	●	●	◉	●	◉	●
P.3	●	●	●	◉	○	◉	◉
P.4	◉	◉	●	◉	◉	○	◉
P.5	◉	●	○	◉	●	●	○
P.6	◉	○	◉	○	◉	○	●

● **Intentionally Developed** ◉ **Key Use** ○ **Not a Focus**

How to Use The Scope and Sequence Appendices

This document provides guidance about how each unit in a course contributes to the development and/or draws on what students have already figured out about elements of the DCIs, CCCs, and SEPs to fully prepare students to meet the performance expectations defined by the NGSS. The figure and tables above summarize the progressions for each of the three NGSS dimensions, DCIs (Figure 1), SEPs (Table 2) and CCCs (Table 3). The appendices provide more detailed explanations of the information in the figure and tables.

Teachers can use the information about what is new (and therefore supported and assessed) and what is expected based on students' prior learning, as articulated in these appendices, to plan their teaching of the unit for their own students and differentiate where more or less support may be needed. Schools or districts can use these appendices to develop their scope and sequence if they plan to customize the OpenSciEd. The Scope and Sequence identifies the important supports for building across units within a course that need to be considered in customizing the scope and sequence. It also shows links across courses that may be useful for schools and districts choosing to adopt more than one course. It is not necessary to adopt all three courses; each course does not where elements of DCIs, CCCs, and SEPs have been targeted in earlier courses.

The information in this scope and sequence is drawn from the explanations within each unit in the *Teacher Background Knowledge* section of the Unit Overview. The Scope and Sequence pulls the information from each unit and connects it all together to tell the story in one place of how the OpenSciEd program helps students build each dimension step by step across the units in each course in ways that make sense and are meaningful to students.

- Appendix A: DCI Progressions: This appendix explains how each unit plays a role in developing DCI elements that build over time within and across units in a course and, occasionally, across courses.. The DCI Progressions expand on the S&S map identifying how PEs are assembled across units (and occasionally across courses) and how each unit builds on prior units in terms of the DCI-based connections.
- Appendix B: How OpenSciEd Units Support the Progressions of SEPs and CCCs. This appendix expands on Table 1 to define what you will see in each unit in terms of the guidance a unit provides and the expectations for prior learning when the unit Intentionally Develops or draws on Key Use of an SEP or CCC.
- Appendix C: SEP Progressions describes how students build the elements of each SEP in each unit within each course, detailed in terms of NGSS elements of SEPs.

- Appendix D: CCC Progressions describes how students build the elements of each CCC within each course, detailed in terms of NGSS elements of CCCs.
- Appendix E describes the process for developing the OpenSciEd Scope and Sequence.

Additional Resources

Access the following to learn more about the OpenSciEd program and its rationale including:

The pedagogical approach in OpenSciEd High School School that this S&S supports, see the *OpenSciEd Teacher Handbook: High School Science*.

The development of each of the three OpenScied courses, see the OpenSciEd webinars on each of the courses at OpenSciEd.org.

An overview of the OpenSciEd High School development:

> Penuel, W. R., Henson, K., Bracey, Z. B., VIck, N., & Rivet, A. E. (in press). Strategies for designing standards-aligned instructional materials that connect to students' interests and community priorities. The Science Teacher. https://doi.org/10.1080/00368555.2024.2390547

The history and overall approach of the OpenSciEd project (focused on the middle school), read this article (free download):

> Edelson, D. C., Reiser, B. J., McNeill, K. L., Mohan, A., Novak, M., Mohan, L., Affolter, R., McGill, T. A. W., Bracey, Z. E. B., Noll, J. D., Kowalski, S., Novak, D., Lo, A. S., Landel, C., Krumm, A., Penuel, W. R., Horne, K. V., González-Howard, M., & Suárez, E. (2021). Developing research-based instructional materials to support large-scale transformation of science teaching and learning: The approach of the OpenSciEd middle school program. *Journal of Science Teacher Education*, 32(7), 780-804. https://doi.org/10.1080/1046560X.2021.1877457

Coherence from the students' perspective as defined by Brian Reiser and the NextGen Science Storylines group in their work on NGSS science storylines:

> Reiser, B. J., Novak, M., McGill, T. A. W., & Penuel, W. A. (2021). Storyline units: An instructional model to support coherence from the students' perspective. *Journal of Science Teacher Education*, 32(7), 805-829. https://doi.org/10.1080/1046560X.2021.1884784

How the storylines model used in OpenSciEd reflects and builds on ideas in project-based learning and promotes relevance, read this article:

> Penuel, W. R., Reiser, B. J., McGill, T. A. W., Novak, M., Van Horne, K., & Orwig, A. (2022). Connecting student interests and questions with science learning goals through project-based storylines. *Disciplinary and Interdisciplinary Science Education Research*, 4(1), 1-27. https://doi.org/10.1186/s43031-021-00040-z

Strategies OpenSciEd uses to build connections between science and engineering content and students' interests and community priorities, read this manuscript:

> Penuel, W. R., Henson, K., Buck-Bracey, Z., Vick, N., Rivet, A., & OpenSciEd High School Writing Team. (2023). *Designing standards-aligned instructional materials that connect to students' interests and community priorities.* OpenSciEd High School Development Consortium.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive (formerly Academic Drive)
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

Date: December 04, 2025

To: Special Education Committee

From: Dr. Deanna Gill, Assistant Superintendent

Cc: Ms. Jessica Lombard, Superintendent

Subject: Family Engagement Liaison

Executive Summary

I am pleased to introduce Ms. Ina Hall, our Family Engagement Liaison, who joined the Special Services Department at the start of the 2025–26 school year. As you know, this role has been instrumental in strengthening communication, fostering meaningful inclusion, and supporting families across our district. Ina has quickly stepped into this work with exceptional skill, warmth, and a deep commitment to supporting our staff, students and families.

Role & Impact
Ina has been charged with advancing several high-impact priorities, including:

- Expanding opportunities for meaningful inclusion for students with disabilities across school and community settings.
- Strengthening family engagement pathways to ensure access to necessary resources, supports, and community partnerships.
- Building and sustaining collaborative relationships between schools, families, and local organizations to promote a network of support for our students.

Her work has already proven invaluable, both to our department and to our district-wide efforts to connect families with the tools they need to support their children's success.

Presentation to the Board
Ms. Hall will share a brief overview of:

- The initiatives she has been leading since the beginning of the school year;
- The partnerships and supports she has been strengthening on behalf of our families; and

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- Several upcoming activities and events she has planned for our staff, students, and families.

Recommendation
This report is for information only.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: December 4, 2025

Subject: **Monthly Fiscal Updates**
Committee of the Whole Meeting, December 4, 2025

Listed below are major tasks and/or projects the Fiscal Department has been working on during the month.

GENERAL

During the month, Fiscal's primary projects included:

- ✓ **Month-end Close** - See the Executive Summary under separate cover.
- ✓ **Final Levy 2025 –** The final 2025 levy will be shared at the December Levy Hearing.
- ✓ **Declaration of Surplus –** We are assembling this information, and this will be presented at the December Board Meeting.
- ✓ **Statement of Annual Affairs –** Filed
- ✓ **FY27 Budget & 5-Year Plan** – We are beginning the process of rolling the FY26 Budget and 5-Year Plan into the FY27 Budget and 5-Year Plan. We will continue to keep the Board apprised.

Operational Efficiencies

For the first half of the year the District continues to focus on operational efficiency, finding and saving additional resources for students. Below is a brief summary of many of the current efficiencies being investigated and or placed into service:

- ❖ Analyze data around damaged Chromebooks and identify steps to educate students/staff
- ❖ Identifying opportunities to increase the lifespan of laptops from 4 to 5 years.
- ❖ Implementing stronger controls on print management and copy costs. The District leases copiers, and the majority of these leases expire in 2027.
- ❖ Testing lowering the number of CPUs in hardware supporting virtual machines to lower licensing costs
- ❖ Change Board stream process to eliminate the cost of Zoom
- ❖ Increasing the District's registration fee to align with other District's and account for increased Chromebook prices. In addition, looking at all fees to make sure we are aligned with the Fox Valley Conference (i.e. Athletic Fees)
- ❖ Replacing automatic flush valves to manual flush valves on the Harmony Road Campus

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- Community solar implementation
- Lighting retrofit at the High School and Chesak, replacing the current fluorescent lighting to LED.
- Implementation of GridCap software controls to lower demand charges associated with ComEd's peak Demand Charges
- Looking into building pressure controls that measure's a building's air pressure and possibly reducing the amount of airflow needed in a building, thus reducing energy cost.
- DX Cooling at Heineman in FY27 will bring additional energy savings with a more efficient system
- Hiring a Refrigeration Tech in Operation's & Maintenance, eliminating the need for outsourced repairs and preventative maintenance work.
- The Renew America Grant – Covering 95% of the cost of two additional electric buses as well as the related V2G Charging Stations
- Various Internal audits within fiscal, as well as the Skyward implementation in April, 2026.
- ACH payments as a result of the Skyward implementation

SPECIFIC TASKS TO ADDRESS DURING DECEMBER

- ✓December 15th – School districts must submit the Annual Statement of Affairs (ASA) electronically to the Illinois State Board of Education (105 ILCS 5/10-17). Also, copies of the ASA must be available in the administrative office of the school district.
- ✓Last Tuesday in December (December 27) – Certificate of Tax Levy (ISBE 50-02) filed with the county clerk (105 ILCS 5/17-11; 35 ILCS 200/18-15). Check with your County Clerk for any special office hours related to the holidays.

COMING UP IN JANUARY

- ✓Verification Summary Report for Child Nutrition Program
- ✓Categorical Grant expenditure reports
- ✓Quarterly and year-end payroll reports
- ✓Preparing the list of names/addresses for Statement of Economic Interests filing

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
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To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: December 4, 2025

Subject: **Disbursements Issued**
Committee of the Whole Meeting, December 4, 2025
Finance Committee

Presented for the Committee's review is an executive summary of the attached report titled "Disbursements Issued" which is a listing of disbursements issued from November 7, 2025 to November 21, 2025.

Education Fund	$	1,705,388.15
Operations & Maintenance Fund		420,205.73
Debt Service Fund		0.00
Transporation Fund		78,834.03
Municipal Retirement and Social Security Fund		0.00
Capital Projects Fund		0.00
Working Cash Fund		0.00
Fire Prevention and Safety Fund		0.00
Total	$	2,204,427.91

Huntley Community School District 158
Disbursements

Check Date: 11/7/2025 to 11/21/2025

Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
A Freedom Flag Co							
	78307	11/14/2025	10-2546-540-00-79-600-14	Security Officer Equipment	610.00	20261283	10-2546-540-00-79-600-14
					$610.00	**Payee Vendor Total**	
Accountable Healthcare St							
	78308	11/14/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	16,025.76	26100637	10-1101-310-00-79-605-14
					$16,025.76	**Payee Vendor Total**	
Accurate Translation Bure							
	78309	11/14/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	1,408.00	20261193	10-1200-310-92-79-600-14
					$1,408.00	**Payee Vendor Total**	
ADP LLC							
	78310	11/14/2025	10-2520-310-00-74-500-14	Prof & Tech Fiscal	5,665.14	26100437	10-2520-310-00-74-500-14
					$5,665.14	**Payee Vendor Total**	
Advantage Mechanical Inc							
	78311	11/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	3,434.00	20261130	20-2542-323-00-79
	78311	11/14/2025	20-2542-390-00-79	Other Purchased Service	5,121.77	26110317	20-2542-390-00-79
					$8,555.77	**Payee Vendor Total**	
Aequor Healthcare Service							
	78200	11/07/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	1,450.00	26100547	10-1101-310-00-79-605-14
	78200	11/07/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	2,040.00	26100547	10-1101-310-00-79-605-14
	78200	11/07/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	633.50	26100547	10-1101-310-00-79-605-14
	78312	11/14/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	1,121.50	26100547	10-1101-310-00-79-605-14
	78312	11/14/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	3,040.00	26100547	10-1101-310-00-79-605-14
					$8,285.00	**Payee Vendor Total**	
AFLAC Group							
	78313	11/14/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	5,326.13	26080427	10-2310-220-00-79-600-14
	78313	11/14/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	5,359.16	26090427	10-2310-220-00-79-600-14
	78313	11/14/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	5,439.64	26100427	10-2310-220-00-79-600-14
					$16,124.93	**Payee Vendor Total**	
AIA Services LLC							
	78314	11/14/2025	10-2213-415-00-72-120-13	Martin Staff Devel Supplies	73.00	20261140	10-2213-415-00-72-120-13
	78314	11/14/2025	10-1558-410-00-71-300-13	VEI Supplies HS	565.25	20261186	10-1558-410-00-71-300-13
	78314	11/14/2025	10-1558-410-00-71-300-13	VEI Supplies HS	571.36	20261186	10-1558-410-00-71-300-13
					$1,209.61	**Payee Vendor Total**	

Huntley Community School District 158
Disbursements

Check Date: 11/7/2025 to 11/21/2025

Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
Air Products Equipment Co							
	78315	11/14/2025	20-2542-410-00-79	Supplies B & G	560.00	20261284	20-2542-410-00-79
					$560.00	**Payee Vendor Total**	
Alboum Translation Servic							
	78316	11/14/2025	10-2210-310-84-79-605-14	Title III LIPLEPS Pur Svcs	416.76	20261131	10-2210-310-84-79-605-14
	78316	11/14/2025	10-2210-310-84-79-605-14	Title III LIPLEPS Pur Svcs	224.00	20261131	10-2210-310-84-79-605-14
					$640.76	**Payee Vendor Total**	
Allen, Jackelyn							
	78228	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	25.20		10-1200-332-00-79-600-14
					$25.20	**Payee Vendor Total**	
Allen, Michele							
	78229	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	8.40		10-1200-332-00-79-600-14
					$8.40	**Payee Vendor Total**	
Alpha Baking Company Inc							
	78201	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	439.39	26101087	10-2560-415-00-71-300-13
	78201	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	689.83	26101087	10-2560-415-00-71-300-13
	78201	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	666.82	26101087	10-2560-415-00-71-300-13
	78201	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	573.26	26101087	10-2560-415-00-71-300-13
	78201	11/07/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	100.64	26101077	10-2560-415-00-71-100-13
	78201	11/07/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	100.66	26101077	10-2560-415-00-71-100-13
	78201	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	134.79	26101117	10-2560-415-00-72-220-13
	78201	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	75.12	26101117	10-2560-415-00-72-220-13
	78201	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	134.79	26101117	10-2560-415-00-72-220-13
	78201	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	140.57	26101117	10-2560-415-00-72-220-13
	78201	11/07/2025	10-2560-415-00-72-120-13	Cafe Food Martin	51.22	26101107	10-2560-415-00-72-120-13
	78201	11/07/2025	10-2560-415-00-72-120-13	Cafe Food Martin	207.16	26101107	10-2560-415-00-72-120-13
	78201	11/07/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	37.56	26101097	10-2560-415-00-72-110-13
	78201	11/07/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	78.54	26101097	10-2560-415-00-72-110-13
	78201	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	215.70	26101147	10-2560-415-00-74-210-13
	78201	11/07/2025	10-2560-415-00-74-150-13	Cafe Food Conley	53.57	26101137	10-2560-415-00-74-150-13
	78201	11/07/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	88.84	26101127	10-2560-415-00-74-140-13
	78201	11/07/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	39.27	26101097	10-2560-415-00-72-110-13
					$3,827.73	**Payee Vendor Total**	
American Bottling Company							

Huntley Community School District 158
Disbursements

Check Date: 11/7/2025 to 11/21/2025

Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78202	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	795.00	26101497	10-2560-415-00-71-300-13
	78202	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	132.00	26100407	10-2560-415-00-72-220-13
	78202	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	274.00	26101507	10-2560-415-00-74-210-13
	78202	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	(22.00)	26101507	10-2560-415-00-74-210-13
					$1,179.00	**Payee Vendor Total**	
AmeriGas							
	78317	11/14/2025	40-2552-461-00-79	Propane	742.00	26100567	40-2552-461-00-79
	78317	11/14/2025	40-2552-461-00-79	Propane	1,591.10	26100567	40-2552-461-00-79
	78317	11/14/2025	40-2552-461-00-79	Propane	721.91	26100567	40-2552-461-00-79
	78317	11/14/2025	40-2552-461-00-79	Propane	1,328.40	26100567	40-2552-461-00-79
	78317	11/14/2025	40-2552-461-00-79	Propane	1,180.95	26100567	40-2552-461-00-79
					$5,564.36	**Payee Vendor Total**	
Amita GlenOaks School							
	78318	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	17,161.98	26100497	10-4220-670-00-79-600-14
	78318	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	5,487.24	26080497	10-4220-670-00-79-600-14
					$22,649.22	**Payee Vendor Total**	
Ampersand Therapy LLC							
	78319	11/14/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	7,250.00	20260861	10-1101-310-00-79-605-14
					$7,250.00	**Payee Vendor Total**	
Anderson Lock Co Inc							
	992300872	11/17/2025	10-2546-540-00-79-600-14	Security Officer Equipment	12.72	20261194	10-2546-540-00-79-600-14
	992300872	11/17/2025	10-2546-540-00-79-600-14	Security Officer Equipment	50.00	20261194	10-2546-540-00-79-600-14
	992300872	11/17/2025	10-2546-540-00-79-600-14	Security Officer Equipment	20.38	20261195	10-2546-540-00-79-600-14
	992300872	11/17/2025	10-2546-540-00-79-600-14	Security Officer Equipment	540.00	20261195	10-2546-540-00-79-600-14
	992300872	11/17/2025	10-2546-490-00-79-600-14	Security Officer Supplies	52.04	20261196	10-2546-490-00-79-600-14
	992300872	11/17/2025	10-2546-490-00-79-600-14	Security Officer Supplies	2,100.00	20261196	10-2546-490-00-79-600-14
	992300872	11/17/2025	10-2546-490-00-79-600-14	Security Officer Supplies	38.69	20261197	10-2546-490-00-79-600-14
	992300872	11/17/2025	10-2546-490-00-79-600-14	Security Officer Supplies	1,410.00	20261197	10-2546-490-00-79-600-14
					$4,223.83	**Payee Vendor Total**	
Anderson Pest Solutions							
	78320	11/14/2025	20-2542-321-00-79	Sanitation/Exterminating	599.66	26110037	20-2542-321-00-79
	78320	11/14/2025	20-2542-321-00-79	Sanitation/Exterminating	54.19	20261141	20-2542-321-00-79
	78320	11/14/2025	20-2542-321-00-79	Sanitation/Exterminating	43.60	20261141	20-2542-321-00-79
	78320	11/14/2025	20-2542-321-00-79	Sanitation/Exterminating	46.60	20261238	20-2542-321-00-79

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Huntley Community School District 158
Disbursements

Check Date: 11/7/2025 to 11/21/2025

Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78320	11/14/2025	20-2542-321-00-79	Sanitation/Exterminating	46.60	20261238	20-2542-321-00-79
	78320	11/14/2025	20-2542-321-00-79	Sanitation/Exterminating	57.19	20261238	20-2542-321-00-79
	78320	11/14/2025	20-2542-321-00-79	Sanitation/Exterminating	57.19	20261238	20-2542-321-00-79
					$905.03	**Payee Vendor Total**	
Apple Inc							
	78321	11/14/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	3,000.00	20261232	10-1200-310-92-79-600-14
					$3,000.00	**Payee Vendor Total**	
Applied Maintenance							
	78322	11/14/2025	40-2554-410-00-79	Fleet Supplies	60.87	20261215	40-2554-410-00-79
					$60.87	**Payee Vendor Total**	
Aramark Refreshment Servi							
	78203	11/07/2025	10-1110-323-00-74-140-13	Repairs & Maintenance Mackeben	42.00	20260635	10-1110-323-00-74-140-13
	78203	11/07/2025	10-1110-323-00-74-150-13	Repairs Conley	97.00	20260980	10-1110-323-00-74-150-13
	78203	11/07/2025	10-1110-323-00-74-150-13	Repairs Conley	42.00	20260980	10-1110-323-00-74-150-13
					$181.00	**Payee Vendor Total**	
Art of Education Universi							
	78323	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	(443.10)	20261152	10-2212-310-00-79-505-14
	78323	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	8,862.00	20261152	10-2212-310-00-79-505-14
					$8,418.90	**Payee Vendor Total**	
Associated Electrical Con							
	78324	11/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	9,421.65	20261299	20-2542-323-00-79
					$9,421.65	**Payee Vendor Total**	
AT&T 5080							
	78326	11/14/2025	20-2540-340-00-79	Telephone - Districtwide	169.87	26110347	20-2540-340-00-79
					$169.87	**Payee Vendor Total**	
AT&T							
	78325	11/14/2025	20-2540-340-00-79	Telephone - Districtwide	2,919.74	26110327	20-2540-340-00-79
					$2,919.74	**Payee Vendor Total**	
Barr Mechanical Sales Inc							
	78327	11/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	760.00	20261125	20-2542-323-00-79
					$760.00	**Payee Vendor Total**	
Barr, Denise							
	78230	11/14/2025	10-2630-332-00-74-500-14	Communications Travel	159.04		10-2630-332-00-74-500-14

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
					$159.04	**Payee Vendor Total**	
Belin, Marcus							
	78231	11/14/2025	10-2410-332-00-71-300-13	Prin Travel HS	249.48		10-2410-332-00-71-300-13
	78231	11/14/2025	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	111.53	0	10-2213-415-00-71-300-13
					$361.01	**Payee Vendor Total**	
Benefitfocus.com Inc							
	78328	11/14/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	3,500.00	20261216	10-2310-220-00-79-600-14
					$3,500.00	**Payee Vendor Total**	
Bierma, Christian							
	78232	11/14/2025	10-1110-332-00-71-100-13	Teacher Travel Leggee	49.00		10-1110-332-00-71-100-13
					$49.00	**Payee Vendor Total**	
Blu Petroleum							
	78329	11/14/2025	40-2552-464-00-79	Diesel/Gasoline	4,896.85	26100827	40-2552-464-00-79
	78329	11/14/2025	40-2552-464-00-79	Diesel/Gasoline	4,932.44	26100827	40-2552-464-00-79
	78329	11/14/2025	40-2552-464-00-79	Diesel/Gasoline	5,435.75	26100827	40-2552-464-00-79
	78329	11/14/2025	40-2552-464-00-79	Diesel/Gasoline	865.76	26101647	40-2552-464-00-79
	78329	11/14/2025	40-2552-464-00-79	Diesel/Gasoline	766.02	26101647	40-2552-464-00-79
					$16,896.82	**Payee Vendor Total**	
Blue Cross Blue Shield							
	202511070	11/07/2025	10-1100-220-00-79-600-14	Regular Programs Insurance	883,808.05	26110417	10-1100-220-00-79-600-14
					$883,808.05	**Payee Vendor Total**	
Blue Star Medical Sales							
	78330	11/14/2025	10-2546-540-00-79-600-14	Security Officer Equipment	48.21	20261285	10-2546-540-00-79-600-14
	78330	11/14/2025	10-2546-540-00-79-600-14	Security Officer Equipment	372.40	20261285	10-2546-540-00-79-600-14
					$420.61	**Payee Vendor Total**	
Boelter Companies Inc, Th							
	78331	11/14/2025	10-2560-410-00-74-210-13	Cafe Supplies Heineman	88.03	20261309	10-2560-410-00-74-210-13
					$88.03	**Payee Vendor Total**	
Boylan Catholic H.S.							
	78301	11/14/2025	10-1500-640-00-71-300-13	Sports Dues & Fees HS	320.00	0	10-1500-640-00-71-300-13
					$320.00	**Payee Vendor Total**	
Brittain, Amy							
	78233	11/14/2025	10-2210-640-92-79-605-14	IDEA Other Objects	230.00	0	10-2210-640-92-79-605-14

Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
					$230.00	**Payee Vendor Total**	
Brookes Publishing Co.							
	78332	11/14/2025	10-2230-410-95-79-600-14	ECE Test/Assess Supplies	189.00	20261198	10-2230-410-95-79-600-14
					$189.00	**Payee Vendor Total**	
BryMax Enterprises Inc							
	78204	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	1,214.40	26101917	10-2560-415-00-72-220-13
	78204	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	552.00	26101927	10-2560-415-00-74-210-13
					$1,766.40	**Payee Vendor Total**	
Build Capacity Consulting							
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	61.60	20261142	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	60.20	20261142	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	15.74	20261142	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	172.19	20261142	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	19.91	20261286	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	29.78	20261286	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	293.06	20261286	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	58.80	20261286	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	12.60	20261286	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	12.60	20261286	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	6.30	20261286	10-2212-310-00-79-505-14
	78333	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	60.20	20261286	10-2212-310-00-79-505-14
					$802.98	**Payee Vendor Total**	
Canteen Refreshments							
	78334	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	526.17	20261122	10-2560-415-00-71-300-13
	78334	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	75.00	20261122	10-2560-415-00-71-300-13
	78334	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	464.38	20261122	10-2560-415-00-71-300-13
					$1,065.55	**Payee Vendor Total**	
Castans, Rita M							
	78234	11/14/2025	10-1500-335-00-71-300-13	Conference Travel HS	105.00		10-1500-335-00-71-300-13
	78234	11/14/2025	10-1500-335-00-71-300-13	Conference Travel HS	45.50		10-1500-335-00-71-300-13
	78234	11/14/2025	10-1500-335-00-71-300-13	Conference Travel HS	38.78		10-1500-335-00-71-300-13
					$189.28	**Payee Vendor Total**	
CDW Government Inc							
	78335	11/14/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	268.68	20261129	10-1200-410-92-79-600-14

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78335	11/14/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	32.00	20261129	10-1200-410-92-79-600-14
	78335	11/14/2025	10-2660-410-00-79-600-14	Supplies Tech	356.82	20260258	10-2660-410-00-79-600-14
	78335	11/14/2025	10-2660-319-00-79-600-14	Hardware Maintenance Renewal	1,170.00	20260881	10-2660-319-00-79-600-14
	78335	11/14/2025	10-2660-319-00-79-600-14	Hardware Maintenance Renewal	2,741.70	20260881	10-2660-319-00-79-600-14
					$4,569.20	**Payee Vendor Total**	
Champion Paving Corp							
	78336	11/14/2025	20-2543-530-00-79	Improvements not Buildings	12,000.00	20261305	20-2543-530-00-79
	78336	11/14/2025	10-2546-540-00-79-600-14	Security Officer Equipment	12,000.00	20261305	10-2546-540-00-79-600-14
					$24,000.00	**Payee Vendor Total**	
Chesney, Kendra							
	78235	11/14/2025	10-2210-312-97-79-600-14	All Children Prof Dev	217.00		10-2210-312-97-79-600-14
					$217.00	**Payee Vendor Total**	
CINTAS							
	992300873	11/17/2025	40-2550-325-00-79	Rental Trans	167.88	26100757	40-2550-325-00-79
	992300873	11/17/2025	40-2550-325-00-79	Rental Trans	227.92	26100757	40-2550-325-00-79
	992300873	11/17/2025	40-2550-325-00-79	Rental Trans	227.92	26100757	40-2550-325-00-79
	992300873	11/17/2025	40-2550-325-00-79	Rental Trans	7.50	26100757	40-2550-325-00-79
					$631.22	**Payee Vendor Total**	
ClientFirst Consulting Gr							
	78337	11/14/2025	10-2660-390-00-79-600-14	Purchased Service Technology	390.00	20261126	10-2660-390-00-79-600-14
					$390.00	**Payee Vendor Total**	
Colley Elevator Co							
	78338	11/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	370.00	20261154	20-2542-323-00-79
	78338	11/14/2025	20-2542-390-00-79	Other Purchased Service	335.00	20261199	20-2542-390-00-79
	78338	11/14/2025	20-2542-390-00-79	Other Purchased Service	335.00	20261199	20-2542-390-00-79
	78338	11/14/2025	20-2542-390-00-79	Other Purchased Service	335.00	20261199	20-2542-390-00-79
	78338	11/14/2025	20-2542-390-00-79	Other Purchased Service	335.00	20261199	20-2542-390-00-79
					$1,710.00	**Payee Vendor Total**	
Comcast							
	78306	11/14/2025	20-2540-340-00-79	Telephone - Districtwide	299.74	20261361	20-2540-340-00-79
	78339	11/14/2025	20-2540-340-00-79	Telephone - Districtwide	299.74	20261127	20-2540-340-00-79
	78339	11/14/2025	20-2540-340-00-79	Telephone - Districtwide	600.00	26111627	20-2540-340-00-79
					$1,199.48	**Payee Vendor Total**	

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
ComEd							
	78221	11/12/2025	20-2540-466-00-79	Electric	26,595.26	0	20-2540-466-00-79
	78221	11/12/2025	20-2540-466-00-79	Electric	10,052.72	0	20-2540-466-00-79
	78221	11/12/2025	20-2540-466-00-79	Electric	16,942.95	0	20-2540-466-00-79
					$53,590.93	**Payee Vendor Total**	
Conserv FS Inc							
	78340	11/14/2025	20-2543-410-00-79	Grounds Supplies	4,200.00	20261239	20-2543-410-00-79
	78340	11/14/2025	20-2543-410-00-79	Grounds Supplies	4,725.00	20261239	20-2543-410-00-79
	78340	11/14/2025	20-2543-410-00-79	Grounds Supplies	1,529.00	20261143	20-2543-410-00-79
					$10,454.00	**Payee Vendor Total**	
Conway, Juli							
	78236	11/14/2025	10-2210-640-92-79-605-14	IDEA Other Objects	100.00	0	10-2210-640-92-79-605-14
					$100.00	**Payee Vendor Total**	
Cooks Direct							
	78341	11/14/2025	10-2560-540-00-72-120-13	Cafe Equipment Martin	(32.07)	20261132	10-2560-540-00-72-120-13
	78341	11/14/2025	10-2560-540-00-74-140-13	Cafe Equipment Mackeben	(57.01)	20261132	10-2560-540-00-74-140-13
	78341	11/14/2025	10-2560-540-00-72-110-13	Cafe Equipment Chesak	373.55	20261132	10-2560-540-00-72-110-13
	78341	11/14/2025	10-2560-410-00-74-210-13	Cafe Supplies Heineman	61.25	20261132	10-2560-410-00-74-210-13
	78341	11/14/2025	10-2560-410-00-74-150-13	Cafe Supplies Conley	61.25	20261132	10-2560-410-00-74-150-13
	78341	11/14/2025	10-2560-410-00-74-140-13	Cafe Supplies Mackeben	61.25	20261132	10-2560-410-00-74-140-13
	78341	11/14/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	61.82	20261132	10-2560-410-00-71-300-13
	78341	11/14/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	61.25	20261132	10-2560-410-00-71-100-13
	78341	11/14/2025	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	61.25	20261132	10-2560-410-00-72-220-13
	78341	11/14/2025	10-2560-410-00-72-120-13	Cafe Supplies Martin	61.25	20261132	10-2560-410-00-72-120-13
	78341	11/14/2025	10-2560-410-00-72-110-13	Cafe Supplies Chesak	61.25	20261132	10-2560-410-00-72-110-13
	78341	11/14/2025	10-2560-540-00-72-120-13	Cafe Equipment Martin	18,791.90	20261132	10-2560-540-00-72-120-13
					$19,566.94	**Payee Vendor Total**	
Corn, Audrie							
	78237	11/14/2025	10-2210-640-92-79-605-14	IDEA Other Objects	230.00	0	10-2210-640-92-79-605-14
					$230.00	**Payee Vendor Total**	
Cornett, Brenda							
	78238	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	142.94		10-1200-332-00-79-600-14
					$142.94	**Payee Vendor Total**	
Corpolongo, Mary Beth							

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	78239	11/14/2025	10-2560-410-00-74-210-13	Cafe Supplies Heineman	74.99	0	10-2560-410-00-74-210-13
	78239	11/14/2025	10-2560-410-00-74-210-13	Cafe Supplies Heineman	21.00	0	10-2560-410-00-74-210-13
					$95.99	**Payee Vendor Total**	
Cove School							
	78342	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	6,534.99	26101959	10-4220-670-00-79-600-14
					$6,534.99	**Payee Vendor Total**	
CPI (Crisis Prevention In							
	78343	11/14/2025	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	200.00	20261133	10-2210-314-92-79-605-14
	78343	11/14/2025	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	200.00	20261133	10-2210-314-92-79-605-14
	78343	11/14/2025	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	200.00	20261133	10-2210-314-92-79-605-14
	78343	11/14/2025	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	200.00	20261133	10-2210-314-92-79-605-14
	78343	11/14/2025	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	200.00	20261133	10-2210-314-92-79-605-14
					$1,000.00	**Payee Vendor Total**	
CT Veach Inc							
	78344	11/14/2025	20-2543-323-00-79	Repairs-Grounds	1,465.00	20261112	20-2543-323-00-79
	78344	11/14/2025	20-2543-320-00-79-600-14	Grounds Contract	21,032.78	26110157	20-2543-320-00-79-600-14
					$22,497.78	**Payee Vendor Total**	
Dabe, Aimee							
	78240	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	106.05		10-1200-332-00-79-600-14
					$106.05	**Payee Vendor Total**	
Dalessandro. Lynn							
	78241	11/14/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	84.96	0	10-2560-410-00-71-300-13
					$84.96	**Payee Vendor Total**	
Direct Fitness Solutions							
	78345	11/14/2025	10-1130-323-00-71-300-13	Repairs HS	3,313.62	20261300	10-1130-323-00-71-300-13
					$3,313.62	**Payee Vendor Total**	
Done Deal Promotions LLC							
	78346	11/14/2025	10-1120-412-50-74-210-13	PE Uniforms Heineman	29.12	20261301	10-1120-412-50-74-210-13
	78346	11/14/2025	10-1120-412-50-74-210-13	PE Uniforms Heineman	148.75	20261301	10-1120-412-50-74-210-13
	78346	11/14/2025	10-1120-412-50-74-210-13	PE Uniforms Heineman	297.50	20261301	10-1120-412-50-74-210-13
					$475.37	**Payee Vendor Total**	
Dudgeon, Christina							
	78242	11/14/2025	10-2210-640-92-79-605-14	IDEA Other Objects	100.00	0	10-2210-640-92-79-605-14

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
					$100.00	**Payee Vendor Total**	
Dundee Crown HS c/o Athle							
	78347	11/14/2025	10-1500-640-00-74-210-13	Sports Dues & Fees Heineman	250.00	20261078	10-1500-640-00-74-210-13
					$250.00	**Payee Vendor Total**	
DuPage Federation on Huma							
	78348	11/14/2025	10-1200-310-92-79-600-14	IDEA General Purchased Service	257.15	20261144	10-1200-310-92-79-600-14
	78348	11/14/2025	10-2210-310-84-79-605-14	Title III LIPLEPS Pur Svcs	238.65	20261144	10-2210-310-84-79-605-14
					$495.80	**Payee Vendor Total**	
Edge Sports Apparel LLC							
	78349	11/14/2025	10-3000-310-92-79-600-14	IDEA Comm Engage PS	427.00	20261279	10-3000-310-92-79-600-14
					$427.00	**Payee Vendor Total**	
Eds Testing Station and A							
	78350	11/14/2025	40-2550-310-00-79	Prof & Tech Service Trans	810.00	26100707	40-2550-310-00-79
					$810.00	**Payee Vendor Total**	
Embrace Education							
	78351	11/14/2025	10-2660-310-92-79-600-14	IDEA Data Processing Pur Svc	20,853.25	20261123	10-2660-310-92-79-600-14
					$20,853.25	**Payee Vendor Total**	
Engler Callaway Baasten &							
	78352	11/14/2025	10-2310-318-00-74-500-14	Legal Board	2,565.00	20261124	10-2310-318-00-74-500-14
					$2,565.00	**Payee Vendor Total**	
FFP Fund IV Lessee2 LLC							
	78222	11/12/2025	20-2540-466-00-79	Electric	6,444.59	0	20-2540-466-00-79
	78222	11/12/2025	20-2540-466-00-79	Electric	4,442.44	0	20-2540-466-00-79
	78222	11/12/2025	20-2540-466-00-79	Electric	5,032.81	0	20-2540-466-00-79
					$15,919.84	**Payee Vendor Total**	
Fitzgerald, Cynthia							
	78243	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	126.00		10-1200-332-00-79-600-14
					$126.00	**Payee Vendor Total**	
Fowler, Renee							
	78244	11/14/2025	10-1130-332-00-71-300-13	Teacher Travel HS	63.98		10-1130-332-00-71-300-13
					$63.98	**Payee Vendor Total**	
Fox Valley Fire Safety							
	992300874	11/17/2025	20-2542-390-00-79	Other Purchased Service	801.00	26110817	20-2542-390-00-79

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	992300874	11/17/2025	20-2542-390-00-79	Other Purchased Service	60.00	20261145	20-2542-390-00-79
					$861.00	**Payee Vendor Total**	
Fremd High School							
	78302	11/14/2025	10-1543-310-00-71-305-13	Activities Judges/Officials	75.00	0	10-1543-310-00-71-305-13
					$75.00	**Payee Vendor Total**	
General Medical Devices I							
	78353	11/14/2025	10-2546-540-00-79-600-14	Security Officer Equipment	690.00	20261200	10-2546-540-00-79-600-14
					$690.00	**Payee Vendor Total**	
General Parts LLC							
	992300870	11/11/2025	10-2560-323-00-71-300-13	Cafe Repairs HS	250.95	26101667	10-2560-323-00-71-300-13
	992300870	11/11/2025	10-2560-323-00-71-300-13	Cafe Repairs HS	5,396.20	26101667	10-2560-323-00-71-300-13
	992300870	11/11/2025	10-2560-323-00-72-110-13	Cafe Repairs Chesak	965.95	26091677	10-2560-323-00-72-110-13
	992300870	11/11/2025	10-2560-323-00-72-110-13	Cafe Repairs Chesak	305.95	26091677	10-2560-323-00-72-110-13
	992300870	11/11/2025	10-2560-323-00-72-110-13	Cafe Repairs Chesak	813.73	26091677	10-2560-323-00-72-110-13
	992300870	11/11/2025	10-2560-323-00-72-110-13	Cafe Repairs Chesak	657.34	26091677	10-2560-323-00-72-110-13
	992300870	11/11/2025	10-2560-323-00-72-220-13	Cafe Repairs Marlowe	2,581.86	26101697	10-2560-323-00-72-220-13
	992300870	11/11/2025	10-2560-323-00-72-220-13	Cafe Repairs Marlowe	613.60	26101697	10-2560-323-00-72-220-13
	992300870	11/11/2025	10-2560-323-00-72-120-13	Cafe Repairs Martin	415.95	26101687	10-2560-323-00-72-120-13
	992300870	11/11/2025	10-2560-323-00-74-210-13	Cafe Repairs Heineman	577.50	26101727	10-2560-323-00-74-210-13
	992300870	11/11/2025	10-2560-323-00-74-210-13	Cafe Repairs Heineman	1,857.98	26101727	10-2560-323-00-74-210-13
	992300870	11/11/2025	10-2560-323-00-74-210-13	Cafe Repairs Heineman	875.42	26101727	10-2560-323-00-74-210-13
	992300870	11/11/2025	10-2560-323-00-74-140-13	Cafe Repairs Mackeben	65.95	26101707	10-2560-323-00-74-140-13
	992300870	11/11/2025	10-2560-323-00-74-140-13	Cafe Repairs Mackeben	672.33	26101707	10-2560-323-00-74-140-13
					$16,050.71	**Payee Vendor Total**	
GFC Leasing WI							
	992300871	11/11/2025	10-2900-325-00-79-600-14	Copier Leases	8,221.11	26110617	10-2900-325-00-79-600-14
	992300871	11/11/2025	10-2900-325-00-79-600-14	Copier Leases	8,221.11	26100617	10-2900-325-00-79-600-14
	992300871	11/11/2025	10-2900-325-00-79-600-14	Copier Leases	8,221.11	26090617	10-2900-325-00-79-600-14
					$24,663.33	**Payee Vendor Total**	
Gonzalez, Evelyn							
	78245	11/14/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	115.00	0	10-2310-230-00-74-500-14
	78245	11/14/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	115.00	0	10-2310-230-00-74-500-14
	78245	11/14/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	115.00	0	10-2310-230-00-74-500-14
					$345.00	**Payee Vendor Total**	

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Gordon Flesch Co Inc							
	992300869	11/11/2025	10-1130-323-00-71-300-13	Repairs HS	18.94	20260773	10-1130-323-00-71-300-13
	992300869	11/11/2025	10-1130-323-00-71-300-13	Repairs HS	133.43	20260773	10-1130-323-00-71-300-13
	992300875	11/17/2025	10-2900-325-00-79-600-14	Copier Leases	1,216.66	20261128	10-2900-325-00-79-600-14
	992300875	11/17/2025	10-2900-390-00-79-600-14	Copier Maintenance	1,347.67	20261184	10-2900-390-00-79-600-14
	992300875	11/17/2025	10-2900-390-00-79-600-14	Copier Maintenance	2,961.82	20261184	10-2900-390-00-79-600-14
	992300875	11/17/2025	10-2900-390-00-79-600-14	Copier Maintenance	1,337.75	20261184	10-2900-390-00-79-600-14
	992300875	11/17/2025	10-2900-390-00-79-600-14	Copier Maintenance	8,465.89	20261184	10-2900-390-00-79-600-14
	992300875	11/17/2025	10-2900-390-00-79-600-14	Copier Maintenance	85.10	20261184	10-2900-390-00-79-600-14
	992300875	11/17/2025	10-2900-390-00-79-600-14	Copier Maintenance	181.65	20261184	10-2900-390-00-79-600-14
	992300875	11/17/2025	10-2900-390-00-79-600-14	Copier Maintenance	387.86	20261184	10-2900-390-00-79-600-14
	992300875	11/17/2025	10-2900-390-00-79-600-14	Copier Maintenance	1,945.90	20261184	10-2900-390-00-79-600-14
					$18,082.67	**Payee Vendor Total**	
Gordon Food Service							37
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	344.83	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	150.21	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	235.48	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	524.38	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	51.60	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	310.22	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	771.05	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	109.77	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	378.73	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	331.46	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	730.32	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	197.26	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	386.73	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	223.54	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	165.69	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	851.01	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	40.79	26101157	10-2560-410-00-71-100-13
	78205	11/07/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	145.98	26101157	10-2560-410-00-71-100-13
	78205	11/07/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	43.91	26101157	10-2560-410-00-71-100-13
	78205	11/07/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	311.79	26101157	10-2560-410-00-71-100-13
	78205	11/07/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	146.71	26101157	10-2560-410-00-71-100-13

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number	
	78205	11/07/2025	10-2560-410-00-71-100-13	Cafe Supplies Leggee	192.46	26101157	10-2560-410-00-71-100-13	
	78205	11/07/2025	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	235.85	26101197	10-2560-410-00-72-220-13	
	78205	11/07/2025	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	319.55	26101197	10-2560-410-00-72-220-13	
	78205	11/07/2025	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	503.44	26101197	10-2560-410-00-72-220-13	
	78205	11/07/2025	10-2560-410-00-72-220-13	Cafe Supplies Marlowe	465.83	26101197	10-2560-410-00-72-220-13	
	78205	11/07/2025	10-2560-410-00-72-120-13	Cafe Supplies Martin	289.69	26101187	10-2560-410-00-72-120-13	
	78205	11/07/2025	10-2560-410-00-72-120-13	Cafe Supplies Martin	326.55	26101187	10-2560-410-00-72-120-13	
	78205	11/07/2025	10-2560-410-00-72-120-13	Cafe Supplies Martin	213.41	26101187	10-2560-410-00-72-120-13	
	78205	11/07/2025	10-2560-410-00-72-110-13	Cafe Supplies Chesak	284.36	26101177	10-2560-410-00-72-110-13	
	78205	11/07/2025	10-2560-410-00-74-210-13	Cafe Supplies Heineman	1,944.49	26101227	10-2560-410-00-74-210-13	
	78205	11/07/2025	10-2560-410-00-74-150-13	Cafe Supplies Conley	454.79	26101217	10-2560-410-00-74-150-13	
	78205	11/07/2025	10-2560-410-00-74-140-13	Cafe Supplies Mackeben	122.37	26101207	10-2560-410-00-74-140-13	
	78205	11/07/2025	10-2560-410-00-74-140-13	Cafe Supplies Mackeben	119.02	26101207	10-2560-410-00-74-140-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	253.50	26101247	10-2560-415-00-71-300-13	38
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	6,944.08	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	(13.72)	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	(39.97)	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,815.10	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	5,286.79	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,443.32	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	145.09	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	5,172.33	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,932.59	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,603.84	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	3,510.12	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,332.73	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	5,459.49	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	4,919.84	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	(62.10)	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	2,112.69	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	94.76	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	4,640.08	26101247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,769.87	26111247	10-2560-415-00-71-300-13	
	78205	11/07/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	1,692.46	26101237	10-2560-415-00-71-100-13	
	78205	11/07/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	259.45	26101237	10-2560-415-00-71-100-13	

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78205	11/07/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	238.30	26101237	10-2560-415-00-71-100-13
	78205	11/07/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	1,680.77	26101237	10-2560-415-00-71-100-13
	78205	11/07/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	502.70	26101237	10-2560-415-00-71-100-13
	78205	11/07/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	3,297.64	26101237	10-2560-415-00-71-100-13
	78205	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	2,582.51	26101277	10-2560-415-00-72-220-13
	78205	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	5,411.49	26101277	10-2560-415-00-72-220-13
	78205	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	4,188.14	26101277	10-2560-415-00-72-220-13
	78205	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	1,424.51	26101277	10-2560-415-00-72-220-13
	78205	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	6,755.97	26101277	10-2560-415-00-72-220-13
	78205	11/07/2025	10-2560-415-00-72-120-13	Cafe Food Martin	2,059.38	26101267	10-2560-415-00-72-120-13
	78205	11/07/2025	10-2560-415-00-72-120-13	Cafe Food Martin	1,815.88	26101267	10-2560-415-00-72-120-13
	78205	11/07/2025	10-2560-415-00-72-120-13	Cafe Food Martin	1,932.97	26101267	10-2560-415-00-72-120-13
	78205	11/07/2025	10-2560-415-00-72-120-13	Cafe Food Martin	74.10	26101267	10-2560-415-00-72-120-13
	78205	11/07/2025	10-2560-415-00-72-120-13	Cafe Food Martin	3,715.73	26101267	10-2560-415-00-72-120-13
	78205	11/07/2025	10-2560-415-00-72-120-13	Cafe Food Martin	2,351.38	26101267	10-2560-415-00-72-120-13
	78205	11/07/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	1,803.31	26101257	10-2560-415-00-72-110-13
	78205	11/07/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	1,132.09	26101257	10-2560-415-00-72-110-13
	78205	11/07/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	1,007.70	26101257	10-2560-415-00-72-110-13
	78205	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	3,948.14	26101307	10-2560-415-00-74-210-13
	78205	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	2,563.09	26101307	10-2560-415-00-74-210-13
	78205	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	(57.60)	26101307	10-2560-415-00-74-210-13
	78205	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	1,580.53	26101307	10-2560-415-00-74-210-13
	78205	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	6,007.13	26101307	10-2560-415-00-74-210-13
	78205	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	(23.57)	26101307	10-2560-415-00-74-210-13
	78205	11/07/2025	10-2560-415-00-74-150-13	Cafe Food Conley	1,287.60	26101297	10-2560-415-00-74-150-13
	78205	11/07/2025	10-2560-415-00-74-150-13	Cafe Food Conley	438.39	26101297	10-2560-415-00-74-150-13
	78205	11/07/2025	10-2560-415-00-74-150-13	Cafe Food Conley	3,674.57	26101297	10-2560-415-00-74-150-13
	78205	11/07/2025	10-2560-415-00-74-150-13	Cafe Food Conley	1,723.85	26111297	10-2560-415-00-74-150-13
	78205	11/07/2025	10-2560-415-00-74-150-13	Cafe Food Conley	96.99	26111297	10-2560-415-00-74-150-13
	78205	11/07/2025	10-2560-415-00-74-150-13	Cafe Food Conley	2,034.82	26111297	10-2560-415-00-74-150-13
	78205	11/07/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	1,586.47	26101287	10-2560-415-00-74-140-13
	78205	11/07/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	1,035.69	26101287	10-2560-415-00-74-140-13
	78205	11/07/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	728.71	26101287	10-2560-415-00-74-140-13
	78205	11/07/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	5.91	26101287	10-2560-415-00-74-140-13
	78354	11/14/2025	10-1400-410-09-71-300-13	Family Consumer Science HS	59.78	20260548	10-1400-410-09-71-300-13

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Huntley Community School District 158
Disbursements

Check Date: 11/7/2025 to 11/21/2025

Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78354	11/14/2025	10-1400-410-09-71-300-13	Family Consumer Science HS	251.79	20260548	10-1400-410-09-71-300-13
	78205	11/07/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	565.49	26101167	10-2560-410-00-71-300-13
	78205	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	(7.92)	26101307	10-2560-415-00-74-210-13
					$131,670.04	**Payee Vendor Total**	
Great States Volleyball							
	78355	11/14/2025	10-1500-319-00-74-210-13	Sports Officials Heineman	126.00	20261302	10-1500-319-00-74-210-13
					$126.00	**Payee Vendor Total**	
Green, Max							
	78246	11/14/2025	10-1543-332-00-71-305-13	Activities Travel	745.25	0	10-1543-332-00-71-305-13
					$745.25	**Payee Vendor Total**	
GSF USA Inc							
	78356	11/14/2025	20-2542-310-00-79	Custodial Contract Service	200,635.41	26110207	20-2542-310-00-79
	78356	11/14/2025	40-2550-321-00-79	Bus Sanitation	3,728.62	26110187	40-2550-321-00-79
	78356	11/14/2025	20-2542-320-00-79-605-14	Contractual Overtime	308.46	20261240	20-2542-320-00-79-605-14
	78356	11/14/2025	20-2542-320-00-79-605-14	Contractual Overtime	302.16	20261240	20-2542-320-00-79-605-14
	78356	11/14/2025	20-2542-320-00-79-605-14	Contractual Overtime	3,034.20	20261240	20-2542-320-00-79-605-14
					$208,008.85	**Payee Vendor Total**	
Guilford High School c/o							
	78357	11/14/2025	10-1543-640-00-71-305-13	Activities Fees	120.00	20261079	10-1543-640-00-71-305-13
					$120.00	**Payee Vendor Total**	
Gullifor, Kateri							
	78247	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	204.96		10-1200-332-00-79-600-14
	78247	11/14/2025	10-2210-640-92-79-605-14	IDEA Other Objects	175.00	0	10-2210-640-92-79-605-14
					$379.96	**Payee Vendor Total**	
GW Berkheimer Co Inc							
	78358	11/14/2025	20-2542-410-00-79	Supplies B & G	234.00	20261134	20-2542-410-00-79
					$234.00	**Payee Vendor Total**	
Hall, Ina							
	78248	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	64.68		10-1200-332-00-79-600-14
	78248	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	298.41		10-1200-332-00-79-600-14
					$363.09	**Payee Vendor Total**	
Hayden Construction and S							
	78359	11/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	1,985.00	20261306	20-2542-323-00-79

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Huntley Community School District 158
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Check Date: 11/7/2025 to 11/21/2025

Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
					$1,985.00	Payee Vendor Total	
Hershey Creamery Company							
	78208	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	413.76	26101797	10-2560-415-00-71-300-13
	78208	11/07/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	519.12	26101807	10-2560-415-00-72-220-13
	78208	11/07/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	391.68	26101817	10-2560-415-00-74-210-13
					$1,324.56	Payee Vendor Total	
Hilliard, Kristen							
	78249	11/14/2025	10-2560-410-00-74-210-13	Cafe Supplies Heineman	39.96	0	10-2560-410-00-74-210-13
					$39.96	Payee Vendor Total	
Hinckley Springs							
	78360	11/14/2025	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	281.40	20261241	10-2213-415-00-71-300-13
					$281.40	Payee Vendor Total	
Hodges Westside Truck Cen							
	78361	11/14/2025	20-2545-323-00-79-600-14	Vehicle Repairs & Maintenance	1,284.07	20261146	20-2545-323-00-79-600-14
					$1,284.07	Payee Vendor Total	
Hoffman Estates High Scho							
	78303	11/14/2025	10-1543-640-00-71-305-13	Activities Fees	150.00	0	10-1543-640-00-71-305-13
					$150.00	Payee Vendor Total	
Hoffman, Margaret							
	78250	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	183.12		10-1200-332-00-79-600-14
					$183.12	Payee Vendor Total	
Hollabaugh, Jennifer							
	78251	11/14/2025	10-1120-332-00-74-210-13	Teacher Travel Heineman	35.70		10-1120-332-00-74-210-13
	78251	11/14/2025	10-1120-332-00-74-210-13	Teacher Travel Heineman	46.20		10-1120-332-00-74-210-13
					$81.90	Payee Vendor Total	
Home Depot Credit Service							
	78226	11/12/2025	20-2542-410-00-79	Supplies B & G	117.06	26100067	20-2542-410-00-79
	78226	11/12/2025	20-2542-410-00-79	Supplies B & G	79.71	26100067	20-2542-410-00-79
	78226	11/12/2025	20-2542-410-00-79	Supplies B & G	22.85	26100067	20-2542-410-00-79
	78226	11/12/2025	20-2542-410-00-79	Supplies B & G	29.87	26100067	20-2542-410-00-79
	78226	11/12/2025	20-2542-410-00-79	Supplies B & G	53.69	26100067	20-2542-410-00-79
	78226	11/12/2025	20-2542-410-00-79	Supplies B & G	14.47	26100067	20-2542-410-00-79
	78226	11/12/2025	20-2542-410-00-79	Supplies B & G	71.59	26100067	20-2542-410-00-79

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78226	11/12/2025	20-2542-410-00-79	Supplies B & G	19.94	26100067	20-2542-410-00-79
	78226	11/12/2025	20-2542-410-00-79	Supplies B & G	196.59	26100067	20-2542-410-00-79
					$605.77	**Payee Vendor Total**	
Howies Athletic Tape							
	78362	11/14/2025	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	2,752.00	20261085	10-1500-410-00-71-300-13
					$2,752.00	**Payee Vendor Total**	
Hryniewicz, Frank							
	78252	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	21.00		10-1200-332-00-79-600-14
	78252	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	21.00		10-1200-332-00-79-600-14
	78252	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	21.00		10-1200-332-00-79-600-14
					$63.00	**Payee Vendor Total**	
Huntley Collision Center							
	78363	11/14/2025	40-2552-323-00-79	Bus Repairs - Large	325.00	20261217	40-2552-323-00-79
					$325.00	**Payee Vendor Total**	
Huntley Fire Protection D							
	78364	11/14/2025	10-2546-390-00-79-600-14	Security Officer Gnl Purch Svc	816.02	20261135	10-2546-390-00-79-600-14
	78364	11/14/2025	10-2546-390-00-79-600-14	Security Officer Gnl Purch Svc	776.43	20261236	10-2546-390-00-79-600-14
					$1,592.45	**Payee Vendor Total**	
Huntley High School {c/o							
	78365	11/14/2025	10-1500-640-00-74-210-13	Sports Dues & Fees Heineman	275.00	20261303	10-1500-640-00-74-210-13
					$275.00	**Payee Vendor Total**	
Huntley Park District							
	78366	11/14/2025	10-1200-310-66-71-300-13	STEP Purchased Services	780.00	26101737	10-1200-310-66-71-300-13
					$780.00	**Payee Vendor Total**	
Hyperstitch Inc							
	78367	11/14/2025	10-2546-540-00-79-600-14	Security Officer Equipment	79.82	20261201	10-2546-540-00-79-600-14
					$79.82	**Payee Vendor Total**	
IASA							
	78423	11/14/2025	10-2321-390-00-74-500-14	Purchased Service Supt	1,628.72	20261304	10-2321-390-00-74-500-14
	78423	11/14/2025	10-2321-390-00-74-500-14	Purchased Service Supt	485.00	20261304	10-2321-390-00-74-500-14
					$2,113.72	**Payee Vendor Total**	
Illinois Tollway Quarterl							
	78368	11/14/2025	40-2552-640-00-79	Dues & Fees	3,225.82	20261218	40-2552-640-00-79

Huntley Community School District 158
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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
					$3,225.82	**Payee Vendor Total**	
Interstate Battery Center							
	78209	11/07/2025	20-2542-410-00-79	Supplies B & G	105.54	26080077	20-2542-410-00-79
	78209	11/07/2025	20-2542-410-00-79	Supplies B & G	96.31	26090077	20-2542-410-00-79
					$201.85	**Payee Vendor Total**	
iTouch Biometrics LLC							
	78369	11/14/2025	10-2546-390-00-79-600-14	Security Officer Gnl Purch Svc	990.00	20261202	10-2546-390-00-79-600-14
					$990.00	**Payee Vendor Total**	
Jenkins, Benjamin							
	78253	11/14/2025	10-2210-670-98-79-600-14	Teacher Vacancy Tuit	1,651.38	0	10-2210-670-98-79-600-14
					$1,651.38	**Payee Vendor Total**	
Jensens Plumbing & Heatin							
	78370	11/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	563.75	20261203	20-2542-323-00-79
	78370	11/14/2025	20-2542-323-00-79	Repairs & Maint Buildings	266.00	20261242	20-2542-323-00-79
					$829.75	**Payee Vendor Total**	
Johnson, Samantha							
	78254	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	21.00		10-1200-332-00-79-600-14
	78254	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	21.00		10-1200-332-00-79-600-14
	78254	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	21.00		10-1200-332-00-79-600-14
	78254	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	21.00		10-1200-332-00-79-600-14
					$84.00	**Payee Vendor Total**	
Kaneland High School							
	78371	11/14/2025	10-1543-640-00-71-305-13	Activities Fees	100.00	20261187	10-1543-640-00-71-305-13
					$100.00	**Payee Vendor Total**	
Kasper, Lita							
	78255	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	72.66		10-1200-332-00-79-600-14
					$72.66	**Payee Vendor Total**	
Kefauver, Robert (Michael							
	78256	11/14/2025	10-2660-332-00-79-600-14	Travel Technology	42.00		10-2660-332-00-79-600-14
					$42.00	**Payee Vendor Total**	
Kelly, Jill							
	78257	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	102.62		10-1200-332-00-79-600-14
					$102.62	**Payee Vendor Total**	

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
Kelso Burnett Co							
	78372	11/14/2025	10-2546-323-00-79-600-14	Security Officer Repairs	48.00	20261205	10-2546-323-00-79-600-14
	78372	11/14/2025	10-2546-323-00-79-600-14	Security Officer Repairs	183.00	20261205	10-2546-323-00-79-600-14
	78372	11/14/2025	10-2546-323-00-79-600-14	Security Officer Repairs	608.00	20261205	10-2546-323-00-79-600-14
	78372	11/14/2025	10-2546-323-00-79-600-14	Security Officer Repairs	24.00	20261288	10-2546-323-00-79-600-14
	78372	11/14/2025	10-2546-323-00-79-600-14	Security Officer Repairs	304.00	20261288	10-2546-323-00-79-600-14
					$1,167.00	**Payee Vendor Total**	
Klein Thorpe & Jenkins Lt							
	78373	11/14/2025	10-2310-318-00-74-500-14	Legal Board	104.00	20261307	10-2310-318-00-74-500-14
					$104.00	**Payee Vendor Total**	
Kozbiel, Loida							
	78258	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	383.18		10-1200-332-00-79-600-14
					$383.18	**Payee Vendor Total**	
Krawczyk, Robin							
	78259	11/14/2025	10-2560-410-00-74-150-13	Cafe Supplies Conley	9.99	0	10-2560-410-00-74-150-13
					$9.99	**Payee Vendor Total**	
Krebs, Patricia							
	78260	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	1.12		10-1200-332-00-79-600-14
	78260	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	2.66		10-1200-332-00-79-600-14
	78260	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	1.26		10-1200-332-00-79-600-14
					$5.04	**Payee Vendor Total**	
Kunde, Ryan							
	78261	11/14/2025	10-2660-332-00-79-600-14	Travel Technology	55.02		10-2660-332-00-79-600-14
					$55.02	**Payee Vendor Total**	
Latoria, Kristy							
	78262	11/14/2025	10-2210-640-92-79-605-14	IDEA Other Objects	250.00	0	10-2210-640-92-79-605-14
					$250.00	**Payee Vendor Total**	
LaTour, Kelly A							
	78263	11/14/2025	10-1200-410-00-79-600-14	Supplies Sp Ed	6.29	0	10-1200-410-00-79-600-14
	78263	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	67.13		10-1200-332-00-79-600-14
	78263	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	103.53		10-1200-332-00-79-600-14
	78263	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	86.10		10-1200-332-00-79-600-14
	78263	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	4.20		10-1200-332-00-79-600-14

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
					$267.25	**Payee Vendor Total**	
Leach Enterprises Inc							
	992300876	11/17/2025	40-2554-410-00-79	Fleet Supplies	42.50	26100787	40-2554-410-00-79
	992300876	11/17/2025	40-2554-410-00-79	Fleet Supplies	354.35	26100787	40-2554-410-00-79
					$396.85	**Payee Vendor Total**	
Lee, Xavier							
	78264	11/14/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					$420.00	**Payee Vendor Total**	
Letheby, Corey							
	78265	11/14/2025	20-2540-640-00-79	Dues & Fees	298.00	0	20-2540-640-00-79
					$298.00	**Payee Vendor Total**	
Lincoln-Way Central {c/o							
	78304	11/14/2025	10-1500-640-00-71-300-13	Sports Dues & Fees HS	250.00	0	10-1500-640-00-71-300-13
					$250.00	**Payee Vendor Total**	
Lindquist, Kevin							
	78266	11/14/2025	20-2540-332-00-79	Travel	208.60		20-2540-332-00-79
	78266	11/14/2025	20-2540-332-00-79	Travel	46.62		20-2540-332-00-79
					$255.22	**Payee Vendor Total**	
LMK Speech Language Thera							
	78374	11/14/2025	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	14,500.00	20260862	10-1101-310-00-79-605-14
					$14,500.00	**Payee Vendor Total**	
Lombard, Jessica							
	78267	11/14/2025	10-2321-332-00-74-500-14	Travel Supt	201.17		10-2321-332-00-74-500-14
					$201.17	**Payee Vendor Total**	
Lowes Pro Supply							
	78375	11/14/2025	20-2542-410-00-79	Supplies B & G	91.06	26080107	20-2542-410-00-79
					$91.06	**Payee Vendor Total**	
LRP Publication							
	78376	11/14/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	5.50	20261233	10-1200-410-92-79-600-14
	78376	11/14/2025	10-1200-410-92-79-600-14	IDEA Instructional Supplies	64.95	20261233	10-1200-410-92-79-600-14
					$70.45	**Payee Vendor Total**	
MakeMusic Inc							
	78377	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	(673.88)	20261153	10-2212-310-00-79-505-14

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78377	11/14/2025	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	6,831.54	20261153	10-2212-310-00-79-505-14
					$6,157.66	**Payee Vendor Total**	
Marino, Arin							
	78268	11/14/2025	10-3100-332-97-79-605-14	All Children Community Travel	21.42		10-3100-332-97-79-605-14
					$21.42	**Payee Vendor Total**	
Marklund Children`s Home							
	78210	11/07/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	13,384.62	26100507	10-4220-670-00-79-600-14
	78210	11/07/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	13,384.62	26100507	10-4220-670-00-79-600-14
	78378	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	16,324.25	20261280	10-4220-670-00-79-600-14
					$43,093.49	**Payee Vendor Total**	
Master Teacher Inc, The							
	78379	11/14/2025	10-2642-411-00-74-500-14	HR Employee Recognition	203.90	20260002	10-2642-411-00-74-500-14
					$203.90	**Payee Vendor Total**	
Mays, Gina							
	78269	11/14/2025	10-2210-640-92-79-605-14	IDEA Other Objects	60.00	0	10-2210-640-92-79-605-14
					$60.00	**Payee Vendor Total**	
McBean-Delaney, Colleen							
	78270	11/14/2025	10-1110-332-00-72-110-13	Teacher Travel Chesak	2.10		10-1110-332-00-72-110-13
					$2.10	**Payee Vendor Total**	
McHenry County College							
	78380	11/14/2025	10-1400-310-00-74-305-13	Voc Ed Tuition	16,090.02	20261287	10-1400-310-00-74-305-13
					$16,090.02	**Payee Vendor Total**	
McHenry County Sheriffs O							
	78381	11/14/2025	10-2546-390-00-79-600-14	Security Officer Gnl Purch Svc	840.00	20261219	10-2546-390-00-79-600-14
					$840.00	**Payee Vendor Total**	
McMaster Carr Supply Co							
	78382	11/14/2025	20-2542-410-00-79	Supplies B & G	174.04	26080287	20-2542-410-00-79
	78382	11/14/2025	20-2542-410-00-79	Supplies B & G	67.89	26070287	20-2542-410-00-79
	78382	11/14/2025	20-2542-410-00-79	Supplies B & G	17.46	26070287	20-2542-410-00-79
					$259.39	**Payee Vendor Total**	
Mesirow Insurance Service							
	78211	11/07/2025	10-1100-220-00-79-600-14	Regular Programs Insurance	17,500.00	26110467	10-1100-220-00-79-600-14
					$17,500.00	**Payee Vendor Total**	

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
Metlife							
	78212	11/07/2025	10-2310-220-00-79-600-14	Support Serv-Gen Adm Insurance	21,607.20	26100447	10-2310-220-00-79-600-14
	78212	11/07/2025	10-1100-220-00-79-600-14	Regular Programs Insurance	78,532.98	26101597	10-1100-220-00-79-600-14
					$100,140.18	**Payee Vendor Total**	
Midwest Computer Products							
	78383	11/14/2025	10-2660-390-00-79-600-14	Purchased Service Technology	250.00	20261182	10-2660-390-00-79-600-14
					$250.00	**Payee Vendor Total**	
Midwest Mechanical Group							
	78384	11/14/2025	20-2542-520-00-79	Building projects	10,597.60	20260008	20-2542-520-00-79
					$10,597.60	**Payee Vendor Total**	
Minnesota Clay							
	78385	11/14/2025	10-1110-410-02-72-120-13	Art Supplies Martin	69.63	20261120	10-1110-410-02-72-120-13
	78385	11/14/2025	10-1110-410-02-72-120-13	Art Supplies Martin	348.00	20261120	10-1110-410-02-72-120-13
	78385	11/14/2025	10-1110-410-02-74-150-13	Art Supplies Conley	69.63	20261120	10-1110-410-02-74-150-13
	78385	11/14/2025	10-1110-410-02-74-150-13	Art Supplies Conley	232.00	20261120	10-1110-410-02-74-150-13
	78385	11/14/2025	10-1110-410-02-74-140-13	Mackeben Art Supplies	69.63	20261120	10-1110-410-02-74-140-13
	78385	11/14/2025	10-1110-410-02-74-140-13	Mackeben Art Supplies	232.00	20261120	10-1110-410-02-74-140-13
	78385	11/14/2025	10-158	Activity Funds	69.63	20261120	10-120
	78385	11/14/2025	10-158	Activity Funds	637.99	20261120	10-120
	78385	11/14/2025	10-1110-410-02-72-110-13	Art Supplies Chesak	69.63	20261120	10-1110-410-02-72-110-13
	78385	11/14/2025	10-1110-410-02-72-110-13	Art Supplies Chesak	318.99	20261120	10-1110-410-02-72-110-13
					$2,117.13	**Payee Vendor Total**	
Monson, Jason							
	78271	11/14/2025	10-1130-332-00-71-300-13	Teacher Travel HS	64.40		10-1130-332-00-71-300-13
					$64.40	**Payee Vendor Total**	
Neuco							
	78386	11/14/2025	20-2542-410-00-79	Supplies B & G	59.27	26070147	20-2542-410-00-79
					$59.27	**Payee Vendor Total**	
New Connections Academy							
	78387	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	8,157.16	26100397	10-4220-670-00-79-600-14
	78387	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	8,157.16	26110397	10-4220-670-00-79-600-14
					$16,314.32	**Payee Vendor Total**	
Nicor Gas							

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number	
	78198	11/13/2025	20-2540-465-00-79	Natural Gas	54.86	0	20-2540-465-00-79	
	78223	11/12/2025	20-2540-465-00-79	Natural Gas	279.48	0	20-2540-465-00-79	
	78223	11/12/2025	20-2540-465-00-79	Natural Gas	541.42	0	20-2540-465-00-79	
	78223	11/12/2025	20-2540-465-00-79	Natural Gas	566.10	0	20-2540-465-00-79	
	78223	11/12/2025	20-2540-465-00-79	Natural Gas	749.97	0	20-2540-465-00-79	
	78223	11/12/2025	20-2540-465-00-79	Natural Gas	684.58	0	20-2540-465-00-79	
	78223	11/12/2025	20-2540-465-00-79	Natural Gas	608.99	0	20-2540-465-00-79	
	78223	11/12/2025	20-2540-465-00-79	Natural Gas	1,141.38	0	20-2540-465-00-79	
	78223	11/12/2025	20-2540-465-00-79	Natural Gas	591.11	0	20-2540-465-00-79	
	78223	11/12/2025	20-2540-465-00-79	Natural Gas	55.66	0	20-2540-465-00-79	
	78223	11/12/2025	20-2540-465-00-79	Natural Gas	559.09	0	20-2540-465-00-79	
					$5,832.64	**Payee Vendor Total**		
North Shore Transit Inc								
	78388	11/14/2025	40-2552-331-00-79	Contracted Transportation	449.41	20261220	40-2552-331-00-79	48
	78388	11/14/2025	40-2552-331-00-79	Contracted Transportation	1,899.08	20261221	40-2552-331-00-79	
					$2,348.49	**Payee Vendor Total**		
Northwestern Illinois Ass								
	78389	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	9,290.00	20261204	10-4220-670-00-79-600-14	
	78389	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	30,000.00	20261204	10-4220-670-00-79-600-14	
					$39,290.00	**Payee Vendor Total**		
Northwestern Medicine Hun								
	78390	11/14/2025	10-1200-310-66-71-300-13	STEP Purchased Services	900.00	26090527	10-1200-310-66-71-300-13	
					$900.00	**Payee Vendor Total**		
Northwestern Memorial Hea								
	78391	11/14/2025	10-2130-410-00-79-600-14	Supplies Health	7.00	20261147	10-2130-410-00-79-600-14	
					$7.00	**Payee Vendor Total**		
Nunnery, Curtis								
	78272	11/14/2025	10-1500-335-00-71-300-13	Conference Travel HS	26.60		10-1500-335-00-71-300-13	
					$26.60	**Payee Vendor Total**		
Obabko, Alla								
	78273	11/14/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14	
					$420.00	**Payee Vendor Total**		
OReilly Automotive Stores								

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78392	11/14/2025	40-2554-410-00-79	Fleet Supplies	45.38	20261225	40-2554-410-00-79
					$45.38	**Payee Vendor Total**	
Ovalle, Rosa							
	78274	11/14/2025	10-2560-410-00-74-210-13	Cafe Supplies Heineman	94.99	0	10-2560-410-00-74-210-13
					$94.99	**Payee Vendor Total**	
Oxford University Press U							
	78393	11/14/2025	10-2210-310-84-79-605-14	Title III LIPLEPS Pur Svcs	114.40	20261082	10-2210-310-84-79-605-14
	78393	11/14/2025	10-1800-410-84-79-605-14	Title III LIPLEPS Supplies	11.02	20261082	10-1800-410-84-79-605-14
	78393	11/14/2025	10-1800-410-84-79-605-14	Title III LIPLEPS Supplies	38.72	20261082	10-1800-410-84-79-605-14
	78393	11/14/2025	10-1800-410-84-79-605-14	Title III LIPLEPS Supplies	38.72	20261082	10-1800-410-84-79-605-14
	78393	11/14/2025	10-1800-410-84-79-605-14	Title III LIPLEPS Supplies	38.72	20261082	10-1800-410-84-79-605-14
					$241.58	**Payee Vendor Total**	
PAHCS II Northwestern Med							
	78394	11/14/2025	40-2550-310-00-79	Prof & Tech Service Trans	170.00	20261222	40-2550-310-00-79
	78394	11/14/2025	40-2550-310-00-79	Prof & Tech Service Trans	746.13	20261223	40-2550-310-00-79
	78394	11/14/2025	40-2550-310-00-79	Prof & Tech Service Trans	920.00	20261224	40-2550-310-00-79
					$1,836.13	**Payee Vendor Total**	
Parkland Preparatory Acad							
	78213	11/07/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	10,759.98	26101960	10-4220-670-00-79-600-14
					$10,759.98	**Payee Vendor Total**	
Partnering for Prevention							
	78214	11/07/2025	10-3600-390-82-79-605-14	Community Svcs Purchased Svcs	7,105.00	26111777	10-3600-390-82-79-605-14
	78214	11/07/2025	10-1130-390-00-71-300-13	Consulting HS	65.00	26111777	10-1130-390-00-71-300-13
	78214	11/07/2025	10-1130-390-00-71-300-13	Consulting HS	1,815.00	26111777	10-1130-390-00-71-300-13
					$8,985.00	**Payee Vendor Total**	
Pasillas, Ma Enriqueta							
	78275	11/14/2025	10-2560-410-00-74-140-13	Cafe Supplies Mackeben	189.00	0	10-2560-410-00-74-140-13
	78275	11/14/2025	10-2560-410-00-74-140-13	Cafe Supplies Mackeben	100.00	0	10-2560-410-00-74-140-13
					$289.00	**Payee Vendor Total**	
Patlin Inc							
	78395	11/14/2025	40-2554-410-00-79	Fleet Supplies	56.42	20261226	40-2554-410-00-79
					$56.42	**Payee Vendor Total**	
Pauwels, Sheryl							

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78276	11/14/2025	10-1125-332-00-79-600-14	Travel Preschool	232.40		10-1125-332-00-79-600-14
					$232.40	**Payee Vendor Total**	
Pepsi-Cola Gen Bot Inc							
	78215	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,858.17	26101487	10-2560-415-00-71-300-13
	78215	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,034.34	26101487	10-2560-415-00-71-300-13
	78215	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	17.17	26101487	10-2560-415-00-71-300-13
	78215	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,235.86	26111487	10-2560-415-00-71-300-13
	78215	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,270.62	26111487	10-2560-415-00-71-300-13
	78215	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,138.62	26111487	10-2560-415-00-71-300-13
	78215	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	1,123.00	26111487	10-2560-415-00-71-300-13
					$7,677.78	**Payee Vendor Total**	
Perspectives Ltd							
	78216	11/07/2025	10-2510-220-00-79-600-14	Direction of Business Serv Ins	1,326.00	26110277	10-2510-220-00-79-600-14
					$1,326.00	**Payee Vendor Total**	
Petty Cash-HHS SpEd							
	78305	11/14/2025	10-3000-410-92-79-600-14	IDEA Comm Engage Supplies	73.33	0	10-3000-410-92-79-600-14
	78305	11/14/2025	10-3000-410-92-79-600-14	IDEA Comm Engage Supplies	94.42	0	10-3000-410-92-79-600-14
	78305	11/14/2025	10-3000-310-92-79-600-14	IDEA Comm Engage PS	120.00	0	10-3000-310-92-79-600-14
					$287.75	**Payee Vendor Total**	
Philips, Shannon							
	78277	11/14/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					$420.00	**Payee Vendor Total**	
Pomps Tire Service Inc							
	78396	11/14/2025	40-2554-410-00-79	Fleet Supplies	2,956.48	26100837	40-2554-410-00-79
	78396	11/14/2025	40-2554-410-00-79	Fleet Supplies	(3,041.78)	26100837	40-2554-410-00-79
	78396	11/14/2025	40-2554-410-00-79	Fleet Supplies	2,072.78	26090837	40-2554-410-00-79
					$1,987.48	**Payee Vendor Total**	
Prairie Farms Rockford							
	78397	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	102.10	26101327	10-2560-415-00-71-300-13
	78397	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	34.82	26101327	10-2560-415-00-71-300-13
	78397	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	173.35	26101327	10-2560-415-00-71-300-13
	78397	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	278.35	26101327	10-2560-415-00-71-300-13
	78397	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	67.28	26101327	10-2560-415-00-71-300-13
	78397	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	67.28	26101327	10-2560-415-00-71-300-13

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78397	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	272.90	26101327	10-2560-415-00-71-300-13
	78397	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	84.69	26101327	10-2560-415-00-71-300-13
	78397	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	182.92	26101327	10-2560-415-00-71-300-13
	78397	11/14/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	429.35	26101317	10-2560-415-00-71-100-13
	78397	11/14/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	273.84	26101317	10-2560-415-00-71-100-13
	78397	11/14/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	273.84	26101317	10-2560-415-00-71-100-13
	78397	11/14/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	343.48	26101317	10-2560-415-00-71-100-13
	78397	11/14/2025	10-2560-415-00-71-100-13	Cafe Food Leggee	429.35	26101317	10-2560-415-00-71-100-13
	78397	11/14/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	172.92	26101375	10-2560-415-00-72-220-13
	78397	11/14/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	103.28	26101375	10-2560-415-00-72-220-13
	78397	11/14/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	240.20	26101375	10-2560-415-00-72-220-13
	78397	11/14/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	171.74	26101375	10-2560-415-00-72-220-13
	78397	11/14/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	190.33	26101375	10-2560-415-00-72-220-13
	78397	11/14/2025	10-2560-415-00-72-120-13	Cafe Food Martin	410.76	26101374	10-2560-415-00-72-120-13
	78397	11/14/2025	10-2560-415-00-72-120-13	Cafe Food Martin	394.53	26101374	10-2560-415-00-72-120-13
	78397	11/14/2025	10-2560-415-00-72-120-13	Cafe Food Martin	348.20	26101374	10-2560-415-00-72-120-13
	78397	11/14/2025	10-2560-415-00-72-120-13	Cafe Food Martin	343.48	26101374	10-2560-415-00-72-120-13
	78397	11/14/2025	10-2560-415-00-72-120-13	Cafe Food Martin	394.53	26101374	10-2560-415-00-72-120-13
	78397	11/14/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	533.81	26101373	10-2560-415-00-72-110-13
	78397	11/14/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	362.07	26101373	10-2560-415-00-72-110-13
	78397	11/14/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	328.43	26101373	10-2560-415-00-72-110-13
	78397	11/14/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	327.25	26101373	10-2560-415-00-72-110-13
	78397	11/14/2025	10-2560-415-00-72-110-13	Cafe Food Chesak	396.89	26101373	10-2560-415-00-72-110-13
	78397	11/14/2025	10-2560-415-97-79-600-14	All Children Snacks	39.93	26091397	10-2560-415-97-79-600-14
	78397	11/14/2025	10-2560-415-97-79-600-14	All Children Snacks	34.94	26091397	10-2560-415-97-79-600-14
	78397	11/14/2025	10-2560-415-97-79-600-14	All Children Snacks	34.94	26091397	10-2560-415-97-79-600-14
	78397	11/14/2025	10-2560-415-97-79-600-14	All Children Snacks	34.94	26091397	10-2560-415-97-79-600-14
	78397	11/14/2025	10-2560-415-97-79-600-14	All Children Snacks	29.95	26101397	10-2560-415-97-79-600-14
	78397	11/14/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	172.92	26101387	10-2560-415-00-74-210-13
	78397	11/14/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	138.10	26101387	10-2560-415-00-74-210-13
	78397	11/14/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	136.92	26101387	10-2560-415-00-74-210-13
	78397	11/14/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	120.69	26101387	10-2560-415-00-74-210-13
	78397	11/14/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	120.69	26101387	10-2560-415-00-74-210-13
	78397	11/14/2025	10-2560-415-00-74-150-13	Cafe Food Conley	257.61	26101377	10-2560-415-00-74-150-13
	78397	11/14/2025	10-2560-415-00-74-150-13	Cafe Food Conley	205.38	26101377	10-2560-415-00-74-150-13

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	78397	11/14/2025	10-2560-415-00-74-150-13	Cafe Food Conley	206.56	26101377	10-2560-415-00-74-150-13
	78397	11/14/2025	10-2560-415-00-74-150-13	Cafe Food Conley	257.61	26101377	10-2560-415-00-74-150-13
	78397	11/14/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	378.30	26101367	10-2560-415-00-74-140-13
	78397	11/14/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	222.79	26101367	10-2560-415-00-74-140-13
	78397	11/14/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	273.84	26101367	10-2560-415-00-74-140-13
	78397	11/14/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	273.84	26101367	10-2560-415-00-74-140-13
	78397	11/14/2025	10-2560-415-00-74-140-13	Cafe Food Mackeben	273.84	26101367	10-2560-415-00-74-140-13
					$10,945.76	**Payee Vendor Total**	
Prairie Ridge High School							
	78399	11/14/2025	10-2410-640-00-71-300-13	Dues & Fees HS	50.00	20261136	10-2410-640-00-71-300-13
					$50.00	**Payee Vendor Total**	
Primus, Mike							
	78278	11/14/2025	10-2660-332-00-79-600-14	Travel Technology	43.54		10-2660-332-00-79-600-14
					$43.54	**Payee Vendor Total**	
Reed, Richard							
	78279	11/14/2025	10-2561-332-00-79-605-14	Dir Food Service Travel	53.90		10-2561-332-00-79-605-14
					$53.90	**Payee Vendor Total**	
Regan, Daniel							
	78280	11/14/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14
					$420.00	**Payee Vendor Total**	
Rewerts, Suzanne							
	78281	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	93.94		10-1200-332-00-79-600-14
					$93.94	**Payee Vendor Total**	
Rodriguez, Thomas							
	78282	11/14/2025	10-2520-332-00-74-500-14	Travel Fiscal	12.46		10-2520-332-00-74-500-14
					$12.46	**Payee Vendor Total**	
Roskopf, Jake							
	78283	11/14/2025	10-2210-670-98-79-600-14	Teacher Vacancy Tuit	6,180.00	0	10-2210-670-98-79-600-14
	78283	11/14/2025	10-1100-410-98-79-600-14	Rep Instr Supplies	114.94	0	10-1100-410-98-79-600-14
					$6,294.94	**Payee Vendor Total**	
Rush Truck Center Huntley							
	78400	11/14/2025	40-2554-410-00-79	Fleet Supplies	55.36	26100747	40-2554-410-00-79
	78400	11/14/2025	40-2554-410-00-79	Fleet Supplies	1,200.00	26100747	40-2554-410-00-79

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78400	11/14/2025	40-2554-410-00-79	Fleet Supplies	126.58	26100747	40-2554-410-00-79
	78400	11/14/2025	40-2554-410-00-79	Fleet Supplies	110.40	26100747	40-2554-410-00-79
	78400	11/14/2025	40-2554-410-00-79	Fleet Supplies	(226.10)	26100747	40-2554-410-00-79
	78400	11/14/2025	40-2554-410-00-79	Fleet Supplies	384.97	26100747	40-2554-410-00-79
					$1,651.21	**Payee Vendor Total**	
Ryan, Debra							
	78284	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	85.04	0	10-1200-332-00-79-600-14
	78284	11/14/2025	10-2210-640-92-79-605-14	IDEA Other Objects	250.00	0	10-2210-640-92-79-605-14
	78284	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	240.20	0	10-1200-332-00-79-600-14
					$575.24	**Payee Vendor Total**	
Sanchez, Kirsten							
	78285	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	28.00		10-1200-332-00-79-600-14
	78285	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	7.56		10-1200-332-00-79-600-14
	78285	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	7.56		10-1200-332-00-79-600-14
					$43.12	**Payee Vendor Total**	
Saylor, Alexa							
	78286	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	42.00		10-1200-332-00-79-600-14
					$42.00	**Payee Vendor Total**	
Schocks Towing							
	78401	11/14/2025	40-2550-323-00-79	Repairs and Maintenance	800.00	20261227	40-2550-323-00-79
					$800.00	**Payee Vendor Total**	
Scholastic Inc							
	78217	11/07/2025	10-1100-421-00-74-500-14	Materials 6-12	779.19	20260372	10-1100-421-00-74-500-14
	78217	11/07/2025	10-1100-421-00-74-500-14	Materials 6-12	7,791.90	20260372	10-1100-421-00-74-500-14
	78402	11/14/2025	10-1100-421-00-74-500-14	Materials 6-12	24.98	20261083	10-1100-421-00-74-500-14
	78402	11/14/2025	10-1100-421-00-74-500-14	Materials 6-12	249.75	20261083	10-1100-421-00-74-500-14
					$8,845.82	**Payee Vendor Total**	
Scholl, Julie							
	78287	11/14/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	165.00	0	10-2310-230-00-74-500-14
					$165.00	**Payee Vendor Total**	
School Health Corporation							
	78403	11/14/2025	10-1110-410-50-74-100-14	PE Supplies Leggee	156.59	20261084	10-1110-410-50-74-100-14
	78403	11/14/2025	10-1110-410-50-74-100-14	PE Supplies Leggee	26.08	20261084	10-1110-410-50-74-100-14

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	78403	11/14/2025	10-1110-410-50-74-100-14	PE Supplies Leggee	45.22	20261084	10-1110-410-50-74-100-14
					$227.89	**Payee Vendor Total**	
School Specialty Curricul							
	992300877	11/17/2025	10-1110-410-00-74-150-13	Inst Supplies Conley	7,073.28	20261113	10-1110-410-00-74-150-13
					$7,073.28	**Payee Vendor Total**	
Schoolbells Ltd							
	78300	11/14/2025	40-2552-331-00-79	Contracted Transportation	33,584.00	26100657	40-2552-331-00-79
					$33,584.00	**Payee Vendor Total**	
Schwerzler, Therese							
	78288	11/14/2025	10-2410-332-00-71-300-13	Prin Travel HS	17.78		10-2410-332-00-71-300-13
					$17.78	**Payee Vendor Total**	
Searle, Cara							
	78289	11/14/2025	10-1110-332-00-71-100-13	Teacher Travel Leggee	52.50		10-1110-332-00-71-100-13
					$52.50	**Payee Vendor Total**	
Senase, Judith							
	78404	11/14/2025	10-2150-310-92-79-600-14	IDEA Sp Path & Audiology Serv	950.00	20261137	10-2150-310-92-79-600-14
	78404	11/14/2025	10-2150-310-92-79-600-14	IDEA Sp Path & Audiology Serv	950.00	20261289	10-2150-310-92-79-600-14
	78404	11/14/2025	10-2150-310-92-79-600-14	IDEA Sp Path & Audiology Serv	950.00	20261290	10-2150-310-92-79-600-14
					$2,850.00	**Payee Vendor Total**	
Service Printing Corporat							
	78405	11/14/2025	10-2210-490-00-74-500-14	Supplies Curr & Inst 6-12	103.00	20261080	10-2210-490-00-74-500-14
	78405	11/14/2025	10-1520-410-30-71-305-13	HS Newspaper Supplies	1,412.70	20261148	10-1520-410-30-71-305-13
					$1,515.70	**Payee Vendor Total**	
Service Sanitation Inc							
	78406	11/14/2025	10-1500-320-00-71-300-13	HHS Athletics Grounds Svcs	859.95	20261138	10-1500-320-00-71-300-13
	78406	11/14/2025	10-1500-320-00-71-300-13	HHS Athletics Grounds Svcs	185.45	20261149	10-1500-320-00-71-300-13
					$1,045.40	**Payee Vendor Total**	
Severin, Nicole							
	78290	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	42.70		10-1200-332-00-79-600-14
	78290	11/14/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	480.00	0	10-2310-230-00-74-500-14
					$522.70	**Payee Vendor Total**	
Shanklin, Jessica							
	78291	11/14/2025	10-2310-230-00-74-500-14	Tuition Reimbursement	420.00	0	10-2310-230-00-74-500-14

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					$420.00	Payee Vendor Total	
Smith, Emily							
	78292	11/14/2025	10-2210-640-92-79-605-14	IDEA Other Objects	60.00	0	10-2210-640-92-79-605-14
					$60.00	Payee Vendor Total	
SNA Depository							
	78407	11/14/2025	10-2561-640-00-79-600-14	Dir Food Service Dues & Fees	20.00	20261150	10-2561-640-00-79-600-14
					$20.00	Payee Vendor Total	
South Campus							
	78408	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	3,367.00	26101961	10-4220-670-00-79-600-14
	78408	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	7,342.17	26101961	10-4220-670-00-79-600-14
	78408	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	7,407.40	26101961	10-4220-670-00-79-600-14
					$18,116.57	Payee Vendor Total	
Special Education Service							
	78409	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	3,034.68	20261281	10-4220-670-00-79-600-14
	78409	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	3,034.68	20261281	10-4220-670-00-79-600-14
	78409	11/14/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	3,034.68	20261281	10-4220-670-00-79-600-14
					$9,104.04	Payee Vendor Total	
Spoeth, Holly							
	78293	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	171.99		10-1200-332-00-79-600-14
					$171.99	Payee Vendor Total	
Steiner Electric Company							
	78410	11/14/2025	20-2542-410-00-79	Supplies B & G	199.60	26101637	20-2542-410-00-79
					$199.60	Payee Vendor Total	
Summit School Inc							
	78218	11/07/2025	10-4220-670-00-79-600-14	Sp Ed Private Tuition	21,254.64	26101962	10-4220-670-00-79-600-14
					$21,254.64	Payee Vendor Total	
Sunrise Southwest LLC							
	78411	11/14/2025	40-2552-331-00-79	Contracted Transportation	3,825.34	20261228	40-2552-331-00-79
					$3,825.34	Payee Vendor Total	
Super Duper Publications							
	78412	11/14/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	16.99	20261214	10-2150-410-92-79-605-14
	78412	11/14/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	16.99	20261214	10-2150-410-92-79-605-14
	78412	11/14/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	16.99	20261214	10-2150-410-92-79-605-14

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	78412	11/14/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	16.99	20261214	10-2150-410-92-79-605-14
	78412	11/14/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	79.95	20261214	10-2150-410-92-79-605-14
	78412	11/14/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	15.95	20261214	10-2150-410-92-79-605-14
	78412	11/14/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	14.95	20261214	10-2150-410-92-79-605-14
	78412	11/14/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	16.99	20261214	10-2150-410-92-79-605-14
	78412	11/14/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	16.99	20261214	10-2150-410-92-79-605-14
	78412	11/14/2025	10-2150-410-92-79-605-14	IDEA Sp Path & Audiol Supplies	16.99	20261214	10-2150-410-92-79-605-14
					$229.78	**Payee Vendor Total**	
Talerico Martin Corp							
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	426.14	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	416.98	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	416.98	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	416.98	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	69.60	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	69.60	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	69.60	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	69.60	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	69.60	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	69.60	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	69.60	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	424.54	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	424.54	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	424.54	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	426.14	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	69.60	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	424.54	26100378	10-2560-415-00-71-300-13
	78219	11/07/2025	10-2560-415-00-71-300-13	Cafe Food HS	69.60	26100378	10-2560-415-00-71-300-13
					$4,427.78	**Payee Vendor Total**	
Tanke, Amanda							
	78294	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	19.60		10-1200-332-00-79-600-14
	78294	11/14/2025	10-2210-640-92-79-605-14	IDEA Other Objects	60.00	0	10-2210-640-92-79-605-14
					$79.60	**Payee Vendor Total**	
Team Reil Inc							
	78413	11/14/2025	20-2542-410-00-79	Supplies B & G	1,198.00	20261116	20-2542-410-00-79

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					$1,198.00	**Payee Vendor Total**	
Thomson Reuters							
	78220	11/07/2025	10-2660-319-61-79-600-14	Software Maintenance	1,129.21	26110307	10-2660-319-61-79-600-14
					$1,129.21	**Payee Vendor Total**	
Trane							
	992300878	11/17/2025	20-2542-410-00-79	Supplies B & G	92.57	20261188	20-2542-410-00-79
					$92.57	**Payee Vendor Total**	
Tribe Country Farms Inc							
	78414	11/14/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	60.75	20261114	10-2560-415-00-74-210-13
	78414	11/14/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	74.25	20261114	10-2560-415-00-72-220-13
	78414	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	108.00	20261114	10-2560-415-00-71-300-13
	78414	11/14/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	60.75	20261139	10-2560-415-00-74-210-13
	78414	11/14/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	74.25	20261139	10-2560-415-00-72-220-13
	78414	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	108.00	20261139	10-2560-415-00-71-300-13
	78414	11/14/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	60.75	20261206	10-2560-415-00-74-210-13
	78414	11/14/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	74.25	20261206	10-2560-415-00-72-220-13
	78414	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	108.00	20261206	10-2560-415-00-71-300-13
	78414	11/14/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	60.75	20261243	10-2560-415-00-74-210-13
	78414	11/14/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	74.25	20261243	10-2560-415-00-72-220-13
	78414	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	108.00	20261243	10-2560-415-00-71-300-13
	78414	11/14/2025	10-2560-415-00-74-210-13	Cafe Food Heineman	60.75	20261310	10-2560-415-00-74-210-13
	78414	11/14/2025	10-2560-415-00-72-220-13	Cafe Food Marlowe	74.25	20261310	10-2560-415-00-72-220-13
	78414	11/14/2025	10-2560-415-00-71-300-13	Cafe Food HS	108.00	20261310	10-2560-415-00-71-300-13
					$1,215.00	**Payee Vendor Total**	
Unity School Bus Parts, I							
	78415	11/14/2025	40-2554-410-00-79	Fleet Supplies	367.05	20261229	40-2554-410-00-79
	78415	11/14/2025	40-2554-410-00-79	Fleet Supplies	595.80	20261230	40-2554-410-00-79
	78415	11/14/2025	40-2554-410-00-79	Fleet Supplies	97.17	20261231	40-2554-410-00-79
					$1,060.02	**Payee Vendor Total**	
Vege, Allena							
	78295	11/14/2025	10-2560-410-00-71-300-13	Cafe Supplies HS	91.00	0	10-2560-410-00-71-300-13
					$91.00	**Payee Vendor Total**	
Veregy Central LLC							
	78416	11/14/2025	20-2542-390-00-79	Other Purchased Service	18,285.00	20261207	20-2542-390-00-79

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					$18,285.00	Payee Vendor Total	
VEX Robotics Inc							
	78417	11/14/2025	10-1120-410-00-74-210-13	Inst Supplies Heineman	46.20	20261192	10-1120-410-00-74-210-13
	78417	11/14/2025	10-1120-410-00-74-210-13	Inst Supplies Heineman	298.76	20261192	10-1120-410-00-74-210-13
	78417	11/14/2025	10-1120-410-00-74-210-13	Inst Supplies Heineman	1,124.97	20261192	10-1120-410-00-74-210-13
					$1,469.93	Payee Vendor Total	
VILLAGE OF ALGONQUIN							
	78199	11/13/2025	20-2540-370-00-79	Water/Sewer	1,215.75	0	20-2540-370-00-79
	78199	11/13/2025	20-2540-370-00-79	Water/Sewer	343.90	0	20-2540-370-00-79
	78199	11/13/2025	20-2540-370-00-79	Water/Sewer	10.00	0	20-2540-370-00-79
	78199	11/13/2025	20-2540-370-00-79	Water/Sewer	1,846.45	0	20-2540-370-00-79
	78199	11/13/2025	20-2540-370-00-79	Water/Sewer	1,716.60	0	20-2540-370-00-79
					$5,132.70	Payee Vendor Total	
Village of Huntley							
	78224	11/12/2025	20-2540-370-00-79	Water/Sewer	6,947.71	0	20-2540-370-00-79
	78224	11/12/2025	20-2540-370-00-79	Water/Sewer	2,076.52	0	20-2540-370-00-79
	78224	11/12/2025	20-2540-370-00-79	Water/Sewer	63.73	0	20-2540-370-00-79
	78224	11/12/2025	20-2540-370-00-79	Water/Sewer	682.90	0	20-2540-370-00-79
	78224	11/12/2025	20-2540-370-00-79	Water/Sewer	990.70	0	20-2540-370-00-79
	78224	11/12/2025	20-2540-370-00-79	Water/Sewer	92.95	0	20-2540-370-00-79
	78224	11/12/2025	20-2540-370-00-79	Water/Sewer	882.97	0	20-2540-370-00-79
					$11,737.48	Payee Vendor Total	
Village of Huntley							
	78225	11/12/2025	20-2540-370-00-79	Water/Sewer	101.13	0	20-2540-370-00-79
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	337.50	20261208	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	337.50	20261208	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	543.75	20261208	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	300.00	20261208	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	337.50	20261208	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	543.75	20261208	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	600.00	20261209	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	375.00	20261291	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	487.50	20261291	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	375.00	20261291	20-2546-310-00-71-305

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Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	375.00	20261291	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	900.00	20261292	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	337.50	20261293	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	337.50	20261293	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	543.75	20261293	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	337.50	20261293	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	337.50	20261293	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	543.75	20261293	20-2546-310-00-71-305
	78418	11/14/2025	20-2546-310-00-71-305	Resource Officer	506.25	20261294	20-2546-310-00-71-305
					$8,557.38	**Payee Vendor Total**	
Village of Lake in the Hi							
	78419	11/14/2025	20-2546-310-00-71-305	Resource Officer	5,767.00	26110687	20-2546-310-00-71-305
	78419	11/14/2025	20-2546-310-00-71-305	Resource Officer	763.20	20261210	20-2546-310-00-71-305
					$6,530.20	**Payee Vendor Total**	
Wagner, Erin							
	78296	11/14/2025	10-1200-410-00-79-600-14	Supplies Sp Ed	69.01	0	10-1200-410-00-79-600-14
	78296	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	87.38	0	10-1200-332-00-79-600-14
					$156.39	**Payee Vendor Total**	
Warehouse Direct Cardunal							
	78420	11/14/2025	10-1130-323-00-71-300-13	Repairs HS	274.00	20261190	10-1130-323-00-71-300-13
					$274.00	**Payee Vendor Total**	
WEX BANK							
	78227	11/12/2025	10-1700-464-21-71-300-13	Driver Education Gasoline	367.22	26100777	10-1700-464-21-71-300-13
	78227	11/12/2025	10-1500-332-00-71-300-13	Athletic Trips HS	136.39	26100777	10-1500-332-00-71-300-13
					$503.61	**Payee Vendor Total**	
Whalen, Erika							
	78297	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	7.00		10-1200-332-00-79-600-14
	78297	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	3.50		10-1200-332-00-79-600-14
	78297	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	3.50		10-1200-332-00-79-600-14
	78297	11/14/2025	10-1200-332-00-79-600-14	Travel Sp Ed	7.00		10-1200-332-00-79-600-14
					$21.00	**Payee Vendor Total**	
Wilson Language Training							
	78421	11/14/2025	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	39,790.00	20260041	10-2210-314-92-79-605-14

Huntley Community School District 158
Disbursements

Check Date: 11/7/2025 to 11/21/2025

Vendor Name	Check #	Check Date	A.S.N.	Account# Description	Amount	P.O. #	State Account Number
					$39,790.00	**Payee Vendor Total**	
Wise, Colline							
	78298	11/14/2025	10-1130-332-00-71-300-13	Teacher Travel HS	310.80		10-1130-332-00-71-300-13
					$310.80	**Payee Vendor Total**	
Zehr, Adam							
	78299	11/14/2025	10-2642-332-00-74-500-14	Travel Human Res	274.40		10-2642-332-00-74-500-14
	78299	11/14/2025	10-2642-332-00-74-500-14	Travel Human Res	421.48	0	10-2642-332-00-74-500-14
					$695.88	**Payee Vendor Total**	
Zieglers Ace Hardware							
	78422	11/14/2025	20-2542-410-00-79	Supplies B & G	23.94	26080267	20-2542-410-00-79
	78422	11/14/2025	20-2542-410-00-79	Supplies B & G	43.98	26080267	20-2542-410-00-79
	78422	11/14/2025	20-2542-410-00-79	Supplies B & G	13.97	26080267	20-2542-410-00-79
	78422	11/14/2025	20-2542-410-00-79	Supplies B & G	42.98	26090267	20-2542-410-00-79
	78422	11/14/2025	20-2542-410-00-79	Supplies B & G	8.99	26090267	20-2542-410-00-79
					$133.86	**Payee Vendor Total**	
				Report Total	$2,204,427.91		

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Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: December 4, 2025

Subject: **Activity Fund Balance Report**
Committee of the Whole Meeting – December 4, 2025
Finance Committee

Presented for the Committee's review is the Activity Fund Balance Report as of October 31, 2025.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive (formerly Academic Drive)
Algonquin, Illinois 60102
(847) 659-6158 • Huntley158.org

October 31, 2025 Financial Executive Summary - Activity Accounts

The Month to Date results are as follows:

Activity Accounts by Building/Class	Beginning Balance	Revenues	Expenses	Ending Balance
District Office	113,389.12	$ 1,099.60	$ -	$ 114,488.72
Scholarships	12,580.89	-	-	12,580.89
D158 Foundation	(309.83)	-	347.73	(657.56)
Early Childhood	1,551.14	-	42.00	1,509.14
Mackeben	5,708.44	16,007.46	4,115.48	17,600.42
Conley	29,805.21	130.00	3,035.97	26,899.24
Chesak	26,161.32	5,512.41	2,834.00	28,839.73
Leggee	32,397.30	84.00	1,575.64	30,905.66
Martin	36,109.26	180.00	2,291.76	33,997.50
Heineman	58,505.01	28,633.20	11,106.41	76,031.80
Marlowe	131,996.82	4,443.00	25,088.71	111,351.11
High School Activities	253,866.86	104,752.84	26,839.09	331,780.61
High School Athletics	345,859.22	45,998.27	37,936.21	353,921.28
Total All Funds	**$ 1,047,620.76**	**$ 206,840.78**	**$ 115,213.00**	**$ 1,139,248.54**

The material transactions involving Revenues and Expenditures for the month are as follows:

Mackeben: The majority of the $16,000 of revenue was from Read-A-Thon $10,900, Library book fair $4,500, and Field Trips $600. The majority of the ($4,100) of expenditures was for the Library book fair ($2,000), and Field Trips to Goebberts Farm ($1,700).

Chesak: The $5,500 of revenue was from Library book fair $5,500. The ($2,800) of expenditures was for Field Trips to Goebberts Farm ($2,800).

Heineman: The majority of the $28,600 of revenue was from Chorus/Band trip $12,300, PE skating event $7,600, Outdoor Activity/Atwood trips $3,400, Cheerleading $3,200, Student Council $1,400, and Boys Basketball $800. The majority of the ($11,100) of expenditures was for PE roller skating event ($6,400), Chorus/Band field trip to Enchanted Castle ($3,700), and Student Council supplies ($500).

Marlowe: The majority of the $4,400 of revenue was from Outdoor Activity/Atwood trips $1,800, Robotics Team $1,200, and Spanish Club $900. The majority of the ($25,100) of expenditures was for Chorus/Band trip transportation deposit, shirts, & supplies ($17,500), Dance team choreography & shirts ($1,900), Cheerleading apparel, jackets, & invite entry fee ($1,600), Volleyball training camp ($1,100), PE uniforms (reclassed to Board) ($1,000), and Boys Basketball shirts ($900).

High School Activities: The majority of the $104,800 of revenue was from Student Council Homecoming events $56,500, Robotics Club Bosch grant $16,000, Heuck Memorial Scholarship $7,700, Industrial Arts $5,000, Marching Band $4,700, Wellness $3,700, Journalism $3,100, HOSA Medical Club $2,000, Drama Club $1,400, SnowRaiders Club $1,000, Leos Club $800, Medical Academy $600, and Yearbook $600. The majority of the ($26,800) of expenditures was for Wellness "Pink-Out" shirts ($6,400), Industrial Arts materials ($6,300), Marching Band ensemble music & sound design, color guard choreography, & supplies ($5,100), Journalism membership dues & critique fees, online streaming services, & supplies ($2,200), Student Council Grafton Food Pantry donation from 2025 Powder Puff game ticket sales & supplies ($2,000), HOSA Medical Club supplies ($1,200), and Activities Director Shrey Desai Memorial Scholarship ($500).

High School Athletics: The majority of the $46,000 of revenue was from Poms $13,400, Girls Tennis $7,000, Girls Volleyball $5,700, Football $4,500, Athletics Varsity $4,100, Cheerleading $3,000, Boys Golf $1,400, Wrestling $1,300, Girls Flag Football $1,000, Girls Basketball $1,000, Cross Country $1,000, Girls Swimming $1,000, and Girls Track $1,000. The majority of the ($37,900) of expenditures was for Athletics department Cal's Angels donation from "Gold-Out" t-shirt sales, volleyball equipment, & supplies ($10,400), Girls Volleyball invite officials & awards, shoes, supplies & end of season awards ($8,700), Cheerleading choreography ($6,800), Football team meals, boosters golf outing, coaches post-game meals, & supplies ($3,800), Soccer summer camp coach, senior gifts & banners, & supplies ($2,900), Poms Homecoming yard signs & supplies ($1,600), Girls Swimming spirit wear ($1,100), Girls Flag Football shirts & team meals ($900), Girls Golf Homecoming yard signs, spirit wear, & awards ($600), and Softball supplies ($500).

For further detail, see attached list of major cash expenditures and revenues received.

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

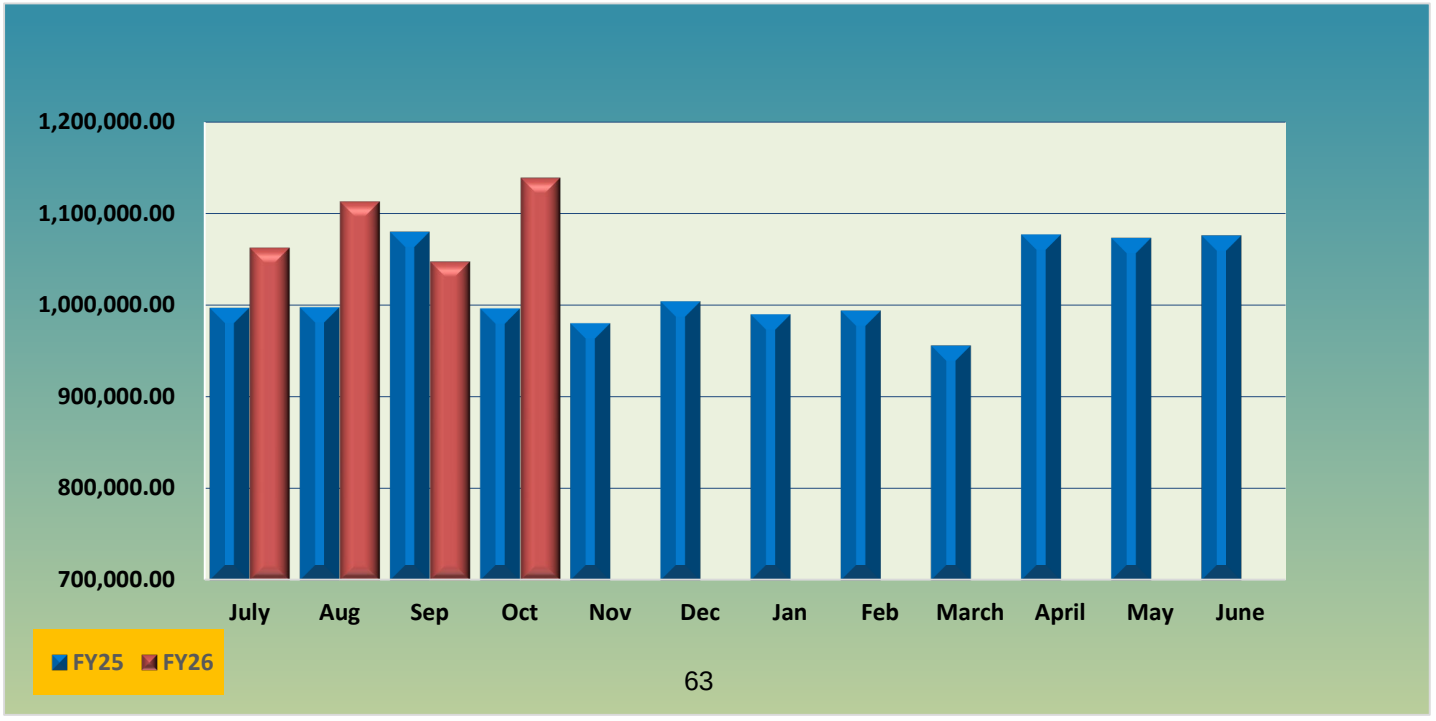
Huntley Community School District 158

650 Dr. John Burkey Drive (formerly Academic Drive)
Algonquin, Illinois 60102
(847) 659-6158 • Huntley158.org

October 31, 2025 Financial Executive Summary - Activity Accounts

Major transactions for the Month include:

Major Cash Expenditures		Description	Major Revenues Received	
Huntley Community School Dist 158	26,950.88	P-Card charges (8/21/25 - 9/20/25)	HS Student Council	56,539.32
Bob Rogers Travel	16,800.00	MMS Chorus/Band trip transportation	HS Robotics Club	16,000.00
Edge Sports Apparel, The	7,585.00	HS Wellness "Pink-Out" shirts	HS Pom Pons	13,445.75
Xperience Cheer LLC	6,800.00	HS Cheerleading elite choreography	Heineman Chorus/Band	12,253.00
B.R. Sports LTD.	6,402.00	Heineman PE roller skating event	Mackeben Read-A-Thon	10,880.00
Huntley Community School Dist 158	5,703.00	HS Volleyball invite officials	Heuck Memorial Scholarship	7,719.03
AIA Corporation	5,454.00	Leg/Con/Martin Chorus/Band shirts	Heineman PE	7,615.00
Cal`s Angels	4,949.80	HS Football donation from t-shirt sales	HS Girls Tennis	7,047.00
Goebberts Farm Inc	4,576.00	Chesak/Mackeben field trips	HS Girls Volleyball	5,736.00
Sports Imports	4,240.53	HS Athletics volleyball net system	Chesak Library	5,497.41
Enchanted Castle	3,620.92	HMS Chorus/Band trip balance	HS Industrial Arts	5,035.00
BSN Sports LLC	2,625.30	HS Girls Volleyball shoes	HS Marching Band	4,748.00
De Guzman, Joshua	2,500.00	HS Color Guard choreography	HS Football	4,524.00
Jamison, Bryan	2,500.00	HS Marching Band ensemble music	Mackeben Library	4,497.46
Literati Inc	1,928.67	Mackeben Library book fair	HS Athletic Varsity	4,107.32
Philpot, Edward	1,875.00	HS Soccer summer camp coach	HS Wellness	3,733.77
Grafton Food Pantry	1,266.32	HS Student Council donation	Heineman Outdoor Activity	3,400.00
Wilson, Danielle	1,200.00	Marlowe Dance choreography	Heineman Cheerleading	3,150.00
Callahan, Shannon	825.00	Conley Disc Golf Club shirts	HS Journalism	3,119.20
Huntley High School Athletic Boosters	600.00	HS Football Coaches golf outing	HS Cheerleading	2,973.20



Fund Balance Report

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Huntley Community School District 158

Fund	Description	Month to Date Expense	Month to Date Income	Year to Date Expense	Year to Date Income	Fund Balance YTD Change	Fund Balance Start of Year	Fund Balance Current
100	District In & Out	0.00	392.52	0.00	431.52	431.52	762.00	1,193.52
101	Interest/Service Charge	0.00	707.08	0.00	2,780.11	2,780.11	98,732.91	101,513.02
102	District Pepsi Account	0.00	0.00	38.35	140.25	101.90	5,043.11	5,145.01
104	Activity Food Service	0.00	0.00	0.00	0.00	0.00	131.04	131.04
105	District Recycling	0.00	0.00	0.00	0.00	0.00	5,069.22	5,069.22
111	Huntley Hootenanny	347.73	0.00	778.61	0.00	(778.61)	121.05	(657.56)
112	Foundation Grants	0.00	0.00	0.00	0.00	0.00	0.00	0.00
113	Schaffenegger Memorial	0.00	0.00	1,000.00	0.00	(1,000.00)	13,580.89	12,580.89
1202	Mackeben Pop	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1203	Mackeben Recycling	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1204	Mackeben Art	234.28	0.00	234.28	0.00	(234.28)	1,112.25	877.97
1205	Mackeben Read-A-Thon	0.00	10,880.00	0.00	10,880.00	10,880.00	0.00	10,880.00
1209	Mackeben Field Trips	1,742.00	630.00	1,742.00	795.00	(947.00)	2,161.46	1,214.46
1210	Mackeben Library	1,967.67	4,497.46	2,597.53	4,513.56	1,916.03	1,408.91	3,324.94
1240	Mackeben In & Out	171.53	0.00	3,486.40	120.00	(3,366.40)	4,669.45	1,303.05
1400	Heineman LRC	0.00	0.00	0.00	0.00	0.00	580.02	580.02
1401	Heineman Snow Hawks	0.00	31.20	0.00	31.20	31.20	5,287.80	5,319.00
1402	Heineman Chess Club	0.00	0.00	0.00	0.00	0.00	80.00	80.00
1403	Heineman Yearbook	0.00	0.00	0.00	0.00	0.00	881.18	881.18
1404	Heineman PBIS	0.00	0.00	0.00	0.00	0.00	28.32	28.32
1405	Heineman Service Club	0.00	0.00	0.00	0.00	0.00	37.10	37.10
1406	Heineman Chorus/Band	3,722.92	12,253.00	20,016.83	31,816.20	11,799.37	9,638.79	21,438.16
1407	Heineman Wrestling	0.00	0.00	0.00	0.00	0.00	67.86	67.86
1408	Heineman Cheerleading	30.00	3,150.00	30.00	3,300.00	3,270.00	842.79	4,112.79
1409	Heineman Track	200.00	0.00	385.54	0.00	(385.54)	1,739.83	1,354.29
1410	Heineman Charitable Contributions	0.00	0.00	0.00	0.00	0.00	241.03	241.03
1411	Heineman Cross Country	0.00	0.00	0.00	0.00	0.00	238.40	238.40
1412	Heineman Volleyball	253.93	0.00	1,473.93	1,460.00	(13.93)	110.93	97.00
1413	Heineman PE	6,402.00	7,615.00	6,402.00	7,615.00	1,213.00	5,882.45	7,095.45
1414	Heineman Student Council	457.56	1,380.00	457.56	1,380.00	922.44	1,915.46	2,837.90
1415	Heineman Disc Golf Club	0.00	0.00	197.53	198.00	0.47	0.00	0.47
1416	Heineman Poms	0.00	0.00	0.00	695.00	695.00	839.08	1,534.08
1417	Heineman Girls Basketball	0.00	0.00	0.00	0.00	0.00	25.66	25.66
1418	Heineman Outdoor Activity	0.00	3,400.00	10,930.00	21,530.00	10,600.00	6,212.65	16,812.65
1419	Heineman Athletics	0.00	0.00	0.00	0.00	0.00	50.09	50.09
1420	Heineman Boys Basketball	0.00	804.00	0.00	804.00	804.00	2,696.36	3,500.36

Fund Balance Report

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Huntley Community School District 158

		Month to Date		Year to Date			Fund Balance	
Fund	Description	Expense	Income	Expense	Income	YTD Change	Start of Year	Current
1421	Heineman Ecology Club	40.00	0.00	40.00	47.24	7.24	69.39	76.63
1422	Heineman Computer Lab	0.00	0.00	0.00	0.00	0.00	97.27	97.27
1423	Heineman Art Club	0.00	0.00	0.00	0.00	0.00	823.20	823.20
1424	Heineman NJHS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1425	Heineman Engineering Club	0.00	0.00	0.00	0.00	0.00	23.34	23.34
1440	Heineman In & Out	0.00	0.00	99.18	151.50	52.32	174.28	226.60
1441	Heineman Foods Club	0.00	0.00	0.00	280.00	280.00	1,283.41	1,563.41
1461	Heineman 6th Grade Team 1	0.00	0.00	0.00	0.00	0.00	368.50	368.50
1462	Heineman 6th Grade Team 2	0.00	0.00	0.00	0.00	0.00	224.80	224.80
1471	Heineman 7th Grade Team 1	0.00	0.00	165.45	0.00	(165.45)	682.10	516.65
1472	Heineman 7th Grade Team 2	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1480	Heineman 8th Grade Trips	0.00	0.00	0.00	0.00	0.00	4,358.27	4,358.27
1481	Heineman 8th Grade Team 1	0.00	0.00	0.00	0.00	0.00	103.46	103.46
1482	Heineman 8th Grade Team 2	0.00	0.00	88.94	0.00	(88.94)	1,406.80	1,317.86
1701	Conley PE	0.00	0.00	0.00	0.00	0.00	2,164.90	2,164.90
1702	Conley Pop	0.00	130.00	0.00	285.60	285.60	512.53	798.13
1703	Conley Recycling	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1704	Conley PBIS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1706	Conley Band	1,466.00	0.00	1,510.10	2,590.00	1,079.90	2,452.31	3,532.21
1707	Conley Jean Fund	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1708	Conley Disc Golf Club	825.00	0.00	1,026.47	1,025.00	(1.47)	549.14	547.67
1709	Conley Field Trips	0.00	0.00	0.00	0.00	0.00	1,325.28	1,325.28
1710	Conley Library	744.97	0.00	1,859.34	11.24	(1,848.10)	11,372.08	9,523.98
1712	Conley Art	0.00	0.00	0.00	0.00	0.00	4,150.62	4,150.62
1713	Conley Yearbook	0.00	0.00	0.00	0.00	0.00	2,956.12	2,956.12
1740	Conley In & Out	0.00	0.00	42.00	0.00	(42.00)	1,942.33	1,900.33
194	Special Olympics Pgm	0.00	0.00	0.00	0.00	0.00	275.00	275.00
195	LIGHT Program	0.00	0.00	408.83	45.00	(363.83)	974.17	610.34
198	MS Orchestra District-wide	0.00	0.00	0.00	0.00	0.00	551.57	551.57
199	Preschool	42.00	0.00	296.41	0.00	(296.41)	1,805.55	1,509.14
202	Chesak Pop	0.00	0.00	0.00	0.00	0.00	46.00	46.00
203	Chesak Recycling	0.00	0.00	0.00	0.00	0.00	9.49	9.49
204	Chesak Art	0.00	0.00	0.00	0.00	0.00	5,135.31	5,135.31
205	Chesak Yearbook	0.00	0.00	0.00	0.00	0.00	0.00	0.00
206	Chesak Music	0.00	0.00	0.00	0.00	0.00	149.62	149.62
209	Chesak Field Trips	2,834.00	15.00	2,834.00	2,970.00	136.00	322.50	458.50

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Fund Balance Report

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Huntley Community School District 158

		Month to Date		Year to Date			Fund Balance	
Fund	Description	Expense	Income	Expense	Income	YTD Change	Start of Year	Current
210	Chesak Library	0.00	5,497.41	4,250.00	5,497.41	1,247.41	19,229.41	20,476.82
212	Chesak Dine & Share	0.00	0.00	0.00	0.00	0.00	28.26	28.26
240	Chesak In & Out	0.00	0.00	292.86	265.00	(27.86)	2,563.59	2,535.73
301	Leggee School Store	0.00	0.00	668.86	0.00	(668.86)	1,346.99	678.13
302	Leggee Pop	0.00	0.00	400.00	0.00	(400.00)	451.96	51.96
303	Leggee Recycling	0.00	0.00	0.00	0.00	0.00	15.92	15.92
304	Leggee Art	111.64	0.00	363.58	0.00	(363.58)	6,330.08	5,966.50
305	Leggee Chorus/Band	1,464.00	0.00	2,264.00	2,769.64	505.64	1,404.61	1,910.25
306	Leggee Fundraisers	0.00	0.00	0.00	0.00	0.00	551.10	551.10
307	Leggee Donations & Grants	0.00	0.00	0.00	500.00	500.00	3,183.64	3,683.64
308	Leggee Music	0.00	84.00	0.00	160.50	160.50	134.00	294.50
309	Leggee Field Trips	0.00	0.00	500.00	0.00	(500.00)	1,228.11	728.11
310	Leggee Library	0.00	0.00	0.00	0.00	0.00	14,172.96	14,172.96
311	Leggee Recreation	0.00	0.00	17.99	0.00	(17.99)	846.92	828.93
313	Leggee Yearbook	0.00	0.00	0.00	0.00	0.00	1,316.65	1,316.65
340	Leggee In & Out	0.00	0.00	0.00	0.00	0.00	707.01	707.01
400	Marlowe LRC	0.00	0.00	668.65	146.76	(521.89)	185.09	(336.80)
401	Marlowe Pop	94.90	46.00	992.00	141.85	(850.15)	720.92	(129.23)
402	Marlowe Jr Buddies Club	0.00	0.00	0.00	0.00	0.00	650.21	650.21
403	Marlowe Yearbook	0.00	0.00	0.00	0.00	0.00	227.27	227.27
404	Marlowe School Store	0.00	0.00	0.00	0.00	0.00	0.00	0.00
405	Marlowe Student Council	51.28	0.00	51.28	0.00	(51.28)	239.70	188.42
406	Marlowe Chorus/Band	17,542.44	70.00	23,542.44	26,738.80	3,196.36	33,307.16	36,503.52
407	Marlowe Wrestling	300.00	0.00	300.00	0.00	(300.00)	29.06	(270.94)
408	Marlowe Cheerleading	1,594.00	225.00	6,027.00	2,225.00	(3,802.00)	4,826.34	1,024.34
409	Marlowe Track	0.00	0.00	1,240.21	0.00	(1,240.21)	2,067.43	827.22
410	Marlowe Spanish Club	0.00	921.00	0.00	921.00	921.00	1,114.86	2,035.86
411	Marlowe Cross Country	87.70	0.00	87.70	638.40	550.70	738.95	1,289.65
412	Marlowe Volleyball	1,071.21	0.00	1,071.21	40.00	(1,031.21)	1,921.82	890.61
413	Marlowe Philanthropy	0.00	0.00	0.00	0.00	0.00	2,952.45	2,952.45
414	Marlowe Academic Club	0.00	0.00	0.00	0.00	0.00	131.68	131.68
415	Marlowe Play	0.00	0.00	1,831.44	738.88	(1,092.56)	93.40	(999.16)
416	Marlowe Service Club	0.00	0.00	46.96	0.00	(46.96)	360.66	313.70
417	Marlowe Girls Basketball	0.00	0.00	0.00	0.00	0.00	4,345.42	4,345.42
418	Marlowe Outdoor Activity	0.00	1,830.00	20,184.50	41,533.25	21,348.75	3,993.54	25,342.29
419	Marlowe Athletics	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Fund Balance Report

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Huntley Community School District 158

		Month to Date		Year to Date			Fund Balance	
Fund	Description	Expense	Income	Expense	Income	YTD Change	Start of Year	Current
420	Marlowe Boys Basketball	865.00	0.00	1,345.00	65.00	(1,280.00)	3,870.23	2,590.23
421	Marlowe Snow Stangs	0.00	0.00	0.00	0.00	0.00	608.53	608.53
422	Marlowe Tech	25.00	0.00	25.00	25.00	0.00	124.00	124.00
423	Marlowe Art Class	0.00	0.00	0.00	480.00	480.00	2,130.78	2,610.78
424	Marlowe PE	1,045.00	0.00	1,929.16	1,045.00	(884.16)	10,298.57	9,414.41
425	Marlowe Ecology	0.00	0.00	0.00	67.78	67.78	711.80	779.58
426	Marlowe Dance	1,909.43	0.00	2,809.43	709.00	(2,100.43)	3,806.98	1,706.55
427	Marlowe Musical	0.00	0.00	0.00	0.00	0.00	851.38	851.38
428	Marlowe Chess Club	0.00	120.00	0.00	120.00	120.00	560.00	680.00
429	Marlowe Golf	0.00	0.00	0.00	0.00	0.00	1.00	1.00
430	Marlowe Boys Volleyball	0.00	0.00	0.00	0.00	0.00	0.00	0.00
431	Marlowe Robotics Team	0.00	1,176.00	2,126.00	4,050.00	1,924.00	1,638.00	3,562.00
440	Marlowe In & Out	425.46	0.00	798.95	267.46	(531.49)	1,449.07	917.58
441	Marlowe Foods Club	77.29	55.00	229.75	100.00	(129.75)	384.36	254.61
461	Marlowe 6th Grade	0.00	0.00	0.00	0.00	0.00	14.97	14.97
471	Marlowe 7th Grade	0.00	0.00	222.91	0.00	(222.91)	3,856.13	3,633.22
481	Marlowe 8th Grade	0.00	0.00	1,043.70	0.00	(1,043.70)	9,659.46	8,615.76
500	HS Leos Club	0.00	756.00	0.00	756.00	756.00	1,080.90	1,836.90
501	HS Raider Nation	0.00	0.00	0.00	0.00	0.00	298.98	298.98
502	HS Art	0.00	0.00	0.00	0.00	0.00	0.00	0.00
503	HS Yearbook	288.50	552.07	288.50	1,707.07	1,418.57	2,461.38	3,879.95
504	HS Girls Cross Country	0.00	0.00	0.00	0.00	0.00	0.00	0.00
505	HS Student Council	1,954.55	56,539.32	11,825.44	53,849.32	42,023.88	15,856.29	57,880.17
506	HS Chorus	0.00	0.00	0.00	0.00	0.00	1,225.60	1,225.60
507	HS Girls Flag Football	866.07	1,000.00	4,581.07	9,853.00	5,271.93	2,952.00	8,223.93
508	HS Pop	0.00	148.75	303.84	373.00	69.16	305.17	374.33
509	HS Math Club	101.62	100.00	533.78	400.00	(133.78)	1,771.40	1,637.62
510	HS Girls Golf	558.47	0.00	3,698.27	4,951.20	1,252.93	7,266.82	8,519.75
511	HS Drama Club	375.58	1,425.00	2,884.84	7,293.43	4,408.59	2,650.14	7,058.73
512	HS Pom Pons	1,585.72	13,445.75	26,555.33	21,093.95	(5,461.38)	22,320.98	16,859.60
513	HS SnowRaiders Club	0.00	1,048.32	0.00	1,048.32	1,048.32	12,470.83	13,519.15
514	HS Spanish Honor Society	0.00	0.00	0.00	0.00	0.00	1,260.88	1,260.88
515	HS Boys Track	0.00	0.00	50.00	(500.00)	(550.00)	3,928.03	3,378.03
516	HS Activities Director	500.00	0.00	500.00	2,182.00	1,682.00	5,610.94	7,292.94
517	HS HOSA Medical Club	1,178.45	2,023.35	1,435.90	6,223.85	4,787.95	1,699.74	6,487.69
518	HS NHS	394.99	115.20	2,689.93	1,367.00	(1,322.93)	4,527.03	3,204.10

Fund Balance Report

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Huntley Community School District 158

		Month to Date		Year to Date			Fund Balance	
Fund	Description	Expense	Income	Expense	Income	YTD Change	Start of Year	Current
519	HS Co-Op (VICA)	0.00	0.00	0.00	0.00	0.00	3,325.45	3,325.45
520	HS Musical	0.00	0.00	0.00	(479.17)	(479.17)	479.17	0.00
521	HS Athletic Varsity	10,385.24	4,107.32	26,083.91	10,092.22	(15,991.69)	34,287.30	18,295.61
522	HS Girls Volleyball	8,701.22	5,736.00	34,703.60	35,700.80	997.20	10,303.97	11,301.17
523	HS Boys Golf	48.00	1,380.00	7,011.44	8,162.90	1,151.46	8,403.37	9,554.83
524	HS Softball	458.54	395.00	5,969.46	395.00	(5,574.46)	15,453.38	9,878.92
525	HS Baseball	165.00	0.00	8,504.08	(500.00)	(9,004.08)	10,908.86	1,904.78
526	HS Girls Basketball	0.00	1,000.00	12,465.34	590.00	(11,875.34)	13,702.86	1,827.52
527	HS Boys Basketball	0.00	0.00	23,158.35	(1,000.00)	(24,158.35)	36,019.89	11,861.54
528	HS Cheerleading	6,800.00	2,973.20	37,284.52	19,420.70	(17,863.82)	40,104.84	22,241.02
529	HS Wrestling	0.00	1,300.00	1,832.49	600.00	(1,232.49)	20,969.61	19,737.12
530	HS Cross Country	0.00	1,000.00	3,676.26	2,675.00	(1,001.26)	10,520.85	9,519.59
531	HS FBLA	0.00	0.00	0.00	0.00	0.00	2,084.41	2,084.41
532	Heuck Memorial Scholarship	0.00	7,719.03	0.00	10,652.03	10,652.03	1,924.83	12,576.86
533	HS Speech	0.00	0.00	0.00	0.00	0.00	1,896.47	1,896.47
534	HS Academic Team	0.00	0.00	0.00	0.00	0.00	58.31	58.31
535	HS Journalism	2,181.90	3,119.20	2,391.48	12,169.28	9,777.80	1,125.35	10,903.15
536	HS Soccer	2,860.50	40.00	27,148.02	27,391.96	243.94	88,905.28	89,149.22
537	HS Field Trips	217.00	0.00	217.00	498.00	281.00	1,482.75	1,763.75
538	HS Football	3,831.45	4,524.00	111,301.51	102,414.00	(8,887.51)	55,680.20	46,792.69
539	HS Special Olympics	0.00	0.00	0.00	0.00	0.00	445.09	445.09
540	HS In & Out	0.00	0.00	0.00	(3,985.00)	(3,985.00)	6,270.37	2,285.37
541	HS Industrial Arts	6,277.53	5,035.00	6,277.53	11,258.60	4,981.07	4,701.30	9,682.37
542	HS Wellness	6,429.88	3,733.77	52,987.31	44,453.87	(8,533.44)	29,603.85	21,070.41
543	HS Girls Track	140.00	900.00	1,883.14	400.00	(1,483.14)	8,918.04	7,434.90
544	HS Blooms Courtyard	0.00	0.00	0.00	0.00	0.00	540.90	540.90
545	HS Girls Tennis	400.00	7,047.00	2,521.25	7,122.00	4,600.75	3,951.70	8,552.45
546	HS Media Center	0.00	0.00	0.00	125.00	125.00	1,781.25	1,906.25
547	HS Buddies Club	0.00	100.00	0.00	100.00	100.00	487.99	587.99
548	HS Robotics Club	0.00	16,000.00	1,837.15	16,384.00	14,546.85	6,980.42	21,527.27
549	HS Assessments	481.74	360.00	781.74	360.00	(421.74)	16,292.73	15,870.99
550	HS Community Service Club	0.00	0.00	0.00	0.00	0.00	3,048.69	3,048.69
551	HS Custom Designs	69.77	0.00	69.77	307.60	237.83	2,237.74	2,475.57
552	HS Orchesis Club	0.00	0.00	0.00	0.00	0.00	3,308.16	3,308.16
553	HS Environmental Club	0.00	0.00	0.00	0.00	0.00	415.36	415.36
554	HS Art Club	250.46	120.00	250.46	746.88	496.42	787.25	1,283.67

Fund Balance Report

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Huntley Community School District 158

		Month to Date		Year to Date			Fund Balance	
Fund	Description	Expense	Income	Expense	Income	YTD Change	Start of Year	Current
555	HS Boys Lacrosse	0.00	0.00	0.00	0.00	0.00	15,301.85	15,301.85
556	HS Marching Band	5,129.72	4,748.00	20,734.27	18,533.28	(2,200.99)	26,362.88	24,161.89
557	HS Culinary Club	0.00	0.00	0.00	0.00	0.00	67.50	67.50
558	HS Fashion Club	157.79	0.00	157.79	0.00	(157.79)	183.47	25.68
559	HS Social Studies Trips	0.00	0.00	0.00	0.00	0.00	131.59	131.59
560	HS PBIS Raider Way	240.00	0.00	240.00	0.00	(240.00)	1,321.71	1,081.71
561	HS Girls Bowling	0.00	150.00	0.00	150.00	150.00	3,578.70	3,728.70
562	HS Girls Swimming	1,136.00	1,000.00	3,402.65	5,522.50	2,119.85	3,489.04	5,608.89
563	HS Fishing Club	0.00	0.00	0.00	0.00	0.00	505.53	505.53
564	HS Science Club	0.00	0.00	0.00	0.00	0.00	3,181.12	3,181.12
565	HS Hope Squad	0.00	0.00	0.00	0.00	0.00	2,583.89	2,583.89
566	HS Horticulture Club	0.00	0.00	0.00	0.00	0.00	3,620.28	3,620.28
567	HS Orchestra	0.00	0.00	370.60	0.00	(370.60)	734.95	364.35
568	HS Medical Academy	0.00	645.00	279.10	10,645.00	10,365.90	2,627.99	12,993.89
569	HS Athletic Trainers	0.00	0.00	0.00	0.00	0.00	13.17	13.17
570	HS SES Program	0.00	0.00	0.00	0.00	0.00	175.66	175.66
571	HS Girls Lacrosse	0.00	0.00	1,412.71	1,224.00	(188.71)	13,720.06	13,531.35
572	HS Autos Club	177.18	0.00	177.18	855.40	678.22	1,930.55	2,608.77
573	HS Boys Volleyball	0.00	0.00	0.00	360.00	360.00	2,309.88	2,669.88
574	HS SkillsUSA Club	0.00	464.83	0.00	1,063.40	1,063.40	1.43	1,064.83
575	HS Job Skills	329.57	0.00	329.57	1.43	(328.14)	4,898.75	4,570.61
576	HS Chess Team	0.00	0.00	0.00	0.00	0.00	2,718.10	2,718.10
577	HS Boys Bowling	0.00	0.00	0.00	0.00	0.00	3,369.08	3,369.08
578	HS Boys Tennis	0.00	0.00	1,061.25	1,857.60	796.35	3,108.90	3,905.25
579	HS Boys Swimming	0.00	0.00	80.00	0.00	(80.00)	840.44	760.44
580	HS DECA Club	0.00	0.00	0.00	0.00	0.00	0.00	0.00
581	HS Mock Trial Team	0.00	0.00	0.00	0.00	0.00	0.00	0.00
582	HS FCA Club	0.00	0.00	0.00	0.00	0.00	0.00	0.00
598	HS Incubator Pgm	102.86	0.00	102.86	4,925.00	4,822.14	42,021.40	46,843.54
599	HS Senior Class Gift	0.00	0.00	0.00	900.00	900.00	1,168.14	2,068.14
701	Martin School Store	194.85	0.00	218.34	0.00	(218.34)	2,581.68	2,363.34
702	Martin Pop	0.00	0.00	0.00	0.00	0.00	0.00	0.00
704	Martin Art	0.00	0.00	163.71	0.00	(163.71)	7,536.22	7,372.51
706	Martin Band	1,488.00	80.00	2,133.44	3,560.00	1,426.56	5,007.45	6,434.01
709	Martin Fieldtrips	75.00	100.00	75.00	100.00	25.00	2,329.25	2,354.25
710	Martin Library	500.00	0.00	594.00	0.00	(594.00)	10,520.82	9,926.82

Fund Balance Report

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Huntley Community School District 158

		Month to Date		Year to Date			Fund Balance	
Fund	Description	Expense	Income	Expense	Income	YTD Change	Start of Year	Current
712	Martin Fundraising	0.00	0.00	0.00	294.99	294.99	219.90	514.89
713	Martin Yearbook	0.00	0.00	0.00	0.00	0.00	4,588.73	4,588.73
714	Martin Wellness	0.00	0.00	0.00	0.00	0.00	0.00	0.00
740	Martin In & Out	33.91	0.00	33.91	0.00	(33.91)	476.86	442.95
		$115,213.00	$206,840.78	$588,740.95	$651,787.56	$63,046.61	$1,076,201.93	$1,139,248.54

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: December 4, 2025

Subject: **Purchase Order Summary**
Committee of the Whole Meeting, December 4, 2025
Finance Committee

The following is an executive summary of the attached report titled "Purchase Orders" which is a listing of purchase orders issued from November 7, 2025 to November 21, 2025 for which administration is requesting Board Approval to issue payment once invoices have been received. Invoices which exceed an approved Purchase Order by $100 or 10% of the Purchase Order (whichever is lower) will not be issued without additional Board approval.

Education Fund	$	266,284.07
Operations & Maintenance Fund		29,516.84
Debt Service Fund		0.00
Transporation Fund		8,701.36
Municipal Retirement and Social Security Fund		0.00
Capital Projects Fund		0.00
Working Cash Fund		0.00
Fire Prevention and Safety Fund		0.00
Total	$	304,502.27

At this time there is no Supplemental Purchase Order Summary for which Board approval is needed. Therefore, one will be provided in the packet for the upcoming Regular Board meeting. It will consist of an executive summary and an attached report titled "Purchase Orders" which will contain a listing of purchase orders issued for which Administration will request Board Approval to issue payment once invoices have been received.

RECOMMENDATION

Administration requests that the Finance Committee recommend the Board of Education approve the Purchase Order Report at the December 18, 2025 Regular Board of Education meeting.

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 11/7/2025 to 11/21/2025

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
ACT					
20261311	10-2230-312-00-79-600-14	Testing/Assessment 6-12	11/07/2025	11,847.50	10-2230-312-00-79-600-14
20261311	10-2230-312-00-79-600-14	Testing/Assessment 6-12	11/07/2025	17.50	10-2230-312-00-79-600-14
20261311			11/07/2025	0.00	
			Total	$11,865.00	
Attainment Company Inc					
20261324	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/11/2025	41.40	10-1200-410-92-79-600-14
20261324	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/11/2025	594.00	10-1200-410-92-79-600-14
20261324	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/11/2025	234.00	10-1200-410-92-79-600-14
			Total	$869.40	
BMO Mastercard					
20261348	20-2542-410-00-79	Supplies B & G	11/11/2025	62.38	20-2542-410-00-79
20261344	10-1400-410-09-71-300-13	Family Consumer Science HS	11/11/2025	14.16	10-1400-410-09-71-300-13
20261346	10-158	Activity Funds	11/11/2025	135.00	10-120
20261344	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	11/11/2025	530.00	10-2213-415-00-71-300-13
20261344	10-1538-410-00-71-305-13	TV Production Supplies	11/11/2025	166.00	10-1538-410-00-71-305-13
20261344	10-2410-410-00-71-300-13	Office Supplies HS	11/11/2025	42.28	10-2410-410-00-71-300-13
20261344	10-1130-314-06-71-305-13	Alternative School	11/11/2025	44.92	10-1130-314-06-71-305-13
20261344	10-1130-410-13-71-300-13	Science Supplies HS	11/11/2025	61.58	10-1130-410-13-71-300-13
20261344	10-1130-410-13-71-300-13	Science Supplies HS	11/11/2025	112.18	10-1130-410-13-71-300-13
20261345	10-1110-410-00-71-100-13	Inst Supplies Leggee	11/11/2025	73.24	10-1110-410-00-71-100-13
20261345	10-2410-410-00-71-100-13	Office Supplies Leggee	11/11/2025	63.45	10-2410-410-00-71-100-13
20261345	10-158	Activity Funds	11/11/2025	286.59	10-120
20261346	10-1130-490-02-71-300-13	High School Fine Arts/PAC Supplies	11/11/2025	335.89	10-1130-490-02-71-300-13
20261346	10-158	Activity Funds	11/11/2025	12.58	10-120
20261348	20-2540-410-00-79	Office Supplies B & G	11/11/2025	7.83	20-2540-410-00-79
20261350	10-2220-430-00-74-140-13	Media Center Mackeben	11/11/2025	101.16	10-2220-430-00-74-140-13
20261350	10-2220-430-00-74-140-13	Media Center Mackeben	11/11/2025	82.17	10-2220-430-00-74-140-13
20261350	10-2410-410-00-74-140-13	Office Supplies Mackeben	11/11/2025	15.74	10-2410-410-00-74-140-13
20261350	10-1110-410-00-74-140-13	Inst Supplies Mackeben	11/11/2025	131.94	10-1110-410-00-74-140-13
20261350	10-1110-410-12-74-140-13	Mackeben Music Supplies	11/11/2025	47.98	10-1110-410-12-74-140-13

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 11/7/2025 to 11/21/2025

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20261349	10-2660-490-00-79-600-14	Inventoriable Equipment Tech	11/11/2025	119.88	10-2660-490-00-79-600-14
20261348	20-2542-410-00-79	Supplies B & G	11/11/2025	22.56	20-2542-410-00-79
20261348	20-2542-410-00-79	Supplies B & G	11/11/2025	570.00	20-2542-410-00-79
20261346	10-158	Activity Funds	11/11/2025	241.30	10-120
20261344	10-1130-410-13-71-300-13	Science Supplies HS	11/11/2025	51.86	10-1130-410-13-71-300-13
20261348	20-2540-410-00-79	Office Supplies B & G	11/11/2025	28.36	20-2540-410-00-79
20261344	10-2213-415-00-71-300-13	HHS Staff Devel Supplies	11/11/2025	108.60	10-2213-415-00-71-300-13
20261347	10-1200-410-66-71-300-13	STEP Supplies	11/11/2025	12.97	10-1200-410-66-71-300-13
20261346	10-158	Activity Funds	11/11/2025	305.50	10-120
20261346	10-158	Activity Funds	11/11/2025	70.00	10-120
20261348	20-2542-410-00-79	Supplies B & G	11/11/2025	537.11	20-2542-410-00-79
20261341	10-1120-410-00-72-220-13	Inst Supplies Marlowe	11/11/2025	134.71	10-1120-410-00-72-220-13
20261344	10-2220-430-00-71-300-13	Media Center HS	11/11/2025	66.15	10-2220-430-00-71-300-13
20261341	10-1120-410-09-72-220-13	Home Ec Marlowe	11/11/2025	106.70	10-1120-410-09-72-220-13
20261341	10-1120-410-09-72-220-13	Home Ec Marlowe	11/11/2025	43.00	10-1120-410-09-72-220-13
20261341	10-158	Activity Funds	11/11/2025	50.32	10-120
20261341	10-158	Activity Funds	11/11/2025	4.68	10-120
20261342	10-1110-410-00-72-120-13	Inst Supplies Martin	11/11/2025	52.99	10-1110-410-00-72-120-13
20261341	10-1120-410-00-72-220-13	Inst Supplies Marlowe	11/11/2025	214.50	10-1120-410-00-72-220-13
20261342	10-1110-410-00-72-120-13	Inst Supplies Martin	11/11/2025	24.99	10-1110-410-00-72-120-13
20261337	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	11/11/2025	365.82	10-2210-314-92-79-605-14
20261338	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/11/2025	64.99	10-1200-410-92-79-600-14
20261350	10-2220-430-00-74-140-13	Media Center Mackeben	11/11/2025	(27.39)	10-2220-430-00-74-140-13
20261333	10-158	Activity Funds	11/11/2025	60.00	10-120
20261333	10-158	Activity Funds	11/11/2025	67.50	10-120
20261018	10-2520-410-00-74-500-14	Supplies Fiscal	11/13/2025	23.95	10-2520-410-00-74-500-14
20261341	10-158	Activity Funds	11/11/2025	322.23	10-120
20261343	10-1110-410-00-72-110-13	Inst Supplies Chesak	11/11/2025	135.00	10-1110-410-00-72-110-13
20261344	10-1400-410-10-71-300-13	Ind Arts Supplies	11/11/2025	25.64	10-1400-410-10-71-300-13
20261344	10-1400-410-10-71-300-13	Ind Arts Supplies	11/11/2025	16.79	10-1400-410-10-71-300-13
20261344	10-1130-410-00-71-300-13	Inst Supplies HS	11/11/2025	119.98	10-1130-410-00-71-300-13
20261344	10-1130-410-00-71-300-13	Inst Supplies HS	11/11/2025	119.98	10-1130-410-00-71-300-13
20261344	10-2220-430-00-71-300-13	Media Center HS	11/11/2025	7.29	10-2220-430-00-71-300-13
20261342	10-1110-410-02-72-120-13	Art Supplies Martin	11/11/2025	112.69	10-1110-410-02-72-120-13

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Huntley Community School District 158

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number	
20261343	10-1110-410-00-72-110-13	Inst Supplies Chesak	11/11/2025	77.62	10-1110-410-00-72-110-13	
20261344	10-1130-410-12-71-300-13	Music Supplies HS	11/11/2025	189.75	10-1130-410-12-71-300-13	
20261343	10-2220-490-00-72-110-13	Media Center Tech Chesak	11/11/2025	147.99	10-2220-490-00-72-110-13	
20261343	10-1110-410-02-72-110-13	Art Supplies Chesak	11/11/2025	79.92	10-1110-410-02-72-110-13	
20261343	10-1110-410-00-72-110-13	Inst Supplies Chesak	11/11/2025	81.53	10-1110-410-00-72-110-13	
20261342	10-1110-410-12-72-120-13	Music SuppliesMartin	11/11/2025	65.87	10-1110-410-12-72-120-13	
20261342	10-1110-410-00-72-120-13	Inst Supplies Martin	11/11/2025	152.20	10-1110-410-00-72-120-13	
20261342	10-1110-410-00-72-120-13	Inst Supplies Martin	11/11/2025	51.48	10-1110-410-00-72-120-13	
20261344	10-1130-410-00-71-300-13	Inst Supplies HS	11/11/2025	117.56	10-1130-410-00-71-300-13	
20261338	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/11/2025	8.08	10-1200-410-92-79-600-14	
20261341	10-1120-410-00-72-220-13	Inst Supplies Marlowe	11/11/2025	88.88	10-1120-410-00-72-220-13	
20261341	10-2220-430-00-72-220-13	Media Center Marlowe	11/11/2025	(29.59)	10-2220-430-00-72-220-13	
20261341	10-1120-410-00-72-220-13	Inst Supplies Marlowe	11/11/2025	10.94	10-1120-410-00-72-220-13	74
20261341	10-1120-410-00-72-220-13	Inst Supplies Marlowe	11/11/2025	271.95	10-1120-410-00-72-220-13	
20261341	10-1120-410-00-72-220-13	Inst Supplies Marlowe	11/11/2025	18.99	10-1120-410-00-72-220-13	
20261338	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	11/11/2025	115.00	10-1101-310-00-79-605-14	
20261338	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	11/11/2025	344.38	10-2210-314-92-79-605-14	
20261338	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	11/11/2025	300.96	10-2210-314-92-79-605-14	
20261338	10-2210-314-92-79-605-14	IDEA Impr of Instr-Staff Dev	11/11/2025	300.96	10-2210-314-92-79-605-14	
20261338	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/11/2025	214.00	10-1200-410-92-79-600-14	
20261338	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/11/2025	45.34	10-1200-410-92-79-600-14	
20261350	10-2220-430-00-74-140-13	Media Center Mackeben	11/11/2025	(27.39)	10-2220-430-00-74-140-13	
20261338	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/11/2025	844.22	10-1200-410-92-79-600-14	
20261335	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	11/11/2025	49.97	10-1800-410-82-79-605-14	
20261334	10-158	Activity Funds	11/11/2025	163.74	10-120	
20261333	10-158	Activity Funds	11/11/2025	4,588.78	10-120	
20261333	10-158	Activity Funds	11/11/2025	19.53	10-120	
20261333	10-158	Activity Funds	11/11/2025	98.06	10-120	
20261333	10-158	Activity Funds	11/11/2025	68.52	10-120	
20261333	10-158	Activity Funds	11/11/2025	2,332.00	10-120	
20261333	10-158	Activity Funds	11/11/2025	113.99	10-120	
20261333	10-158	Activity Funds	11/11/2025	60.00	10-120	
20261333	10-158	Activity Funds	11/11/2025	67.50	10-120	
20261335	10-2210-490-00-74-500-14	Supplies Curr & Inst 6-12	11/11/2025	20.09	10-2210-490-00-74-500-14	

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20261333	10-158	Activity Funds	11/11/2025	24.70	10-120
20261338	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/11/2025	386.72	10-1200-410-92-79-600-14
20261338	10-1200-310-92-79-600-14	IDEA General Purchased Service	11/11/2025	20.00	10-1200-310-92-79-600-14
20261337	10-2310-410-00-74-500-14	Supplies Board	11/11/2025	24.83	10-2310-410-00-74-500-14
20261337	10-2321-332-00-74-500-14	Travel Supt	11/11/2025	365.82	10-2321-332-00-74-500-14
20261337	10-2546-332-00-79-600-14	Security Officer Travel	11/11/2025	365.82	10-2546-332-00-79-600-14
20261337	10-2642-332-00-74-500-14	Travel Human Res	11/11/2025	365.82	10-2642-332-00-74-500-14
20261337	10-2520-332-00-74-500-14	Travel Fiscal	11/11/2025	365.82	10-2520-332-00-74-500-14
20261337	10-2630-332-00-74-500-14	Communications Travel	11/11/2025	82.91	10-2630-332-00-74-500-14
20261333	10-158	Activity Funds	11/11/2025	21.90	10-120
20261332	10-1500-335-00-71-300-13	Conference Travel HS	11/11/2025	111.81	10-1500-335-00-71-300-13
20261332	10-1500-335-00-71-300-13	Conference Travel HS	11/11/2025	136.79	10-1500-335-00-71-300-13
20261332	10-1500-335-00-71-300-13	Conference Travel HS	11/11/2025	489.16	10-1500-335-00-71-300-13
20261331	10-3000-410-92-79-600-14	IDEA Comm Engage Supplies	11/11/2025	32.74	10-3000-410-92-79-600-14
20261341	10-1120-410-00-72-220-13	Inst Supplies Marlowe	11/11/2025	239.99	10-1120-410-00-72-220-13
20261339	10-2633-360-00-74-500-14	Communications Purch Services	11/11/2025	41.18	10-2633-360-00-74-500-14
20261341	10-2120-410-00-72-220-13	Supplies Guidance Marlowe	11/11/2025	97.93	10-2120-410-00-72-220-13
20261338	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	11/11/2025	115.00	10-1101-310-00-79-605-14
20261338	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	11/11/2025	115.00	10-1101-310-00-79-605-14
20261338	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/11/2025	51.87	10-1200-410-92-79-600-14
20261337	10-2212-332-00-74-500-14	Travel & Conference Curr 6-12	11/11/2025	365.82	10-2212-332-00-74-500-14
20261337	10-2310-332-00-74-500-14	Travel Board	11/11/2025	3,409.47	10-2310-332-00-74-500-14
20261336	10-2546-490-00-79-600-14	Security Officer Supplies	11/11/2025	33.41	10-2546-490-00-79-600-14
20261336	10-2546-490-00-79-600-14	Security Officer Supplies	11/11/2025	45.65	10-2546-490-00-79-600-14
20261335	10-2210-490-00-74-500-14	Supplies Curr & Inst 6-12	11/11/2025	25.85	10-2210-490-00-74-500-14
20261335	10-2210-490-00-74-500-14	Supplies Curr & Inst 6-12	11/11/2025	366.04	10-2210-490-00-74-500-14
20261335	10-1800-410-82-79-605-14	TBE/TPI Instructional Supplies	11/11/2025	15.78	10-1800-410-82-79-605-14
20261335	10-2210-490-00-74-500-14	Supplies Curr & Inst 6-12	11/11/2025	365.68	10-2210-490-00-74-500-14
20261333	10-158	Activity Funds	11/11/2025	(6.92)	10-120
20261339	10-2630-410-00-74-500-14	Communications Supplies	11/11/2025	180.00	10-2630-410-00-74-500-14
20261351	10-1200-310-66-71-300-13	STEP Purchased Services	11/11/2025	10.10	10-1200-310-66-71-300-13
20261333	10-1500-335-00-71-300-13	Conference Travel HS	11/11/2025	2,154.60	10-1500-335-00-71-300-13
20261352	10-1125-410-97-79-600-14	All Children Supplies	11/11/2025	134.00	10-1125-410-97-79-600-14
20261352	10-1225-410-95-79-600-14	ECE Instr Supplies	11/11/2025	11.96	10-1225-410-95-79-600-14

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Huntley Community School District 158

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number	
20261352	10-1225-410-95-79-600-14	ECE Instr Supplies	11/11/2025	10.89	10-1225-410-95-79-600-14	
20261352	10-1225-410-95-79-600-14	ECE Instr Supplies	11/11/2025	167.45	10-1225-410-95-79-600-14	
20261352	10-2300-410-97-79-600-14	All Children Gen Admin Sup	11/11/2025	13.02	10-2300-410-97-79-600-14	
20261352	10-1125-410-97-79-600-14	All Children Supplies	11/11/2025	352.15	10-1125-410-97-79-600-14	
20261352	10-1125-410-97-79-600-14	All Children Supplies	11/11/2025	9.99	10-1125-410-97-79-600-14	
20261352	10-1125-410-90-79-600-14	Supplies Parent-Tot	11/11/2025	48.07	10-1125-410-90-79-600-14	
20261352	10-1125-410-97-79-600-14	All Children Supplies	11/11/2025	(39.85)	10-1125-410-97-79-600-14	
20261352	10-1125-410-97-79-600-14	All Children Supplies	11/11/2025	50.53	10-1125-410-97-79-600-14	
20261353	10-2560-410-00-74-210-13	Cafe Supplies Heineman	11/11/2025	86.35	10-2560-410-00-74-210-13	
20261351	10-1200-410-66-71-300-13	STEP Supplies	11/11/2025	112.85	10-1200-410-66-71-300-13	
20261353	10-2560-410-00-74-150-13	Cafe Supplies Conley	11/11/2025	144.18	10-2560-410-00-74-150-13	
20261350	10-1110-410-00-74-140-13	Inst Supplies Mackeben	11/11/2025	38.00	10-1110-410-00-74-140-13	
20261350	10-158	Activity Funds	11/11/2025	645.58	10-120	76
20261350	10-158	Activity Funds	11/11/2025	165.48	10-120	
20261350	10-2213-415-00-74-140-13	Mackeben Staff Devel Supplies	11/11/2025	45.96	10-2213-415-00-74-140-13	
20261350	10-2220-490-00-74-140-13	Media Center Tech Mackeben	11/11/2025	227.67	10-2220-490-00-74-140-13	
20261350	10-2213-415-00-74-140-13	Mackeben Staff Devel Supplies	11/11/2025	46.97	10-2213-415-00-74-140-13	
20261350	10-2220-490-00-74-140-13	Media Center Tech Mackeben	11/11/2025	47.95	10-2220-490-00-74-140-13	
20261350	10-2410-410-00-74-140-13	Office Supplies Mackeben	11/11/2025	17.23	10-2410-410-00-74-140-13	
20261350	10-158	Activity Funds	11/11/2025	459.44	10-120	
20261350	10-158	Activity Funds	11/11/2025	442.48	10-120	
20261350	10-158	Activity Funds	11/11/2025	269.00	10-120	
20261351	10-1200-410-66-71-300-13	STEP Supplies	11/11/2025	139.50	10-1200-410-66-71-300-13	
20261355	10-2213-415-00-74-150-13	Conley Staff Devel Supplies	11/11/2025	330.00	10-2213-415-00-74-150-13	
20261333	10-158	Activity Funds	11/11/2025	375.97	10-120	
20261333	10-158	Activity Funds	11/11/2025	215.94	10-120	
20261333	10-158	Activity Funds	11/11/2025	140.55	10-120	
20261333	10-158	Activity Funds	11/11/2025	13.28	10-120	
20261333	10-158	Activity Funds	11/11/2025	35.48	10-120	
20261333	10-158	Activity Funds	11/11/2025	141.79	10-120	
20261357	10-2642-350-00-74-500-14	Advertising Human Res	11/11/2025	300.00	10-2642-350-00-74-500-14	
20261357	10-2642-410-00-74-500-14	Supplies Human Res	11/11/2025	8.99	10-2642-410-00-74-500-14	
20261357	10-2642-410-00-74-500-14	Supplies Human Res	11/11/2025	109.99	10-2642-410-00-74-500-14	
20261357	10-2642-350-00-74-500-14	Advertising Human Res	11/11/2025	275.00	10-2642-350-00-74-500-14	

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20261352	10-2560-415-97-79-600-14	All Children Snacks	11/11/2025	14.94	10-2560-415-97-79-600-14
20261356	10-2660-319-61-79-600-14	Software Maintenance	11/11/2025	8.24	10-2660-319-61-79-600-14
20261333	10-158	Activity Funds	11/11/2025	18.05	10-120
20261355	10-158	Activity Funds	11/11/2025	173.39	10-120
20261354	10-158	Activity Funds	11/11/2025	(452.22)	10-120
20261354	10-158	Activity Funds	11/11/2025	(9.73)	10-120
20261354	10-158	Activity Funds	11/11/2025	91.90	10-120
20261356	10-2660-410-00-79-600-14	Supplies Tech	11/11/2025	67.81	10-2660-410-00-79-600-14
20261355	10-2220-490-00-74-150-13	Media Center Tech Conley	11/11/2025	30.00	10-2220-490-00-74-150-13
20261355	10-2213-415-00-74-150-13	Conley Staff Devel Supplies	11/11/2025	300.00	10-2213-415-00-74-150-13
20261355	10-2220-430-00-74-150-13	Media Center Conley	11/11/2025	47.97	10-2220-430-00-74-150-13
20261355	10-1110-410-00-74-150-13	Inst Supplies Conley	11/11/2025	80.85	10-1110-410-00-74-150-13
20261355	10-2213-415-00-74-150-13	Conley Staff Devel Supplies	11/11/2025	103.99	10-2213-415-00-74-150-13
20261355	10-1110-410-02-74-150-13	Art Supplies Conley	11/11/2025	218.52	10-1110-410-02-74-150-13
20261355	10-158	Activity Funds	11/11/2025	387.18	10-120
20261355	10-1110-410-00-74-150-13	Inst Supplies Conley	11/11/2025	104.37	10-1110-410-00-74-150-13
20261354	10-158	Activity Funds	11/11/2025	82.18	10-120
			Total	$34,843.11	
BSN Sports					
20261314	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	11/07/2025	1,718.88	10-1500-410-00-71-300-13
			Total	$1,718.88	
Build Capacity Consulting LLC					
20261372	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	11/17/2025	120.40	10-2212-310-00-79-505-14
20261372	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	11/17/2025	2.80	10-2212-310-00-79-505-14
20261372	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	11/17/2025	58.80	10-2212-310-00-79-505-14
20261372			11/17/2025	0.00	
20261372	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	11/17/2025	59.50	10-2212-310-00-79-505-14
			Total	$241.50	
Canteen Refreshments					
20261323	10-2560-415-00-71-300-13	Cafe Food HS	11/13/2025	464.38	10-2560-415-00-71-300-13

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
			Total	$464.38	
CDW Government Inc					
20261329	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/12/2025	249.90	10-1200-410-92-79-600-14
20261329	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/12/2025	3,379.70	10-1200-410-92-79-600-14
20261329	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/12/2025	1,883.55	10-1200-410-92-79-600-14
20261329	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/12/2025	249.90	10-1200-410-92-79-600-14
20261329	10-1200-410-92-79-600-14	IDEA Instructional Supplies	11/12/2025	1,544.60	10-1200-410-92-79-600-14
			Total	$7,307.65	
Ceisel, Donna					
20261364	10-2130-310-92-79-600-14	IDEA Health Services	11/14/2025	1,140.00	10-2130-310-92-79-600-14
			Total	$1,140.00	
Colley Elevator Co					
20261392	20-2542-390-00-79	Other Purchased Service	11/20/2025	670.00	20-2542-390-00-79
			Total	$670.00	
Comcast					
20261361	20-2540-340-00-79	Telephone - Districtwide	11/12/2025	299.74	20-2540-340-00-79
20261363	20-2540-340-00-79	Telephone - Districtwide	11/13/2025	2,200.00	20-2540-340-00-79
			Total	$2,499.74	
Crystal Lake School District 47					
20261383	10-4120-310-92-79-600-14	IDEA Payments to Other Districts	11/19/2025	375.00	10-4120-310-92-79-600-14
			Total	$375.00	
Dell Marketing LP					
20261360	10-2660-319-00-79-600-14	Hardware Maintenance Renewal	11/12/2025	10,228.56	10-2660-319-00-79-600-14
			Total	$10,228.56	
Diamond Pediatric Therapy					

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20261379	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	11/18/2025	570.00	10-1101-310-00-79-605-14
20261379	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	11/18/2025	600.00	10-1101-310-00-79-605-14
20261379	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	11/18/2025	540.00	10-1101-310-00-79-605-14
20261379	10-1101-310-00-79-605-14	Substitute Teacher-Contracted	11/18/2025	570.00	10-1101-310-00-79-605-14
			Total	$2,280.00	
Digital Promise Global					
20261365	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	11/14/2025	3,000.00	10-2212-310-00-79-505-14
20261365			11/14/2025	0.00	
			Total	$3,000.00	
Discount School Supply					
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	80.73	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	32.89	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	26.91	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	26.91	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	56.81	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	71.76	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	77.74	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	29.90	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	17.94	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	26.91	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	38.87	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	26.91	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	65.78	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	44.85	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	83.72	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	107.64	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	134.55	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	20.93	10-2410-410-00-72-110-14
20261410	10-2410-410-00-72-110-14	Copier Paper & Toner Chesak	11/20/2025	41.86	10-2410-410-00-72-110-14
			Total	$1,013.61	
DuPage Federation on Human Services					

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Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 11/7/2025 to 11/21/2025

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20261373	10-2210-310-84-79-605-14	Title III LIPLEPS Pur Svcs	11/17/2025	257.15	10-2210-310-84-79-605-14
			Total	$257.15	
ECRA Group Inc					
20261380			11/18/2025	0.00	
20261380	10-2212-310-00-79-505-14	Curriclum Gen Pur Svc 6-12	11/18/2025	38,673.00	10-2212-310-00-79-505-14
			Total	$38,673.00	
Eds Rental Inc					
20261318	20-2542-325-00-79	Rentals	11/11/2025	560.00	20-2542-325-00-79
			Total	$560.00	
Engler Callaway Baasten & Sraga LLC					
20261384	10-2310-318-00-74-500-14	Legal Board	11/19/2025	541.50	10-2310-318-00-74-500-14
			Total	$541.50	
Everway LLC					
20261371	10-1200-310-92-79-600-14	IDEA General Purchased Service	11/14/2025	3,346.92	10-1200-310-92-79-600-14
20261371	10-1200-310-92-79-600-14	IDEA General Purchased Service	11/14/2025	1,424.65	10-1200-310-92-79-600-14
20261371	10-1200-310-92-79-600-14	IDEA General Purchased Service	11/14/2025	2,252.61	10-1200-310-92-79-600-14
20261371	10-1200-310-92-79-600-14	IDEA General Purchased Service	11/14/2025	6,114.15	10-1200-310-92-79-600-14
20261371	10-1200-310-92-79-600-14	IDEA General Purchased Service	11/14/2025	2,381.40	10-1200-310-92-79-600-14
20261371	10-1200-310-92-79-600-14	IDEA General Purchased Service	11/14/2025	10,697.13	10-1200-310-92-79-600-14
			Total	$26,216.86	
EZ Flex Sports Mats					
20261378	10-1500-410-00-71-300-13	Training/Athletic Supplies HS	11/17/2025	7,894.20	10-1500-410-00-71-300-13
			Total	$7,894.20	
Fox Valley Fire Safety					
20261326	20-2542-323-00-79	Repairs & Maint Buildings	11/12/2025	452.10	20-2542-323-00-79
			Total	$452.10	

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 11/7/2025 to 11/21/2025

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
GSF USA Inc					
20261315	20-2542-323-00-79	Repairs & Maint Buildings	11/10/2025	35.55	20-2542-323-00-79
			Total	$35.55	
Halloran & Yauch Inc					
20261366	20-2542-390-00-79	Other Purchased Service	11/14/2025	1,730.00	20-2542-390-00-79
			Total	$1,730.00	
Hayden Construction and Service Co					
20261374	20-2542-323-00-79	Repairs & Maint Buildings	11/17/2025	618.00	20-2542-323-00-79
20261374	20-2542-323-00-79	Repairs & Maint Buildings	11/17/2025	620.00	20-2542-323-00-79
			Total	$1,238.00	
Huntley Ford					
20261385	20-2545-323-00-79-600-14	Vehicle Repairs & Maintenance	11/19/2025	654.29	20-2545-323-00-79-600-14
			Total	$654.29	
Illinois Office of the State Fire Marshal					
20261386	20-2542-390-00-79	Other Purchased Service	11/19/2025	200.00	20-2542-390-00-79
			Total	$200.00	
Illinois Tollway Violation					
20261393			11/20/2025	0.00	
20261394	40-2552-640-00-79	Dues & Fees	11/20/2025	314.55	40-2552-640-00-79
20261393	40-2552-640-00-79	Dues & Fees	11/20/2025	22.30	40-2552-640-00-79
20261394			11/20/2025	0.00	
			Total	$336.85	
Jensens Plumbing & Heating Inc					
20261395	20-2542-323-00-79	Repairs & Maint Buildings	11/20/2025	1,295.00	20-2542-323-00-79
20261395	20-2542-323-00-79	Repairs & Maint Buildings	11/20/2025	1,140.00	20-2542-323-00-79

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
			Total	$2,435.00	
Johnsburg High School					
20261367	10-1500-640-00-74-210-13	Sports Dues & Fees Heineman	11/14/2025	350.00	10-1500-640-00-74-210-13
			Total	$350.00	
Johnson, Emily					
20261319	10-1120-390-02-74-210-13	Heineman Fine Arts Pur Svc	11/11/2025	250.00	10-1120-390-02-74-210-13
			Total	$250.00	
McHenry County College					
20261327	10-1400-310-00-74-305-13	Voc Ed Tuition	11/12/2025	21,452.50	10-1400-310-00-74-305-13
			Total	$21,452.50	
McHenry County Dept of Health					
20261388	10-2130-390-00-79-600-14	Purchased Services Health	11/19/2025	4,053.00	10-2130-390-00-79-600-14
20261388	10-2130-390-00-79-600-14	Purchased Services Health	11/19/2025	1,897.00	10-2130-390-00-79-600-14
20261387	10-2130-390-00-79-600-14	Purchased Services Health	11/19/2025	3,367.00	10-2130-390-00-79-600-14
20261387	10-2130-390-00-79-600-14	Purchased Services Health	11/19/2025	1,785.00	10-2130-390-00-79-600-14
			Total	$11,102.00	
McHenry Specialties					
20261375	10-1130-410-33-71-305-13	Academies Supplies	11/17/2025	405.00	10-1130-410-33-71-305-13
20261375	10-1130-410-12-71-300-13	Music Supplies HS	11/17/2025	78.00	10-1130-410-12-71-300-13
20261375	10-1130-410-33-71-305-13	Academies Supplies	11/17/2025	600.50	10-1130-410-33-71-305-13
			Total	$1,083.50	
Mechanical Equipment Inc					
20261389	20-2542-410-00-79	Supplies B & G	11/19/2025	48.56	20-2542-410-00-79
20261389			11/19/2025	0.00	
20261389	20-2542-410-00-79	Supplies B & G	11/19/2025	607.00	20-2542-410-00-79
			Total	$655.56	

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
MHS Inc					
20261390	10-2140-410-92-79-605-14	IDEA Psychological Supplies	11/19/2025	210.00	10-2140-410-92-79-605-14
			Total	$210.00	
Midwest Computer Products					
20261381	10-2660-390-00-79-600-14	Purchased Service Technology	11/18/2025	250.00	10-2660-390-00-79-600-14
			Total	$250.00	
Moore, Jeff M					
20261320	10-1120-390-02-74-210-13	Heineman Fine Arts Pur Svc	11/11/2025	300.00	10-1120-390-02-74-210-13
			Total	$300.00	
National Lift Truck Inc					
20261330	20-2542-323-00-79	Repairs & Maint Buildings	11/12/2025	1,127.72	20-2542-323-00-79
20261330			11/12/2025	0.00	
			Total	$1,127.72	
Northwestern Medicine Huntley					
20261312	10-1551-410-00-71-300-16	Swimming HS-Girls	11/07/2025	3,733.33	10-1551-410-00-71-300-16
			Total	$3,733.33	
Northwestern Medicine Occupational Health					
20261397	40-2550-310-00-79	Prof & Tech Service Trans	11/20/2025	170.00	40-2550-310-00-79
20261396			11/20/2025	0.00	
20261396	40-2550-310-00-79	Prof & Tech Service Trans	11/20/2025	1,360.00	40-2550-310-00-79
20261397			11/20/2025	0.00	
			Total	$1,530.00	
Olivet Nazerene University					
20261376	10-2210-670-98-79-600-14	Teacher Vacancy Tuit	11/17/2025	24,980.00	10-2210-670-98-79-600-14
			Total	$24,980.00	

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
OReilly Automotive Stores Inc					
20261399	40-2554-410-00-79	Fleet Supplies	11/20/2025	317.57	40-2554-410-00-79
20261398			11/20/2025	0.00	
20261398	40-2554-410-00-79	Fleet Supplies	11/20/2025	172.75	40-2554-410-00-79
20261399			11/20/2025	0.00	
20261400	40-2554-410-00-79	Fleet Supplies	11/20/2025	214.22	40-2554-410-00-79
20261400			11/20/2025	0.00	
			Total	$704.54	
Pro Com Systems Inc					
20261325	10-2546-540-00-79-600-14	Security Officer Equipment	11/11/2025	2,467.00	10-2546-540-00-79-600-14
20261325			11/11/2025	0.00	
			Total	$2,467.00	
Quinlan & Fabish Music Co					
20261316	10-1130-410-12-71-300-13	Music Supplies HS	11/10/2025	277.25	10-1130-410-12-71-300-13
20261316	10-1130-410-12-71-300-13	Music Supplies HS	11/10/2025	380.82	10-1130-410-12-71-300-13
20261316	10-1130-410-12-71-300-13	Music Supplies HS	11/10/2025	447.00	10-1130-410-12-71-300-13
20261316	10-1130-410-12-71-300-13	Music Supplies HS	11/10/2025	127.00	10-1130-410-12-71-300-13
20261316	10-1130-410-12-71-300-13	Music Supplies HS	11/10/2025	198.00	10-1130-410-12-71-300-13
20261316	10-1130-410-12-71-300-13	Music Supplies HS	11/10/2025	199.45	10-1130-410-12-71-300-13
20261316	10-1130-410-12-71-300-13	Music Supplies HS	11/10/2025	312.00	10-1130-410-12-71-300-13
20261316	10-1130-410-12-71-300-13	Music Supplies HS	11/10/2025	124.45	10-1130-410-12-71-300-13
20261316	10-1130-410-12-71-300-13	Music Supplies HS	11/10/2025	182.00	10-1130-410-12-71-300-13
			Total	$2,247.97	
Russo Power Equipment					
20261321	20-2542-410-00-79	Supplies B & G	11/11/2025	215.99	20-2542-410-00-79
20261321	20-2542-410-00-79	Supplies B & G	11/11/2025	586.97	20-2542-410-00-79
			Total	$802.96	
Schocks Towing					

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20261401	40-2550-323-00-79	Repairs and Maintenance	11/20/2025	1,200.00	40-2550-323-00-79
20261401			11/20/2025	0.00	
			Total	$1,200.00	
Scholastic Inc					
20261368	10-1120-390-00-74-210-13	Heineman Purchased Service	11/14/2025	28.97	10-1120-390-00-74-210-13
20261368	10-1120-390-00-74-210-13	Heineman Purchased Service	11/14/2025	99.90	10-1120-390-00-74-210-13
20261368	10-1120-390-00-74-210-13	Heineman Purchased Service	11/14/2025	99.90	10-1120-390-00-74-210-13
20261368	10-1120-390-00-74-210-13	Heineman Purchased Service	11/14/2025	89.90	10-1120-390-00-74-210-13
20261368	10-1120-390-00-74-210-13	Heineman Purchased Service	11/14/2025	31.97	10-1120-390-00-74-210-13
20261368	10-1120-390-00-74-210-13	Heineman Purchased Service	11/14/2025	319.68	10-1120-390-00-74-210-13
			Total	$670.32	
School Specialty LLC					
20261411	10-2130-410-92-79-605-14	IDEA Health OTPT & Nurse Sup	11/20/2025	137.52	10-2130-410-92-79-605-14
			Total	$137.52	
Sedgwick Claims Management Services					
20261377	10-2310-383-00-74-500-14	Unemployment Insurance	11/17/2025	2,480.63	10-2310-383-00-74-500-14
			Total	$2,480.63	
Service Printing Corporation					
20261402	10-1520-410-30-71-305-13	HS Newspaper Supplies	11/20/2025	1,548.70	10-1520-410-30-71-305-13
			Total	$1,548.70	
Service Sanitation Inc					
20261369	10-1500-320-00-71-300-13	HHS Athletics Grounds Svcs	11/14/2025	856.52	10-1500-320-00-71-300-13
			Total	$856.52	
Sherwin Williams Co					
20261317	20-2542-410-00-79	Supplies B & G	11/10/2025	52.56	20-2542-410-00-79
			Total	$52.56	

Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 11/7/2025 to 11/21/2025

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P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
Sterling High School					
20261313	10-1543-640-00-71-305-13	Activities Fees	11/07/2025	95.00	10-1543-640-00-71-305-13
			Total	$95.00	
Sunrise Southwest LLC					
20261403			11/20/2025	0.00	
20261403	40-2552-331-00-79	Contracted Transportation	11/20/2025	2,366.84	40-2552-331-00-79
			Total	$2,366.84	
Thermosystems Building System					
20261362	20-2542-390-00-79	Other Purchased Service	11/12/2025	6,869.75	20-2542-390-00-79
20261358	20-2542-323-00-79	Repairs & Maint Buildings	11/12/2025	5,848.52	20-2542-323-00-79
20261359	20-2542-323-00-79	Repairs & Maint Buildings	11/12/2025	2,056.85	20-2542-323-00-79
			Total	$14,775.12	
Thompson Elevator Inspection Service Inc					
20261382	20-2542-390-00-79	Other Purchased Service	11/18/2025	400.00	20-2542-390-00-79
			Total	$400.00	
Tribe Country Farms Inc					
20261328	10-2560-415-00-71-300-13	Cafe Food HS	11/12/2025	108.00	10-2560-415-00-71-300-13
20261328	10-2560-415-00-74-210-13	Cafe Food Heineman	11/12/2025	60.75	10-2560-415-00-74-210-13
20261328	10-2560-415-00-72-220-13	Cafe Food Marlowe	11/12/2025	74.25	10-2560-415-00-72-220-13
			Total	$243.00	
Unity School Bus Parts, Inc					
20261404	40-2554-410-00-79	Fleet Supplies	11/20/2025	17.48	40-2554-410-00-79
20261404			11/20/2025	0.00	
20261409	40-2554-410-00-79	Fleet Supplies	11/20/2025	139.90	40-2554-410-00-79
20261408			11/20/2025	0.00	
20261405	40-2554-410-00-79	Fleet Supplies	11/20/2025	41.20	40-2554-410-00-79
20261405			11/20/2025	0.00	

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Huntley Community School District 158

P.O. Summary by Vendor (Custom)

From: 11/7/2025 to 11/21/2025

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number
20261406	40-2554-410-00-79	Fleet Supplies	11/20/2025	693.84	40-2554-410-00-79
20261406			11/20/2025	0.00	
20261407	40-2554-410-00-79	Fleet Supplies	11/20/2025	1,498.21	40-2554-410-00-79
20261407			11/20/2025	0.00	
20261408	40-2554-410-00-79	Fleet Supplies	11/20/2025	172.50	40-2554-410-00-79
20261409			11/20/2025	0.00	
			Total	$2,563.13	
Visionary Properties LLC					
20261391	10-2530-550-92-79-600-14	IDEA Cap Eqpt	11/19/2025	13,600.00	10-2530-550-92-79-600-14
			Total	$13,600.00	
Visions LLC					
20261322	10-2130-310-92-79-600-14	IDEA Health Services	11/11/2025	2,973.30	10-2130-310-92-79-600-14
			Total	$2,973.30	
Woodstock Community Unit School Dist 200					
20261370	10-4220-670-00-79-600-14	Sp Ed Private Tuition	11/14/2025	9,183.74	10-4220-670-00-79-600-14
20261370	10-4220-670-00-79-600-14	Sp Ed Private Tuition	11/14/2025	9,183.74	10-4220-670-00-79-600-14
20261370	10-4220-670-00-79-600-14	Sp Ed Private Tuition	11/14/2025	9,183.74	10-4220-670-00-79-600-14
			Total	$27,551.22	
			Total	$304,502.27	

P.O. #	Account Number	Account# Description	P.O. Date	Original Amount	State Account Number

Fund Summary

Fund 10: $266,284.07	Fund 20: $29,516.84
Fund 30:	Fund 40: $8,701.36
Fund 50:	Fund 60:
Fund 70:	Fund 80:
Fund 98:	Fund 99:

Summary Total: $304,502.27

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: December 4, 2025

Subject: **Imprest Checks Issued**
Committee of the Whole Meeting, December 4, 2025
Finance Committee

The following is an executive summary of the attached report titled "Imprest Checks Issued" which is a listing of payments made as of November 21, 2025, for which the Board had not previously approved purchase orders. Therefore, Administration is requesting Board Approval acknowledging the issuance of payment:

Education Fund	$	1,432.75
Operations & Maintenance Fund		87,426.90
Debt Service Fund		0.00
Transporation Fund		0.00
Municipal Retirement and Social Security Fund		0.00
Capital Projects Fund		0.00
Working Cash Fund		0.00
Fire Prevention and Safety Fund		0.00
Total	$	88,859.65

RECOMMENDATION
Administration requests that the Finance Committee recommend the Board of Education approve the Imprest Checks Issued Report at the December 18, 2025 Regular Board meeting.

Huntley Community School District 158

Imprest Checks Issued
As of: 11/21/2025

Vendor Name / P.O. Number	Description	Amount	State Account Number
Boylan Catholic H.S.			
	Sports Dues & Fees HS	320.00	10-1500-640-00-71-300-13
		$320.00	
Comcast			
0020261361	Telephone - Districtwide	299.74	20-2540-340-00-79
		$299.74	
ComEd			
	Electric	26,595.26	20-2540-466-00-79
	Electric	10,052.72	20-2540-466-00-79
	Electric	16,942.95	20-2540-466-00-79
		$53,590.93	
FFP Fund IV Lessee2 LLC			
	Electric	6,444.59	20-2540-466-00-79
	Electric	4,442.44	20-2540-466-00-79
	Electric	5,032.81	20-2540-466-00-79
		$15,919.84	
Fremd High School			
	Activities Judges/Officials	75.00	10-1543-310-00-71-305-13
		$75.00	
Green, Toby			
	Activities Judges/Officials	100.00	10-1543-310-00-71-305-13
		$100.00	
Hoffman Estates High School			
	Activities Fees	150.00	10-1543-640-00-71-305-13
		$150.00	
Lincoln-Way Central {c/o Athletics}			
	Sports Dues & Fees HS	250.00	10-1500-640-00-71-300-13
	Sports Dues & Fees HS	250.00	10-1500-640-00-71-300-13
		$500.00	
Nicor Gas			
	Natural Gas	279.48	20-2540-465-00-79
	Natural Gas	591.11	20-2540-465-00-79
	Natural Gas	749.97	20-2540-465-00-79
	Natural Gas	559.09	20-2540-465-00-79
	Natural Gas	541.42	20-2540-465-00-79
	Natural Gas	566.10	20-2540-465-00-79
	Natural Gas	684.58	20-2540-465-00-79
	Natural Gas	1,141.38	20-2540-465-00-79
	Natural Gas	55.66	20-2540-465-00-79
	Natural Gas	608.99	20-2540-465-00-79
		$5,777.78	
Petty Cash-HHS SpEd			
	IDEA Comm Engage PS	120.00	10-3000-310-92-79-600-14
	IDEA Comm Engage Supplies	94.42	10-3000-410-92-79-600-14
	IDEA Comm Engage Supplies	73.33	10-3000-410-92-79-600-14
		$287.75	
Village of Huntley			
	Water/Sewer	882.97	20-2540-370-00-79
	Water/Sewer	6,947.71	20-2540-370-00-79
	Water/Sewer	2,076.52	20-2540-370-00-79
	Water/Sewer	63.73	20-2540-370-00-79

Vendor Name / P.O. Number	Description	Amount	State Account Number
	Water/Sewer	682.90	20-2540-370-00-79
	Water/Sewer	92.95	20-2540-370-00-79
	Water/Sewer	990.70	20-2540-370-00-79
		$11,737.48	
Village of Huntley			
	Water/Sewer	101.13	20-2540-370-00-79
		$101.13	
	Report Total	$88,859.65	

HUNTLEY
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October 2025 Financial Executive Summary

The October 2025 month and YTD results are as follows:

Operating Funds: 10, 20, 40, 50, and 70	FY26 October	FY26 YTD	FY26 Budget	
Total Local	$ 7,575,161	$ 30,214,138	$ 96,645,991	**31%**
Total State	3,153,231	13,008,942	$ 38,730,062	**34%**
Total Federal	654,430	1,535,922	$ 3,922,013	**39%**
Operating Revenues	**$ 11,382,821**	**$ 44,759,002**	**$ 139,298,066**	**32%**
Salaries	$ 7,386,541	$ 27,252,336	$ 84,654,308	**32%**
Employee Benefits	$ 2,390,058	$ 9,348,288	$ 26,966,994	**35%**
Purchased Services	$ 2,341,249	$ 5,528,665	$ 11,967,930	**46%**
Supplies & Materials	$ 663,271	$ 2,617,631	$ 8,345,367	**31%**
Capital Outlay	$ (362,746)	$ 2,580,272	$ 2,943,164	**88%**
Other Objects	$ 295,952	$ 745,498	$ 3,830,030	**19%**
Operating Expenses	**12,714,324**	**48,072,690**	**138,707,793**	**35%**
Net Operating Surplus (Deficit)	**$ (1,331,503)**	**$ (3,313,689)**	**$ 590,273**	

All Funds:	FY26 October	FY26 YTD	FY26 Budget	
Total Revenues	$ 12,328,325	$ 48,397,866	$ 150,886,105	**32%**
Total Expenses	12,907,197	49,399,105	149,028,458	**33%**
Net All Funds Surplus (Deficit)	**$ (578,873)**	**$ (1,001,239)**	**$ 299,914,563**	

Primarily driven by summer improvement projects, the District closed October 2025 with a YTD net operating deficit of ($3.3M).

October operating revenues of $11.3M are mainly due to the recognition of $7.6M levy 2024 property taxes, $3M Evidence Based Funding (EBF), $445k IDEA Grant, $315k in Food Service, and $200k for Donations/Contributions.

Approximately 77% of October operating expenditures cover Salaries and Benefits. Major expenditures making up the $2.3M in operating Purchased Services for the month was for workers comp insurance ($580k), liability insurance ($435k), contraced custodial service ($200k), hardward maintenance ($188k), and property insurance ($162k). The $663k in monthly Supplies and Materials includes cafeteria supplies ($228k), electricity ($68k), buildings & grounds supplies ($54k), diesel/gas ($41k), and IDEA curriculum supplies ($28k). The majority of the Other Objects for the month is for special ed tution. The credit in Capital Outlay for the month is the result of the $450k rebate received from ComEd for the purchase of the 4 electric buses.

The District began FY26 with $57.9 million in cash and as of the end of October 2025, the cash balance approximated $67.6 million. The District holds $2.1M with BMO, $55.9M through PMA, and $8.4M with Fifth Third.

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October 2025 Financial Executive Summary

Major transactions for October include:

Non-Salary Major Cash Expenditures			Major Revenues Received/Recognized	
Blue Cross Blue Shield (Insurance)	$	1,871,353	Monthly Levy 2024 Recognition	$7,630,519
GSF USA (Contracted Custodian)	$	204,364	Evidence Based Funding	$3,043,106
CDWG Capital One (Technology)	$	187,907	IDEA Flowthrough	$445,444
Gordon Food Service (Food Service)	$	167,408	Food Service	$315,928
BMO Mastercard (P-Card)	$	133,848	Contributions/Donations	$200,065
Easterseals (SpEd Tuition)	$	100,061		
CT Veach Inc (Contracted Grounds)	$	71,225		
Kelso Burnett Co (Security)	$	60,892		
ComEd (Electricity)	$	50,622	October 2025 ISBE (State) Receivable	
Blu Petroleum (Diesel)	$	41,367	Vacant Position Grant	$69,237
Marklund Childrens (SpEd Tuition)	$	40,880		
Realityworks (CTEI Equip)	$	31,830		
NCS Pearson Inc. (IDEA Psych Svc)	$	28,221		
General Parts (Cafeteria Repairs)	$	27,192		
Schoolbells (Contracted Trans)	$	25,596	Total	$69,237
Advantage Mechanical (O&M)	$	23,537		
Ampersand Therapy (SpEd Tuition)	$	23,425		

Monthly Insurance Update:

Claims Paid	**Aug 2025**	**Sep 2025**	**Oct 2025**	**FY26 YTD**
	$ 1,382,247	$ 1,429,702	$ 1,706,893	$ 4,136,511
Total	$ 1,382,247	$ 1,429,702	$ 1,706,893	$ 4,136,511
Settlement Costs - BC/BS	287,387	288,641	286,640	853,018
Average Monthly Claims Based upon the last 12 months of claims	$ 1,262,218	$ 1,306,469	$ 1,207,168	
Total Insurance Costs	$ 1,341,226	$ 1,636,088	$ 1,550,633	$ 5,899,389
Includes employee contributions				
FY26 Budget				$ 16,215,811

October 2025 claims totaled $1.7M, an increase from $1.1M in October 2024. Average monthly claims for FY26 are $1.2M, compared with $1.0M for the same period in FY25. Year-to-date claims stand at $5.9M, which is $1.1M higher than the prior year-to-date total of $4.8M.

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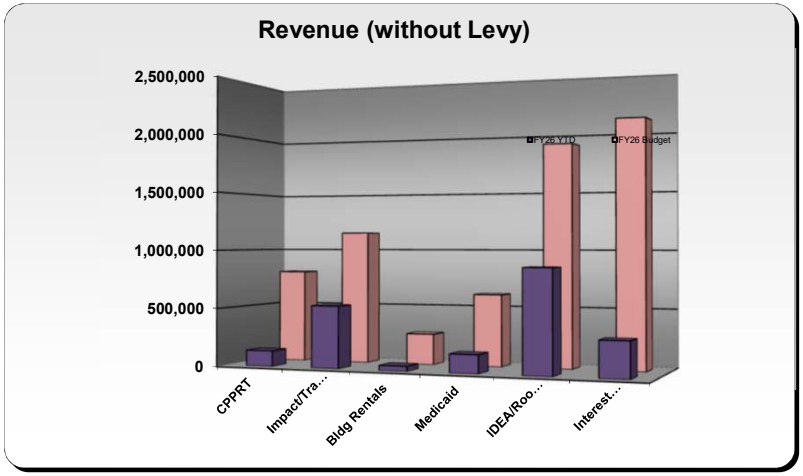
October 2025 Dashboard

Revenue					
	Prior YTD	FY26 YTD	FY26 Budget	%	Variance
Operating Levies	25,546,158	27,247,866	91,097,681	30%	63,849,815
MCATs	1,055,415	737,734	4,631,694	16%	3,893,960
CPPRT	124,195	134,223	800,000	17%	665,777
Impact/Transition Fees	797,644	528,412	1,150,000	46%	621,588
Bldg Rentals	48,043	42,073	265,000	16%	222,927
Medicaid	2,934	156,297	617,000	25%	460,703
IDEA/Room & Board	284,241	866,351	1,900,527	46%	1,034,176
Interest Earnings-Total	646,743	302,134	2,099,999	14%	1,797,865

Tracking with Budget
Plus or minus 10 percent of Budget
Unfavorable budget variance exceeding 10%

Monthly Notes - Revenue

►Impact transition fees are trending favorably.
►All other items in red tranding as expected due to timing or anticipated recognition.

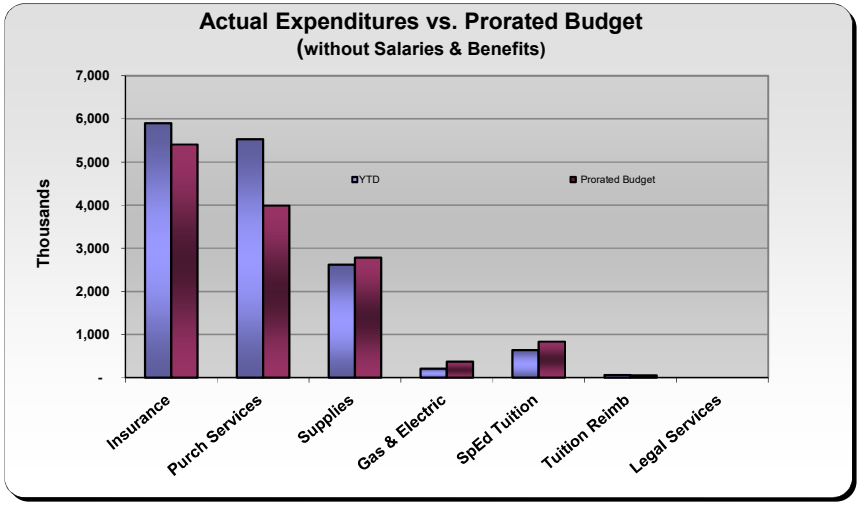


Key Operating Expenditures					
	Prior YTD	FY26 YTD	FY26 Budget	%	Budget Bal.
Salaries & Benefits	35,144,707	36,600,624	95,405,490	38%	58,804,866
Insurance	4,894,395	5,899,389	16,215,811	36%	10,316,422
Purchased Services	4,751,202	5,528,665	11,967,930	46%	6,439,265
Supplies	2,419,728	2,617,631	8,345,367	31%	5,727,736
Gas & Electric	190,255	206,644	1,108,000	19%	901,356
SpEd Tuition	741,454	637,605	2,496,396	26%	1,858,791
Tuition Reimb	78,122	58,637	150,000	39%	91,363

Tracking with Budget
Plus or minus 10 percent of Budget
Unfavorable budget variance exceeding 10%

Monthly Notes - Expenditures

►Expenditures are on track for this time of year.



Huntley Community School District 158

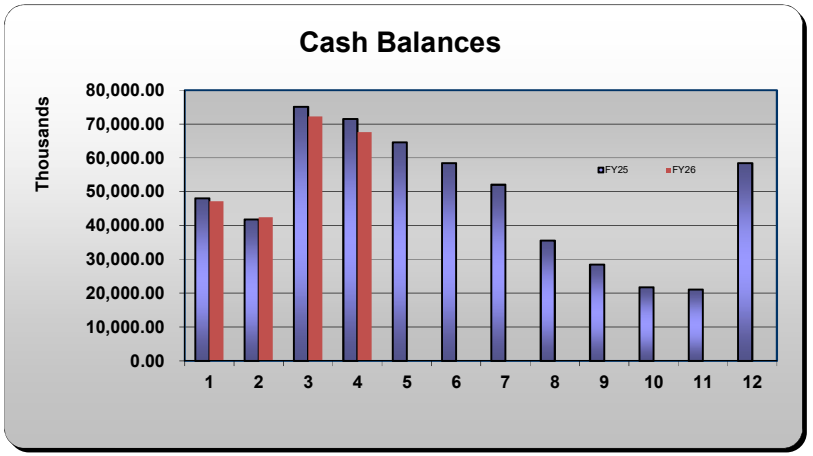
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October 2025 Dashboard

Balance Sheet - Cash Flow				
	Prior YTD	FY26 YTD	%	Variance
Cash and Investments	71,532,857	67,622,231	95%	(3,910,626)
A/R Total	858,659	2,549,324	297%	1,690,665
A/R State	460,655	981,664	213%	521,009
Deferred Revenue	13,516,636	14,069,171	104%	552,535
Contracts Payable	10,125,962	8,624,058	85%	(1,501,904)
Self Insurance Res.	3,340,050	3,340,050	100%	0

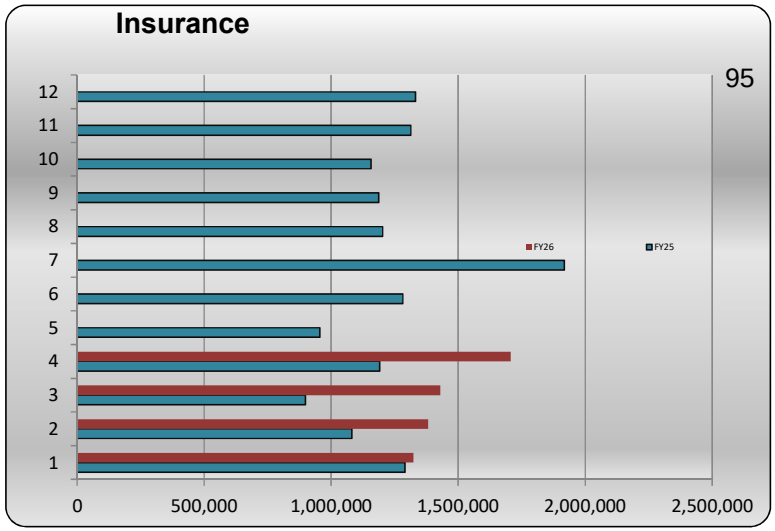
Monthly Notes - Balance Sheet

►Contracts Payable has been adjusted for summer payrolls.



FY25 AFR Data				
	FY25	FY24	%	Variance
Fund Balance to Revenue Ratio	0.28	0.29	100%	(0.00)
Expenditure to Revenue Ratio	1.00	1.00	100%	0.00
Days Cash on Hand	129.44	136.90	95%	(7.46)
Percent Short-Term Borrowing Max Rem	100.00	100.00	100%	0.00
Percent Long-Term Debt Margin Remain	67.02	58.77	114%	8.25
ISBE Rating	**3.80**	**3.80**	100%	0.00
Operating Expense per Pupil	16,338.00	15,537.00	105%	801.00
	RECOGNITION	RECOGNITION		

► The District ISBE rating remains at Financial Recognition in FY25.



Revenue Report

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Huntley Community School District 158

Educational Fund 10

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1100	Designated Levies	5,420,787.75	21,683,151.00	(69,708,509.00)	(48,025,358.00)	31.11		
1200	Payments In Lieu Of Taxes	115,118.01	134,222.82	(684,292.00)	(550,069.18)	19.61		
1300	Tuition	0.00	12,546.56	(336,982.00)	(324,435.44)	3.72		
1500	Earnings On Investments	21.73	17,364.77	(672,952.00)	(655,587.23)	2.58		
1600	Food Service	315,928.23	779,084.99	(2,675,196.00)	(1,896,111.01)	29.26		
1700	District/School Activity Income	29,970.25	363,569.00	(1,393,613.00)	(1,030,044.00)	26.09		
1800	Textbook Income	(35,866.75)	881,940.95	(1,350,367.00)	(468,426.05)	65.31		
1900	Other Local Revenues	160,131.07	379,676.18	(545,624.00)	(230,947.82)	63.09		
1000	RECEIPTS/REVENUE FROM LOCAL SOURCES	6,006,090.29	24,251,556.27	(77,367,535.00)	(53,180,978.73)	31.34	*	Source of Revenue
3001	General State Aide	3,043,106.00	9,129,318.00	(33,473,581.00)	(24,344,263.00)	27.27		
3100	Special Education	0.00	40,792.35	(1,284,322.00)	(1,243,529.65)	3.18		
3200	Career And Technical Education (Cte) - Tech Prep	0.00	0.00	(34,500.00)	(34,500.00)	0.00		
3300	Bilingual/StateFreeLunch/Dr Ed	667.80	10,290.29	(77,280.00)	(66,989.71)	13.32		
3500	Transportation - Reg/Voc/SpEd	0.00	0.00	0.00	0.00	0.00		
3700	Early Childhood	29,767.00	49,767.00	(305,294.00)	(255,527.00)	16.30		
3900	Other State Revenue	69,237.00	76,737.00	(207,713.00)	(138,700.00)	35.62		
3000	RECEIPTS/REVENUE FROM STATE SOURCES	3,142,777.80	9,306,904.64	(35,382,690.00)	(26,083,509.36)	26.30	*	Source of Revenue
4100	Title V	0.00	0.00	0.00	0.00	0.00		
4200	Child Nutrition	113,585.41	176,391.93	(1,005,803.00)	(829,411.07)	17.54		
4300	Title I - Low Income	24,323.00	152,997.00	(178,858.00)	(25,861.00)	85.54		
4400	Title IV - Safe And Drug-Free Schools - Formula	0.00	17,645.00	(12,186.00)	5,459.00	144.80		
4620	Federal Special Education - IDEA Flow-Through/ Low	449,018.00	866,351.00	(1,900,527.00)	(1,034,176.00)	45.58		
4700	CTE	0.00	0.00	(39,500.00)	(39,500.00)	0.00		
4800	Federal - ARRA	0.00	0.00	0.00	0.00	0.00		
4900	Other Restricted Grants Received From Federal	67,340.87	322,374.21	(785,139.00)	(1,222,764.79)	20.86		
4000	RECEIPTS/REVENUE FROM FEDERAL SOURCES	654,267.28	1,535,759.14	(3,922,013.00)	(3,146,253.86)	32.80	*	Source of Revenue
7100	Transfers From Various Funds	0.00	0.00	0.00	0.00	0.00		
7200	Proceeds From The Sale Of Bonds	0.00	0.00	0.00	0.00	0.00		
7300	Sale Or Compensation For Loss Of Fixed Assets	0.00	0.00	0.00	0.00	0.00		

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Revenue Report

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Huntley Community School District 158

Educational Fund 10

Source of Revenue 7000 SOURCES OF FUNDS
Source of Revenue 7400 Transfers From Other Funds To Pay Principal On Cap

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
7400	**Transfers From Other Funds To Pay Principal On Cap**	0.00	0.00	0.00	0.00	0.00		
7500	**Transfers From Other Funds To Pay Interest On Capi**	0.00	0.00	0.00	0.00	0.00		
7900	**Isbe Loan Proceeds**	0.00	0.00	0.00	0.00	0.00		
7000	**SOURCES OF FUNDS**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
10	**Educational Fund**	9,803,135.37	35,094,220.05	(116,672,238.00)	(82,410,741.95)	29.88		Fund

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Revenue Report

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Huntley Community School District 158

Operations & Maintenance Fund 20

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1100	Designated Levies	721,850.40	2,887,401.60	(9,248,799.00)	(6,361,397.40)	31.22		
1500	Earnings On Investments	16,501.79	77,557.83	(483,684.00)	(406,126.17)	16.03		
1900	Other Local Revenues	43,124.95	84,221.51	(280,000.00)	(194,063.49)	30.69		
1000	RECEIPTS/REVENUE FROM LOCAL SOURCES	781,477.14	3,049,180.94	(10,012,483.00)	(6,961,587.06)	30.47	*	Source of Revenue
3001	General State Aide	0.00	0.00	0.00	0.00	0.00		
3900	Other State Revenue	0.00	0.00	0.00	0.00	0.00		
3000	RECEIPTS/REVENUE FROM STATE SOURCES	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
4500		0.00	0.00	0.00	0.00	0.00		
4900	Other Restricted Grants Received From Federal	0.00	0.00	0.00	0.00	0.00		
4000	RECEIPTS/REVENUE FROM FEDERAL SOURCES	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
7100	Transfers From Various Funds	0.00	0.00	0.00	0.00	0.00		
7200	Proceeds From The Sale Of Bonds	0.00	0.00	0.00	0.00	0.00		
7300	Sale Or Compensation For Loss Of Fixed Assets	0.00	0.00	0.00	0.00	0.00		
7900	Isbe Loan Proceeds	0.00	0.00	0.00	0.00	0.00		
7000	SOURCES OF FUNDS	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
20	Operations & Maintenance Fund	781,477.14	3,049,180.94	(10,012,483.00)	(6,961,587.06)	30.47		Fund

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Revenue Report

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Huntley Community School District 158

Debt Service Fund or Fund Group 30

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number	
1100	**Designated Levies**	818,552.24	3,274,208.96	(10,299,389.00)	(7,025,180.04)	31.79			
1500	**Earnings On Investments**	26,048.69	123,549.67	(374,298.00)	(250,748.33)	33.01			
1900	**Other Local Revenues**	0.00	0.00	0.00	0.00	0.00			
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	844,600.93	3,397,758.63	(10,673,687.00)	(7,275,928.37)	31.83	*	Source of Revenue	
7100	**Transfers From Various Funds**	0.00	0.00	0.00	0.00	0.00			
7200	**Proceeds From The Sale Of Bonds**	0.00	0.00	0.00	0.00	0.00			
7400	**Transfers From Other Funds To Pay Principal On Cap**	0.00	0.00	0.00	0.00	0.00			
7500	**Transfers From Other Funds To Pay Interest On Capi**	0.00	0.00	0.00	0.00	0.00			
7600	**Transfers From Other Funds To Pay Principal On Rev**	0.00	0.00	0.00	0.00	0.00			
7700	**Transfers From Other Funds To Pay Interest On Reve**	0.00	0.00	0.00	0.00	0.00			
7900	**Isbe Loan Proceeds**	0.00	0.00	0.00	0.00	0.00			
7000	**SOURCES OF FUNDS**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue	99
30	**Debt Service Fund or Fund Group**	844,600.93	3,397,758.63	(10,673,687.00)	(7,275,928.37)	31.83		Fund	

Revenue Report

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Transportation Fund 40

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number	
1100	**Designated Levies**	342,377.36	1,369,509.44	(4,386,753.00)	(3,017,243.56)	31.22			
1400	**Transportation Fees**	0.00	(55.00)	(69,700.00)	(69,755.00)	-0.08			
1500	**Earnings On Investments**	7,993.41	37,594.19	(273,387.00)	(235,792.81)	13.75			
1900	**Other Local Revenues**	1,320.00	1,615.56	0.00	1,615.56	0.00			
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	351,690.77	1,408,664.19	(4,729,840.00)	(3,321,175.81)	29.78	*	Source of Revenue	
3500	**Transportation - Reg/Voc/SpEd**	10.453.00	686,651.29	(3,347,372.00)	(2,660,720.71)	20.51			
3900	**Other State Revenue**	0.00	0.00	0.00	0.00	0.00			
3000	**RECEIPTS/REVENUE FROM STATE SOURCES**	10,453.00	686,651.29	(3,347,372.00)	(2,660,720.71)	20.51	*	Source of Revenue	
7300	**Sale Or Compensation For Loss Of Fixed Assets**	0.00	0.00	0.00	0.00	0.00			
7900	**Isbe Loan Proceeds**	162.50	325.00	0.00	325.00	0.00			
7000	**SOURCES OF FUNDS**	162.50	325.00	0.00	325.00	0.00	*	Source of Revenue	
40	**Transportation Fund**	362,306.27	2,095,640.48	(8,077,212.00)	(5,981,571.52)	25.95		Fund	100

Revenue Report

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Huntley Community School District 158

Municipal Retirement and Social Security Fund 50

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1100	**Designated Levies**	285,676.58	1,142,706.32	(3,660,267.00)	(2,517,560.68)	31.22		
1200	**Payments In Lieu Of Taxes**	0.00	0.00	(115,708.00)	(115,708.00)	0.00		
1500	**Earnings On Investments**	8,252.50	39,049.67	(168,238.00)	(129,188.33)	23.21		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	293,929.08	1,181,755.99	(3,944,213.00)	(2,762,457.01)	29.96	*	Source of Revenue
50	**Municipal Retirement and Social Security Fund**	293,929.08	1,181,755.99	(3,944,213.00)	(2,762,457.01)	29.96		Fund

Revenue Report

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Huntley Community School District 158

Capital Projects Fund or Fund Group 60

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1500 Earnings On Investments

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1500	**Earnings On Investments**	366.53	1,485.32	(63,089.00)	(61,603.68)	2.35		
1900	**Other Local Revenues**	200.064.94	391,970.71	(850,000.00)	(458,029.29)	46.11		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	200,431.47	393,456.03	(913,089.00)	(519,632.97)	43.09	*	Source of Revenue
3900	**Other State Revenue**	0.00	0.00	0.00	0.00	0.00		
3000	**RECEIPTS/REVENUE FROM STATE SOURCES**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
7100	**Transfers From Various Funds**	0.00	0.00	0.00	0.00	0.00		
7200	**Proceeds From The Sale Of Bonds**	0.00	0.00	0.00	0.00	0.00		
7300	**Sale Or Compensation For Loss Of Fixed Assets**	0.00	0.00	0.00	0.00	0.00		
7900	**Isbe Loan Proceeds**	0.00	0.00	0.00	0.00	0.00		
7000	**SOURCES OF FUNDS**	0.00	0.00	0.00	0.00	0.00	*	Source of Revenue
60	**Capital Projects Fund or Fund Group**	200,431.47	393,456.03	(913,089.00)	(519,632.97)	43.09		Fund

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Revenue Report

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Huntley Community School District 158

Working Cash Fund 70

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget		Account Number
1100	**Designated Levies**	41,274.40	165,097.60	(528,832.00)	(363,734.40)	31.22		
1500	**Earnings On Investments**	1,169.84	5,532.49	(63,089.00)	(57,556.51)	8.77		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	42,444.24	170,630.09	(591,921.00)	(421,290.91)	28.83	*	Source of Revenue
70	**Working Cash Fund**	42,444.24	170,630.09	(591,921.00)	(421,290.91)	28.83		Fund

Revenue Report

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Huntley Community School District 158

Fire Prevention and Safety Fund or Fund Group 90

Source of Revenue 1000 RECEIPTS/REVENUE FROM LOCAL SOURCES
Source of Revenue 1100 Designated Levies

	Description	M.T.D. Revenue	Y.T.D. Revenue	Adopted Budget	Budget Balance Revenue	% of Budget	Account Number	
1100	**Designated Levies**	0.00	0.00	0.00	0.00	0.00		
1500	**Earnings On Investments**	0.00	0.00	(1,262.00)	(1,262.00)	0.00		
1000	**RECEIPTS/REVENUE FROM LOCAL SOURCES**	0.00	0.00	(1,262.00)	(1,262.00)	0.00	*	Source of Revenue
90	**Fire Prevention and Safety Fund or Fund Group**	0.00	0.00	(1,262.00)	(1,262.00)	0.00		Fund
	Report Total:	12,328,324.50	45,382,642.21	(150,886,105.00)	(106,334,471.79)	29.92		

Expenditure Report - Board of Education

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Huntley Community School District 158

Educational Fund 10

Function 1000 INSTRUCTION
Object 100 SALARIES

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget		Account Number
100	SALARIES	4,984,751.43	18,843,287.05	0.00	58,000,822.00	38,868,621.95	32.65		
200	EMPLOYEE BENEFITS	1,758,363.32	6,956,793.43	319,251.89	15,781,231.00	7,238,704.59	54.13		
300	PURCHASED SERVICES	248,058.69	575,961.55	431,597.31	1,614,277.00	391,143.08	72.84		
400	SUPPLIES & MATERIALS	153,073.22	537,803.12	180,495.40	2,290,737.00	1,245,101.03	37.60		
500	CAPITAL OUTLAY	33,595.90	35,974.45	58,293.57	10,000.00	(84,268.02)	942.68		
600	OTHER OBJECTS	13,043.81	32,870.59	620.00	1,063,089.00	1,027,009.41	3.26		
700	NON-CAPITALIZED EQUIPMENT	1,768.00	28,169.50	0.00	142,005.00	3,635.50	88.57		
1000	INSTRUCTION	7,192,654.37	27,010,859.69	990,258.17	78,902,161.00	48,689,947.54	37.60	*	Function
100	SALARIES	1,942,458.39	7,014,791.91	0.00	21,994,788.00	14,965,197.09	31.91		
200	EMPLOYEE BENEFITS	293,892.80	1,272,451.37	45,793.86	4,687,548.00	3,322,292.64	29.10		
300	PURCHASED SERVICES	956,618.08	2,531,157.11	303,681.82	4,376,776.00	1,727,292.63	63.29		
400	SUPPLIES & MATERIALS	281,236.31	1,474,038.42	577,996.95	3,335,787.00	964,822.59	69.80		
500	CAPITAL OUTLAY	54,559.33	144,895.86	35,971.82	315,000.00	94,845.62	67.29		
600	OTHER OBJECTS	19,468.62	79,757.33	25,270.00	97,374.00	137,013.29	45.50		
700	NON-CAPITALIZED EQUIPMENT	0.00	0.00	0.00	21,947.00	19,447.00	0.00		
2000	SUPPORT SERVICES	3,548,233.53	12,517,092.00	988,714.45	34,829,220.00	21,230,910.86	39.56	*	Function
100	SALARIES	6,291.66	29,578.76	0.00	87,481.00	50,421.24	36.97		
300	PURCHASED SERVICES	7,233.00	111,005.13	324.02	4,300.00	(60,652.57)	203.95		
400	SUPPLIES & MATERIALS	6,094.06	7,229.17	527.18	5,000.00	36,613.90	17.79		
3000	COMMUNITY SERVICES	19,618.72	147,813.06	851.20	96,781.00	26,382.57	85.57	*	Function
300	PURCHASED SERVICES	375.00	900.00	0.00	10,000.00	4,100.00	18.00		
600	OTHER OBJECTS	260,983.18	596,577.28	705,464.18	2,496,396.00	1,135,570.68	54.51		
4000	PAYMENTS TO OTHER DISTRICTS AND GOVERNMENTAL UNITS	261,358.18	597,477.28	705,464.18	2,506,396.00	1,139,670.68	54.44	*	Function
10	Educational Fund	11,021,864.80	40,273,242.03	2,685,288.00	116,334,558.00	71,086,911.65	38.64		Fund

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Expenditure Report - Board of Education

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Huntley Community School District 158

Operations & Maintenance Fund 20

Function 2000 SUPPORT SERVICES
Object 100 SALARIES

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget		Account Number
100	SALARIES	123,288.73	498,175.36	0.00	1,486,359.00	988,183.64	33.52		
200	EMPLOYEE BENEFITS	(4,469.33)	(17,033.26)	0.00	368,572.00	385,605.26	-4.62		
300	PURCHASED SERVICES	649,727.73	1,762,121.90	332,338.66	4,852,306.00	2,500,434.81	48.47		
400	SUPPLIES & MATERIALS	130,161.06	391,387.99	67,790.66	1,828,843.00	1,280,683.58	29.97		
500	CAPITAL OUTLAY	11,359.75	2,387,662.73	399,777.64	2,618,164.00	(191,873.97)	107.33		
600	OTHER OBJECTS	255.00	255.00	250.00	3,000.00	2,197.00	26.77		
2000	SUPPORT SERVICES	910,322.94	5,022,569.72	800,156.96	11,157,244.00	4,965,230.32	55.50	*	Function
600	OTHER OBJECTS	0.00	0.00	0.00	0.00	0.00	0.00		
5000	DEBT SERVICE	0.00	0.00	0.00	0.00	0.00	0.00	*	Function
20	Operations & Maintenance Fund	910,322.94	5,022,569.72	800,156.96	11,157,244.00	4,965,230.32	55.50		Fund

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Expenditure Report - Board of Education

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Huntley Community School District 158

Debt Service Fund or Fund Group 30

Function 5000 DEBT SERVICE
Object 600 OTHER OBJECTS

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget		Account Number
600	**OTHER OBJECTS**	636.00	1,318,467.75	0.00	10,320,666.00	9,001,880.25	12.78		
5000	**DEBT SERVICE**	636.00	1,318,467.75	0.00	10,320,666.00	9,001,880.25	12.78	*	Function
30	**Debt Service Fund or Fund Group**	636.00	1,318,467.75	0.00	10,320,666.00	9,001,880.25	12.78		Fund

Expenditure Report - Board of Education

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Huntley Community School District 158

Transportation Fund 40

Function 2000 SUPPORT SERVICES
Object 100 SALARIES

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget	Account Number	
100	SALARIES	329,750.52	866,502.64	0.00	3,084,856.00	2,218,353.36	28.09		
200	EMPLOYEE BENEFITS	(15,685.50)	(53,626.26)	0.00	2,467,421.00	2,521,047.26	-2.17		
300	PURCHASED SERVICES	479,236.81	547,519.70	230,315.80	1,110,271.00	293,356.66	73.58		
400	SUPPLIES & MATERIALS	92,706.37	207,172.67	182,158.24	885,000.00	469,111.50	46.99		
500	CAPITAL OUTLAY	(462,261.00)	11,739.00	450,000.00	0.00	(461,739.00)	0.00		
600	OTHER OBJECTS	432.95	7,868.46	3,415.92	6,219.00	(5,065.38)	181.45		
2000	SUPPORT SERVICES	424,180.15	1,587,176.21	865,889.96	7,553,767.00	5,035,064.40	33.34	*	Function
40	Transportation Fund	424,180.15	1,587,176.21	865,889.96	7,553,767.00	5,035,064.40	33.34		Fund

Expenditure Report - Board of Education

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Huntley Community School District 158

Municipal Retirement and Social Security Fund 50

Function 1000 INSTRUCTION
Object 200 EMPLOYEE BENEFITS

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget		Account Number
200	**EMPLOYEE BENEFITS**	143,457.09	479,374.54	0.00	1,474,988.00	995,613.46	32.50		
1000	**INSTRUCTION**	143,457.09	479,374.54	0.00	1,474,988.00	995,613.46	32.50	*	Function
200	**EMPLOYEE BENEFITS**	213,527.70	706,434.87	0.00	2,187,235.00	1,480,800.13	32.30		
2000	**SUPPORT SERVICES**	213,527.70	706,434.87	0.00	2,187,235.00	1,480,800.13	32.30	*	Function
200	**EMPLOYEE BENEFITS**	971.44	3,893.12	0.00	0.00	(3,893.12)	0.00		
3000	**COMMUNITY SERVICES**	971.44	3,893.12	0.00	0.00	(3,893.12)	0.00	*	Function
50	**Municipal Retirement and Social Security Fund**	357,956.23	1,189,702.53	0.00	3,662,223.00	2,472,520.47	32.49		Fund

Expenditure Report - Board of Education

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Huntley Community School District 158

Capital Projects Fund or Fund Group 60

Function 5000 DEBT SERVICE
Object 600 OTHER OBJECTS

	Description	M.T.D. Activity	Y.T.D. Activity	Open Enc	Adopted Budget	Budget Balance	% of Budget		Account Number
600	**OTHER OBJECTS**	0.00	0.00	0.00	0.00	0.00	0.00		
5000	**DEBT SERVICE**	0.00	0.00	0.00	0.00	0.00	0.00	*	Function
60	**Capital Projects Fund or Fund Group**	0.00	0.00	0.00	0.00	0.00	0.00		Fund
	Report Total:	12,714,960.12	49,391,158.24	4,351,334.92	149,028,458.00	92,561,607.09	37.68		

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: December 4, 2025

Subject: **Revenue Contract Approval**
Committee of the Whole Meeting – December 4, 2025
Finance Committee

Presented are Fundraising/Crowdfunding Authorization forms for the organizations listed below.

Organization Benefited	Vendor	Net Revenue
HHS Girl's Track & Field	Effinger Consulting	$15,000
HHS Boy's Track & Field	Effinger Consulting	$15,000

RECOMMENDATION
Administration requests that the Finance Committee recommend the Board of Education approve the Fundraising/Crowdfunding Authorization forms at the December 18, 2025 Regular Board Meeting.

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form *in its entirety* and submit the form to your Athletic / Activities Director (as applicable) and Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 10/28/2025 School: Huntley High School

Name of School Organization: Girl's Track & Field

Sponsor / Coach's Name: Jason Monson Phone: 2246290540

Starting Date of Event: March 30, 2026 Ending Date of Event: April 3, 2026

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 15,000.00 ✓

Type of Sale / Event: Digital Donation Fundraiser ✓

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): Effinger Consulting- Fundraising University

Type of Product or Service Provided by Vendor: Fundraising Consulting

Purpose of Fundraiser: Build track account for future large purchases (Mats, Ohm Machine, throwing implements,etc) ✓

Name of Activity Account: Girl's Track Activity Account #: 543

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Sponsor Signature — Date: 10/30/25

Athletic / Activities Director Signature — Date: 11/6/25

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date: 11.6.25

Chief Financial Officer Signature — Date: 11-11-25

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy

Date of Board Approval: _____

Docusign Envelope ID: B5F636BB-E139-4E7C-AB02-9F4494C9915A

FUNDRAISING UNIVERSITY
CELEBRATING 15 YEARS IN SCHOOLS

FUNDRAISING UNIVERSITY - FUNDRAISER AGREEMENT

Effinger Consulting, LLC DBA FUNDRAISING UNIVERSITY ["PROVIDER"] AND ORGANIZATION IDENTIFIED BELOW ENTER INTO THE FOLLOWING FUNDRAISER AGREEEMENT ["AGREEMENT"] FOR THE PURPOSE OF PROVIDING A FUNDRAISING PROGRAM ["PROGRAM"] DESIGNED TO FACILITATE ORGANIZATION'S FUNDRAISING EFFORTS:

FUNDRAISING PERIOD

START DATE: 3/30/2026 **END DATE:** 4/3/2026

ITEM	SELLING PRICE	PROFIT BREAKDOWN	
		UNITS SOLD	GROUP EARNING PERCENTAGE
FundUNOW	$35.00	0+	~~70%~~

TERMS & CONDITIONS 75 % ME

1. PROGRAM TERMS.

PROVIDER AND ORGANIZATION AGREE TO THE INDICATED FUNDRAISING PERIOD, PRODUCT, QUANTITY AND PRICE.

2. PROVIDER OBLIGATIONS.

PROVIDER AGREES TO USE ITS BEST EFFORTS TO ASSIST ORGANIZATION WITH ITS FUNDRAISING EFFORTS.

PROVIDER AGREES, AT ITS DISCRETION, TO PROVIDE TRAINING AND INCENTIVES TO INDIVIDUALS INVOLVED IN FUNDRAISING PROCESS ALONG WITH THE PROGRAM MATERIALS APPROPRIATE TO FACILITATE ORGANIZATION'S EFFORTS.

PROVIDER AGREES TO SUPPLY NECESSARY MERCHANT DISCOUNTS FOR THE DISCOUNT PRODUCT.

PROVIDER AGREES TO PAY FOR PRINTING AND PRODUCTION COSTS ASSOCIATED WITH THE SALE OF DISCOUNT AND NON-DISCOUNT PRODUCTS.

3. ORGANIZATION OBLIGATIONS.

ORGANIZATION AGREES TO USE ITS BEST EFFORTS TO SELL FUNDRAISING PRODUCTS AT THE SPECIFIED PRICE. ORGANIZATION CONFIRMS THAT IT IS NOT UNDER A CONTRACTUAL OBLIGATION TO PARTICIPATE IN A COMPETING NON-PROVIDER FUNDRAISING PROGRAM.

ORGANIZATION AGREES TO PERMIT PROVIDER TO OPERATE THE PROGRAM WITHIN A MUTUALLY AGREEABLE TIME FRAME AND TO ALLOW PROVIDER REASONABLE ACCESS TO ORGANIZATION'S FACILITIES IN ORDER TO CONDUCT THE PROGRAM.

FOR THE DISCOUNT PRODUCT OR FROZEN PRODUCT ORGANIZATION PURCHASES FROM PROVIDER, ORGANIZATION AGREES TO PAY PROVIDER ALL AMOUNTS COLLECTED FROM THE SALE OF DISCOUNT OR FROZEN PRODUCT MINUS THE ORGANIZATION'S PROFIT PERCENTAGE. ORGANIZATION SHALL PAY PROVIDER FOR THE DISCOUNT OR FROZEN PRODUCT AT THE CONCLUSION OF THE PROGRAM. ORGANIZATION SHALL BE SOLELY RESPONSIBLE TO COLLECT AND REMIT TO THE APPROPRIATE TAXING AUTHORITIES ANY SALES TAXES, IF REQUIRED BY STATE LAW. ORGANIZATION RETAINS ANY SALES TAX AMOUNTS COLLECTED FROM THE SALE OF THE DISCOUNT OR FROZEN PRODUCT.

ORGANIZATION AGREES TO RETURN TO PROVIDER ALL UNSOLD OR UNUSED DISCOUNT OR FROZEN PRODUCT AT THE CONCLUSION OF THE PROGRAM.

ORGANIZATION ACKNOWLEDGES THAT PROVIDER DEVOTES SIGNIFICANT TIME, EFFORT AND EXPENSE IN FORMING AND MAINTAINING RELATIONSHIPS WITH MERCHANTS USED ON ITS DISCOUNT PRODUCT, AND MAY CONTINUE THOSE RELATIONSHIPS WITH OTHER PROVIDER FUNDRAISING PROGRAMS AFTER TERMINATION OF THIS AGREEMENT. ACCORDINGLY, ORGANIZATION AGREES TO PROTECT PROVIDER'S MERCHANT RELATIONSHIPS FOR A PERIOD OF TWELVE (12) MONTHS FOLLOWING TERMINATION OF THIS AGREEMENT.

ORGANIZATIONS SHALL NOT PRODUCE OR PARTICIPATE WITH ANY DISCOUNT PRODUCT USING ANY OF THE MERCHANTS FROM PROVIDER'S DISCOUNT PRODUCT PREPARED FOR OR SOLD BY ORGANIZATION. ORGANIZATION AGREES TO PAY PROVIDER $1,500 (ONE

THOUSAND FIVE HUNDRED DOLLARS) AS COMPENSATION SHOULD IT CHOOSE TO USE ANY OF THE SAME MERCHANTS UTILIZED IN THE MOST RECENT PROVIDER DISCOUNT PRODUCT ON A NON-PROVIDER DISCOUNT PRODUCT DURING THE TWELVE (12) MONTHS FOLLOWING AGREEMENT TERMINATION.
ORGANIZATION ACKNOWLEDGES THAT FROZEN PRODUCTS ARE SOLD IN CASES OF EIGHT (8) BOXES PER FLAVOR, MUST BE PURCHASED IN FULL CASES WITH A MINIMUM ORDER OF TWENTY (20) CASES REQUIRED.

4. DURATION, TERMS AND TERMINATION.

DURATION. PROVIDER AND ORGANIZATION AGREE THAT PROVIDER SHALL BE THE EXCLUSIVE PROVIDER FOR THIS FUNDRAISER FOR ORGANIZATION FOR 1 YEAR TERM.
TERMINATION. IN THE EVENT THAT ORGANIZATION DOES NOT RUN THE PROGRAM AGREED TO HEREIN, ORGANIZATION SHALL REIMBURSE PROVIDER FOR EACH UNFULFILLED YEAR OF THE AGREEMENT IN AN AMOUNT CALCULATED AS FOLLOWS: 25% X QTY ORDERED X PRICE. ORGANIZATION AGREES THAT THIS REFLECTS COSTS ASSOCIATED WITH THE PROGRAM AND IS A REASONABLE APPROXIMATION OF ACTUAL DAMAGES TO PROVIDER.
IN THE EVENT OF A CANCELLATION OF A CONSUMABLE PRODUCT THAT DOES NOT PROVIDE SIXTY (60) DAYS WRITTEN NOTICE, THE SCHOOL/GROUP IS SUBJECT TO A $250 (TWO HUNDRED FIFTY DOLLAR) FEE, WHICH IS A GOOD FAITH ESTIMATE OF COGS FOR SHIPPING AND STORAGE OF THE PRODUCT.

IN THE EVENT THAT A SCHOOL OR GROUP SIGNS A FUNDRAISER AGREEMENT FOR A DISCOUNT PRODUCT AND, FOR WHATEVER REASON, BACKS OUT, THE SCHOOL/GROUP WILL INCUR AN EXPENSE OF $50 (FIFTY DOLLARS) PER MERCHANT SIGNED AS A GOOD FAITH ESTIMATE OF COGS TO SECURE MERCHANTS. SCHOOL/GROUP MUST ALSO PROVIDE A WRITTEN LETTER THAT CAN BE SHARED WITH THE MERCHANTS TO ENSURE GOOD STANDING FOR BOTH PARTIES.

IF THE PROGRAM IS CANCELLED, ANY ARTWORK OR SHIPPING COMPLETED WILL ALSO BE THE RESPONSIBLITY OF THE SCHOOL/GROUP FOR COGS. THESE COGS WOULD BE PROVIDED IN AN INVOICE FORM FROM THE SUPPLIERS PARTNERED WITH **Effinger Consulting, LLC** DBA Fundraising University.

5. INTELLECTUAL PROPERTY OWNERSHIP AND PRODUCT DISTRIBUTION.

PROVIDER RETAINS ALL INTELLECTUAL PROPERTY RIGHTS ASSOCIATED WITH THE PRODUCTS BUT AGREES TO LICENSE THESE RIGHTS FOR THE LIMITED PURPOSE OF PRODUCT DISTRIBUTION PURSUANT TO THE PROGRAM. ORGANIZATION AGREES NOT TO USE OR DISCLOSE ANY PRODUCT, FORMS, MATERIALS, TECHNICAL INFORMATION OR METHODS EMPLOYED BY PROVIDER OR INTELLECTUAL PROPERTY RIGHTS OWNED BY PROVIDER FOR ANY PURPOSE EXCEPT IN ASSOCIATION WITH THE PROGRAM ABSENT PROVIDER'S EXPRESS WRITTEN CONSENT.
PROVIDER RETAINS THE RIGHT TO DISTRIBUTE FUNDRAISING PRODUCTS AS IT SEES FIT FOLLOWING THE CONCLUSION OF THE PROGRAM OR IN THE EVENT THAT THE PROGRAM IS NOT RUN.

6. AUTHORIZATION AND IMPLEMENTATION.

ORGANIZATION HEREBY ASSERTS THAT THE REPRESENTATIVE SIGNING BELOW UNDERSTANDS THE TERMS AND CONDITIONS OF THE AGREEMENT, AGREES TO BE BOUND BY THEM AND HAS THE AUTHORITY TO BIND ORGANIZATION.
ORGANIZATION HOLDS PROVIDER HARMLESS OF ANY LIABILITY REGARDING THE ACTIONS AND/OR INJURIES TO PROGRAM PARTICIPANTS.

7. MARKETING OPT-IN.

PROVIDER GRANTS ORGANIZATION PERMISSION TO SEND PERIODIC EMAILS AND NEWSLETTERS FEATURING THE COACHING MATTERS FOUNDATION, NEW PRODUCTS AND

OTHER ORGANIZATION ANNOUNCEMENTS. PROVIDER CAN UNSUBSCRIBE AT ANY TIME AND PROVIDER INFORMATION IS NEVER SHARED EXTERNALLY.

AUTHORIZED ORGANIZATION REPRESENTATION [SIGNATURE]	NAME / TITLE	DATE
Signed by: Jason Monson 1E73614893E84B7...	Jason Jason Monson	10/29/2025

SCHOOL / ORGANIZATION	GROUP	# OF STUDENTS SELLING	
Huntley High School	Track	100	
ADDRESS / DELIVERY LOCATIONS	**CITY**	**STATE**	**ZIP CODE**
13719 Harmony Rd	Huntley	Illinois	60142
CONTACT NAME	**BEST TIME TO CALL**	**CONTACT CELL #**	**CONTACT EMAIL ADDRESS**
Jason Jason Monson		2246290540	jmonson@district158.org

DocuSigned by: Michael Effinger 0503486FB397470...

10/29/2025

Fundraising Authorization Form

Fiscal Services

All fundraising activities for school organizations require pre-approval. Please complete this form *in its entirety* and submit the form to your Athletic / Activities Director (as applicable) and Building Principal a minimum of **45 days prior** to the desired starting date of the event. The Building Principal will then forward all documents to the Chief Financial Officer.

Today's Date: 10/28/2025 School: Huntley High School

Name of School Organization: Boy's Track & Field

Sponsor / Coach's Name: Chris Maxedon Phone: 224-402-3965

Starting Date of Event: March 30, 2026 Ending Date of Event: April 3, 2026

Anticipated Revenue and Approximate Value of Non-Monetary Items/Compensation: $ 15,000.00 ✓

Type of Sale / Event: Digital Donation Fundraiser

Will a Vendor Be Used: ☒ Yes* ☐ No **** Attach all contracts and agreements to this form.***

Name of Vendor (if applicable): Effinger Consulting- Fundraising University ✓

Type of Product or Service Provided by Vendor: Fundraising Consulting

Purpose of Fundraiser: Build track account for future large purchases (mats, throwing implements, travel, etc) ✓

Name of Activity Account: Boy's Track Activity Account #: 515

Submit completed forms with attachments to the Chief Financial Officer. A signed copy will be returned to you indicating approval or non-approval for fundraisers which require Board approval (over $1,000).

Chris Maxedon — Sponsor Signature — Date 10/28/25

Athletic / Activities Director Signature — Date 11/6/25

Principal Signature – *I certify that it is a minimum of 45 days prior to the desired starting date of the event* — Date 11.6.25

Chief Financial Officer Signature — Date 11-11-25

* Public Act 94-0714 requires all contracts and agreements that pertain to goods and services that are intended to generate additional revenue and other remunerations for the school district in excess of $1,000.00 be approved by the board.

☐ Superintendent's Copy ☐ Fiscal Services Copy

Date of Board Approval: _____

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FUNDRAISING UNIVERSITY - FUNDRAISER AGREEMENT

Effinger Consulting, LLC DBA FUNDRAISING UNIVERSITY ["PROVIDER"] AND ORGANIZATION IDENTIFIED BELOW ENTER INTO THE FOLLOWING FUNDRAISER AGREEEMENT ["AGREEMENT"] FOR THE PURPOSE OF PROVIDING A FUNDRAISING PROGRAM ["PROGRAM"] DESIGNED TO FACILITATE ORGANIZATION'S FUNDRAISING EFFORTS:

FUNDRAISING PERIOD

START DATE: 3/30/2026 **END DATE:** 4/3/2026

ITEM	SELLING PRICE	PROFIT BREAKDOWN	
		UNITS SOLD	GROUP EARNING PERCENTAGE
FundUNOW	$35.00	0+	[redacted]%

TERMS & CONDITIONS

75 %

1. PROGRAM TERMS.

PROVIDER AND ORGANIZATION AGREE TO THE INDICATED FUNDRAISING PERIOD, PRODUCT, QUANTITY AND PRICE.

2. PROVIDER OBLIGATIONS.

PROVIDER AGREES TO USE ITS BEST EFFORTS TO ASSIST ORGANIZATION WITH ITS FUNDRAISING EFFORTS.

PROVIDER AGREES, AT ITS DISCRETION, TO PROVIDE TRAINING AND INCENTIVES TO INDIVIDUALS INVOLVED IN FUNDRAISING PROCESS ALONG WITH THE PROGRAM MATERIALS APPROPRIATE TO FACILITATE ORGANIZATION'S EFFORTS.

PROVIDER AGREES TO SUPPLY NECESSARY MERCHANT DISCOUNTS FOR THE DISCOUNT PRODUCT.

PROVIDER AGREES TO PAY FOR PRINTING AND PRODUCTION COSTS ASSOCIATED WITH THE SALE OF DISCOUNT AND NON-DISCOUNT PRODUCTS.

3. ORGANIZATION OBLIGATIONS.

ORGANIZATION AGREES TO USE ITS BEST EFFORTS TO SELL FUNDRAISING PRODUCTS AT THE SPECIFIED PRICE. ORGANIZATION CONFIRMS THAT IT IS NOT UNDER A CONTRACTUAL OBLIGATION TO PARTICIPATE IN A COMPETING NON-PROVIDER FUNDRAISING PROGRAM.

ORGANIZATION AGREES TO PERMIT PROVIDER TO OPERATE THE PROGRAM WITHIN A MUTUALLY AGREEABLE TIME FRAME AND TO ALLOW PROVIDER REASONABLE ACCESS TO ORGANIZATION'S FACILITIES IN ORDER TO CONDUCT THE PROGRAM.

FOR THE DISCOUNT PRODUCT OR FROZEN PRODUCT ORGANIZATION PURCHASES FROM PROVIDER, ORGANIZATION AGREES TO PAY PROVIDER ALL AMOUNTS COLLECTED FROM THE SALE OF DISCOUNT OR FROZEN PRODUCT MINUS THE ORGANIZATION'S PROFIT PERCENTAGE. ORGANIZATION SHALL PAY PROVIDER FOR THE DISCOUNT OR FROZEN PRODUCT AT THE CONCLUSION OF THE PROGRAM. ORGANIZATION SHALL BE SOLELY RESPONSIBLE TO COLLECT AND REMIT TO THE APPROPRIATE TAXING AUTHORITIES ANY SALES TAXES, IF REQUIRED BY STATE LAW. ORGANIZATION RETAINS ANY SALES TAX AMOUNTS COLLECTED FROM THE SALE OF THE DISCOUNT OR FROZEN PRODUCT.

ORGANIZATION AGREES TO RETURN TO PROVIDER ALL UNSOLD OR UNUSED DISCOUNT OR FROZEN PRODUCT AT THE CONCLUSION OF THE PROGRAM.

ORGANIZATION ACKNOWLEDGES THAT PROVIDER DEVOTES SIGNIFICANT TIME, EFFORT AND EXPENSE IN FORMING AND MAINTAINING RELATIONSHIPS WITH MERCHANTS USED ON ITS DISCOUNT PRODUCT, AND MAY CONTINUE THOSE RELATIONSHIPS WITH OTHER PROVIDER FUNDRAISING PROGRAMS AFTER TERMINATION OF THIS AGREEMENT. ACCORDINGLY, ORGANIZATION AGREES TO PROTECT PROVIDER'S MERCHANT RELATIONSHIPS FOR A PERIOD OF TWELVE (12) MONTHS FOLLOWING TERMINATION OF THIS AGREEMENT.

ORGANIZATIONS SHALL NOT PRODUCE OR PARTICIPATE WITH ANY DISCOUNT PRODUCT USING ANY OF THE MERCHANTS FROM PROVIDER'S DISCOUNT PRODUCT PREPARED FOR OR SOLD BY ORGANIZATION. ORGANIZATION AGREES TO PAY PROVIDER $1,500 (ONE

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THOUSAND FIVE HUNDRED DOLLARS) AS COMPENSATION SHOULD IT CHOOSE TO USE ANY OF THE SAME MERCHANTS UTILIZED IN THE MOST RECENT PROVIDER DISCOUNT PRODUCT ON A NON-PROVIDER DISCOUNT PRODUCT DURING THE TWELVE (12) MONTHS FOLLOWING AGREEMENT TERMINATION.

ORGANIZATION ACKNOWLEDGES THAT FROZEN PRODUCTS ARE SOLD IN CASES OF EIGHT (8) BOXES PER FLAVOR, MUST BE PURCHASED IN FULL CASES WITH A MINIMUM ORDER OF TWENTY (20) CASES REQUIRED.

4. DURATION, TERMS AND TERMINATION.

DURATION. PROVIDER AND ORGANIZATION AGREE THAT PROVIDER SHALL BE THE EXCLUSIVE PROVIDER FOR THIS FUNDRAISER FOR ORGANIZATION FOR 1 YEAR TERM.

TERMINATION. IN THE EVENT THAT ORGANIZATION DOES NOT RUN THE PROGRAM AGREED TO HEREIN, ORGANIZATION SHALL REIMBURSE PROVIDER FOR EACH UNFULFILLED YEAR OF THE AGREEMENT IN AN AMOUNT CALCULATED AS FOLLOWS: 25% X QTY ORDERED X PRICE. ORGANIZATION AGREES THAT THIS REFLECTS COSTS ASSOCIATED WITH THE PROGRAM AND IS A REASONABLE APPROXIMATION OF ACTUAL DAMAGES TO PROVIDER.

IN THE EVENT OF A CANCELLATION OF A CONSUMABLE PRODUCT THAT DOES NOT PROVIDE SIXTY (60) DAYS WRITTEN NOTICE, THE SCHOOL/GROUP IS SUBJECT TO A $250 (TWO HUNDRED FIFTY DOLLAR) FEE, WHICH IS A GOOD FAITH ESTIMATE OF COGS FOR SHIPPING AND STORAGE OF THE PRODUCT.

IN THE EVENT THAT A SCHOOL OR GROUP SIGNS A FUNDRAISER AGREEMENT FOR A DISCOUNT PRODUCT AND, FOR WHATEVER REASON, BACKS OUT, THE SCHOOL/GROUP WILL INCUR AN EXPENSE OF $50 (FIFTY DOLLARS) PER MERCHANT SIGNED AS A GOOD FAITH ESTIMATE OF COGS TO SECURE MERCHANTS. SCHOOL/GROUP MUST ALSO PROVIDE A WRITTEN LETTER THAT CAN BE SHARED WITH THE MERCHANTS TO ENSURE GOOD STANDING FOR BOTH PARTIES.

IF THE PROGRAM IS CANCELLED, ANY ARTWORK OR SHIPPING COMPLETED WILL ALSO BE THE RESPONSIBLITY OF THE SCHOOL/GROUP FOR COGS. THESE COGS WOULD BE PROVIDED IN AN INVOICE FORM FROM THE SUPPLIERS PARTNERED WITH **Effinger Consulting, LLC** DBA Fundraising University.

5. INTELLECTUAL PROPERTY OWNERSHIP AND PRODUCT DISTRIBUTION.

PROVIDER RETAINS ALL INTELLECTUAL PROPERTY RIGHTS ASSOCIATED WITH THE PRODUCTS BUT AGREES TO LICENSE THESE RIGHTS FOR THE LIMITED PURPOSE OF PRODUCT DISTRIBUTION PURSUANT TO THE PROGRAM. ORGANIZATION AGREES NOT TO USE OR DISCLOSE ANY PRODUCT, FORMS, MATERIALS, TECHNICAL INFORMATION OR METHODS EMPLOYED BY PROVIDER OR INTELLECTUAL PROPERTY RIGHTS OWNED BY PROVIDER FOR ANY PURPOSE EXCEPT IN ASSOCIATION WITH THE PROGRAM ABSENT PROVIDER'S EXPRESS WRITTEN CONSENT.

PROVIDER RETAINS THE RIGHT TO DISTRIBUTE FUNDRAISING PRODUCTS AS IT SEES FIT FOLLOWING THE CONCLUSION OF THE PROGRAM OR IN THE EVENT THAT THE PROGRAM IS NOT RUN.

6. AUTHORIZATION AND IMPLEMENTATION.

ORGANIZATION HEREBY ASSERTS THAT THE REPRESENTATIVE SIGNING BELOW UNDERSTANDS THE TERMS AND CONDITIONS OF THE AGREEMENT, AGREES TO BE BOUND BY THEM AND HAS THE AUTHORITY TO BIND ORGANIZATION.

ORGANIZATION HOLDS PROVIDER HARMLESS OF ANY LIABILITY REGARDING THE ACTIONS AND/OR INJURIES TO PROGRAM PARTICIPANTS.

7. MARKETING OPT-IN.

PROVIDER GRANTS ORGANIZATION PERMISSION TO SEND PERIODIC EMAILS AND NEWSLETTERS FEATURING THE COACHING MATTERS FOUNDATION, NEW PRODUCTS AND

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OTHER ORGANIZATION ANNOUNCEMENTS. PROVIDER CAN UNSUBSCRIBE AT ANY TIME AND PROVIDER INFORMATION IS NEVER SHARED EXTERNALLY.

AUTHORIZED ORGANIZATION REPRESENTATION [SIGNATURE]	NAME / TITLE	DATE
Signed by: Chi Maxedon 98595AF522FC4A3...	Chris Chris Maxedon	10/29/2025

SCHOOL / ORGANIZATION	GROUP	# OF STUDENTS SELLING	
Huntley High School	Track	100	
ADDRESS / DELIVERY LOCATIONS	CITY	STATE	ZIP CODE
13719 Harmony Rd	Huntley	Illinois	60142
CONTACT NAME	BEST TIME TO CALL	CONTACT CELL #	CONTACT EMAIL ADDRESS
Chris Chris Maxedon	PM	2244023965	Chmaxedon@district158.org

DocuSigned by: Michael Effinger 0503486FB397470...

10/29/2025

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

To: Board of Education and Administration

From: Mark Altmayer, Chief Financial Officer

Date: December 4, 2025

Subject: **Abatement Options**
Committee of the Whole Meeting, December 4, 2025
Finance Committee

Levy Abatement Options

As discussed in previous Board meetings, in an effort to minimize the tax impact to the community, the Board requested information regarding the use of District funds to abate property taxes associated with levy year 2025 for property tax bills in 2026. **This memo serves as informational background in order to have dialogue regarding the amount of the levy year 2025 abatement. In addition to the attached, we will also have a brief presentation.**

Background

Over the last 14 years, the district has abated approximately $11.3 million in an effort to reduce the property tax impact to the community.

Below is a chart outlining the history of board approved debt abatements (excluding the Marlowe expansion debt), CPI and the impact of the abatement resulting in the Extended CPI increase. Please note, 2025 has yet to be determined and is highlighted below. ***Please note, with CPI at 2.9% combined with a reduction in extended debt service, the current extended CPI, before any abatement, approximates 2.76%***

LY	Abatement	CPI	Ext. CPI
2011	$ 2,353,615	1.50%	**0.00%**
2012	$ 4,569,660	3.00%	**0.00%**
2013	$ 400,000	1.70%	**0.95%**
2014	$ 400,000	1.50%	**0.77%**
2015	$ 400,000	0.80%	**0.10%**
2016	$ 400,000	0.70%	**0.02%**
2017	$ 400,000	2.10%	**1.45%**
2018	$ 400,000	2.10%	**1.47%**
2019	$ -	1.90%	**1.90%**
2020	$ -	2.30%	**2.30%**
2021	$ -	1.40%	**1.40%**
2022	$ 750,000	5.00%	**4.12%**
2023	$ 1,161,786	5.00%	**3.65%**
2024	$ 110,000	3.40%	**3.28%**
	$ 11,345,061		

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Debt by Levy Year

Below is a chart that outlines the District's remaining debt by levy year. Please note, the extended debt for levy year 2025 is relatively flat with levy year 2024. As a result, this reduces the impact of the 2.9% consumer price index to that of 2.76%. As requested by the Board, in an effort to reduce the 2.76% impact to property tax payers, options of various debt abatements are presented below.

Levy Year	Extended Debt Payment
2024	10,320,664
2025	10,399,501
2026	10,151,639
2027	10,145,859
2028	10,085,998
2029	10,084,798
2030	10,086,717
2031	10,086,626
2032	10,082,062
2033	10,084,405
2034	10,084,197
Total	101,291,802

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Options

The following abatement options outline the impact to the 2025 Levy and homeowner.

Option	Including the LY25 Debt				
	Abatement Amount	LY25 CPI	Levy % Increase	$ Impact ($300k Home)	% Impact
1	$ -	2.90%	2.76%	$ -	0.00%
2	$ 125,000	2.90%	2.63%	$ 5.60	-0.13%
3	$ 250,000	2.90%	2.50%	$ 11.20	-0.26%
4	$ 500,000	2.90%	2.24%	$ 22.40	-0.52%
5	$ 730,000	2.90%	2.00%	$ 32.72	-0.76%

Recommendation

Based upon the current financial position of the District, combined with the State of Illinois recently reducing the District from Tier 1 Evidence Based Funding Adequacy Level, to Tier II Adequacy Level, thus reducing the District's FY26 State funding by approximately ($926k), Administration recommends no abatement for levy year 2025.

Levy & Abatement Update

Huntley 2030: Building Tomorrow Together

December 4, 2025

Our Why!



Mission

The Fiscal Department will provide exceptional **customer service** while ensuring the responsible and transparent management of district resources. We are committed to **supporting student achievement and educational excellence** by aligning financial practices with strategic goals, **maximizing the impact of every dollar,** and empowering stakeholders through accurate and timely information.

Strategic Plan - Fiscal Stewardship – Investing wisely for long-term Impact

Maximize operational efficiency, innovation and alternative funding sources…

Prioritize and allocate funds to effectively support student learning…

Maintain financial integrity and transparency while meeting fiscal health guidelines and annual fund balances in accordance with district policy and state standards.

Strategic Plan – 2030 Projected…

	PROJECTED FY 2026	PROJECTED FY 2027	PROJECTED FY 2028	PROJECTED FY 2029	PROJECTED FY 2030
REVENUE					
Local	$96,645,991	$100,036,401	$102,510,549	$104,865,675	$107,204,994
State	38,730,062	39,035,062	39,132,349	39,437,349	39,742,349
Federal	3,922,013	3,922,013	3,922,013	3,922,013	3,922,013
Other	0	0	0	0	0
TOTAL REVENUE	**$139,298,066**	**$142,993,476**	**$145,564,911**	**$148,225,037**	**$150,869,356**
EXPENDITURES					
Salaries	$84,654,308	$87,455,283	$90,282,433	$93,312,034	$96,453,292
Benefits	26,966,994	28,423,479	30,020,333	31,715,586	33,453,971
Purchased Services	11,967,930	11,481,356	11,557,993	11,694,464	11,717,527
Supplies And Materials	8,345,367	8,520,367	8,635,367	9,151,367	8,886,367
Capital Outlay	2,943,164	4,352,064	4,219,491	4,378,166	3,950,000
All Other Objects	3,830,030	3,830,030	3,830,030	3,830,030	3,830,030
TOTAL EXPENDITURES	**$138,707,793**	**$144,062,579**	**$148,545,647**	**$154,081,647**	**$158,291,188**
SURPLUS / DEFICIT	**$590,273**	**($1,069,103)**	**($2,980,736)**	**($5,856,610)**	**($7,421,832)**

Strategic Plan – EBF 2030 Projected…

EBF Impact through 2030

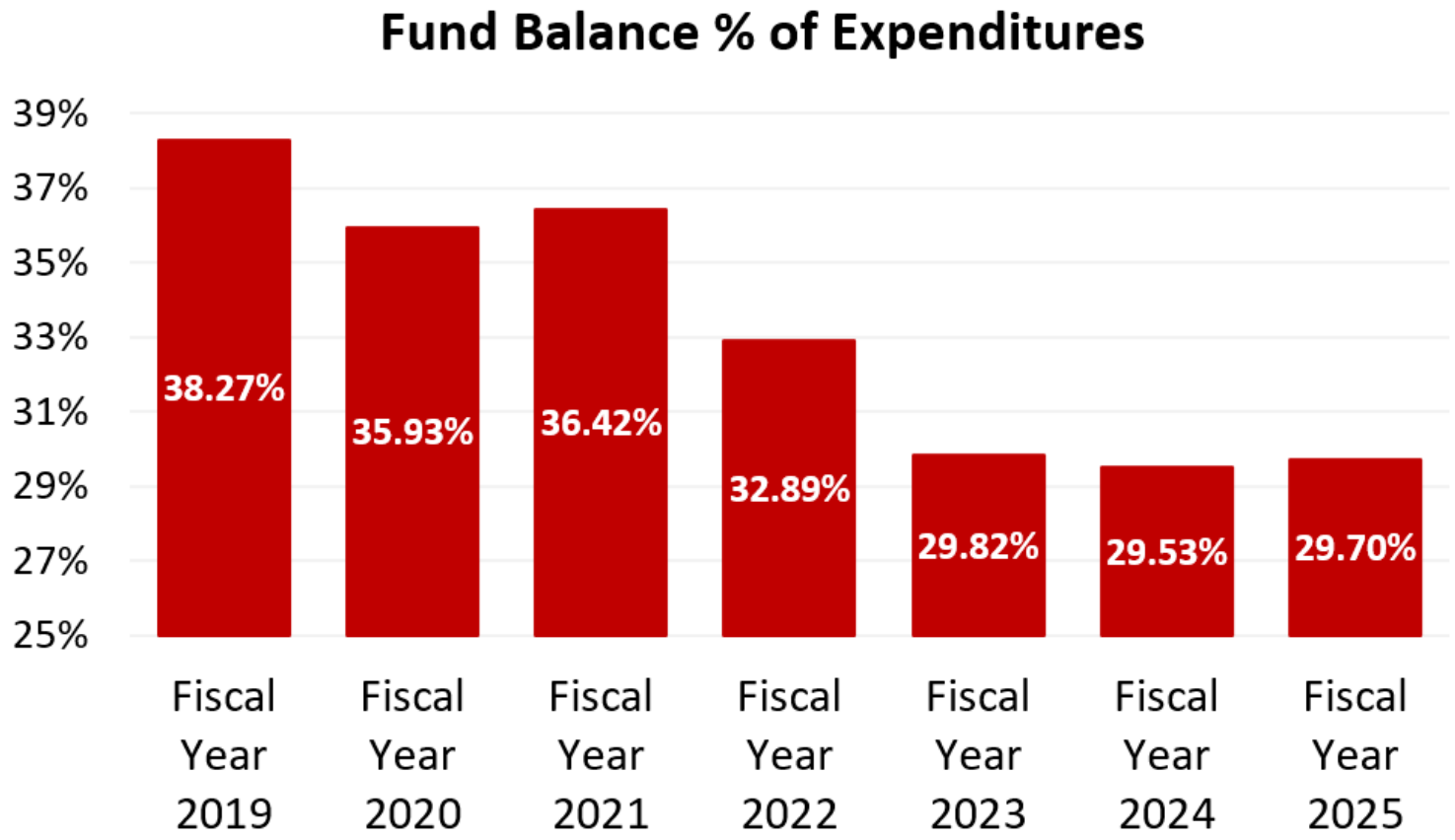
	FY26	FY27	FY28	FY29	FY30	
FY26 Impact	(926,000)	(926,000)	(926,000)	(926,000)	(926,000)	
FY27 Impact	-	(926,000)	(926,000)	(926,000)	(926,000)	
FY28 Impact	-	-	(926,000)	(926,000)	(926,000)	
FY29 Impact	-	-	-	(926,000)	(926,000)	
FY30 Impact	-	-	-	-	(926,000)	
	(926,000)	**(1,852,000)**	**(2,778,000)**	**(3,704,000)**	**(4,630,000)**	
						(13,890,000)

Inflation

Strategic Plan – 2030 Projected…

	PROJECTED FY 2026	PROJECTED FY 2027	PROJECTED FY 2028	PROJECTED FY 2029	PROJECTED FY 2030
TOTAL REVENUE	$139,298,066	$142,993,476	$145,564,911	$148,225,037	$150,869,356
TOTAL EXPENDITURES	$138,707,793	$144,062,579	$148,545,647	$154,081,647	$158,291,188
SURPLUS / DEFICIT (AS Originally PRESENTED)	$590,273	($1,069,103)	($2,980,736)	($5,856,610)	($7,421,832)
SURPLUS / DEFICIT (With a 2% 2025 LEVY)	$352,140	($1,538,794)	($3,479,200)	($6,382,329)	($7,973,117)
BEGINNING FUND BALANCE	$38,334,262	$38,924,535	$37,855,432	$34,874,696	$29,018,086
AUDIT ADUSTMENTS TO FUND BALANCE	0	0	0	0	0
FUND BALANCE (AS Originally PRESENTED)	$38,924,535	$37,855,432	$34,874,696	$29,018,086	$21,596,254
FUND BALANCE (With a 2% 2025 LEVY)	$38,924,535	$37,385,741	$33,906,541	$27,524,212	$19,551,095
FUND BALANCE AS % OF EXPENDITURES - Original	*28.1%*	*26.28%*	*23.48%*	*18.83%*	*13.64%*
FUND BALANCE AS % OF EXPENDITURES - 2% Levy	28%	25.95%	22.83%	17.86%	12.35%

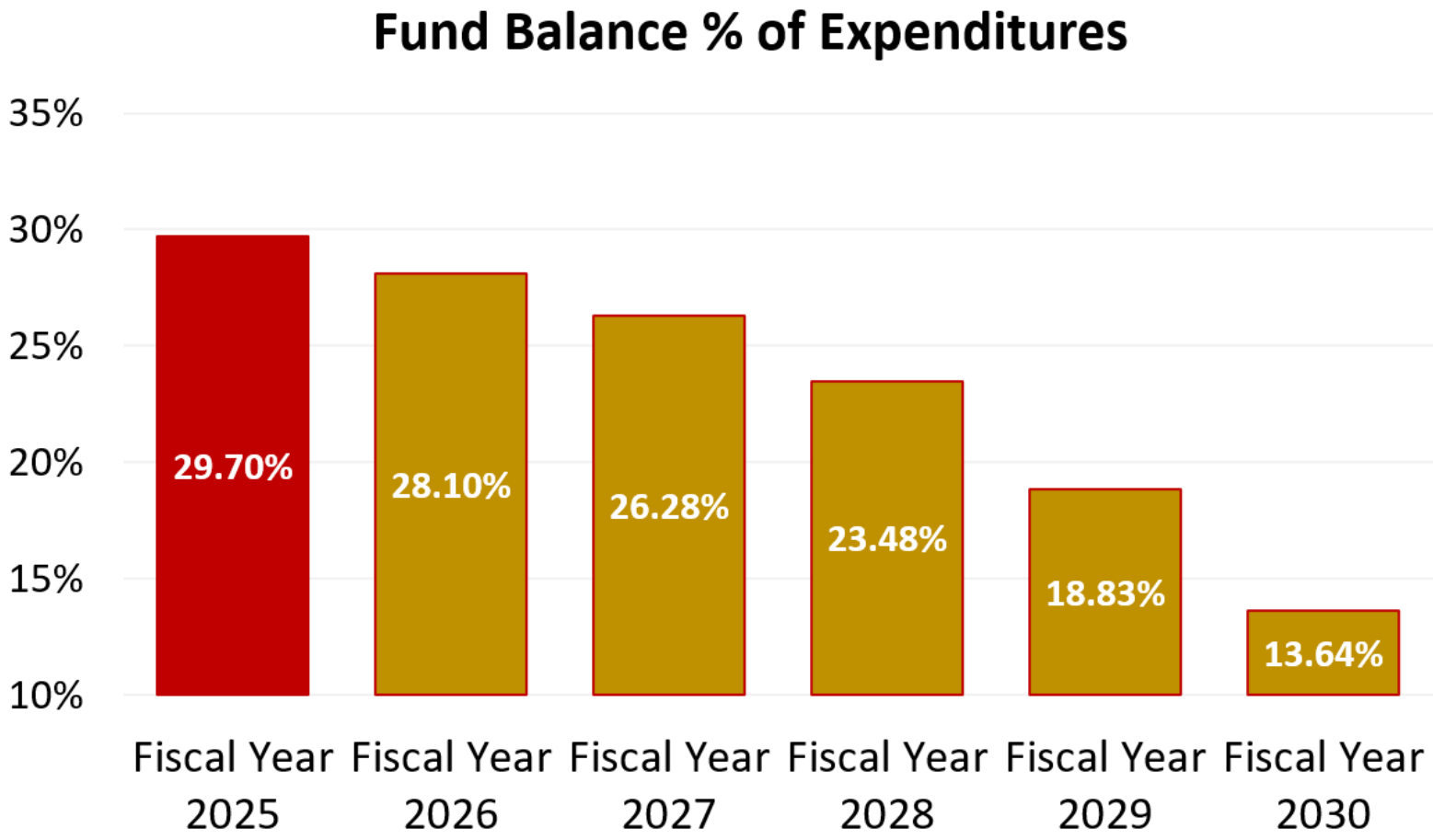
Fund Balance - Current



Less $4.1M for 2025 = 26.6% Fund Balance %

22.6% in FY2009

Fund Balance – Projected Currently



Tax Rate

Tax Rate
vs. Benchmark Districts

Crystal Lake CCSD 47, CHSD 155	5.656
Kaneland CUSD 302	4.894
Woodstock CUSD 200	4.837
St. Charles CUSD 303	4.766
Naperville CUSD 203	4.708
Geneva CUSD 304	4.626
Indian Prairie CUSD 204	4.485
CUSD 300	4.430
Huntley 158	4.08

HUNTLEY 2030
BUILDING TOMORROW TOGETHER

Abatement History

LY	Abatement	CPI	Ext. CPI
2011	$ 2,353,615	1.50%	**0.00%**
2012	$ 4,569,660	3.00%	**0.00%**
2013	$ 400,000	1.70%	**0.95%**
2014	$ 400,000	1.50%	**0.77%**
2015	$ 400,000	0.80%	**0.10%**
2016	$ 400,000	0.70%	**0.02%**
2017	$ 400,000	2.10%	**1.45%**
2018	$ 400,000	2.10%	**1.47%**
2019	$ -	1.90%	**1.90%**
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2023	$ 1,161,786	5.00%	**3.65%**
2024	$ 110,000	3.40%	**3.28%**
	$ 11,345,061		

HUNTLEY 2030
BUILDING TOMORROW TOGETHER

Abatement Options

Option	Including the LY25 Debt				
	Abatement Amount	LY25 CPI	Levy % Increase	$ Impact ($300k Home)	% Impact
1	$ -	2.90%	2.76%	$ -	0.00%
2	$ 125,000	2.90%	2.63%	$ 5.60	-0.13%
3	$ 250,000	2.90%	2.50%	$ 11.20	-0.26%
4	$ 500,000	2.90%	2.24%	$ 22.40	-0.52%
5	$ 730,000	2.90%	2.00%	$ 32.72	-0.76%

HUNTLEY 2030
BUILDING TOMORROW TOGETHER

Recommendation

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

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Algonquin, Illinois 60102
(847) 659-6158 • huntley158.org

December 4, 2025

TO: Building and Ground Committee and Administration

FROM: Kevin Lindquist, Director of Operations and Maintenance

RE: O & M Updates (R)
Building and Grounds Committee
Board of Education, December 4, 2025

Below is a recap of O&M Department activities since the November 13, 2025 Regular Board meeting and highlights of upcoming events.

1. **Pest Control Services** — Starting January 1st, the district will be working with a new service provider called Pro Prevent Pest Services out of Algonquin.
2. **FMX Work Order Report** — There were 490 work requests submitted to the O&M department with an average resolution time of 3.06 days for the month of November.

KL

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102

(847) 6596158 • www.huntley158.org

DATE: December 4, 2025

TO: Building and Grounds Committee

FROM: Kevin Lindquist, Director of Operations and Maintenance

RE: Authorized Agent of the District 158 Board of Education for energy procurement contract **(A)**
Building and Grounds Committee
Committee of the Whole December 4, 2025

Background:

As it has been in the past practice and to be able to execute energy contracts on the same day as RFP responses are received; to preserve offered pricing; the Administration requests the Board of Education designate an authorized agent to commence the procurement process along with the Administration. This process will require months of research and contract evaluation in preparation for a final run-off when the time is deemed appropriate.

At the December 19, 2024, Regular Board meeting, the Board of Education authorized Paul Troy to act as the authorized agent of the Board of Education to sign approval of natural gas and electricity procurement contracts until the January 2026 Board meeting "at which time this authorization will be reviewed".

The Administration is asking for the Board of Education to designate a Board member to act as its authorized agent of the Board of Education to sign approval of natural gas and electricity procurement contracts until the January 2027 Board meeting at which time this authorization will be reviewed again.

Recommendation:

The Administration suggests the Building Committee recommend that the Board of Education designate Paul Troy as the authorized agent of the Board of Education at the Board of Education meeting on December 18, 2025. This individual will have the approval to sign natural gas and electricity procurement contracts until the January 2027 Board meeting at which time this authorization will be reviewed.

KL

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.huntley158.org

Date: 12/4/2025
To: Policy and Legislative Committee
From: Jessica Lombard, Ed. S, Superintendent
Subject: Vision2030 Discussion

EXECUTIVE SUMMARY

At the October 16, 2025, Board of Education meeting, Mr. Andrew Fekete requested that the Board revisit *Vision 2030*, an advocacy framework outlining what public education in Illinois should look like and strive to achieve. *Vision 2030* serves as a blueprint for enhancing public education through future-focused learning, shared accountability, and predictable funding.

In essence, the vision emphasizes key priorities such as ensuring student and school safety, attracting and retaining high-quality educators, enhancing postsecondary success, and developing more effective and timely measures of school performance.

When this topic was last discussed, Huntley 158 was in the midst of its strategic planning process. With the completion and adoption of *Huntley 2030*, a document demonstrating the alignment between *Vision 2030* and *Huntley 2030* has been developed and is being presented for further discussion.

Recommendation: Will come from the Policy Committee

Attachments enclosed

Connecting Huntley Strategic Plan 2030 with Illinois Vision 2030

As a board, school district, administration, and community, we worked together to create Huntley 2030, a plan built on five priorities: teaching and learning, student success, future readiness, community engagement, and fiscal stewardship.

Tonight, I want to urge us to review and discuss signing on to Illinois Vision 2030 because it strengthens each of these priorities and connects our local plan to a statewide movement focused on excellence and opportunity for every student.

When we developed our strategic plan, we committed to empowering staff to deliver high-quality, engaging, and personalized instruction. Vision 2030 reinforces this by promoting curriculum flexibility and innovation that reflect local needs while maintaining statewide excellence.

Our focus on student success centers on the whole child including academic, social, emotional, and behavioral growth. Vision 2030 echoes this through its commitment to student safety and well-being, ensuring that every learner is supported both in and beyond the classroom.

For future readiness, we pledged to equip students with the skills and experiences needed for college, careers, and life. Vision 2030 advances that by promoting future-driven learning and expanding career and postsecondary pathways to prepare students for an evolving world.

When we prioritized community engagement, we aimed to strengthen collaboration with staff, families, local businesses, and community partners. Vision 2030 expands that collaboration statewide, connecting districts to share best practices and shape policy together.

Finally, our focus on fiscal stewardship aligns directly with Vision 2030's goal of predictable and equitable funding, protecting the evidence-based funding model, supporting pension reform, and ensuring financial flexibility that prioritizes learning.

Vision 2030 was developed through collaboration among IASB, IASA, IPA, IASBO and ECRA organizations we already partner with and trust. Signing on means joining a coalition of peers who share our commitment to innovation, accountability, and student-centered learning.

If we decline, Huntley stands on the sidelines while others shape statewide priorities. If we sign, we lead. We amplify our voice and align our local vision with the broader goals of Illinois education.

Huntley 2030 is our local vision. Illinois Vision 2030 is our opportunity to elevate it. Together, we can help build a stronger, more connected future for every student in Illinois.

Vision 2030 Key Messages
A COMMON GOAL—Fulfilling the Promise of Public Education in Illinois

Ten years ago, education leaders from five statewide organizations came together through their professional organizations to advocate for initiatives that would advance K-12 public education, including evidence-based funding to ensure all schools have the resources needed for local educators to be able to provide a safe, rigorous and well-rounded learning environment. Vision 2020 also included enhancements to teacher recruitment policies, college and career readiness initiatives and the development of Illinois Balanced Accountability System, which establishes standards for K-12 student performance and school improvement in Illinois.

Now, we have come together again to set a vision for the next decade with a priority on future-focused learning—what our children need to know and be able to do so they can adapt and excel in a rapidly changing world. We are committed to policy, legislative and fiscal solutions that advance this goal and fulfill the promise of public education in Illinois.

We want to put systems and processes in place that support all school districts throughout the state in sharing what works for our kids and our communities, while also leveraging public resources and preserving local flexibility and leadership so that the best decisions are made closest to home.

ADVOCACY FRAMEWORK: Advancing Change Together

Vision 2030 provides a blueprint to enhance public education through future-focused learning with shared accountability and predictable funding.

Simply put, this includes: keeping students and schools safe, attracting and retaining high-quality educators, enhancing post-secondary success, and more effectively measuring what is working well in schools in a timely, usable manner.

Future-focused learning is about reshaping our schools and classrooms and redefining student success to reflect and prepare students for all the different ways that the world and economy continue to change. Here are some examples of what we mean:

- We have to acknowledge that students learn best, and educators teach most effectively, when they feel safe and connected to one another and to their communities.
    - This is the single most important thing we can do to support both academic achievement and individual well-being—and it is something that has to be considered in our instructional approach, curriculum, student support services and funding, so that local districts have the resources needed to ensure school buildings are sa

- We want to engage students in thinking about their pathways to college and career sooner—as early as elementary school (grades K-5).
    - This means working with local businesses to cultivate awareness and engagement in opportunities that allow students to explore in-demand and emerging career fields—including the trades, agriculture, health care, AI, quantum computing, electric vehicles, advanced manufacturing and the green economy.
    - It also means expanding partnerships and collaborations with our community colleges and universities to allow our kids to experience success in college-level courses while still in high school through advanced placement and dual-enrollment courses. This can encourage more students to enroll in college and vocational training opportunities and lessen the burden of student loan debt upon graduation or program completion.
- We must encourage and preserve time and financial resources for local curriculum innovation and programming to best meet the needs of students in our communities.
    - This means we must look closely at the impact and cost of implementing additional curriculum and graduation requirements. We must maintain the flexibility needed for students to pursue meaningful college and career coursework through thoughtfully designed curriculum developed by local educators. In addition, we must carefully consider operational mandates to determine which ones are essential, or if we should be allowing local educators and school boards to make opt-in decisions based on the needs of their students and communities.
- Vision 2030 is aligned with much of ISBE's strategic plan and is focused on providing support for local school districts to develop new approaches to attract and retain excellent educators who have both the subject-matter expertise, compassion, cultural competency and commitment to help all students at all levels achieve their full potential.
    - We know that there is still work to be done here, particularly in the areas of special education, math and science, and bilingual education.
    - We have to provide innovative and evidence-based opportunities for our educators to continue to learn and grow, especially considering the rate at which technology is changing the landscape of teaching and learning.
    - We are excited about and will advocate for pathways for school districts to create "grow your own" initiatives that encourage young people to consider careers in education and want to explore more flexible alternative licensure opportunities.

Shared accountability means thinking beyond annual standardized tests to more fairly and effectively measure student success by considering both growth and proficiency over time. This requires some shifts in how we think about student assessments. For example:

- Just like children's physical growth, academic progress does not always happen in a linear manner—both growth and proficiency should be measured over time within and across grade levels.
- We need to put individual, classroom and school assessment data into the hands of educators and school leaders in near real-time. Timely insights from benchmark assessments—even if drawn from unofficial data—can be a powerful tool to inform teaching strategies and academic interventions at both classroom and individual student levels.
- Assessments must be meaningful and relevant—this means identifying and considering all the things that matter to a student's success in the elementary grades, as well as early

indicators of college and career readiness in middle school. We can then use this data to support positive interventions to keep students on-track toward high school graduation and a college/career pathway.
- School ratings should be established based on clear performance thresholds rather than rankings that can pit schools within the same district against one another. Rather than focusing on which schools make it into the top 10%, let's focus on publicly recognizing all schools that achieve high levels of student achievement at or above grade-level—that kind of positive reinforcement is powerful to improving educator morale, parent engagement and community support.

Providing excellent education resources and future-focused learning opportunities for student success requires long-term predictable and sustainable funding with additional investment to support updated instructional resources and technology, keep pace with economic pressures on salaries and equipment, and maintain aging infrastructure. School districts also need the flexibility to determine how to allocate public monies to best meet the needs of their students and communities. This means that:

- The State must consistently fulfill its promise of allocating a minimum of $350 million in annual Evidence-Based Funding. Districts need to be able to rely on receiving this funding in order to support their long-term planning. Additionally, receiving state funding on-time helps fulfill their responsibilities to transparently report how these funds are allocated across each district.
- Critical investments in health and life safety projects should not be subject to limitation by property tax caps or require ISBE approval. We need to rethink the current levy structure to allow schools to prioritize student and staff safety, and address these urgent needs without impacting educational funding.
- Illinois school districts need State-funded annual School Maintenance Project Grants to support long-term facilities needs and expanded federal Title IV funding to support school safety.
- It is clear that the Illinois pension system for public school educators needs reform. We know that changes to the current pension model must occur to attract and retain high-quality staff to educate our students, but it is not effective or realistic to divert local school district resources away from schools and students to shoulder this responsibility.
- More than one-half of Illinois' 102 counties have successfully passed a School Facility Sales Tax. Currently, this option is available statewide EXCEPT for Cook County. All school districts deserve this option—and should have the flexibility to use these dollars not just for capital projects, but also to support school safety and mental health initiatives.

TAKE ACTION

We ask all Illinois school boards to review the Vision 2030 plan and adopt a resolution in support. Let's show the Governor and Illinois General Assembly that Illinois' almost 850 school districts support this vision for the future.

In the coming weeks, we will have additional opportunities for district and school leaders, educators and other partners to voice their support publicly and directly to policy-leaders and decision makers.

Policy Committee

650 Dr. John Burkey Drive · Algonquin, IL 60102 · (847) 659-6158 · Huntley158.org

TO: Board of Education and Cabinet Members

FROM: Jessica Lombard, Superintendent
Lorie Woods, Director of Administrative Services

DATE: December 4, 2025

RE: Recommended Changes for Board Policy
PRESS Updates – October 2025, Issue 120

POLICY RECOMMENDATIONS

PRESS UPDATE – October 2025, Issue 120

- **2:120** **Board Member Development**
  Policy updated for continuous improvement.
- **2:150** **Committees**
  Policy updated, requiring the PTAC's guidelines for reciprocal reporting to address both civil and criminal offenses committed by students.
- **2:270** **Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited**
  The Policy is updated for improvement. Legal References updated, finalizing the citation to the *Racism Free Schools Law*.
- **4:10** **Fiscal and Business Management**
  Policy updated, requiring a district to post its statement of affairs by December 1 of each year on its website, and making changes to the contents of the statement of affairs.
- **4:30** **Revenue and Investments**
  Policy updated, addressing deposit requirements for financial institutions subject to the Ill. Community Reinvestment Act.
- **4:80** **Accounting and Audits**
  Policy updated requiring school districts to submit copies of their Annual Financial Report (AFR) and audits to the regional superintendent of schools by Oct. 15 each year, effective 1-1-26, and for continuous improvement. Legal References updated.
- **4:140** **Waiver of Student Fees**
  Legal References are updated.
- **4:190** **Targeted School Violence Prevention Program**
  Legal References and Cross References are updated.
- **5:10** **Equal Employment Opportunity and Minority Recruitment**
  Policy and Legal References updated in response to the Victims' Economic Security and Safety Act, 820 ILCS 180/33, added by P.A. 104-171, effective 1-1-26.
- **5:90** **Abused and Neglected Child Reporting**
  The Policy and Cross References are updated, changing the term *child pornography* to *child sexual abuse material*, and to clarify the definition of *electronic and information technology equipment*, effective 1-1-26.

- **5:100** **Staff Development Program**
  Non-substantive changes to Policy.
- **5:190** **Teacher Qualifications**
  Updates to Legal References.
- **5:200** **Terms and Conditions of Employment and Dismissal**
  Policy is updated, requiring that an employee be compensated during a break to express breast milk, effective 1-1-26.
- **5:220** **Substitute Teachers**
  Updates to Legal References.
- **5:280** **Duties and Qualifications**
  Policy is updated for continuous improvement.
- **5:300** **Schedules and Employment Year**
  The Policy is updated, requiring that an employee be compensated during a break to express breast milk, effective 1-1-26.
- **6:20** **School Year Calendar and Day**
  Non-substantive updates to Legal References.
- **6:40** **Curriculum Development**
  The Policy, Legal References, and Cross References are updated for continuous improvement.
- **6:60** **Curriculum Content**
  Policy and Legal References updated due to renumbering, reorganizing, and repealing citations, and for continuous improvement.
- **6:130** **Program for the Gifted**
  Policy and Legal References updated, removing references to State funding for gifted programs and related requirements, effective 1-1-26.
- **6:160** **English Learners**
  Policy updated for continuous improvement.
- **6:220** **Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct**
  Policy, Legal References, and Cross References are updated for continuous improvement.
- **6:260** **Complaints About Curriculum, Instructional Materials, and Programs**
  Updates to Legal References.
- **6:300** **Graduation Requirements**
  Policy and Legal References updated due to renumbering citations, and for continuous improvement.
- **6:310** **High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students**
  Policy and Legal References updated, deleting the provision that require ISBE to encourage programs of academic credit for Tech Prep work-based learning for high school students, effective 1-1-26.
- **6:320** **High School Credit for Proficiency**
  Updates to Legal References.

- **7:10** **Equal Educational Opportunities**
  Legal References and Cross References updated.
- **7:70** **Attendance and Truancy**
  Policy and Legal References updated, requiring an approval process for students to attend allowable activities by the beginning of the 2026-2027 school year, effective 1-1-26.
- **7:130** **Student Rights and Responsibilities**
  Cross References updated.
- **7:140** **Search and Seizure**
  Non-substantive change to Policy; Legal References and Cross References updated.
- **7:150** **Agency and Law Enforcement Requests ~~Police Interviews~~**
  Policy renamed and rewritten, requiring districts to establish a policy by 7-1-26 regarding agency and law enforcement requests at school, and for continuous improvement.
- **7:180** **Prevention of and Response to Bullying, Intimidation, and Harassment**
  Policy and Legal References updated, expanding the *bullying* definition to prohibit posting or distributing sexually explicit images and, beginning in the 2026-2027 school year, expanding the *cyberbullying* definition to prohibit posting or distributing an *unauthorized digital replica*, effective 7-1-26.
- **7:190** **Student Behavior**
  Policy updated, requiring parent/guardian notification when a student allegedly threatens firearm violence. Cross References updated.
- **7:290** **Suicide and Depression Awareness and Prevention**
  The Policy and Legal References are updated, requiring education for students on mental health and illness; adding student protocols for administering youth suicide awareness and prevention education; requiring districts to add contact information and helplines on employee ID cards for employees serving grades 6-12.
- **7:310** **Restrictions on Publications; Elementary Schools**
  Updates to Legal References.
- **7:315** **Restrictions on Publications; High Schools**
  Non-substantive changes to Policy. Legal References updated.
- **7:340** **Student Records**
  Non-substantive changes to Policy.
- **8:30** **Visitors and Conduct on School Property**
  Non-substantive changes to Policy. Legal References updated.
- **8:100** **Relations with Other Organizations and Agencies**
  Updates to Cross References.

Recommendation

Administration requests that the Policy Committee recommend that the policies be moved forward for a first reading by the Board at the next Regular BOE meeting.

Please contact me or Mrs. Woods with any questions.

LRW
Attachments

ISSUE 120
October 2025

Update Memo

Please distribute to board members and appropriate staff.

PRESS

Policy Reference Education Subscription Service

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Revisions to Policies, Administrative Procedures, and Exhibits (numerical table) ..... **p. 8**

Next Issue: Veto Session

Online Instructions

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

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

This publication is designed to provide information only and is not a substitute for legal advice from the Board Attorney. If you have any questions, please contact Debra Jacobson, Associate General Counsel and **PRESS** Editor, djacobson@iasb.com; Jeremy Duffy, IASB Deputy Executive Director/General Counsel and Assistant **PRESS** Editor, jduffy@iasb.com; Maryam Brotine, Associate General Counsel and Assistant **PRESS** Editor, mbrotine@iasb.com; or Megan Mikhail, Assistant General Counsel and Assistant **PRESS** Editor, mmikhail@iasb.com.

We saw a large volume of laws impacting our schools this past legislative session. We must remain vigilant in educating our elected officials on the complexity and difficulties experienced with the implementation of new policies, especially such a large volume. Your ongoing engagement in the legislative process and participation in the IASB's "Calls to Action" are paramount to our success.

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

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

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

Updated **PRM** pages can be found in the IASB POLICY REFERENCE MANUAL Table of Contents. For visual instruction about how to download and use **PRM** pages to update your policy manual, please view the **PRESS** video tutorial at www.iasb.com/policy-services-and-school-law/policy-services/press-policy-reference-education-subscription-serv/.

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

PRESS Bundles

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

Specific details about how each piece of material changed, e.g., legislation, administrative rules, **PRESS** Advisory Board feedback, quality assurance, five-year review items, etc., are explained in numerical order in the **Revisions to Policies, Administrative Procedures, and Exhibits** table beginning on p. 8.

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

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

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Immigration and Law Enforcement

In response to concerns regarding possible immigration enforcement at schools, the 104th General Assembly passed 105 ILCS 5/22-105, added by Public Act 104-288, eff. 1-1-26, which codifies into State law the U.S. Supreme Court case, Plyler v. Doe, 457 U.S. 202 (1982). Plyler held that it is unconstitutional for states to deny children a free public education based on immigration status. P.A. 104-288 also requires districts by 7-1-26 to establish a policy and procedures regarding agency and law enforcement requests at school to ensure this right is preserved. In response, sample board policy 7:150, *Agency and Law Enforcement Requests*, and sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, are renamed and rewritten to reflect the significant changes and policy and procedure requirements. In addition, sample exhibit 7:150-AP, E, *Record of Agency and Law Enforcement Requests*, is created to assist districts with the documentation requirements of this new law.

Also on the issue of immigration, the General Assembly passed P.A. 104-353, which amended 105 ILCS 5/10-22.24a to require school counseling services be provided to address the needs of all students regardless of their citizenship status.

The following **PRESS** materials are updated or created in response to these laws:

4:190-AP1, Targeted School Violence Prevention Program
6:270, Guidance and Counseling Program
7:10, Equal Educational Opportunities
7:130, Student Rights and Responsibilities
7:140, Search and Seizure
7:150, Agency and Law Enforcement Requests ~~Police Interviews~~ – **RENAMED AND REWRITTEN**
7:150-AP, Managing Agency and Law Enforcement Requests ~~Police Interviews~~ – **RENAMED AND REWRITTEN**
7:150-AP, E, Record of Agency and Law Enforcement Requests – **NEW**
7:250, Student Support Services
8:100, Relations with Other Organizations and Agencies

District Operations and Safety

During the first half of the 104th General Assembly, the legislature passed laws impacting school district operations and safety:

1. 105 ILCS 5/10-17, amended by P.A. 104-261, eff. 1-1-26, requires a school district to post its statement of affairs on its website, in addition to publishing it in a newspaper of general circulation in the district.
2. 105 ILCS 5/14-8.02i, amended by P.A. 104-314, eff. 1-1-26, requires a school district to post on its website informational materials provided by the Ill. State Board of Education (ISBE) about the Ill. Achieving a Better Life Experience (ABLE) account program.

PRESS Terminology

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

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

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

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

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

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

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

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

3. 105 ILCS 5/10-27.1A, amended by P.A. 104-174, requires a building principal to immediately notify law enforcement upon receiving a report of a threat of gun violence on school grounds and if the threat is from a student, the building principal must also notify the student's parent/guardian as soon as possible so they can ensure the student does not have access to a firearm.
4. 30 ILCS 235/8, amended by P.A. 104-92, eff. 1-1-26, prohibits districts from depositing funds in a financial institution subject to the Ill. Community Reinvestment Act unless specific conditions are met.
5. 105 ILCS 5/10-22.34c(b), amended by P.A. 104-393, eff. 7-1-26, places additional conditions on emergency contracts for third party non-instructional services currently performed by employees, including limiting the number of times such emergency contracts can be renewed.
6. 105 ILCS 5/10-20.19c, amended by P.A. 104-391, eliminates the requirement that districts use recycled newsprint for publishing student newspapers.
7. 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26, requires a school district's auditor to file the district's Annual Financial Report and audit with ISBE annually on or before October 15.
8. 625 ILCS 5/11-1414.1, amended by P.A.s 104-256, eff. 7-1-26, and 104-367, eff. 1-1-26, permits multifunction school activity buses to be used for career-related activities.
9. 625 ILCS 5/12-826(a), added by P.A. 104-75, requires that beginning 7-1-31, newly purchased school buses be equipped with seat safety belts; however, districts do not have to require their use.
10. 105 ILCS 5/10-20.13(d), added by P.A. 104-391, prohibits discrimination, punishment, or penalty of a student for an unpaid balance or because parents/guardians cannot pay fees or fines for lost school property.
11. 105 ILCS 5/10-20.9a, amended by P.A. 104-391, deletes an expired prohibition on withholding a student's grades, transcripts, or diploma because of an unpaid balance on the student's school account.
12. 23 Ill.Admin.Code §180.60, amended by 49 Ill.Reg. 1774, applies the 2024 International Building Code to district facility projects for which a design contract is signed after 1-1-25.
13. 105 ILCS 5/2-3.2054, renumbers the provision in the School Code that requires ISBE to compile resources on indoor air quality for schools, which are now available on ISBE's website.
14. 105 ILCS 128/22, added by P.A. 104-198, eff. 1-1-26, requires districts to provide training and supports to all substitute personnel on evacuation and law enforcement lockdown drills.
15. 105 ILCS 128/25, amended by P.A. 104-344, eff. 1-1-26, requires districts to develop hazardous substance release procedures by 7-1-27, based on guidance to be provided by the Ill. Emergency Management Agency and Office of Homeland Security, in consultation with ISBE.
16. 720 ILCS 5/, and other various State law provisions amended by P.A. 104-245, eff. 1-1-26, use the term *child sexual abuse material* instead of, or in addition to, the term *child pornography*.
17. 105 ILCS 128/25, amended by P.A. 104-407, requires ISBE to provide districts with guidance on threat assessment procedures, and requires districts to incorporate any additional information required by the guidance into their threat assessment procedures in the school year following ISBE's publication of the guidance on its website.

The following **PRESS** materials are updated or created in response to this legislation:

2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records
3:60, Administrative Responsibility of the Building Principal
3:60-E, Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security
4:10, Fiscal and Business Management
4:30, Revenue and Investments
4:60-AP2, Third Party Non-Instructional Contracts
4:60-AP2, E, Checklist for Third Party Non-Instructional Emergency Contracts – **NEW**
4:70-AP, Resource Conservation
4:80, Accounting and Audits
4:110, Transportation
4:110-AP3, School Bus Safety Rules
4:140, Waiver of Student Fees
4:140-AP, Fines, Fees and Charges – Waiver of Student Fees
4:150, Facility Management and Building Programs
4:160, Environmental Quality of Buildings and Grounds
4:170, Safety
4:170-AP1, Comprehensive Safety and Security Plan
4:170-AP2, E3, Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers
4:190, Targeted School Violence Prevention Program
4:190-AP2, Threat Assessment Team (TAT)
5:220, Substitute Teachers
5:220-AP, Substitute Teachers
6:220, Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct
6:240, Field Trips
6:280, Grading and Promotion
7:190-AP6, Guidelines for Investigating Sexting Allegations
8:30, Visitors and Conduct on School Property
8:30-AP, Definition of Child Sex Offender

Personnel Issues

There have been a number of legal updates related to personnel issues:

1. 105 ILCS 5/24-16.5 and 5/24A, amended by P.A. 104-20, eliminates the requirement for teacher, principal, and assistant principal evaluation plans to consider student growth as a significant factor in evaluations.
2. The Ill. Dept. of Human Rights model training program for the *Racism Free Schools Law* is a resource districts can use to meet employee training requirements under 775 ILCS 5/5A-103(b).
3. 820 ILCS 180/33, added by P.A. 104-171, eff. 1-1-26, prohibits workplace discrimination based on an employee's use of employer-issued equipment to record domestic violence, gender violence, or any other crime of violence committed against an employee or a family or household member of the employee.
4. 820 ILCS 260/10, amended by P.A. 104-76, eff. 1-1-26, requires employers to compensate an employee at the employee's regular rate of pay for reasonable break time used to express breast milk.
5. 820 ILCS 96/1-30, amended by P.A. 104-320, extends protections for concerted activities related to employee termination and settlement agreements.
6. 325 ILCS 5/4.5(b), amended by P.A. 104-245, eff. 1-1-26, substitutes the term *child sexual abuse material* for *child pornography* as it relates to reporting of child abuse or neglect.
7. 720 ILCS 5/11-25(a), amended by P.A. 104-245, eff. 1-1-26, amends the definition of *grooming* under the Ill. Criminal Code to specify that *grooming* is perpetrated by someone five years or more older than a child, or holding a position of trust, authority or supervision in relation to the child at the time of the offense.
8. 820 ILCS 151/12, added by P.A. 104-78, requires covered employers to provide a certain amount of paid leave for an employee to participate in a military funeral honors detail.
9. 105 ILCS 5/21B-120, added by P.A. 104-111, eff. 1-1-26, authorizes a short-term approval credential for teachers in accordance with rules developed by ISBE.
10. 625 ILCS 5/6-106.1, amended by P.A. 104-256, authorizes the Ill. Secretary of State to issue school bus permits with a restriction valid for the operation of a first division vehicle being operated as a school bus or a multifunction school activity bus designed to carry up to 15 passengers when being used for curriculum-related activities.
11. 105 ILCS 5/26A-25(b)(1), amended by P.A. 104-391, removes the specific hours of training required for employees designated to resolve complaints of violations of the *Ensuring Success in School Law.*

The following **PRESS** material is updated:

2:120, Board Member Development
2:150-AP, Superintendent Committees
2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited
2:270-AP, Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin
3:10, Goals and Objectives
3:50, Administrative Personnel Other Than the Superintendent
5:10, Equal Employment Opportunity and Minority Recruitment
5:10-AP, Workplace Accommodations for Nursing Mothers
5:20, Workplace Harassment Prohibited
5:90, Abused and Neglected Child Reporting
5:100, Staff Development Program
5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest
5:120-AP2, Employee Conduct Standards
5:185, Family and Medical Leave
5:190, Teacher Qualifications
5:200, Terms and Conditions of Employment and Dismissal
5:280, Duties and Qualifications
5:300, Schedules and Employment Year
7:255-AP1, Supporting Students Who are Parents, Expectant Parents, or Victims or Domestic or Sexual Violence

PRESS Issue 120 Trivia

494 pages • 225,861 words • 97 PRM materials

150

Curriculum

Actions by the State legislature and the U.S. Supreme Court impacted the area of curriculum. First, the General Assembly passed Public Act 104-391, which impacts many provisions of the School Code, including Article 27, Instruction. While the main purpose of this law was to create a School Code Mandate Reduction Council to make future recommendations about mandates on schools, it also makes a great many changes to reorganize, renumber, and in certain cases, amend, topics that must be covered as part of a district's curriculum. Details on substantive changes to curriculum requirements are described in the **Revisions to Policies, Administrative Procedures, and Exhibits Table** (Revisions Table) below at 6:60, *Curriculum Content*, and 6:60-AP1, *Comprehensive Health Education Program*. Additionally, given the sheer volume of renumbering caused by P.A. 104-391 across materials listed in this bundle and other topic bundles, every instance of renumbering is not detailed in the Revisions Table. Subscribers should refer to the Committee Worksheets to see specific renumbering changes.

Second, the U.S. Supreme Court decided a major K-12 education case addressing curriculum objections based on a parent's free exercise of religion. In Mahmoud v. Taylor, the Court held that a school district likely violated parents' First Amendment rights when it refused to give notice and permit them to opt their elementary-aged children out of literacy instruction using LGBTQ-inclusive storybooks that included "normative" messages. Given the fact-intensive nature of curriculum objections and potential liability concerns, districts should work with their board attorneys to navigate their responses to any such objections.

Finally, other laws passed that impact materials listed below include:

1. 105 ILCS 5/14A, amended by P.A. 104-129, eff. 1-1-26, eliminates provisions that refer to State funding for the education of gifted and talented children.
2. 105 ILCS 5/14A-32, amended by P.A. 104-261, eff. 1-1-26, provides that for the 2023-2024 through the 2026-2027 school year, a district's accelerated placement policy must allow a student who ~~meets or~~ exceeds State standards in English language arts, mathematics, or science to automatically enroll into the next most rigorous level of advance coursework offered by the high school.
3. 105 ILCS 5/14D, added by P.A. 104-266, eff. 1-1-26, addresses the establishment of dual language education programs and the expansion of existing programs.
4. 105 ILCS 5/2-3.118a, added by P.A. 104-399, eff. 1-1-26, requires ISBE to develop Statewide guidance on the use of artificial intelligence in K-12 education by 7-1-26.
5. 105 ILCS 5/22-87, amended by P.A.s 104-13 and 104-14, requires districts to designate a staff member to serve as the contact for matters related to the financial aid application graduation requirement and to provide other related supports.
6. 110 ILCS 27/17, amended by P.A. 104-12, revises requirements for agreements between districts and out-of-state postsecondary institutions.
7. 105 ILCS 5/27-615, amended by P.A. 104-267, eff. 1-1-26, and amended and renumbered by P.A. 104-391, requires that in order for students in grades 7 or 8 to receive high school credit for a course they take at their school, they must pass the course and end-of-course examination given at the high school granting the credit for the same course.

The following **PRESS** materials are updated:

2:20-E, Waiver and Modification Request Resource Guide
6:40, Curriculum Development
6:60, Curriculum Content
6:60-AP1, Comprehensive Health Education Program
6:60-AP1, E1, ~~Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education;~~ Requests to Examine Materials~~; Written Objection(s)~~ and~~/or~~ Statutory Opt-outs – **RENAMED**
6:60-AP2, Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))
6:60-AP3, Developmentally Appropriate Consent Education
6:130, Program for the Gifted
6:135, Accelerated Placement Program
6:135-AP, Accelerated Placement Program Procedures
6:160, English Learners
6:210, Instructional Materials
6:235, Access to Electronic Networks
6:260, Complaints About Curriculum, Instructional Materials, and Programs
6:260-AP, Responding to Complaints About Curriculum, Instructional Materials, and Programs
6:300, Graduation Requirements
6:300-E2, State Law Graduation Requirements
6:300-E3, Form for Exemption from Financial Aid Completion
6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students
6:310-E, Class Substitution Request
6:315, High School Credit for Students in Grades 7 or 8
6:320, High School Credit for Proficiency
7:315, Restrictions on Publications; High Schools
8:95-AP, Parental Involvement

Student Behavior, Mental Health, and Attendance

Three years after a ProPublica-Chicago Tribune investigation into local law enforcement practices of ticketing students for violating municipal ordinances and/or committing minor school-based disciplinary offenses, the General Assembly passed Public Act 104-430 to end these practices. 105 ILCS 5/10-22.6(i), as amended by P.A. 104-430, prohibits any person from issuing students "a monetary fine, fee, ticket, or citation as a school-based disciplinary consequence or for a municipal code violation on school grounds during school hours or while taking school transportation." The law also prohibits school personnel from referring a student to law enforcement for the student to be fined for truancy. 105 ILCS 5/26-12(b), amended by P.A. 104-430. Sample board policy 7:190, *Student Behavior*, and sample exhibit 7:190-E3, *Memorandum of Understanding*, are updated to reflect these new requirements.

Furthermore, P.A. 104-430 amended 105 ILCS 5/10-20.68 to require that, beginning 7-1-26, districts that use a school resource officer must have a memorandum of understanding (MOU) with a local law enforcement agency that contains specific elements, including a process for collecting certain data on law enforcement referrals which must be annually reported to ISBE beginning with the 2027-2028 school year. Sample exhibit 7:190-E3, *Memorandum of Understanding*, is updated with these new requirements.

Finally, P.A. 104-430 requires that a district's parent-teacher advisory committee guidelines for reciprocal reporting address both criminal and civil offenses committed by students. Sample administrative procedure 7:190-AP3, *Guidelines for Reciprocal Reporting of Offenses Committed by Students*, is renamed and rewritten to reflect this change.

Other laws were enacted related to student behavior, health, and attendance:

1. 105 ILCS 5/24-2(c), amended by P.A. 104-391, makes the commemorative holidays listed in that provision optional to observe.
2. 105 ILCS 5/2-3.206, added by P.A. 104-302, eff. 1-1-26, requires districts to annually report to ISBE data regarding homeless youth and children enrolled in the district and related funding expenditures.
3. 105 ILCS 5/10-19.05(k), amended by P.A. 104-250, eff. 1-1-26, allows for certain work-based learning experiences to be counted toward the calculation of clock hours of schoolwork and requires an approval process for students to attend allowable activities by the beginning of the 2026-2027 school year.
4. 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26 and renumbered by P.A. 104-391, adds the posting or distribution of an *unauthorized digital replica* to the definition of *cyberbullying*.
5. 105 ILCS 5/10-20.81, amended by P.A. 104-264, requires districts to insert contact information for certain suicide prevention resources on employee ID cards for employees who serve grades 6-12.

The following **PRESS** materials are updated:

2:150, Committees
4:175-AP1, Criminal Offender Notification Laws; Screening
6:20, School Year Calendar and Day
6:140, Education of Homeless Children
7:70, Attendance and Truancy
7:180, Prevention of and Response to Bullying, Intimidation, and Harassment
7:190, Student Behavior
7:190-E3, Memorandum of Understanding
7:190-AP3, Guidelines for Reciprocal Reporting of ~~Criminal~~ Offenses Committed by Students – **RENAMED AND REWRITTEN**
7:190-AP7, Student Discipline Guidelines
7:290, Suicide and Depression Awareness and Prevention
7:290-AP, Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program
7:310, Restrictions on Publications; Elementary Schools

Student Records

105 ILCS 10/, amended by P.A. 104-356, eff. 7-1-26, revises the definition of *student permanent record* to include a summary of performance for students that received special education services, and it permits the Ill. Dept. of Human Services to access a student's records without consent for the purpose of assessing or evaluating a student's eligibility for Medicaid waiver benefits. This law is intended to ease the paperwork burden for students who want to access State or federal benefits in the future.

The following **PRESS** materials are updated:

7:340, Student Records
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

Progress Report - The contents of this table frequently change.

Topic	Our Response
Public Act 104-391 Renumbers Many School Code Provisions As noted in the Curriculum topic bundle of this Memo, P.A. 104-391 renumbered many provisions in the School Code, particularly in Article 27, Instruction. Given the volume of materials affected, not all **PRESS** materials affected by the renumbering could be included in **PRESS** Issue 120.	Additional **PRESS** materials impacted by P.A. 104-391 will be included in one or more **PRESS** issues released in 2026.
New Law Requires Districts to Offer Mental Health Screenings to Students P.A. 104-32, eff. 1-1-26, will require school districts to offer mental health screenings to students enrolled in grades 3-12 at least once a year, beginning with the 2027-2028 school year, unless a district is granted an extension by ISBE in accordance with rules yet to be issued by ISBE. The screenings will only need to be offered in those years that ISBE is able to make a screening tool available to districts at no cost. To assist districts with implementation, by 9-1-26, ISBE must make guidance and resources available to districts on its website, including model procedures. In the meantime, some information is available at: www.isbe.net/universalmentalhealthscreening.	Following ISBE's release of guidance on implementation of mental health screenings, affected **PRESS** materials, including sample policy 7:250, *Student Support Services*, will be updated.
New Law Provides Neonatal Intensive Care Leave P.A. 104-259 created The Family Neonatal Intensive Care Leave Act, which will go into effect 6-1-26. It will require employers in Illinois with 16 or more employees to provide certain amounts of unpaid leave to an employee whose child is a patient of a neonatal intensive care unit.	Any affected **PRESS** materials, including sample policies 5:250, *Leaves of Absence*, and 5:330, *Sick Days, Vacation, Holidays, and Leaves*, will be updated in the next **PRESS** issue.
General Assembly Passes OMA/FOIA Bill During Veto Session On 10-18-25, the General Assembly passed Senate Bill (SB) 243, which makes several changes to the Open Meetings Act (OMA) and Freedom of Information Act (FOIA). One aspect of this bill is the expansion of the closed meeting exception under 5 ILCS 120/2(c)(16) to include "regional" associations. IASB opposed this portion of the bill based on concerns regarding ambiguity and legal risk, potential governance conflicts, and no demonstrated need for the expansion. IASB was supportive of many other provisions in the bill. For various reasons, including procedural and time, amendments to the bill could not be made during veto session. However, the bill sponsors agreed to removing that language in a trailer bill and in a good faith commitment to that agreement, both have since filed trailer bills to remove the addition of "regional" to this exception (House Bill (HB) 4176 and SB 2715). Once SB 243 is signed, it will go into effect 1-1-26, and remain in effect until the effective date of any trailer bill that is passed. IASB will continue to keep you informed as legislation progresses.	Affected **PRESS** materials will be updated in the next **PRESS** issue to reflect changes made by SB 243, *except for* the expansion of the closed meeting exception at 2(c)(16), as we monitor the progress of the trailer bills. We are waiting on the final result before updating materials so that boards will not have to adopt and then re-adopt policy language. Affected materials will include sample policies 2:200, *Types of Board Meetings*, 2:220, *School Board Meeting Procedure*, and materials in the 2:250 suite of materials.

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

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

DELETED. This material has been deleted from the **PRM**.

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

RENAMED. The title of the material has been amended.

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

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

Revisions to Policies, Administrative Procedures, and Exhibits

Number and Title	Revision Descriptions	
2:20-E, Waiver and Modification Request Resource Guide	The exhibit is updated in response to 105 ILCS 5/27-710 and 5/27-815, both renumbered by P.A. 104-391, and for continuous improvement.	☐
2:120, Board Member Development	The policy and footnotes are updated for continuous improvement. The footnotes are also updated in response to 105 ILCS 5/24-16.5, amended by P.A. 104-20, making student growth an optional, rather than required, component of teacher evaluations.	☐
2:150, Committees	The policy and footnotes are updated in response to 105 ILCS 5/10-20.14, amended by P.A. 104-430, requiring the parent-teacher advisory committee's guidelines for reciprocal reporting to address both civil and criminal offenses committed by students. The footnotes are also updated for continuous improvement.	☐
2:150-AP, Superintendent Committees	The procedure is updated in response to 105 ILCS 5/24A-4, amended by P.A. 104-20, making student growth an optional, rather than required, component of teacher evaluations.	☐

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

2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records	The exhibit is updated in response to: 1. 105 ILCS 5/10-20.44, amended by P.A. 104-261, eff. 1-1-26, requiring that each year, in conjunction with the publication of the statement of affairs on a district's website and in a newspaper of general circulation, before Dec. 1, a district shall include an annual report on all contracts over $25,000 awarded during the previous fiscal year; 2. 105 ILCS 5/10-20.81, amended by P.A. 104-264, eff. 1-1-26, requiring districts to insert the same contact information for suicide prevention helplines required for student ID cards on employee ID cards for employees serving any of grades 6 through 12; 3. 105 ILCS 5/10-19.05(k), amended by P.A. 104-250, eff. 1-1-26, requiring updates to activities qualified for attendance under policy 7:70, *Attendance and Truancy*; 4. 105 ILCS 5/14-8.02i, amended by P.A. 104-314, eff. 1-1-26, requiring that informational materials (provided by ISBE) about the Ill. Achieving a Better Life Experience (ABLE) account program established under the State Treasurer Act be posted on a district's website beginning with the 2026-2027 school year; 5. P.A. 104-391, renumbering multiple provisions in 105 ILCS 5/27; and 6. Continuous improvement.	☐
2:270, Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited	The policy, Legal References, and footnotes are updated. The policy is updated for continuous improvement. The Legal References and footnotes are updated in response to P.A. 103-605, finalizing the citation to the *Racism Free Schools Law,* 105 ILCS 5/22-95. The footnotes are also updated in response to the Ill. Dept. of Human Rights (IDHR) Racism Free Schools model training program, available at: https://dhr.illinois.gov/training/racism-free-schools, and for continuous improvement.	☐
2:270-AP, Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin	The procedure is updated for the reasons stated in 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, above.	☐
3:10, Goals and Objectives	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/24A-15, amended by P.A. 104-20, making student growth an optional, rather than required, component of principal evaluations.	☐
3:50, Administrative Personnel Other Than the Superintendent	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/24A-15, amended by P.A. 104-20, making student growth an optional, rather than required, component of principal and assistance principal evaluations, and for continuous improvement.	☐
3:60, Administrative Responsibility of the Building Principal	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174, requiring a principal or designee to immediately notify local law enforcement upon receiving a report of a threat of gun violence on school grounds and the parent/guardian if the threat is from a student, and for continuous improvement.	☐

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

3:60-E, Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security	The exhibit has been updated in response to: 1. Firearm Owners Identification Card Act (FOID Act), 430 ILCS 65/1.1, amended by P.A. 104-270, adding *advanced practice psychiatric nurse* to the list of persons able to determine that someone poses a *clear and present danger*; 2. FOID Act, 430 ILCS 65/8.1(d), amended by P.A. 104-5, permitting the Ill. State Police (ISP) to suspend a person's FOID card; 3. Abused and Neglected Child Reporting Act (ANCRA), 325 ILCS 5/4.5, amended by P.A. 104-245, eff. 1-1-26, changing the term *child pornography* to *child sexual abuse material*; 4. 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174, requiring a principal or designee to immediately notify local law enforcement upon receiving a report of a threat of gun violence on school grounds and the parent/guardian if the threat is from a student; 5. 105 ILCS 5/10-20.14, amended by P.A. 104-430, requiring the parent-teacher advisory committee's guidelines for reciprocal reporting to address both civil and criminal offenses committed by students; and 6. Continuous improvement.	☐
4:10, Fiscal and Business Management	The policy and footnotes are updated in response to 105 ILCS 5/10-17, amended by P.A. 104-261, eff. 1-1-26, requiring a district to post on its website its statement of affairs by Dec. 1 each year, and making certain changes to the contents of the statement of affairs. The footnotes are also updated for continuous improvement.	☐
4:30, Revenue and Investments	The policy and footnotes are updated in response to the Public Funds Investment Act, 30 ILCS 235/8, amended by P.A. 104-92, eff. 1-1-26, addressing deposit requirements for financial institutions subject to the Ill. Community Reinvestment Act. Continuous improvement updates are also made to the footnotes.	☐
4:60-AP2, Third Party Non-Instructional Contracts	The procedure is updated in response to 105 ILCS 5/10-22.34c(b), amended by P.A. 104-393, requiring a district to meet certain conditions before it can enter into or renew an emergency contract for non-instructional services currently performed by any employee or bargaining unit member, and for continuous improvement.	☐
4:60-AP2, E, Checklist for Third Party Non-Instructional Emergency Contracts	**NEW.** The procedure is created for the reason stated in 4:60-AP2, *Third Party Non-Instructional Contracts*, above.	☐
4:70-AP, Resource Conservation	The procedure is updated in response to 105 ILCS 5/10-20.19c, amended by P.A. 104-391, eliminating the mandate that paper purchased for publishing student newspapers be recycled newsprint.	☐
4:80, Accounting and Audits	The policy, Legal References, and footnotes are updated. The policy and footnotes are updated in response to 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26, requiring school districts to submit copies of their Annual Financial Report (AFR) and audits to their regional superintendent of schools by Oct. 15 each year, and further requiring district audit firms to annually file district AFRs and audits with ISBE by Oct. 15, and for continuous improvement. The footnotes are also updated in response to 105 ILCS 5/3-15.1, amended by P.A. 104-261, eff. 1-1-26, removing the requirement for regional superintendents to annually file district AFRs with ISBE by Nov. 15. The Legal References are updated with a minor style change.	☐

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

4:110, Transportation	The policy is unchanged. The footnotes are updated in response to: 1. Ill. Vehicle Code (IVC), 625 ILCS 5/12-826(a), added by P.A. 104-75, requiring that beginning 7-1-31, newly purchased school buses be equipped with seat safety belts that meet State and federal standards, but districts will not have to require their use; 2. IVC, 625 ILCS 5/11-1414.1, amended by P.A.s 104-256, eff. 7-1-26, and 104-367, eff. 1-1-26, allowing for the use of a multifunction school activity bus for curriculum-related or career-related activities subject to certain conditions; and 3. Continuous improvement.	☐
4:110-AP3, School Bus Safety Rules	The procedure is updated in response to: 1. 105 ILCS 5/10-20.14, amended by P.A. 103-896, requiring ISBE to issue guidance on school bus safety; 2. ISBE's *School Bus Safety Guidance* (July 2025); 3. IVC, 625 ILCS 5/12-826(b), added by P.A. 104-75, indicating that instructions on seat belt use are not required by law; and 4. Continuous improvement.	☐
4:140, Waiver of Student Fees	The Legal References and footnotes are updated in response to: 1. 105 ILCS 5/27-815, renumbered by P.A. 104-391; 2. 105 ILCS 5/10-20.13, amended by P.A. 104-391, requiring districts to waive fees for textbooks and instructional materials when a student's parents/guardians are unable to afford them, and prohibiting any discrimination, punishment, or penalty of a student for an unpaid balance or because parents/guardians cannot pay fees or fines for lost school property, replacing in part 105 ILCS 5/28-19.2, repealed by P.A. 104-391; and 3. Continuous improvement.	☐
4:140-AP, Fines, Fees and Charges – Waiver of Student Fees	The procedure is updated in response to 105 ILCS 5/10-20.13(d), added by P.A. 104-391, prohibiting any discrimination, punishment, or penalty of a student for an unpaid balance or because parents/guardians cannot pay fees or fines for lost school property.	☐
4:150, Facility Management and Building Programs	The policy is unchanged. The footnotes are updated in response to: 1. 23 Ill.Admin.Code §180.60, amended by 49 Ill.Reg. 1774, updating the building code and subcodes versions that apply to design contracts signed on or after 1-1-25; 2. 105 ILCS 5/10-22.36(f), renumbered by P.A. 104-417, finalizing the citation to the provision addressing building referenda; and 3. Continuous improvement.	☐
4:160, Environmental Quality of Buildings and Grounds	The policy is unchanged. The footnotes are updated in response to: 1. 105 ILCS 5/2-3.205, renumbered by P.A. 104-417, finalizing the citation to the provision addressing indoor air quality resources for schools; 2. ISBE's *Compiled Resources on Indoor Air Quality* (April 2025); and 3. Continuous improvement.	☐
4:170, Safety	The policy is unchanged. The footnotes are updated in response to: 1. 105 ILCS 128/22, added by P.A. 104-198, requiring districts to provide substitute personnel with training and supports on evacuation and lockdown drills; 2. 105 ILCS 128/25, amended by P.A. 104-344, eff. 1-1-26, requiring annual review of the district's hazardous substance release procedures; 3. 40 C.F.R. §141.92(c), amended by 89 Fed. Reg. 86659, requiring community water systems to annually contact area schools no later than 11-1-27 to provide information about health risks from lead in water; and health risks from lead in water; and 4. Continuous improvement.	☐

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

4:170-AP1, Comprehensive Safety and Security Plan	The procedure is updated in response to: 1. The renaming of 7:150, *Agency and Law Enforcement Requests ~~Police Interviews~~*; 2. 105 ILCS 5/10-20.68, amended by P.A. 104-430, requiring that beginning 7-1-26, districts that use a school resource officer have a memorandum of understanding with a local law enforcement agency; 3. 105 ILCS 128/22, added by P.A. 104-198, requiring districts to provide substitute personnel with training and supports on evacuation and lockdown drills; 4. 105 ILCS 128/, amended by P.A. 104-344, eff. 1-1-26, requiring districts to develop procedures by 7-1-27 to address the release or explosion of hazardous substances based on State guidance (to be released by 1-1-27) and to annually review those procedures; 5. 105 ILCS 5/22-115, renumbered by P.A. 104-391; 6. 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174, requiring a principal or designee to immediately notify local law enforcement upon receiving a report of a threat of gun violence on school grounds and notify the parent/guardian if the threat is from a student; and 7. Continuous improvement.	☐
4:170-AP2, E3, Letter to Parents/Guardians About Disruptive Social Media Apps; Dangers	The exhibit is updated in response to ANCRA, 325 ILCS 5/4.5, amended by P.A. 104-245, eff. 1-1-26, changing the term *child pornography* to *child sexual abuse material*, and for continuous improvement.	☐
4:175-AP1, Criminal Offender Notification Laws; Screening	The procedure is updated due to the renaming of 7:190-AP3, *Guidelines for Reciprocal Reporting of ~~Criminal~~ Offenses Committed by Students*.	☐
4:190, Targeted School Violence Prevention Program	The Legal References, Cross References, and footnotes are updated. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391. The footnotes are updated in response to 105 ILCS 128/45, amended by P.A. 104-407, requiring ISBE to provide districts with threat assessment guidance. The Cross References are updated due to the renaming of 7:150, *Agency and Law Enforcement Requests ~~Police Interviews~~*.	☐
4:190-AP1, Targeted School Violence Prevention Program	The procedure is updated in response to 105 ILCS 128/45, amended by P.A. 104-407, requiring ISBE to provide districts with threat assessment guidance, and the renaming of 7:150, *Agency and Law Enforcement Requests ~~Police Interviews~~*.	☐
4:190-AP2, Threat Assessment Team (TAT)	The procedure is updated in response to: 1. 105 ILCS 128/45, amended by P.A. 104-407, requiring ISBE to provide districts with threat assessment guidance; 2. 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174, requiring parent/guardian notification when a student allegedly threatens firearm violence; and 3. Continuous improvement.	☐
5:10, Equal Employment Opportunity and Minority Recruitment	The policy, Legal References, and footnotes are updated in response to the Victims' Economic Security and Safety Act, 820 ILCS 180/33, added by P.A. 104-171, eff. 1-1-26, prohibiting workplace discrimination and retaliation based on an employee's use of employer-issued equipment to record domestic violence, sexual violence, gender violence, or any other crime of violence committed against the employee or a family or household member of the employee. The footnotes are also updated in response to the Workplace Transparency Act (WTA), 820 ILCS 96/1-25, amended by P.A. 104-320, eff. 1-1-26, prohibiting employers from preventing employees from engaging in concerted union activities to address work-related issues as a condition of employment, and for continuous improvement.	☐

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

5:10-AP, Workplace Accommodations for Nursing Mothers	The procedure is updated in response to the Nursing Mothers in Workplace Act (NMWA), 820 ILCS 260/10, amended by P.A. 104-76, eff. 1-1-26, requiring that an employee be compensated during a break to express breast milk.	☐
5:20, Workplace Harassment Prohibited	The policy is unchanged. The footnotes are updated in response to the WTA, 820 ILCS 96/1-30, amended by P.A. 104-320, eff. 1-1-26, updating specific conditions for when employers may use confidentiality clauses in settlement or termination agreements involving alleged unlawful employment practices under federal or State civil rights laws, and for continuous improvement.	☐
5:90, Abused and Neglected Child Reporting	The policy, Cross References, and footnotes are updated in response to ANCRA, 325 ILCS 5/4.5, amended by P.A. 104-245, eff. 1-1-26, changing the term *child pornography* to *child sexual abuse material,* and to clarify the definition of *electronic and information technology equipment* from 325 ILCS 5/4.5(a). The footnotes are also updated in response to: 1. Dept. of Human Services Act, 20 ILCS 1305/1-17(b), amended by P.A. 103-752, expanding the authority of the Office of the Inspector General's investigations related to abuse allegations; 2. Criminal Code of 2012 (Criminal Code), 720 ILCS 5/11-25, amended by P.A. 104-320, eff. 1-1-26, specifying that *grooming* is perpetrated by someone five years or more older than a child, or holding a position of trust, authority or supervision in relation to the child at the time of the offense, and for continuous improvement. 3. 105 ILCS 21B-85, amended by P.A. 103-51, deleting references to the death penalty. The Cross References are updated due to the renaming of 7:150, *Agency and Law Enforcement Requests* ~~*Police Interviews*~~.	☐
5:100, Staff Development Program	The policy and footnotes are updated in response to: 1. 105 ILCS 5/27-240, added by P.A. 104-391, replacing the citation to 105 ILCS 110/3.10, repealed by P.A. 104-391; and 2. 105 ILCS 5/27-115, renumbered by P.A. 104-391. The footnotes are also updated in response to: 1. 105 ILCS 5/27-105, renumbered by P.A. 104-391; 2. IDHR's *Frequently Asked Questions (FAQs) about Racism-Free Schools Training*; and 3. Continuous improvement.	☐
5:120, Employee Ethics; Code of Professional Conduct; and Conflict of Interest	The policy is unchanged. The footnotes are updated in response to Criminal Code, 720 ILCS 5/11-25, amended by P.A. 104-245, eff. 1-1-26, specifying that *grooming* is perpetrated by someone five years or more older than a child, or holding a position of trust, authority or supervision in relation to the child at the time of the offense, and for continuous improvement.	☐
5:120-AP2, Employee Conduct Standards	The procedure is updated in response to: 1. Criminal Code, 720 ILCS 5/11-25, amended by P.A. 104-245, eff. 1-1-26, specifying that *grooming* is perpetrated by someone five years or more older than a child, or holding a position of trust, authority or supervision in relation to the child at the time of the offense; and 2. 105 ILCS 5/27-255, added by P.A. 104-391, requiring drug and substance abuse prevention education that was previously addressed in 105 ILCS 5/27-13.2, now repealed; and 3. Continuous improvement.	☐

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

5:185, Family and Medical Leave	The policy is unchanged. The footnotes are updated in response to: 1. Military Leave Act, 820 ILCS 151/12, added by P.A. 104-78, requiring a covered employer to provide paid leave for an employee to participate in a funeral honors detail for up to 8 hours per month for a maximum of 40 hours per calendar year, or more if authorized by the employer or a collective bargaining agreement; 2. U.S. Department of Labor Wage and Hour opinion letter 2023-1-A, clarifying when an employee may be permitted to work on an intermittent or reduced-leave schedule in accordance with federal rules; and 3. Continuous improvement.	☐
5:190, Teacher Qualifications	The policy is unchanged. The Legal References and footnotes are updated in response to 105 ILCS 5/21B-120, added by P.A. 104-111, eff. 1-1-26, establishing a short-term approval credential for teachers in accordance with rules developed by ISBE, and for continuous improvement.	☐
5:200, Terms and Conditions of Employment and Dismissal	The policy and footnotes are updated in response to NMWA, 820 ILCS 260/10, amended by P.A. 104-76, eff. 1-1-26, requiring that an employee be compensated during a break to express breast milk. The footnotes are also updated for continuous improvement.	☐
5:220, Substitute Teachers	The Legal References and footnotes are updated. The Legal References are updated in response to 105 ILCS 128/22, added by P.A. 104-198, eff. 1-1-26, requiring districts to provide all substitute personnel with: (1) training on school evacuation drills and law enforcement lockdown drills, and (2) support that includes, at a minimum, the information packet given to employees with district-approved materials outlining evacuation and lockdown procedures. Maps indicating all school exits must also be prominently displayed in every classroom. The footnotes are updated in response to 105 ILCS 5/21B-20(2)(E), amended by P.A. 103-617, allowing an individual who holds a valid career and technical educator endorsement on an Educator License with Stipulations but who does not hold a bachelor's degree to substitute teach in career and technical education classrooms, and for continuous improvement.	☐
5:220-AP, Substitute Teachers	The procedure is updated for the reasons stated in 5:220, *Substitute Teachers,* above.	☐
5:280, Duties and Qualifications	The policy and footnotes are updated for continuous improvement. The footnotes are also updated in response to IVC, 625 ILCS 5/6-106.1, amended by P.A. 104-256, eff. 7-1-26, updating the requirements for school bus driver permits issued by the Ill. Secretary of State.	☐
5:300, Schedules and Employment Year	The policy and footnotes are updated for the reason stated in 5:200, *Terms and Conditions of Employment and Dismissal*, above.	☐

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

6:20, School Year Calendar and Day	The policy, Legal References, and footnotes are updated in response to: 1. 105 ILCS 5/24-2(c), amended by P.A. 104-391, making commemorative holidays optional to observe and moving the last Friday in April (Arbor and Bird Day), October 9 (Leif Erikson Day), and the day immediately after Thanksgiving (Native American Heritage Day) to commemorative holidays; 2. 105 ILCS 5/27-20, repealed by P.A. 104-391, removing American Indian Day. 3. 105 ILCS 5/27-1025, renumbered by P.A. 104-391; 4. 105 ILCS 5/27-20.2, repealed by P.A. 104-391, removing Just Say No Day; 5. 105 ILCS 5/27-510, added by P.A. 104-391, and replacing in part 105 ILCS 5/27-3, repealed by P.A. 104-391, continuing to require the Pledge of Allegiance to be recited every day in elementary and secondary schools; 6. 105 ILCS 5/10-19.05, amended by P.A. 104-250, eff. 1-1-26, adding to the activities allowed to be counted toward the calculation of clock hours of school work; 7. 105 ILCS 5/2-3.206, added by P.A. 104-115, requiring by July 1 each year, ISBE must prominently post on its website and distribute to each school district a nonexhaustive list of days and dates of cultural, religious, or other observances for, at a minimum, the school year that begins in the next calendar year; and 8. Continuous improvement.	☐
6:40, Curriculum Development	The policy, Legal References, Cross References, and footnotes are updated for continuous improvement. Footnote 1 is also updated in response to Mahmoud v. Taylor, 145 S.Ct. 2332 (2025), holding that classroom instruction will burden parents' religious free exercise rights if it requires their children to submit to instruction "that poses 'a very real threat of undermining' the religious beliefs and practices that the parents wish to instill."	☐

6:60, Curriculum Content	The policy, Legal References and footnotes are updated in response to: ☐ 1. P.A. 104-391, renumbering, reorganizing, and repealing citations throughout 105 ILCS 5/27 (substantive changes detailed below); 2. 105 ILCS 5/27-215, added by P.A. 104-391 and replacing, in part, the Comprehensive Health Education Program, 105 ILCS 110/3, repealed by P.A. 104-391; 3. 105 ILCS 5/27-510, added by P.A. 104-391 and replacing in part 105 ILCS 5/27-3 and 5/27-3.10, both repealed by P.A. 104-391, requiring instruction on patriotism, principles of representative government, and elementary civics education to be provided as part of civics education for students in grades 6, 7, or 8, and requiring instruction on the method of voting at elections by means of the Australian ballot system be included in civics education in grades 6-8 (formerly grades were not specified for this topic and the method of counting votes for candidates is no longer a required topic); 4. 105 ILCS 5/27-605, amended by P.A. 104-387, and renumbered by P.A. 104-391, allowing students to choose one year of ~~vocational~~ career and technical education to meet high school graduation requirements; 5. 105 ILCS 5/27-255, added by P.A. 104-391, requiring specific drug abuse prevention education in grades K-4, 5-12, and 6-12. This new section replaces, in part, 105 ILCS 5/27-13.2 and the Comprehensive Health Education Program, 105 ILCS 110/3, both repealed by P.A. 104-391; 6. 105 ILCS 5/27-405(b), added by P.A. 104-391, requiring age- and developmentally appropriate online safety instruction for grades 3-8 beginning in the 2027-2028 school year; 7. 105 ILCS 5/27-12, repealed by P.A. 104-391, eliminating the requirement that character education be taught; 8. 105 ILCS 5/27-105, added by P.A. 104-391, replacing the provision on the dangers of abduction formerly at 105 ILCS 5/27-13.2, repealed by P.A. 104-391, and no longer specifying that such education be provided annually in grades K-8; 9. 105 ILCS 5/27-250, added by P.A. 104-391, requiring students in grades 9-12 receive training on CPR and use of an AED (grades not previously specified for CPR training); 10. 105 ILCS 5/27-405, added by P.A. 104-391, requiring media literacy and Internet safety instruction in grades 9-12 beginning in the 2027-2028 school year (consolidating and amending media literacy and internet safety instruction under 105 ILCS 5/27-410 and 415, both renumbered by P.A. 104-391 and scheduled for repeal on 7-1-27); 11. 105 ILCS 5/27-3.5, repealed by P.A. 104-391, removing the requirement to show students a Congressional Medal of Honor film in grade 7 and high school history courses. The footnotes are also updated in response to: 1. 105 ILCS 5/2-3.206, added by P.A. 104-399, eff. 1-1-26, encouraging districts to collect K-8 teaching resources to support American Sign Language programs; 2. 105 ILCS 5/14D, added by P.A. 104-266, eff. 1-1-26, requiring ISBE to: (1) provide guidance to districts on dual language education programs, (2) integrate dual language education into the Equity Journey Continuum, and (3) establish recognition pathways for biliteracy in certain grades before high school; 3. 105 ILCS 5/27-515, amended and renumbered by P.A. 104-391, requiring not less than one hour of each school week, or an amount of time equal to one hour per school week through the school year, to be spent on the study of patriotism, principles of representative government, and elementary civics education in grades 7-8; 4. 105 ILCS 5/27-1020, amended and renumbered by P.A. 104-391, removing the 16-hour instruction requirement for safety education, if offered by a board; 5. ISBE's *Native American and Indigenous Peoples Resource Guide* (March 2025), assisting districts with implementation of instruction on Native American history; 6. 105 ILCS 5/27-1030, renumbered by P.A. 104-391, allowing districts to include a unit of instruction on the Irish Famine (see Footnote 48 for a new option to list such instruction if a board offers it); and 7. Continuous improvement. 162

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

6:60-AP1, Comprehensive Health Education Program	The procedure is updated in response to: 1. P.A. 104-391, renumbering, reorganizing, and repealing citations throughout 105 ILCS 5/27 (substantive changes detailed below); 2. The Critical Health Problems and Comprehensive Health Education Act, 105 ILCS 5/27-205 through 5/27-230, added by P.A. 104-391, replacing, in part, 105 ILCS 110/, repealed by P.A. 104-391; 3. 105 ILCS 5/27-215, added by P.A. 104-391, replacing, in part, the Comprehensive Health Education Program, 105 ILCS 110/3, repealed by P.A. 104-391, and requiring districts to provide consent education that aligns with the definition of *consent* in 105 ILCS 5/215(a); 4. 105 ILCS 5/27-255, added by P.A. 104-391, requiring specific drug abuse prevention education in grades K-4, 5-12, and 6-12. This new section replaces, in part, 105 ILCS 5/27-13.2 and the Comprehensive Health Education Program, 105 ILCS 110/3, both repealed by P.A. 104-391; 5. 105 ILCS 5/27-1020, amended and renumbered by P.A. 104-391, removing the 16-hour instruction requirement for safety education, if offered by a board; 6. 105 ILCS 5/27-250, added by P.A. 104-391, requiring students in grades 9-12 receive training on CPR and use of an AED (grades not previously specified for CPR training); 7. 105 ILCS 5/27-105, added by P.A. 104-391, replacing the provision on the dangers of abduction formerly at 105 ILCS 5.27-13.2, repealed by P.A. 104-391, and no longer specifying that such education be provided annually in grades K-8; 8. 105 ILCS 5/27-13.2, repealed by P.A. 104-391, removing the requirement that districts provide parents/guardians of students in grades K-8 with prior written notice of sexual abuse prevention instruction and excuse students from such instruction upon written objection of the parent/guardian; and 9. Continuous improvement.	☐
6:60-AP1, E1, ~~Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education;~~Requests to Examine Materials~~; Written Objection(s)~~ and~~/or~~ Statutory Opt-outs	**RENAMED.** The exhibit is updated in response to: 1. 105 ILCS 5/27-1015, renumbered by P.A. 104-391; 2. 105 ILCS 5/27-215, added by P.A. 104-391, replacing, in part, the Comprehensive Health Education Program, 105 ILCS 110/3, repealed by P.A. 104-391; 3. 105 ILCS 5/27-13.2, repealed by P.A. 104-391, removing the requirement that districts provide parents/guardians of students in grades K-8 with prior written notice of sexual abuse prevention instruction and excuse students from such instruction upon written objection of the parent/guardian; 4. 105 ILCS 5/27-250, added by P.A. 104-391, permitting parent/guardian opt-out from instruction on CPR and use of an AED; 5. 105 ILCS 5/27-1045, renumbered by P.A. 104-391; and 6. Continuous improvement.	☐
6:60-AP2, Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))	The procedure is updated in response to 105 ILCS 5/27-1015, renumbered by P.A. 104-391, and 105 ILCS 5/27-13.2, repealed by P.A. 104-391, removing the requirement that districts provide parents/guardians of students in grades K-8 with prior written notice of sexual abuse prevention instruction and excuse students from such instruction upon written objection of the parent/guardian.	☐
6:60-AP3, Developmentally Appropriate Consent Education	The procedure is updated in response to 105 ILCS 5/27-1010, amended and renumbered by P.A. 104-391.	☐
6:130, Program for the Gifted	The policy, Legal References, and footnotes are updated. The policy and Legal References are updated in response to 105 ILCS 5/14A, amended by P.A. 104-129, eff. 1-1-26, removing references to State funding for gifted programs and related requirements. The footnotes are also updated for continuous improvement.	☐

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

6:135, Accelerated Placement Program	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/14A-32, amended by P.A. 104-261, eff. 1-1-26, providing that for the 2023-2024 through the 2026-2027 school year, a district's accelerated placement policy must allow a student who ~~meets or~~ exceeds State standards in English language arts, mathematics, or science to automatically enroll into the next most rigorous level of advance coursework offered by the high school, and for continuous improvement.	☐
6:135-AP, Accelerated Placement Program Procedures	The procedure is updated for the reasons stated in 6:135, *Accelerated Placement Program*, above.	☐
6:140, Education of Homeless Children	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/2-3.06, added by P.A. 104-302, requiring districts to annually report to ISBE on funding and how it is spent for homeless children and youth.	☐
6:160, English Learners	The policy and footnotes are updated for continuous improvement. The footnotes are also updated in response to 105 ILCS 5/14C-3, amended by P.A. 104-261, eff. 1-1-26, addressing requirements for transitional bilingual education.	☐
6:210, Instructional Materials	The policy is unchanged. The footnotes are updated for the reasons stated in 6:40, *Curriculum Development*, above. Additionally, an option is added to footnote 5 for boards that only wish to approve primary instructional materials, rather than all instructional materials.	☐
6:220, Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct	The policy, Legal References, Cross References, and footnotes are updated for continuous improvement. The footnotes are also updated in response to: 1. 105 ILCS 5/27-410, renumbered by P.A. 104-391, and scheduled to be repealed on 7-1-27, and 105 ILCS 5/27-405, added by P.A. 104-391, addressing media literacy and internet safety instruction; 2. 105 ILCS 5/10-20.13, amended by P.A. 104-391, requiring districts to waive fees for textbooks <u>and instructional materials</u> when a student's parents/guardians are unable to afford them; and 3. Continuous improvement.	☐
6:235, Access to Electronic Networks	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/2-3.118a, added by P.A. 104-399, eff. 1-1-26, requiring ISBE to develop guidance on the use of artificial intelligence in K-12 education by 7-1-26, and for continuous improvement.	☐
6:240, Field Trips	The policy is unchanged. The footnotes are updated in response to: 1. 105 ILCS 5/29-6.3, amended by P.A. 104-367, eff. 1-1-26, allowing districts to transport students in multifunction school activity buses (MFSABs) for school sponsored activities; 2. IVC, 625 ILCS 5/11-1414.1, amended by P.A.s 104-256, eff. 7-1-26, and 104-367, eff. 1-1-26, allowing for the use of an MFSAB for curriculum-related or career-related activities subject to certain conditions; and 3. Continuous improvement.	☐
6:260, Complaints About Curriculum, Instructional Materials, and Programs	The Legal References and footnotes are updated for the reasons stated in 6:40, *Curriculum Development*, above, above.	☐
6:260-AP, Responding to Complaints About Curriculum, Instructional Materials, and Programs	The procedure is updated for the reasons stated in 6:40, *Curriculum Development*, above.	☐

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

6:270, Guidance and Counseling Program	The policy language is unchanged. The footnotes are updated in response to: 1. 105 ILCS 5/10-22.24b, amended by P.A. 104-353, requiring school counseling services for students regardless of their immigration status; 2. 105 ILCS 5/10-20.5a, amended by P.A. 104-15, requiring schools to make student directory information and student direct admission information available to the Illinois Student Assistance Commission for the Public University Direct Admissions program for those parents/guardians or students who opt-in to the program; and 3. Continuous improvement.	☐
6:280, Grading and Promotion	The policy is unchanged. The footnotes are updated in response to 105 ILCS 5/10-20.9a, amended by P.A. 104-391, deleting the now-expired provision that prohibited withholding a student's grades, transcripts, or diploma because of an unpaid balance on the student's school account.	☐
6:300, Graduation Requirements	The policy, Legal References, and footnotes are updated in response to: 1. 105 ILCS 5/27-605, amended and renumbered by P.A. 104-391; 2. 105 ILCS 5/27-510, added by P.A. 104-391, requiring students to pass an exam on patriotism, principles of representative government, and proper use and display of the American flag, formerly addressed at 105 ILCS 5/27-3, repealed by P.A. 104-391; The Legal References are also updated in response to 105 ILCS 5/27-615, amended and renumbered by P.A. 104-391. The footnotes are further updated in response to: 1. 105 ILCS 5/27-605, amended by P.A. 104-387, allowing students to choose one year of ~~vocational~~ career and technical education to meet high school graduation requirements; 2. 105 ILCS 5/22-87(b), amended by P.A. 104-13, requiring each high school to designate a staff member as a contact for the student financial aid application graduation requirement; 3. 105 ILCS 5/22-87(b), amended by P.A. 104-14, requiring districts to provide appropriate supports to assist high school students with learning about and completing the financial aid application required for graduation; and 4. Continuous improvement.	☐
6:300-E2, State Law Graduation Requirements	The exhibit is updated for the reasons stated in 6:300, *Graduation Requirements*, above (except for the first item #2 listed for that policy).	☐
6:300-E3, Form for Exemption from Financial Aid Completion	The exhibit is updated in response to: 1. 105 ILCS 5/22-87(b), amended by P.A. 104-13, requiring each high school to designate a staff member as a contact for the student financial aid application graduation requirement; 2. 105 ILCS 5/22-87(b), amended by P.A. 104-14, requiring districts to provide appropriate supports to assist high school students with learning about and completing the financial aid application required for graduation; and 3. Continuous improvement.	☐

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

6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students	The policy, Legal References, and footnotes are updated in response to 105 ILCS 5/2-3.115, amended by P.A. 104-261, eff. 1-1-26, deleting the provision that required ISBE to encourage programs of academic credit for Tech Prep work-based learning for high school students. The Legal References and footnotes are also updated in response to P.A. 104-391, renumbering multiple provisions in 105 ILCS 5/27. The footnotes are also updated in response to: 1. Dual Credit Quality Act, 110 ILCS 27/, amended by P.A. 104-12, adding procedural requirements for: (1) negotiation of a partnership agreement between a district and community college, and (2) a contract between a district and out-of-state postsecondary institutions; 2. 105 ILCS 5/2-3.206, added by P.A. 104-249, eff. 1-1-26, requiring ISBE to post on its website approved opportunities for externships, internships, or volunteer work related to career and technical education pathways; and 3. Continuous improvement.	☐
6:310-E, Class Substitution Request	The exhibit is updated in response to 105 ILCS 5/27-610, amended and renumbered by P.A. 104-391.	☐
6:315, High School Credit for Students in Grades 7 or 8	The policy, Legal References, and footnotes are updated in response to 105 ILCS 5/27-615, amended by P.A. 104-267, eff. 1-1-26, and renumbered by P.A. 104-391, expanding the ability of students in grade 7 or 8 to obtain high school course credit. The Cross References are supplemented with a reference to 6:135, *Accelerated Placement Program*.	☐
6:320, High School Credit for Proficiency	The Legal References and footnotes are updated in response to 105 ILCS 5/27-605, amended by P.A. 104-387 and amended and renumbered by P.A. 104-391, allowing students to choose one year of ~~vocational~~ career and technical education to meet a high school graduation requirement. The Legal References and footnotes are also updated for continuous improvement.	☐
7:10, Equal Educational Opportunities	The Legal References, Cross References, and footnotes are updated in response to 105 ILCS 5/22-105(c)(1-3), added by P.A. 104-288, eff. 1-1-26, codifying Plyler v. Doe, 457 U.S. 202 (1982), prohibiting districts from taking any action that would deny a child free public education based on the child's or their parent's/guardian's actual or perceived citizenship or immigration status, and requiring districts to establish a policy and procedures regarding agency and law enforcement requests, to ensure this right is preserved. The footnotes are also updated for continuous improvement.	☐
7:70, Attendance and Truancy	The policy, Legal References, and footnotes are updated in response to 105 ILCS 5/10-19.05(k), amended by P.A. 104-250, eff. 1-1-26, requiring an approval process for students to attend allowable activities by the beginning of the 2026-2027 school year. The policy and footnotes are also updated in response to 105 ILCS 5/26-12, amended by P.A. 104-430, prohibiting school personnel from referring a truant, chronic truant, or truant minor to any other local public entity, school resource officer, or peace officer to issue a fine/fee as punishment.	☐
7:130, Student Rights and Responsibilities	The policy is unchanged. The footnotes are updated for continuous improvement. The Cross References are updated due to the renaming of 7:150, *Agency and Law Enforcement Requests* ~~*Police Interviews*~~ and to add a reference to 7:330, *Student Use of Buildings – Equal Access*.	☐
7:140, Search and Seizure	The Legal References are updated for continuous improvement. The Cross References are updated due to the renaming of 7:150, *Agency and Law Enforcement Requests* ~~*Police Interviews*~~.	☐

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

7:150, Agency and Law Enforcement Requests ~~Police Interviews~~	**RENAMED AND REWRITTEN.** This policy is renamed and rewritten in response to 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, requiring districts to establish a policy by 7-1-26 regarding agency and law enforcement requests at school, and for continuous improvement.	☐
7:150-AP, Managing Agency and Law Enforcement Requests ~~Police Interviews~~	**RENAMED AND REWRITTEN.** This procedure is renamed and rewritten in response to 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, requiring districts to establish procedures by 7-1-26 regarding agency and law enforcement requests at school, and for continuous improvement.	☐
7:150-AP, E, Record of Agency and Law Enforcement Requests	**NEW.** This exhibit is created in response 105 ILCS 5/22-105(c)(4)(B), added by P.A. 104-288, eff. 1-1-26, requiring districts to document interactions with agencies and law enforcement when they attempt to enter a school or school facility.	☐
7:180, Prevention of and Response to Bullying, Intimidation, and Harassment	The policy, Legal References, and footnotes are updated in response to 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391, expanding the *bullying* definition to prohibit posting or distributing sexually explicit images and, beginning in the 2026-2027 school year, expanding the *cyberbullying* definition to prohibit posting or distributing an *unauthorized digital replica*. The policy and footnotes are also updated in response to 23 Ill. Admin.Code §1.295(c)(2), requiring updated bullying policies submitted to ISBE to contain the date of adoption.	☐
7:190, Student Behavior	The policy and footnotes are updated in response to 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174, requiring parent/guardian notification when a student allegedly threatens firearm violence. The footnotes are further updated in response to: 1. 105 ILCS 5/10-22.6(i), amended by P.A. 104-430, prohibiting issuing students a monetary fine, fee, ticket, or citation as a school-based disciplinary consequence or for a municipal code violation on school grounds during school hours or while taking school transportation; 2. 105 ILCS 5/26-12(b), amended by P.A. 104-430, prohibiting school personnel from referring a truant, chronic truant, or truant minor to any other local public entity, school resource officer, or peace officer to issue a fine/fee as punishment; 3. 105 ILCS 5/10-20.68, amended by P.A. 104-430, requiring that beginning 7-1-26, districts that use a school resource officer have a memorandum of understanding with a local law enforcement agency; 4. 105 ILCS 5/22-110, amended by P.A. 104-338 and renumbered by P.A. 104-391 (previously 105 ILCS 5/27-23.7), incorporating by reference the definition of *artificial intelligence* from the Digital Voice and Likeness Protection Act, 815 ILCS 550/, and expanding the definitions of *bullying* and *cyberbullying*; and 5. Continuous improvement. The Cross References are updated due to the renaming of 7:150, *Agency and Law Enforcement Requests* ~~*Police Interviews*~~.	☐

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

7:190-E3, Memorandum of Understanding	The exhibit is updated in response to: 1. 105 ILCS 5/2-3.2.06, added by P.A. 104-430, requiring that on or before 1-31-29 and annually thereafter, ISBE report on law enforcement referral data collected from districts; 2. 105 ILCS 5/10-20.14(b), amended by P.A. 104-430, requiring the parent-teacher advisory committee's guidelines for reciprocal reporting to address both civil and criminal offenses committed by students; 3. 105 ILCS 5/10-20.68, amended by P.A. 104-430, requiring that beginning 7-1-26, districts that use a school resource officer have a memorandum of understanding with a local law enforcement agency; 4. 105 ILCS 5/10-22.6(i), amended by P.A. 104-430, prohibiting issuing students a monetary fine, fee, ticket, or citation as a school-based disciplinary consequence or for a municipal code violation on school grounds during school hours or while taking school transportation; 5. 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174, requiring parent/guardian notification when a student allegedly threatens firearm violence; 6. The renaming of 7:150, *Agency and Law Enforcement Requests ~~Police Interviews~~*; 7. The renaming of 7:150-AP, *Managing Agency and Law Enforcement Requests ~~Police Interviews~~*; and 8. Continuous improvement.	☐
7:190-AP3, Guidelines for Reciprocal Reporting of ~~Criminal~~ Offenses Committed by Students	**RENAMED AND REWRITTEN.** The procedure is renamed and rewritten in response to: 1. 105 ILCS 5/10-20.14(b), amended by P.A. 104-430, requiring the parent-teacher advisory committee's guidelines for reciprocal reporting to address both civil and criminal offenses committed by students; 2. ISBE's *Development of Reciprocal Reporting Systems Guidance*; and 3. Continuous improvement.	☐
7:190-AP6, Guidelines for Investigating Sexting Allegations	The procedure is updated in response to ANCRA, 325 ILCS 5/4.5, amended by P.A. 104-245, eff. 1-1-26, changing the term *child pornography* to *child sexual abuse material*. It also incorporates the renaming of 7:150-AP, *Managing Agency and Law Enforcement Requests ~~Police Interviews~~*.	☐
7:190-AP7, Student Discipline Guidelines	The procedure is updated in response to: 1. 105 ILCS 5/10-20.68, amended by P.A. 104-430, requiring that beginning 7-1-26, districts that use a school resource officer have a memorandum of understanding with a local law enforcement agency; 2. 105 ILCS 5/2-3.2.06, added by P.A. 104-430, requiring that on or before 1-31-29 and annually thereafter, ISBE report on law enforcement referral data collected from districts; 3. The renaming of 7:150, *Agency and Law Enforcement Requests ~~Police Interviews~~*; and 4. Continuous improvement.	☐
7:250, Student Support Services	The policy is unchanged. The footnotes are updated in response to: 1. 105 ILCS 5/10-22.24b, amended by P.A. 104-353, requiring school counseling services to address the needs of all students, regardless of citizenship status; 2. The *School Social Work Best Practice Guide* (2020) published by ISBE and the Ill. Association of School Social Workers; 3. Professional development and resources for educators supporting adoptive, foster, and kinship students published by the nonprofit iCare 4 Adoptive And Foster Families; and 4. Continuous improvement.	☐

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

7:255-AP1, Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence	The procedure is updated in response to 105 ILCS 5/26A-25(b)(1), amended by P.A. 104-391, removing the specific hours of training required for employees designated to resolve complaints of violations of the *Ensuring Success in School Law.*	☐
7:290, Suicide and Depression Awareness and Prevention	The policy, Legal References, and footnotes are updated in response to: 1. 105 ILCS 5/27-215, added by P.A. 104-391, requiring education for students on mental health and illness; 2. 105 ILCS 5/27-215, added by P.A. 104-391, adding student protocols for administering youth suicide awareness and prevention education; 3. 105 ILCS 5/10-20.81, amended by P.A. 104-264, eff. 1-1-26, requiring districts to insert the same contact information for suicide prevention helplines required for student ID cards on employee ID cards for employees serving any of grades 6 through 12; and 4. Continuous improvement.	☐
7:290-AP, Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program	The procedure is updated for the reasons stated in 7:290, *Suicide and Depression Awareness and Prevention,* above. In addition, the procedure is updated in response to: 1. 105 ILCS 5/10-22.24b, amended by P.A. 103-780, allowing school counseling services to be used for providing educational opportunities for mental health issues and counseling and other resources to students who are in crisis; and 2. Updated contact information in accordance with 105 ILCS 5/2-3.166(c)(7).	☐
7:310, Restrictions on Publications; Elementary Schools	The Legal References and footnotes are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391. The footnotes are also updated in response to 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, incorporating by reference the definition of *artificial intelligence* from the Digital Voice and Likeness Protection Act, 815 ILCS 550/, and expanding the definitions of *bullying* and *cyberbullying*.	☐
7:315, Restrictions on Publications; High Schools	The policy, Legal References, and footnotes are updated in response to 105 ILCS 5/27-415, renumbered by P.A. 104-391 and scheduled for repeal on 7-1-27, addressing the requirements for media literacy instruction through the 2026-2027 school year, and 105 ILCS 5/405(c), added by P.A. 104-391, addressing the requirements for media literacy instruction beginning with the 2027-2028 school year. The Legal References and footnotes are also updated for the reasons stated in 7:310, *Restrictions on Publications; Elementary Schools*, above, and for continuous improvement.	☐
7:340, Student Records	The policy and footnotes are updated for continuous improvement. The footnotes are also updated in response to: 1. Ill. School Student Records Act (ISSRA), 105 ILCS 10/2, amended by P.A. 104-356, eff. 7-1-26, revising the definition of *student permanent record* to include a summary of performance for students that received special education services, and permitting the Ill. Dept. of Human Services (IDHS) to access a student's records without consent for the purpose of assessing or evaluating a student's eligibility for Medicaid waiver benefits.; 2. 105 ILCS 5/22-105(c)(4)(B), added by P.A. 104-288, eff. 1-1-26, prohibiting districts from designating place of birth as *directory information*; and 3. The renaming of 7:150, *Agency and* <u>*Law Enforcement Requests*</u> ~~*Police Interviews*~~.	☐

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

7:340-AP1, School Student Records	The procedure is updated for the reasons stated in 7:340, *Student Records,* above. In addition, the procedure is updated in response to: 1. Mental Health and Developmental Disabilities Confidentiality Act (MHDDCA), 740 ILCS 110/, amended by P.A. 104-263, eff. 1-1-26, updating requirements for disclosure; 2. MHDDCA, 740 ILCS 110/4, amended by P.A. 104-263, eff. 1-1-26, and 740 ILCS 110/5, amended by P.A. 104-270, updating access requirements to any record that is protected by the MHDDCA, specifically that of a therapist, social worker, psychologist, nurse, agency, or hospital that was made in the course of providing mental health or developmental disabilities services to a student; 3. ISSRA, 105 ILCS 10/2(e), added by P.A. 104-356, eff. 7-1-26, requiring a district to maintain a summary of performance for students who received special education services as a *student permanent record*, unless a district has obtained the informed written consent of the student and parents or guardians to exclude it; 4. ISSRA, 105 ILCS 10/6(a)(14), added by P.A. 104-356, eff. 7-1-26, allowing for access without notification to or consent of a parent/guardian or eligible student by the Ill. Dept. of Human Services (IDHS) for the sole purpose of assessing or evaluating the student's eligibility for Medicaid waiver benefits consistent with rules adopted by IDHS; 5. 105 ILCS 5/22-105(c)(4)(A) and (B), added by P.A. 104-288, eff. 1-1-26, prohibiting districts from collecting information about a student's citizenship or immigration status and prohibiting designating place of birth as *directory information*; 6. 105 ILCS 5/10-20.13(d), added by P.A. 104-391, prohibiting any discrimination, punishment, or penalty of a student for an unpaid balance or because parents/guardians cannot pay fees or fines for lost school property, replacing in part 105 ILCS 5/28-19.2, repealed by P.A. 104-391; and 7. Continuous improvement.	☐
7:340-AP1, E1, Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records	The exhibit is updated in response to: 1. 105 ILCS 5/27-605, amended and renumbered by P.A. 104-391; 2. ISSRA, 105 ILCS 10/2(e), added by P.A. 104-356, eff. 7-1-26, requiring a district to maintain a summary of performance for students who received special education services as a *student permanent record*, unless a district has obtained the informed written consent of the student and parents or guardians to exclude it; 3. ISSRA, 105 ILCS 10/6, amended by P.A. 104-356, eff. 7-1-26, permitting IDHS to access a student's records without consent for the purpose of assessing or evaluating a student's eligibility for Medicaid waiver benefits; 4. 105 ILCS 5/22-105(c)(4)(A) and (B), added by P.A. 104-288, eff. 1-1-26, prohibiting districts from collecting information about a student's citizenship or immigration status and prohibiting designating place of birth as *directory information*; and 5. Continuous improvement.	☐
8:30, Visitors and Conduct on School Property	The policy, Legal References, and footnotes are updated. The policy and footnotes are updated for continuous improvement. The Legal References are updated in response to 105 ILCS 5/22-110, renumbered by P.A. 104-391. The footnotes are also updated in response to the Criminal Code, 720 ILCS 5/11-9.3(d), amended by P.A. 104-245, eff. 1-1-26, revising the definition of *sex offense* as it relates to the broader definition of *child sex offender*.	☐
8:30-AP, Definition of Child Sex Offender	The procedure is updated in response to the Criminal Code, 720 ILCS 5/11-9.3(d), amended by P.A. 104-245, eff. 1-1-26, revising the definition of *sex offense* as it relates to the broader definition of *child sex offender*.	☐

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

8:95-AP, Parental Involvement	The procedure is updated in response to: 1. 23 Ill.Admin.Code §1.245, amended by 47 Ill. Reg. 18457, adding language regarding fines to fee waivers for when a district or school provides notices to parents/guardians on fee waivers; 2. 105 ILCS 5/10-22.31, amended by P.A. 104-218, eff. 1-1-26, adding requirements when a district intends to withdraw from a special education joint agreement; 3. Child Welfare Disclosure to Parents Act, 20 ILCS 522/, added by P.A. 104-254, requiring that a parent involved with the Illinois child welfare system: (1) be notified of and invited to attend all of the child's school meetings; (2) have all meetings scheduled at times and places that allow for the parent to participate; and (3) be provided transportation assistance when necessary to attend meetings; 4. P.A. 104-391, renumbering and repealing provisions in 105 ILCS 5/27; and 5. Continuous improvement.	☐
8:100, Relations with Other Organizations and Agencies	The policy is unchanged. The Cross References and footnotes are updated. The footnotes are updated in response to 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, addressing requirements for interactions with agencies and law enforcement when they attempt to enter a school or school facility. The Cross References are updated due to the renaming of 7:150, *Agency and Law Enforcement Requests* ~~*Police Interviews*~~.	☐

School Board

Board Member Development [1]

The 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; (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 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/.

[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, 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, 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, amended by P.A. 104-20. This mandatory training requirement was phased in as districts implemented evaluations that may 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 A~~all districts are required~~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)/.

[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] 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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Board of Education

Board Member Development

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

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

Mandatory Board Member Training

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

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development and leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; (4) and trauma-informed practices for students and staff; and (5) improving student outcomes, within the first year of his or her first term.
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 is only required once.
3. Each Board member must complete a training program on evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal using the optional alternative evaluation dismissal process. This dismissal process is available after the District's PERA implementation date.

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

Professional Development; Adverse Consequences of School Exclusion; Student Behavior

The Board President or Superintendent, or their designees, 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, adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments, 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, i.e., *Senate Bill 100 training topics*.

Board Self-Evaluation

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

New Board Member Orientation

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

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

CURRENT

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

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

Candidates

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

LEGAL REF: 5 ILCS 120/1.05 and 120/2, 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 Board Meetings)

ADOPTED: May 17, 2001

REVISED: January 16, 2025

CURRENT

School Board

Committees [1]

The School Board may establish committees to assist with the Board's governance function and, in some situations, to comply with State law requirements. These committees are known as *Board committees* and report directly to the Board. Committee members may include both Board members and non-Board members depending on the committee's purpose. The Board President makes all Board committee appointments unless specifically stated otherwise.[2] Board committee meetings shall comply with the Open Meetings Act.[3] A Board committee may not take final action on behalf of the Board – it may only make recommendations to the Board. [4]

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 in that some committees are required by State law, such as, Parent-Teacher Advisory Committee and Behavioral Interventions Committee. Board committees are *public bodies* for purposes of the Open Meetings Act (OMA) (5 ILCS 120/1.02) and the Freedom of Information Act (FOIA) (5 ILCS 140/2(a)).

A board must appoint or approve a Concussion Oversight Team and charge it with establishing protocols for return-to-play and return-to-learn for students who have suffered a concussion or head injury. Youth Sports Concussion Safety Act, 105 ILCS 5/22-80(d). As this is administrative/staff work rather than governance work, the best practice is to have the Concussion Oversight Team be an *administrative* committee, but consult the board attorney for guidance. Section 22-80(d) identifies who must be on each Concussion Oversight Team. A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, they must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. See sample policy 7:305, *Student Athlete Concussions and Head Injuries*.

[2] Alternatively, strike the "unless" clause and substitute: "subject to Board approval." Be sure this treatment is consistent with policy 2:110, *Qualifications, Term, and Duties of Board Officers*.

[3] OMA includes *committees* and *subcommittees* in its definition of *public body*. 5 ILCS 120/1.02. According to a binding opinion from the Public Access Counselor, a "committee of a public body is considered to be a separate public body for purposes of compliance with the requirements of OMA." PAO 13-2. This means that board committees must independently fulfill OMA's requirements. For example, a board committee must comply with notice and agenda requirements. Since board committees seldom meet regularly, compliance steps need careful planning. Board committees should plan for an efficient way to "approve the minutes of its open meeting within 30 days after that meeting or at [its] second subsequent regular meeting, whichever is later." 5 ILCS 120/2.06(b). The only exceptions are for: (1) the Performance Educational Review Act (PERA) joint committee (105 ILCS 5/24A-4(b)); (2) the Reduction In Force (RIF) joint committee (105 ILCS 5/24-12(c)); and (3) when a committee is engaged in collective bargaining negotiations, including negotiating team strategy sessions, or grievance arbitrations (115 ILCS 5/18). Board committees must also review their closed session minutes to determine if they still require confidential treatment or will be made available for public inspection. 5 ILCS 120/2.06(d), amended by P.A. 102-653. Committees that meet regularly, such as standing committees, must conduct this review every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the committee. Committees that are *ad hoc* in nature must review their closed session minutes six months from the date of the last review of the closed session minutes or at the next scheduled meeting of the committee, whichever is later. Id.

Sample policy 2:200, *Types of School Board Meetings*, designates the superintendent, on behalf of each board committee, to receive the mandatory training on OMA compliance required by 5 ILCS 120/1.05(a) and administered by the Ill. Attorney General's Public Access Counselor. See policies 2:200, *Types of School Board Meetings*, and 2:220, *School Board Meeting Procedure*, for meeting requirements and protocol. Every board member must also complete OMA training as required by 5 ILCS 120/1.05(b) and (c).

[4] Additional committee guidelines may be added, such as:

Committees shall operate under the following guidelines:

- The Board President shall appoint no more than two Board members to serve on a committee.

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Special Board Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion. [5]

Standing Board Committees [6]

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

1. Board Policy Committee.[7] This committee researches policy issues, and provides information and recommendations to the Board.
2. Parent-Teacher Advisory Committee.[8] This committee assists in the development of student behavior policy and procedure, and provides information and recommendations to the Board. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal and civil offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
3. Behavioral Interventions Committee.[9] This committee develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*, and provides information and recommendations to the Board. At the Board President's discretion, the Parent-Teacher Advisory Committee shall perform the duties assigned to the Behavioral Interventions Committee.

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- The President and the committee members shall establish the committee's meeting dates, time, and place.
- The Superintendent may attend all committee meetings.

[5] A board may list examples as in the following option:

Examples of special committees include the following: (1) Committee to Evaluate Procurement of Architectural, Engineering, and Land Surveying Services (see sample administrative procedure 2:170-AP, *Qualification Based Selection*), and (2) Facility Naming Committee (see sample policy 4:150, *Facility Management and Building Programs*).

[6] The board may create and list other standing committees, e.g., an audit committee as authorized by 105 ILCS 5/10-22.45. Be sure that the creation of a committee in this policy aligns with the policy concerning the applicable topic. If an audit committee is included here, a board may want to reference it in policy 4:80, *Accounting and Audits*, and vice-versa.

[7] A board policy committee is optional; its creation is consistent with policy 2:240, *Board Policy Development.*

[8] 105 ILCS 5/10-20.14 requires all districts to establish and maintain a parent-teacher advisory committee to develop, with the board, policy guidelines on student discipline. The parents on this committee, as well as other non-staff members, may not have access to student records unless the student cannot be identified or prior consent is obtained. 105 ILCS 10/6. The district's parent-teacher advisory committee must also: (1) in cooperation with local law enforcement agencies, develop guidelines for reciprocal reporting of criminal and civil offenses committed by students; and (2) in cooperation with school bus personnel, develop school bus safety procedures. 105 ILCS 5/10-20.14, amended by P.A. 104-430. Completion of the statutory requirements imposed on the Parent-Teacher Advisory Committee, as well as the Behavioral Interventions Committee, should be documented.

[9] Boards must establish and maintain a behavioral interventions committee to develop procedures that reflect consideration of ISBE's guidelines on the use of behavioral interventions with students with disabilities. 105 ILCS 5/14-8.05(c). An alternative follows:

> The Behavioral Interventions Committee, coordinated by the Executive Director of the Special Education Cooperative, develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*. Committee reports and recommendations are made to the Board upon its request.

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Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to him or her or to other staff members. [10]

LEGAL REF.: 5 ILCS 120/, Open Meetings Act.
105 ILCS 5/10-20.14 and 5/14-8.05.

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

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[10] OMA generally does not apply to *superintendent* a/k/a administrative committees. See Univ. Professionals v. Stukel, 344 Ill.App.3d 856 (1st Dist. 2003)(staff committees are not subject to OMA). The Act will be applicable, however, in some circumstances. For example, a staff committee containing three or more board members will be subject to OMA. 5 ILCS 120/1.02. Consult the board attorney for advice. The following are examples of superintendent committees: Communicable and Chronic Infectious Disease Program Task Force, Communicable and Chronic Infectious Disease Review Team, Employee Drug Abuse Committee, Title I Advisory Committee, Student Support Committee, Food Allergy Management Committee, and Sex Equity Committee. For further discussion, see IASB's *Clearing Up the Confusion on Board Committees: Your Questions Answered*, available at: www.iasb.com/IASB/media/School-Law/BoardCommittees_FAQ.pdf.

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Board of Education

Committees

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

Special Board Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion. The President shall appoint such committees and be an ex-officio member of all special committees.

Standing Board Committees

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

1. Board Policy Committee

   This committee will consider all policy suggestions, and provide information and recommendations to the Board.

2. Parent-Teacher Advisory Committee

   This committee, which assists the development of student discipline policy and procedure, and provides information and recommendations to the Board. The committee is comprised of parents and teachers, and may also include persons whose expertise or experience is needed. The committee reviews such issues as student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.

3. Behavioral Interventions Committee

   This committee develops, and monitors procedures for using behavioral interventions in accordance with Board Policy 7:230, Misconduct by Students with Disabilities and provides information and recommendations to the Board. At the Board President's discretion, the Parent-Teacher Advisory Committee shall perform the duties assigned to the Behavioral Interventions Committee.

Superintendent Committees

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

CURRENT

LEGAL REF.: 5 ILCS 120/, Open Meetings Act.
105 ILCS 5/10-20.14 and 5/14-8.05

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

ADOPTED: May 17, 2001

REVISED: March 17, 2022

CURRENT

School Board

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited [1]

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

DRAFT

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

[1] 105 ILCS 5/22-95 ~~(final citation pending)~~, added by P.A. 103-472, ~~eff. 8-1-24,~~ requires districts to have a written policy (or policies) that prohibit discrimination and harassment based on race, color, and national origin, as well as retaliation. The policy must contain the following: (1) descriptions of various forms of discrimination and harassment based on race, color, and national origin, including examples; (2) the district's internal process for filing a complaint regarding a violation of the policy; (3) an overview of the district's prevention and response program that includes procedures for responding to complaints of discrimination and harassment based on race, color, and national origin and retaliation; (4) potential remedies for a violation of the policy; (5) a prohibition on retaliation for making a complaint or participating in the complaint process; (6) the legal recourse available to the Ill. Dept. of Human Rights (IDHR) and federal agencies if a district fails to take corrective action; and (7) directions on how to contact IDHR. Id. at (b)(1). Discrimination and harassment based on race, color, and national origin are also covered more generally as protected categories in sample policies 5:10, *Equal Employment Opportunity and Minority Recruitment*, 5:20, *Workplace Harassment Prohibited*, 7:10, *Equal Educational Opportunities*, and 7:20, *Harassment of Students Prohibited*.

Two laws apply to discrimination of students based on race, color, and national origin. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color or national origin in any educational program or activity receiving federal financial assistance. 42 U.S.C. §2000d. The IHRA prohibits any district employee from harassing a student based on certain actual or perceived protected categories, including race, color, and national origin, and it requires schools to take appropriate corrective action to stop harassment if the school knows an employee or agent is engaged (or has engaged) in harassment. 775 ILCS 5/5A-101(F) and 5/5A-102(C)-(D), added by P.A. 103-472, ~~eff. 8-1-24~~. The IHRA defines "harassment in elementary secondary, or higher education," in relevant part, as any unwelcome conduct by a school employee toward a student on the basis of a student's actual or perceived race, color, or national origin "that has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile, or offensive educational environment." 775 ILCS 5/5A-101(F), added by P.A. 103-472, ~~eff. 8-1-24~~. The *educational environment* "includes conduct that occurs at school, school-related activities, or events, and may include conduct that occurs off school grounds, subject to applicable State and federal law. Id. at (G). See sample policy 7:190, *Student Behavior*, at f/n 3, for a discussion about the ability of schools to discipline for off-campus conduct and consult the board attorney for advice in specific cases.

For a discussion of laws that prohibit discrimination in the employment context, including harassment based on race, color, and national origin, see sample policies 5:10, *Equal Employment Opportunity and Minority Recruitment*, and 5:20, *Workplace Harassment Prohibited*, at f/n 1.

Districts are also required to train all new and existing employees on discrimination and harassment based on race, color, and national origin ~~using a~~. A district may use the free model training program developed by the Ill. Dept. of Human Rights, available at: https://dhr.illinois.gov/training/racism-free-schools, or another training program that meets the requirements of 775 ILCS 5/5A-103(b), added by P.A. 103-472. Training for new employees must be provided as part of new employee training and then every two years thereafter. Initial training for existing employees must be completed by 7-31-26 and then every two years thereafter. See sample policy 5:100, *Staff Development Program*, and sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*, for more detail on the training requirements.

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Examples of Prohibited Conduct [2]

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process [3]

Individuals are encouraged to promptly report claims or incidentstses of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

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

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

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure. [4]

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights.[5] To contact IDHR, go to:

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[2] Required by 105 ILCS 5/22-95(b)(1)(A) ~~(final citation pending)~~, added by P.A. 103-472~~, eff. 8-1-24~~. The examples of discrimination and harassment under this subhead are based on definitions provided by the U.S. Dept. of Education's Office for Civil Rights, see www.ed.gov/laws-and-policy/civil-rights-laws/race-color-and-national-origin-discrimination/education-and-title-vi~~www2.ed.gov/about/offices/list/ocr/frontpage/faq/race-origin.html#racehar1~~ and www2.ed.gov/about/offices/list/ocr/docs/ocr-factsheet-shared-ancestry-202301.pdf, and the U.S. Equal Opportunity Employment Commission, see www.eeoc.gov/racecolor-discrimination.

[3] Required by 105 ILCS 5/22-95(b)(1)(B) ~~(final citation pending)~~, added by P.A. 103-472~~, eff. 8-1-24~~.

[4] Required by Id. at (b). The U.S. Supreme Court case of National Labor Relations Board v. Weingarten, 420 U.S. 251 (1975), established the right of unionized employees to request and have union representation at investigatory interviews if the employee reasonably believes discipline may result.

[5] Required by 105 ILCS 5/22-95(b)(1)(F).

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https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 814-6200 (Chicago) or (217) 785-5100 (Springfield). [6]

Prevention and Response Program [7]

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, and national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Policy Posting and Distribution

This policy shall be posted on the District's website.[8] The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site, and/or in other areas where policies and rules of conduct are made available to staff.[9] The Superintendent shall annually inform students and their parents/guardians

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[6] Required by Id. at (b)(1)(G).

[7] Required by Id. at (b)(1)(C). Items 1-6 must be addressed in a district's procedures for responding to complaints of discrimination and harassment based on race, color, and national origin. Id. at (c). See sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*.

[8] 105 ILCS 5/22-95(b)(3) ~~(final citation pending)~~, added by P.A. 103-472~~, eff. 8-1-24~~, requires districts to post this policy in their website if one exists. If a district does not maintain a website, delete this sentence.

[9] Id. at (b)(2) requires this policy to be "posted in a prominent and accessible location and distributed in such a manner as to ensure notice of the policy to all employees." A district website or staff intranet site qualifies as a prominent and accessible location under 105 ILCS 5/22-95(b)(2) ~~(final citation pending)~~, added by P.A. 103-472~~, eff. 8-1-24~~. If a district does not maintain a website and/or staff intranet, delete ~~District website~~ and/or ~~staff intranet site~~ from this sentence, as applicable.

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of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s). [10]

Enforcement [11]

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited [12]

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

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

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[10] Id. at (b)(3) requires a district to publish the policy on its website, if one exists, and in a student handbook. If the district does not maintain a website, delete ~~posting it on the District's website and~~ from the sentence. The law also requires a district to annually distribute a "summary of the policy in accessible, age-appropriate language" to students and parents/guardians. The summary may, but does not have to be, included in a student handbook to satisfy the annual distribution requirement. For ease of administration, this sample policy refers to inclusion in the student handbook(s). Districts may find it cumbersome to include both the policy and an age-appropriate summary of the same policy in a handbook. Consult the board attorney for guidance if the district would like to include a hyperlink to the policy, rather than the full text of the policy in the handbook. The Ill. Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

[11] Required by Id. at (b)(1)(D).

[12] Required by Id. at (b)(1)(E).

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LEGAL REF.: 42 U.S.C. §2000d, 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.
105 ILCS 5/22-95 ~~(final citation pending)~~.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

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Board of Education

Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited

Discrimination and harassment on the basis of race, color, or national origin negatively affect a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from such discrimination and harassment is an important District goal. The District does not discriminate on the basis of actual or perceived race, color, or national origin in any of its education programs or activities, and it complies with federal and State non-discrimination laws.

Examples of Prohibited Conduct

Examples of conduct that may constitute discrimination on the basis of race, color, or national origin include: disciplining students more harshly and frequently because of their race, color, or national origin; denying students access to high-rigor academic courses, extracurricular activities, or other educational opportunities based on their race, color, or national origin; denying language services or other educational opportunities to English learners; and assigning students special education services based on a student's race, color, or national origin.

Harassment is a form of prohibited discrimination. Examples of conduct that may constitute harassment on the basis of race, color, or national origin include: the use of racial, ethnic or ancestral slurs or stereotypes; taunts; name-calling; offensive or derogatory remarks about a person's actual or perceived race, color, or national origin; the display of racially-offensive symbols; racially-motivated physical threats and attacks; or other hateful conduct.

Making a Report or Complaint; Investigation Process

Individuals are encouraged to promptly report claims or incidences of discrimination or harassment based on race, color, or national origin to the Nondiscrimination Coordinator, a Complaint Manager, or any employee with whom the student is comfortable speaking. Reports under this policy will be processed under Board policy 2:260, *Uniform Grievance Procedure*.

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

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

This policy does not impair or otherwise diminish the existing rights of unionized employees to request an exclusive bargaining representative to be present during any investigatory interviews, nor does this policy diminish any rights available under an applicable collective bargaining agreement, including, but not limited to, a grievance procedure.

Federal and State Agencies

If the District fails to take necessary corrective action to stop harassment based on race, color, or national origin, further relief may be available through the Ill. Dept. of Human Rights (IDHR) or the U.S. Dept. of Education's Office for Civil Rights. To contact IDHR, go to: https://dhr.illinois.gov/about-us/contact-idhr.html or call (312) 815-6200 (Chicago) or (217) 785-5100 (Springfield).

CURRENT

Prevention and Response Program

The Superintendent or designee shall establish a prevention and response program to respond to complaints of discrimination based on race, color, or national origin, including harassment, and retaliation. The program shall include procedures for responding to complaints which:

1. Reduce or remove, to the extent practicable, barriers to reporting discrimination, harassment, and retaliation;
2. Permit any person who reports or is the victim of an incident of alleged discrimination, harassment, or retaliation to be accompanied when making a report by a support individual of the person's choice who complies with the District's policies and rules;
3. Permit anonymous reporting, except that an anonymous report may not be the sole basis of any disciplinary action;
4. Offer remedial interventions or take such disciplinary action as may be appropriate on a case-by-case basis;
5. Offer, but do not require or unduly influence, a person who reports or is the victim of an incident of harassment or retaliation the option to resolve allegations directly with the accused; and
6. Protects a person who reports or is the victim of an incident of harassment or retaliation from suffering adverse consequences as a result of a report of, investigation of, or a response to the incident.

Policy Posting and Distribution

This policy shall be posted on the District's website. The Superintendent shall annually inform staff members of this policy by posting it in a prominent and accessible location such as the District website, employee handbook, staff intranet site, and/or in other areas where policies and rules of conduct are made available to staff. The Superintendent shall annually inform students and their parents/guardians of this policy by posting it on the District's website and including an age-appropriate summary of the policy in the student handbook(s).

Enforcement

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, up to and including discharge.

Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to remedial action and/or disciplinary action, including but not limited to, suspension and expulsion consistent with Board policy 7:190, *Student Behavior*.

Any third party who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be addressed in accordance with the authority of the Board in the context of relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to remedial and/or disciplinary action.

Retaliation Prohibited

Retaliation against any person for bringing complaints, participating in the complaint process, or otherwise providing information about discrimination or harassment based on race, color, or national origin is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

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

CURRENT

LEGAL REF.: 42 U.S.C. §2000d, 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.
105 ILCS 5/22-95 (final citation pending).
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ADOPTED: June 20, 2024

CURRENT

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 by~~efore~~ 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]

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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. 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, amended by P.A. 104-261, eff. 1-1-26. No later than December 1 each year, a school board must make its statement of affairs available to the public by posting it on the district's website and publishing it in a newspaper of general circulation. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

[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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Preliminary Adoption Procedures

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

1. A public hearing on the proposed budget,[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]

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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 if~~unless~~ the district ~~has~~ does not have a website.

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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]
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]

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

[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.

[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.

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Budget Amendments

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

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

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

[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

Fiscal and Business Management

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

The Superintendent shall ensure the efficient and cost-effective operation of the District's business management through the use of computers, computer software, data management, communication systems, and electronic networks, including electronic mail, the Internet, and security systems. Each staff member is responsible for understanding the content of the District's electronic network shall complete an *Authorization for Electronic Network Access.*

Budget Planning

The District's fiscal year is from July 1 until June 30. The Superintendent shall present to the Board, no later than the first regular meeting in August, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Ill. State Board of Education's (ISBE) *School District Budget Form*. 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.

Preliminary Adoption Procedures

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

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

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

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

Final Adoption Procedures

The Board adopts a budget before the end of the first quarter of each fiscal year, September 30, or by such alternative procedure as State law may define. To the extent possible, the budget shall be balanced as defined by 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.

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

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website; notify parents/guardians and other taxpayers in the district that it is posted and provide the website's address.

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2. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year (certified by the District's Chief Fiscal Officer) with the County Clerk within 30 days of the budget's adoption.
3. 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 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.
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, 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.

Any amendments to the budget or certificate of tax levy shall be made as provided in *The School Code* and Truth In Taxation Act.

Budget Amendments

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

Implementation

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

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

LEGAL REF.: 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)

ADOPTED: May 17, 2001

REVISED: January 18, 2024

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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 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 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 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 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 CRA;
2. For financial institutions subject to the Ill. Community Reinvestment Act (ICRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the ICRA;
3. 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;
4. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;

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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] 30 ILCS 235/8(a), amended by P.A. 104-92, eff. 1-1-26.

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5. 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
6. 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] The District may not deposit public funds in a financial institution subject to the ICRA unless either: (1) the institution has a current rating of satisfactory under the ICRA at the time of deposit; or (2) the Ill. Dept. of Financial and Professional Regulation has not yet completed its initial examination of the institution under the ICRA. The District may not withdraw public funds from a financial institution prior to the date of maturity solely on the basis of a less than satisfactory rating under the ICRA.[16] When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA and the ICRA. [17]

Collateral Requirements [18]

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 [19]

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 [20]

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

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

[16] Id. at (a-6), added by P.A. 104-92, eff. 1-1-26.

[17] Optional. Id. at (a-10), amended by P.A. 104-92, eff. 1-1-26.

[18] 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.

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

[20] 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*.

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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. [21]

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. [22]

Ethics and Conflicts of Interest [23]

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

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

[22] 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.

[23] 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

Revenue and Investments

Revenue

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

Investments

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

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

Investment Objectives

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

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

Authorized Investments

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

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

   The term "agencies of the United States of America" includes: (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 (ciii) 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.

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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 years 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 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 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.
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.

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

a. The securities, unless registered or inscribed in the name of the District, are purchased through banks or trust companies authorized to do business in the State of Illinois.

b. The Chief Investment Officer, after ascertaining which firm will give the most favorable rate of interest, directs the custodial bank to "purchase" specified securities from a designated institution. The "custodial bank" is the bank or trust company, or agency of government, that acts for the District in connection with repurchase agreements involving the investment of funds by the District. The State Treasurer may act as custodial bank for public agencies executing repurchase agreements.

c. A custodial bank must be a member bank of the Federal Reserve System or maintain accounts with member banks. All transfers of book-entry securities must be accomplished on a Reserve Bank's computer records through a member bank of the Federal Reserve System. These securities must be credited to the District on the records of the custodial bank and the transaction must be confirmed in writing to the District by the custodial bank.

d. Trading partners shall be limited to banks or trust companies authorized to do business in the State of Illinois or to registered primary reporting dealers.

e. The security interest must be perfected.

f. The District enters into a written master repurchase agreement that outlines the basic responsibilities and liabilities of both buyer and seller.

g. Agreements shall be for periods of 330 days or less.

h. The Chief Investment Officer informs the custodial bank in writing of the maturity details of the repurchase agreement.

i. The custodial bank must take delivery of and maintain the securities in its custody for the account of the District and confirm the transaction in writing to the District. The custodial undertaking shall provide that the custodian takes possession of the securities exclusively for the District; that the securities are free of any claims against the trading partner; and that any claims by the custodian are subordinate to the District's claims to rights to those securities.

j. The obligations purchased by the District may only be sold or presented for redemption or payment by the fiscal agent bank or trust company holding the obligations upon the written instruction of the Chief Investment Officer.

k. The custodial bank shall be liable to the District for any monetary loss suffered by the District due to the failure of the custodial bank to take and maintain possession of such securities.

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.

The Chief Investment Officer and Superintendent shall regularly consider material, relevant, and decision-useful sustainability factors in evaluating investment decisions, within the bounds of

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

Selection of Depositories, Investment Managers, Dealers, and Brokers

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

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

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

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

1. For financial institutions subject to the federal Community Reinvestment Act of 1977 (CRA), the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the 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
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 CRA. When investing or depositing public funds, the District may give preference to financial institutions that have a current rating of outstanding under the CRA.

Collateral Requirements

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

Safekeeping and Custody Arrangements

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting

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Standards Board (GASB) Statement No. 3. Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

Controls and Report

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action. A semi-annual report shall be made to the Board of Education to ensure that appropriate protocols are being followed.

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

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

Ethics and Conflicts of Interest

The Board of Education 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 Member Conflict of Interest* policy 2:100. 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 which 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)

ADOPTED: December 16, 1999

REVISED: January 16, 2025

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Operational Services

Accounting and Audits [1]

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

Annual Audit [2]

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit ~~an original and~~ one copy of the audit to the Regional Superintendent of Schools. The Superintendent shall also ensure the District's auditing firm files the District's audit with ISBE annually on or before October 15.

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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. A board policy or resolution is required concerning revolving funds and petty cash. 23 Ill.Admin.Code §100.70. This policy is intended to facilitate the board's fiscal oversight role. The last sentence of the first paragraph should be modified to align with local conditions.

[2] Audit requirements are found in 105 ILCS 5/3-7 and 5/3-15.1, both amended by P.A. 104-261, eff. 1-1-26, and 23 Ill.Admin.Code §100.110. The federal Single Audit Act adds audit requirements for federal programs. 31 U.S.C. §7501 et seq. Grant Accountability Transparency Act (GATA) (30 ILCS 708/) rules also require districts that receive federal pass-through and State-issued awards to have a financial statement audit conducted in accordance with 23 Ill.Admin.Code §100.110, regardless of the amount of award expenditures. 44 Ill.Admin.Code §7000.90(c)(3). See f/n 5, below, for additional information regarding GATA.

For districts in suburban Cook County, replace "Regional Superintendent of Schools" with "appropriate Intermediate Service Center Executive Director."

The last sentence in this subhead is optional. It is included to support the auditor's compliance with its filing requirement under 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26.

The following optional sentence establishes an audit committee: "The Board will annually establish an audit committee to help the Board select an external auditor, confer with the auditor regarding the audit's scope, and oversee the audit process." **Note:** All board committees are subject to the Open Meetings Act (5 ILCS 120/).

The following optional sentence establishes a competitive process for selecting the external auditor; it prevents a long-term relationship with an auditor and reduces the possibility of audits being too routine or friendly: "The Board will annually advertise a request for proposals to perform the external audit." Substitute "periodically" for "annually" if desired.

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Annual Financial Report [3]

The Superintendent or designee shall annually prepare and submit the Annual Financial Report (AFR) on a timely basis using the form adopted by ~~the~~ ISBE. The Superintendent shall review and discuss the ~~Annual Financial Report~~AFR with the Board before it is submitted~~.~~ and submit one copy of the AFR to the Regional Superintendent of Schools annually on or before October 15. The Superintendent shall also ensure the District's auditing firm files the District's AFR with ISBE annually on or before October 15.

Inventories [4]

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost, unless the supplies and equipment are acquired by the District pursuant to a federal or State grant award, in which case the inventory record shall also include the information required by 2 C.F.R. §200.313, if applicable.[5] The Superintendent shall establish procedures for the management of property acquired by the District under grant awards that comply with federal and State law. [6]

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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.

[3] Requirements for the annual financial report are found in 105 ILCS 5/2-3.27 and 5/3-15.1, amended by P.A. 104-261, eff. 1-1-26; 23 Ill.Admin.Code §100.100. The last sentence of this section should be modified to align with local conditions.

For districts in suburban Cook County, replace "Regional Superintendent of Schools" with "appropriate Intermediate Service Center Executive Director."

The last sentence in this subhead is optional. It is included to support the auditor's compliance with its filing requirement under 105 ILCS 5/3-7, amended by P.A. 104-261, eff. 1-1-26.

[4] The content of inventory records is at the district's discretion, with the exception of supplies and equipment that are governed by 2 C.F.R. §200.313. See f/n 5, below.

[5] 2 C.F.R. §200.313. The uniform federal rules that govern federal grant awards in 2 C.F.R. Part 200 apply to State-issued awards through the Grant Accountability Transparency Act (GATA) (30 ILCS 708/), unless exempted in whole or in part by the Governor's Office of Management of Budget. 30 ILCS 708/55. See www.isbe.net/gata for further information about the scope of GATA's application to federal awards and State-funded grant programs administered by the Ill. State Board of Education (ISBE). See sample administrative procedure 4:80-AP3, *Inventory Management for Federal and State Awards*. ISBE guidance is available at: www.isbe.net/Documents/fiscal_procedure_handbk.pdf and www.isbe.net/Pages/Federal-and-State-Monitoring.aspx.

[6] Id. In connection with ISBE's grant monitoring function, ISBE published an *Internal Control Checklist* that includes a *Checklist for Equipment and Inventory Review* which requires an approved policy (or procedure) related to the management of equipment at: www.isbe.net/Documents/Internal-Control-Checklist.pdf.

~~www.isbe.net/Pages/Federal-and-State-Monitoring.aspx. At the time of **PRESS** Issue 118's publication (Apr.2025), ISBE had not updated its Checklist to incorporate 2024 amendments made to 2 C.F.R. Part 200, including the increase in the capitalization threshold from $5,000 to $10,000.~~

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Capitalization Threshold [7]

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of $10,000 and have an estimated useful life greater than one year.

Disposition of District Property [8]

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention of property acquired by the District under grant awards that comply with federal and State law.

Taxable Fringe Benefits [9]

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

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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] Optional. 23 Ill.Admin.Code §100.60 requires school boards to adopt a capitalization threshold, which can be done through policy. The capitalization threshold is a dollar figure above which the cost of an item will be included on financial statements and depreciated. A minimum threshold of $10,000, or a lesser amount established by the board, and useful life greater than one year complies with the definition of *equipment* under federal grant rules. 2 C.F.R. §§200.1 and 200.313(e). Multiple thresholds can be established for different categories of capital assets. Id. The Government Accounting Standards Board (GASB) Statement No. 34 at para. 115(e) states that a government should disclose its policy "for capitalizing assets and for estimating the useful lives of those assets." See GASB Statement 34 and Implementation Guide No. 2015-1 both available at: www.gasb.org. District auditors may require or recommend a district have a more comprehensive capitalization policy and/or procedure. Such an accounting policy or procedure should be developed in consultation with the district's accounting professional(s) and tailored to reflect local conditions.

[8] The requirements in this section are specified in 105 ILCS 5/5-22 (allowing property constructed or renovated by students as part of a curricular program to be sold through the services of a licensed real estate broker subject to certain requirements), 5/10-22.8 (sale of personal property); and 2 C.F.R. §200.313(e) and (f) for federal awards and State awards governed by GATA. See f/n 5, above, regarding grant award requirements. A board that desires to act on the disposition of property having *any* value should use the following alternative to this section's last sentence: "Notwithstanding the above, the Superintendent or designee may unilaterally dispose of worthless personal property."

The recipient (through either sale or donation) of any discarded school bus must immediately: (1) remove, cover, or conceal the "SCHOOL BUS" signs and any other insignia or words indicating the vehicle is a school bus; (2) render inoperable or remove entirely the stop signal arm and flashing signal system; and (3) paint the school bus a different color from those under 625 ILCS 5/12-801. 625 ILCS 5/12-806(b).

[9] The intent of this optional section is twofold: (1) to control personal use of district property and equipment; and (2) to ensure compliance with IRS rules. As to the first point, allowing personal use of district property or equipment is arguably prohibited by the Ill. Constitution, Art. VIII, Sec. 1 which states: "Public funds, property or credit shall be used only for public purposes." As to the second point, any fringe benefit an employer provides is taxable and must be included in the recipient's pay unless the law specifically excludes it. See Publication 15-B (2025), *Employer's Tax Guide to Fringe Benefits*, at: www.irs.gov/pub/irs-pdf/p15b.pdf.

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Controls for Revolving Funds and Petty Cash [10]

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of $1,000. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks [11]

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

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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.

[10] 105 ILCS 5/10-20.19(2); 23 Ill.Admin.Code §100.70. This paragraph's contents are mandatory, except for the $1,000 cap on the maximum balance of revolving funds. The cap amount may be changed or the following alternative used: "Each revolving fund shall be maintained in a bank that has been approved by the Board and established in an amount approved by the Superintendent consistent with the annual budget."

The School Code defines petty cash as a type of revolving fund. Id. It and other revolving funds carry a standard balance and are regularly reimbursed to maintain the standard balance amount (generally referred to as an *imprest system* of financial accounting). In practice, petty cash is paid out of a *de minimis* cash amount maintained by a fund custodian. Disbursement from a revolving fund other than petty cash is typically made against an imprest checking account, by an authorized signor who is readily available in the district, e.g., a superintendent or building principal. The authorized signor manages the revolving fund and requests the board to reimburse the fund for expenses incurred to bring the imprest account back to its standard balance.

[11] This section is largely up to the local board's discretion; additional controls may be added. The following alternative to the second sentence will mandate two signatories for checks:

> Two of the following individuals: the Treasurer, Board President, and/or Board Vice President, shall sign all checks issued by the School District, except that checks from accounts containing student activity funds or fiduciary funds and checks from revolving accounts may be signed by their respective account custodians.

See sample policy 4:90, *Student Activity and Fiduciary Funds,* for more information about a board's responsibilities for *student activity funds* and *fiduciary funds*. A board must comply with State law requirements concerning the use of facsimile or electronic signatures on checks. The Secretary of State, Index Department, maintains certified manual signatures of officers authorized to sign checks. Uniform Facsimile Signature of Public Officials Act, 30 ILCS 320/. Electronic records and signatures are governed by the Uniform Electronic Transactions Act. 815 ILCS 333/. Attorneys disagree about the applicability of these laws to school districts.

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Internal Controls [12]

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse,[13] as well as employee error, misrepresentation by third parties, or other imprudent employee action.

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

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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.

[12] This section is largely up to the local board's discretion. The annual audit must include a "review and testing of the internal control structure." 23 Ill.Admin.Code §100.110. This review's limited scope means that boards should not rely on it to reveal uncontrolled financial risks. The board's responsibility is to establish policy to safeguard the district's financial condition. Indeed, the oath of office includes this promise: "I shall respect taxpayer interests by serving as a faithful protector of the school district's assets." In this sample policy, the board sets the control objectives and the superintendent is responsible for developing an internal controls system. In addition, ISBE has issued guidance on internal controls pursuant to its administration of the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/. See ISBE's *State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures,* at: www.isbe.net/Documents/fiscal_procedure_handbk.pdf, which states that "to establish a strong control environment, grantees must…[d]esign internal controls that are in compliance with guidance in *Standards for Internal Control in the Federal Government* issued by the Comptroller General of the United States" (a free resource, available at: www.gao.gov/assets/gao-25-107721.pdf) or the *Internal Control Integrated Framework* issued by the Committee of Sponsoring Organizations of the Treadway Commission (a fee-based resource, available at: www.coso.org/guidance-on-ic). Boards that wish to take a larger oversight role regarding internal controls may list the numbered sentences in the IASB sample administrative procedure 4:80-AP1, *Checklist for Internal Controls*, as required inclusions in the superintendent's program for internal controls. This alternative, for insertion at the end of this section's first paragraph, follows:

The District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.
8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
9. Any unnecessary weaknesses or financial risks must be promptly corrected.

[13] Unless specifically exempted, grantees receiving funds from any State agency, including ISBE, must comply with GATA and annually complete a *Fiscal and Administrative Internal Controls Questionnaire* (ICQ). The ICQ covers a number of different topics related to internal controls. Districts that are identified as having one or more areas of elevated risk based on their answers to the ICQ, are required to develop and implement corrective action to address the area(s). Districts that fail to take necessary corrective action to address weak areas of internal control put their grant funding at risk. One of the sections of the ICQ may address a grantee's internal controls for fraud, waste, and abuse, including whether the grantee has a *fraud awareness program*. See sample administrative procedures 4:80-AP1, *Checklist for Internal Controls,* and 4:80-AP2, *Fraud, Waste, and Abuse Awareness Program,* which incorporate ISBE-recommended practices related to fraud, waste, and abuse.

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LEGAL REF.: 2 C.F.R. §200 et seq.
30 ILCS 708/, Grant Accountability and Transparency Act;, implemented by 44 Ill.Admin.Code 7000 et seq.
105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 et seq.
23 Ill.Admin.Code Part 100.

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

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Operational Services

Accounting and Audits

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

Annual Audit

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

Annual Financial Report

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

Inventories

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

Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of $10,000 and have an estimated useful life greater than one year.

Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school sites, buildings, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention of property acquired by the District under grant awards that comply with federal and State law.

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Taxable Fringe Benefits

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

Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of $1,000. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

Control Requirements for Checks

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

Internal Controls

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

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

LEGAL REF.: 2 C.F.R. §200 et seq.
30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill. Admin. Code 7000 et seq.
105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8 and 5/17-1 et seq.
23 Ill. Admin. Code Part 100.

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

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Operational Services

Waiver of Student Fees [1]

The Superintendent will recommend to the School Board a schedule of fees, if any, to be charged students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay fines for the loss of or damage to school books or other school-owned materials.

Fees for textbooks, other instructional materials, and driver education, as well as fines for the loss or damage of school property are waived for students who meet the eligibility criteria for a waiver as described in this policy.[2] In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees and fines, the Superintendent will recommend

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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 law requires this subject matter be covered by policy and controls its content. 105 ILCS 5/10-20.13, amended by P.A.s ~~102-1032, 102-805, and~~ 103-154 and 104-391; 23 Ill.Admin.Code §1.245. *Fees* are "any monetary charge collected by a public school, public school district, or charter school from a student or the parents or guardian of a student as a prerequisite for the student's participation in any curricular or extracurricular program of the school or school district as defined [at 23 Ill.Admin.Code §1.245(1) and (2)]." 105 ILCS 5/1-3~~, amended by P.A. 102-805~~. *Fines* include "charges for the loss of school property assessed by a district." 23 Ill.Admin.Code §1.245(a).

State law provides that "~~[n]o discrimination or punishment of any kind, including~~a school board may not discriminate against, punish, or penalize a student in any way because of an unpaid balance on the student's school account or because the student's parents or guardians are unable to pay any required fees or fines for the loss of school property. This prohibition includes, but is not limited to~~:~~, the lowering of grades, exclusion from any curricular or extracurricular program of the school district~~lasses~~, or withholding ~~of~~ student records, grades, transcripts, or diplomas ~~may be exercised against a student because the student's parents or guardians are unable to purchase required textbooks or instructional materials or to pay required fees~~." 105 ILCS 5/10-20.13(d), added by P.A. 104-391~~28-19.2, amended by P.A. 102-805~~; 23 Ill.Admin.Code §1.245(g). This policy concerns an area in which the law is unsettled (see footnotes 2 and 3). If the fee or fine waiver policy or procedures are substantively amended, then parents/guardians must be notified in writing within 30 calendar days following the adoption of the amendments. 23 Ill.Admin.Code §1.245(e).

[2] Districts must waive textbook/instructional materials fees and all fees and fines for the loss of school property for students whose parents/guardians are unable to afford them and for homeless children and youth. 105 ILCS 5/10-20.13, amended by P.A.s ~~102-1032, 102-805, and~~ 103-154 and 104-391. While districts are only required to waive fines for the *loss* of school property and not the *damage* of school property, this sample policy extends fine waivers to both for ease of implementation and to encourage students to return school property even if damaged (instead of claiming property is lost to avoid a fine). Delete ~~or damage~~ if the board, after consulting with the board attorney, decides to only waive fines for the *loss* of school property.

In order to effectuate the law's intent, the ~~term~~phrase "textbooks and instructional materials" should be interpreted broadly to include fees for any type of instructional materials, laboratory fees, and workbooks. The enforceability of 105 ILCS 5/10-20.13(b) and ISBE regulations (23 Ill.Admin.Code §1.245) requiring districts to waive other "~~other~~ fees" is questionable because they are unfunded mandates. ISBE regulations on school fees may not be enforceable because the General Assembly failed to make necessary appropriations. See the Weekly Message from State Superintendent Robert Schiller, 8-15-03 (contact a **PRESS** Asst. Editor for a copy).

The textbook block grant program operated by ISBE is found at 105 ILCS 5/2-3.155.

A school district may charge up to $50 to students who participate in the driver education course. The fee may be increased up to $250, provided the district completes the requirements in ~~Section~~105 ILCS 5/27-815~~24-2~~, renumbered by P.A. 104-391. The fee must be waived for any student whose parent(s)/guardian(s) are unable to afford it. ~~105 ILCS 5/27-24.2~~Id.; 23 Ill.Admin.Code §252.30.

Resident tuition fees are not permissible, but a board's authority under 105 ILCS 5/10-20.13 to charge for textbooks and towel fees does not violate the Ill. Constitution's provision guaranteeing free public education through the secondary level. Hamer v. Board of Ed., Sch. Dist. No. 109, 9 Ill.App.3d 663 (2nd Dist. 1973).

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to the Board which additional fees and fines, if any, the District will waive for students who meet the eligibility criteria for a waiver. [3]

Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines,[4] and that applications for waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE) rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee and fine waiver when: [5]

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a).

The Superintendent or designee will give additional consideration when one or more of the following factors are present: [6]

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

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[3] 105 ILCS 5/10-20.13(b) was added by P.A. 83-603 in 1983 to require districts to waive "other fees" in addition to the costs of textbooks and then amended by P.A. 102-805 to waive "other fees and fines." The General Assembly, however, never appropriated the necessary funds. Thus, the amendment may be unenforceable because it violated the State Mandates Act. 30 ILCS 805/1; see above footnote. Use the following alternative if the board wants to make a longstanding commitment to waive specific fees, amending the list of fees that will be waived as desired:

> In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees and fines, the following fees are also waived for students who meet the eligibility criteria for waiver: athletic participation fees, lock fees, towel fees, shop fees, laboratory fees, and registration fees.

Alternatively, a board may decide to waive all school student fees and fines and substitute the following sentence for this paragraph:

> All school student fees and fines as defined by the Ill. State Board of Education (ISBE) are waived for students who meet the eligibility criteria for a waiver contained in this policy.

[4] Required by 105 ILCS 5/10-20.13(b)~~, as amended by P.A. 102-805~~; 23 Ill.Admin.Code §1.245(c)(2)(A).

[5] Required by 105 ILCS 5/10-20.13(b)~~, amended by P.A.s 102-1032 and 102-805 to add numbers 2 and 3 as eligibility criteria~~; 23 Ill.Admin.Code §1.245(c)(1). 105 ILCS 5/10-20.13(b)~~, as amended by P.A. 102-1032,~~ does not specify whether the *income* at or below 200% of the federal poverty line is the household income or solely the income of the veteran/active-duty military parent/guardian. Consult the board attorney for guidance.

Though 105 ILCS 5/10-20.13(b) was amended by P.A. 102-805 to make homeless students statutorily eligible for school fee and fine waivers, non-regulatory ISBE guidance states that students who are homeless, migrant, in foster care, runaway, or participating in Head Start are categorically eligible for school fee waivers. See www.isbe.net/Documents/guidance_reg.pdf.

The federal free meals program is found at 42 U.S.C. §1758; 7 C.F.R. Part 245. See f/n 7.

[6] This paragraph is optional and may be omitted.

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Verification [7]

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees and fines in accordance with State law requirements.

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal [8]

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

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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] Districts have two income verification options to determine eligibility for fee and fine waivers: (1) establish an application process that is completely independent of a student's application for, eligibility for, or participation in the federal free meals program, or (2) tie the application process to the federal free meals program application and only ask for *verification* in accordance with the meals program. 105 ILCS 5/10-20.13(c)~~, amended by P.A.s 102-1032 and 102-805~~. See www.isbe.net/Pages/School-Fee-Waivers.aspx for further explanation. For option #1, see sample exhibit 4:140-E1, *Application for Fee Waiver*. For option #2, see sample exhibit 4:140-E2, *Application for Fee Waiver Based on Federal Free Meals Program*.

By using option #1, a district may require income verification at the time an application is submitted for a waiver and may do so thereafter, but not more than once per academic year. 105 ILCS 5/10-20.13~~, as amended by P.A. 102-805~~. An application using option #1 cannot ask whether a student lives in a household that meets free lunch eligibility guidelines and request income verification with reference to *free lunch* eligibility guidelines. Instead, the district should supply its own income guidelines with the same limits based on household size that are used for the federal meals program and have the parents/guardians indicate if they meet the income guidelines used to determine eligibility for *fee and fine waivers*. The independent fee and fine waiver income guidelines should not be any higher than those for eligibility for free lunch (or reduced-price, if the district voluntarily provides fee and fine waivers for those students who qualify), but the district should not reference or indicate that the guidelines are for the free meals program. In this completely independent waiver application process, the district may ask for verification but cannot use any information it receives though this process for determining eligibility for free or reduced meals.

By using option #2, the district must follow the verification requirements of the federal free meals program at 7 C.F.R. §245.6a. 105 ILCS 5/10-20.13(c)~~, amended by P.A.s 102-1032 and 102-805~~.

Income verification may include such things as payroll stubs, tax returns, or evidence of receipt of food stamps or Temporary Assistance for Needy Families. 23 Ill.Admin.Code §1.245(d).

[8] An ISBE rule requires that the policy state that the district will mail a copy of a denial notice within 30 calendar days after the receipt of the waiver request. 23 Ill.Admin.Code §1.245(c)(3). This rule also specifies timelines and procedures, including a requirement that "the person who decides the appeal shall not be the person who initially denied the fee or fine waiver or a subordinate of this person." Thus, a board may be required to hear an appeal if the superintendent made the initial decision to deny a waiver. The board's participation is avoided by the principal making initial waiver decisions and the superintendent or other main office administrator deciding the appeals.

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LEGAL REF.: 42 U.S.C. §11434a, McKinney-Vento Homeless Assistance Act.
105 ILCS 5/10-20.13, 5/10-22.25, and 5/27-~~24.2~~815~~, and 5/28-19.2~~.
23 Ill.Admin.Code §1.245 [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct)

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Operational Services

Waiver of Student Fees

The Superintendent will recommend to the Board a schedule of fees, if any, to be charged to students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay fines for the loss of or damage to school books or other school-owned materials.

Fees for textbooks, other instructional materials, and driver education, as well as fines for the loss or damage of school property are waived for students who meet the eligibility criteria for a waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay student fees, the Superintendent will recommend to the Board which additional fees and fines, if any, the District will waive for students who meet the eligibility criteria for a waiver.

Fees are not waived for student participation in extracurricular activities* and clubs, students choosing to attend summer school courses whereby no recommendation to attend summer school has been made by the District, or other optional fees including, but not limited to: student photos, class rings, parking permits, yearbooks, travel for recreational activities, and admission to social events such as school sponsored dances, performances, IHSA athletic tournaments, etc.

* Extracurricular activities are those officially approved and organized student activities held outside normal school hours that carry no academic credit.

Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines, and that applications for waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE) rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a fee and fine waiver when:

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line; or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a).

A student shall be eligible for a 50% fee waiver when the student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal reduced meals program.

Parents/guardians may apply for a waiver of school fees by completing and submitting a District fee waiver form and confirmation of current income to include:

- current payroll stubs;
- award letters from welfare departments;
- evidence of receipt of food stamps or Temporary Assistance for Needy Families (TANF);
- Social Security retirement benefit letter; or
- support payment decrees from court

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The Superintendent or designee will give additional consideration when one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees and fines in accordance with State law requirements.

If a student receiving a waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Questions regarding the fee waiver request process should be addressed to the office of the Chief Financial Officer.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

LEGAL REF.: 42 U.S.C. §11434a, McKinney-Vento Homeless Assistance Act.
105 ILCS 5/10-20.13, 5/10-22.25, 5/27-24.2 and 5/28-19.2.
23 Ill. Admin. Code §1.245 [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children), 6:220 (Bring Your Own Technology (BYOT) Program: Responsible Use and Conduct)

ADOPTED: May 17, 2001

REVISED: March 16, 2023

CURRENT

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,~~ 103-175, ~~and~~ 103-780, and 104-407, requires 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. *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~~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,~~ 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,~~ 103-175, ~~and~~ 103-780, and 104-407) 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,~~ 103-175, ~~and~~ 103-780, and 104-407, requires 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 5/22-1107~~-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 Law Enforcement Requests~~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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Operational Services

Targeted School Violence Prevention Program

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. 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 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).
2. Establish Building-level Threat Assessment Team(s) 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.
4. Encourage parents/guardians and students to report any expressed threats or behaviors that may represent a threat to the community, school, or self.
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.

CURRENT

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)

ADOPTED: January 16, 2020

REVISED: June 20, 2024

CURRENT

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, work authorization status. 775 ILCS 5/1-102(A), amended by P.A. 103-785; 5/1-103, amended by P.A. 103-785; 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.

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 (Title VII) 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 (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, or from engaging in concerted activities (including collective bargaining) to address work-related issues. Id. at 96/1-25, amended by P.A. 104-320, eff. 1-1-26.

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 LLFPA 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). 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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[4] 775 ILCS 5/2-102 of the IHRA 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 Title VII, 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 violence, or any other crime of violence or use of District-issued equipment to record such types of

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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 21, 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. 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). *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). 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); 775 ILCS 5/2-104(D).

[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;[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

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[15] 820 ILCS 180/30 and 180/33, added by P.A. 104-171, eff. 1-1-26, 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). VESSA also prohibits workplace discrimination and retaliation on the basis of an employee's use of employer-issued equipment to record domestic violence, sexual violence, gender violence, or any other crime of violence committed against the employee or a family or household member of the employee. Id. at 180/33, added by P.A. 104-171, eff. 1-1-26.

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.).

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related medical conditions;[18] reproductive health decisions;[19] credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position;[20] conviction record, unless authorized by law;[21] family responsibilities;[22] or other legally protected categories.[23] [24]

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

[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. *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).

[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, 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;

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[25] [26] No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis 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]

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

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 username 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*.

[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. 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 prohibits employers from retaliating against employees who disclose or threaten to disclose information to a government or law enforcement agency about an employer's activity, policy, or practice 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. See 740 ILCS 174/15, 20, 20.1, and 20.2, amended by P.A. 103-867, for other specific categories of retaliation prohibited by the IWA.

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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 Grievance Procedure*.

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [29]

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. [30]

Nondiscrimination Coordinator:	**Title IX Coordinator:**
Name	Name
Address	Address
Email	Email
Telephone	Telephone

Complaint Managers:

Name	Name
Address	Address

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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.

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).

[29] Title IX regulations require districts to designate and authorize at least one employee to coordinate 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 sample policy 2:265, *Title IX Grievance Procedure*, at f/n 17, for discussion about districts that have more than one Title IX Coordinator. See f/ns 24 and 25 in sample policy 2:260, *Uniform Grievance Procedure*. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator.

[30] 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. 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.

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Email	Email
Telephone	Telephone

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.[31]

Minority Recruitment [32]

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

[31] 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). 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.

[32] 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 and 180/33, 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

Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race; color; religion; creed; national origin; sex; sexual orientation; age; ancestry; marital status; arrest record; military status; order of protection status; unfavorable military discharge; citizenship status provided the individual is authorized to work in the United States; work authorization status; use of lawful products while not at work; being a victim of domestic violence, sexual violence, gender violence, or any other crime of violence; genetic information; physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation; pregnancy, childbirth, or related medical conditions; reproductive health decisions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; conviction record, unless authorized by law; family responsibilities; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager 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.

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 Grievance Procedure*. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinators, Title IX Coordinators, and Complaint Managers.

Nondiscrimination Coordinators/Title IX Coordinators:

Dr. Adam Zehr
Assistant Superintendent Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6150
azehr@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

CURRENT

Complaint Managers:

Dr. Amy MacCrindle
Assistant Superintendent Learning & Innovation
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6135
amaccrindle@district158.org

Mrs. Karrie Baughman
Director of Human Resources
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6178
kbaughman@district158.org

Mrs. Deanna Gill
Assistant Superintendent Special Services
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6157
dgill@district158.org

Mr. Mark Altmayer
Chief Financial Officer
650 Dr. John Burkey Drive
Algonquin, IL 60102
(847) 659-6111
maltmayer@district158.org

The Superintendent shall also use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.: 8 U.S.C. §1324a et seq., Immigration Reform and Control Act.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 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 Pilot Program Act.
410 ILCS 513/25, Genetic Information Privacy Act.

CURRENT

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, or 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)

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

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

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~~licensed and non-licensed~~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.s 103-76 and 103-752. 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), amended by P.A. 103-752.

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.s 103-76 and 103-752. 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, amended by P.A. 104-245, eff. 1-1-26). 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 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).[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 sexual abuse material~~pornography~~ on *electronic and information technology equipment*, as defined in 325 ILCS 5/4.5(a), shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-

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

[8] ANCRA requires an electronic and information technology equipment worker or the worker's employer to report a discovery of child sexual abuse material~~pornography~~ depicted on an item of electronic and information technology equipment. 325 ILCS 5/4.5(b), amended by P.A. 104-245, eff. 1-1-26. 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*, defined as "equipment used in the creation, manipulation, storage, display, or transmission of data, including internet and intranet systems, software applications, operating systems, video and multimedia, telecommunications products, kiosks, information transaction machines, copiers, printers, and desktop and portable computers." 325 ILCS 5/4.5(a). 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.

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

[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. 103-51~~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 Law Enforcement Requests~~Police Interviews~~)

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General Personnel

Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 22, an abused or neglected individual with a disability, shall 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). Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. The Superintendent or Building Principal shall immediately coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement. *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.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's Cyber Tipline, 1-800-THE-LOST (1-800-843-5678), or online at https://www.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.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

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

The Superintendent or designee shall provide staff development opportunities for school personnel working with students in grades kindergarten through 8, in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by (DCFS). The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within three months of initial employment and at least every three years after that date.
3. Complete an annual evidence-informed training related to child sexual abuse, grooming behaviors (including *sexual misconduct* as defined in *Faith's Law)*, and boundary violations as required by law and policy 5:100, *Staff Development Program*.

CURRENT

Alleged Incidents of Sexual Abuse; Investigations

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.

If a District employee reports an alleged incident of sexual abuse to DCFS and DCFS accepts the report for investigation, DCFS will refer the matter to the local Children's Advocacy Center (CAC). The Superintendent or designee will implement procedures to coordinate with the CAC.

DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as the outcome of its investigation. 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.

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. 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.

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, or agent following the investigation of sexual misconduct. Notification shall not occur when the employ9ee, 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.

The Superintendent shall execute the recordkeeping requirements of *Faith's Law*.

Special 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.

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.

When the Board leans that a licensed teacher was convicted of a felony, it must promptly report it to the State agencies listed in Board policy 2:20, *Powers and Duties of the Board; Indemnification*.

CURRENT

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 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; Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Terminations 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)

ADOPTED: May 17, 2001

REVISED: January 16, 2025

CURRENT

General Personnel

Staff Development Program [1]

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

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

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*): [2]

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

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[1] State or federal law controls this policy's content. A school board may set and enforce professional growth requirements. 105 ILCS 5/24-5. Failure to meet professional growth requirements is considered remediable. Morris v. Ill. State Bd. of Educ., 198 Ill.App.3d 51 (3rd Dist. 1990).

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.

105 ILCS 5/2-3.62 requires the Ill. State Board of Education (ISBE) to establish a regional network of educational service centers to coordinate and combine existing services in a manner that is practical and efficient for schools. Their purposes are to provide, among other things, continuing education, in-service training, and staff development services to all local school districts in Illinois.

[2] 325 ILCS 5/4(j); and 105 ILCS 5/10-23.13 (*Erin's Law*). Sexual misconduct under *Faith's Law* is defined in 105 ILCS 5/22-85.5(c).

Mandated reporter training may be in-person or web-based and must include, at a minimum, information on the following topics: (1) indicators for recognizing child abuse and child neglect; (2) the process for reporting suspected child abuse and child neglect and the required documentation; (3) responding to a child in a trauma-informed manner; (4) understanding the response of child protective services and the role of the reporter after a call has been made; and (5) implicit bias. *Implicit bias* means the attitudes or internalized stereotypes that affect people's perceptions, actions, and decisions in an unconscious manner and that exist and often contribute to unequal treatment of people based on race, ethnicity, gender identity, sexual orientation, age, disability, and other characteristics. The implicit bias topic must include, at a minimum: (1) information on implicit bias; (2) information on racial and ethnic sensitivity; and (3) tools to adjust automatic patterns of thinking and ultimately eliminate discriminatory behaviors. 325 ILCS 5/4(j). Districts must provide mandated reporter training through either the Ill. Dept. of Children and Family Services (DCFS), an entity authorized to provide continuing education through the Dept. of Financial and Professional Regulation, ISBE, the Ill. Law Enforcement Training Standards Board, the Ill. State Police, or an organization approved by DCFS to provide mandated reporter training. Id. *Child-serving organizations*, which are not defined in ANCRA, are "encouraged to provide in-person annual trainings." Id.

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In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on: [3]

1. Health conditions of students,[4] including but not limited to training on:
    a. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
    b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
    c. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
    d. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
    e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and

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[3] This list of in-service trainings is required by State law but only Nos. 4, 5(d), and 7 are required to be specified in board policy. 105 ILCS 5/10-22.39, amended by P.A.s 103-41, 103-413, 103-542, and 103-603, requires all teachers, administrators, and school support personnel to complete these trainings during an in-service training program conducted by their board or through other training opportunities, including institutes provided by regional superintendents and intermediate service center executive directors under 105 ILCS 5/3-11, amended by P.A.s 103-542 and 103-413. If teachers, administrators, or school support personnel obtain training outside of an in-service training program or from a previous school employer, they may present documentation showing current compliance to satisfy the requirement of receiving training within six months of first being employed. Id.

Different from the in-service training that school districts must provide to their staff, 105 ILCS 5/3-11, amended by P.A.s 103-542 and 103-413, contains requirements that the regional superintendents and intermediate service center executive directors must include during institutes for teachers, administrators, and school support personnel. Instruction on prevalent student chronic health conditions, as well as educator ethics and teacher-student conduct training, is also required. See also f/ns 4-12 below discussing the board's requirements in 105 ILCS 5/10-22.39.

Both 105 ILCS 5/3-11 and 5/10-22.39 use the phrase *teachers, administrators, and school support personnel*, but for brevity this material uses the phrase *all District staff*. While the language of this paragraph is not required to be in board policy, including it provides a way for boards to monitor that it is being done. It also provides an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject.

In-service training programs on the topics listed in 105 ILCS 5/10-22.39, amended by P.A.s 103-41, 103-413, 103-542, and 103-603, shall be credited toward hours of professional development required for license renewal as outlined in 105 ILCS 5/21B-45(e). School support personnel may be exempt from in-service training if the training is not relevant to the work they do.

[4] 105 ILCS 5/10-22.39(b-5), added by P.A. 103-542 and amended by P.A. 103-603. Nurses and school nurses, as defined by 105 ILCS 5/10-22.23 (school nurse), are exempt from training on health conditions of students. Id.

For No. 1(c), Consult the board attorney about whether:

1. All asthma action plans should require immediate 911 calls based upon In re Estate of Stewart, 406 Ill.Dec. 345 (2nd Dist. 2016); In re Estate of Stewart, 412 Ill.Dec. 914 (Ill. 2017) (school district's appeal denied). The court held that a teacher's failure to dial 911 immediately upon a student's asthma attack was willful and wanton conduct, subjecting the school district to liability under the Local Governmental and Governmental Employees Tort Immunity Act.
2. The duties and responsibilities of the district when it asks for but does not receive an asthma action plan from a parent/guardian and the logistics of distributing any received plans to those employees who need to know based upon Stewart, above.

For No. 1(d), see also 105 ILCS 150/25, amended by P.A. 103-542, and No. 6 under the subhead **Additional Training Requirements**.

For No. 1(e), see also 105 ILCS 145/25, amended by P.A. 103-542, and No. 7 under the subhead **Additional Training Requirements**.

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f. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable. [5]

2. Social-emotional learning.[6] Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated into instructional practices across all grades and subjects.
3. Developing cultural competency,[7] including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in 105 ILCS 5/10-20.61 (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/2-3.166 (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in 105 ILCS 5/3-11. [8]
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth.[9] Training shall include, but is not limited to:
   a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
   b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
   c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
   d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in 105 ILCS ~~110/3.10~~5/27-240 (see Board policy 7:185, *Teen Dating Violence Prohibited*).

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[5] See 105 ILCS 5/10-20.85, added by P.A. 103-128, for a definition of *trauma kit*. To avoid confusion between trauma related to life-threatening bleeding and *trauma* as defined in 105 ILCS 5/3-11(b), added by P.A. 103-413, this policy uses the phrase *trauma bleeding control kit* instead of *trauma kit*.

Beginning with the 2024-25 school year, training on life-threatening bleeding must be completed within six months of employment and renewed within two years. Beginning with the 2027-28 school year, training on life-threatening bleeding must be completed within six months of employment and renewed at least once every five years thereafter. 105 ILCS 5/10-22.39(b-5)(7), added by P.A. 103-542 and amended by P.A. 103-603. Trained employees using a trauma kit are generally immune from civil liability. Id.

[6] 105 ILCS 5/10-22.39(b-10), added by P.A. 103-542.

[7] 105 ILCS 5/10-22.39(b-15), added by P.A. 103-542.

[8] 105 ILCS 5/10-22.39(b-20), added by P.A. 103-542 and amended by P.A. 103-603. Training on the implementation of trauma-informed practices satisfies the requirements of this subsection. Id. In addition, Illinois Mental Health First Aid training may satisfy the requirements of this subsection. If teachers, administrators, or school support personnel obtain mental health first aid training outside of an in-service training program, they may present a certificate of successful completion of that training to the school district to satisfy the requirements of this law. Id. For further information on Mental Health First Aid, see https://namiillinois.org/resources/about-mental-illness/mental-health-first-aid/.

[9] 105 ILCS 5/10-22.39(b-25), added by P.A. 103-542. See sample policy 7:185, *Teen Dating Violence Prohibited*. 105 ILCS 5/27-240, added by P.A. 104-391.

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6. Protections and accommodations for students,[10] including but not limited to training on:
    a. The federal Americans with Disabilities Act as it pertains to the school environment; and
    b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*);[11] including but not limited to training on:
    a. Teacher-student conduct;
    b. School employee-student conduct; and
    c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution,[12] conducted in accordance with the requirements of 105 ILCS 5/27-115~~23.4~~ (violence prevention and conflict resolution education).

Additional Training Requirements

In addition, the staff development program shall include each of the following: [13]

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[10] 105 ILCS 5/10-22.39(b-30), added by P.A. 103-542. Beginning with the 2024-25 school year, training on homelessness must be completed within six months of employment and renewed within two years. Beginning with the 2027-28 school year, training on homelessness must be completed within six months of employment and renewed at least once every five years thereafter. Boards may work with a community-based organization specializing in working with homeless children and youth to develop and provide this training. See 105 ILCS 5/10-22.39(b-30)(1) - (5), added by P.A. 103-542, for homelessness training content requirements. **Note:** the homelessness training content requirements in 105 ILCS 5/10-22.39(b-30)(1) - (5), added by P.A. 103-542, are nearly identical to the homelessness training content requirements in 105 ILCS 5/10-22.39(h), added by P.A. 103-41.

Beginning with the 2016-17 school year, institutes under 105 ILCS 5/3-11 had to include instruction on the Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. §12101 et seq.) as it pertains to the school environment at least every two years. Contact the Regional Superintendent or the appropriate Intermediate Service Center Executive Director with questions about online training for this component of a teachers' institute. Discuss with the board attorney the best practices of documenting trainings and evaluations of trainings; many attorneys in the field prefer documentation of ADA trainings to assist in their defense of any potential ADA claims against the district.

[11] 105 ILCS 5/10-22.39(b-35), added by P.A. 103-542. Each board may want to have a conversation with the superintendent and direct him or her to develop a curriculum for the in-services that instructs all district staff to maintain boundaries and act appropriately, professionally, and ethically with students. See also sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and f/n 11 in sample policy 4:110, *Transportation*. These expectations will be most effective when they reflect local conditions and circumstances. Employee conduct issues may be subjects of mandatory collective bargaining, therefore consulting the board attorney should be a part of this process. A district would commit an unfair labor practice by implementing new employee conduct rules without first offering to negotiate them with the applicable exclusive bargaining representative.

[12] 105 ILCS 5/10-22.39(b-40), added by P.A. 103-542 and amended by P.A. 104-391, and 105 ILCS 5/27-115, renumbered by P.A. 104-391.

[13] Optional. These in-services and/or trainings are required by State and/or federal law but are not required to be specified in board policy. The only non-School Code State and/or federal law training requirements listed are from the Abused and Neglected Child Reporting Act (325 ILCS 5/), Ill. Human Rights Act (775 ILCS 5/), Seizure Smart School Act (105 ILCS 150/), Care of Students with Diabetes Act (105 ILCS 150/), and Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.).

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1. Ongoing professional development for all school personnel and school resource officers on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, the 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. [14]
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three-year period. [15]
3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date. [16]
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team. [17]
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials. [18]
6. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act. [19]
7. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act. [20]
8. For all District staff, annual sexual harassment prevention training. [21]

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Putting this optional list into the policy will help the board monitor that the required in-service and training topics are being covered. While it is possible to *pick and choose*, this practice is likely to add more confusion to an already confusing responsibility. Unless noted, the School Code does not mandate the frequency with which the training must occur. Several other trainings that are mentioned in laws other than the School Code are addressed in other sample policies and procedures. Many of those policies and procedures are listed in the cross-references to this policy, e.g., training requirements under the Care of Students with Diabetes Act, 105 ILCS 145/.

[14] 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. School board members are also included.

[15] 7 C.F.R. Parts 210 and 235. 7 C.F.R. §210.2 defines school nutrition program directors, managers and staff. 7 C.F.R. §§210.15(b)(8) (recordkeeping requirements) and 210.31(a), (c), (d), and (e) (professional standards requirements); 210.31(g)(requiring school food authority director to keep records). Food service funds may be used for reasonable, allocable, and necessary training costs. 7 C.F.R. §210.31(f). The U.S. Dept. of Agriculture (USDA) has established implementation resources that contain training opportunities and resources covering the four core training areas: nutrition, operations, administration, and communications/marketing at: www.fns.usda.gov/cn/professional-standards.

[16] Required only for districts with grades 9-12 by 105 ILCS 25/1.15. Delete for elementary school districts.

[17] 105 ILCS 5/22-80(h).

[18] 105 ILCS 5/10-20.17a, amended by P.A. 103-780; 23 Ill.Admin.Code §1.330.

[19] 105 ILCS 150/25, amended by P.A. 103-542.

[20] 105 ILCS 145/25, amended by P.A. 103-542.

[21] 775 ILCS 5/2-109. See f/n 7 ~~in~~of sample policy 5:20, *Workplace Harassment Prohibited*, for further detail about this training requirement.

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9. Title IX requirements for training in accordance with 34 C.F.R. Part 106 (see Board policy 2:265, *Title IX Grievance Procedure*). [22]
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years. [23]
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it. [24]
12. Training in accordance with 105 ILCS 5/26A for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of 105 ILCS 5/26A (see Board policy 7:255, *Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*). [25]

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[22] 34 C.F.R. §106.45. For training requirement details, see sample administrative procedure 2:265-AP1, *Title IX Response*.

[23] 775 ILCS 5/5A-103(c), added by P.A. 103-472. Initial training for existing employees must be completed by 7-31-26. See the Ill. Dept. of Human Rights' *Frequently Asked Questions (FAQs) about Racism-Free Schools Training* at: https://dhr.illinois.gov/training/racism-free-schools.html#rfs-faq. For training requirement details, see sample administrative procedure 2:270-AP, *Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin*.

[24] 105 ILCS 5/2-3.163(c), amended by P.A. 103-504.

[25] 105 ILCS 5/26A-35, added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, ~~eff. 7-1-25,~~ requires each designated Article 26A Resource Person to either (1) be trained to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence, including training in the subjects set forth in 105 ILCS 5/26A-35(b)(i), or (2) have participated in an in-service training program under 105 ILCS 5/10-22.39(d) that includes training on the rights of minors to consent to counseling services and psychotherapy under the Mental Health and Developmental Disabilities Code within 12 months prior to designation. Id. However, 105 ILCS 5/10-22.39(d) was deleted by P.A. 103-542 and its training contents are in 105 ILCS 5/10-22.39(b-25).

105 ILCS 5/26A-25(b)(1), added by P.A. 102-466, a/k/a *ESS Law,* ~~eff. 7-1-25~~and amended by P.A. 104-391, requires employees whose duties include resolution of Article 26A complaints to initially complete ~~at least eight hours of training~~ on issues related to domestic and sexual violence and how to conduct the district's complaint resolution procedure, and to complete ~~six hours of~~ training annually thereafter. Such training must be conducted by individual(s) with expertise in domestic or sexual violence in youth and expertise in developmentally appropriate communications with elementary and secondary students regarding topics of a sexual, violent, or sensitive nature. Id. See sample administrative procedures 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence,* and 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.*

See pp. 28-30 of the June 2024 report of the second ESS Task Force for existing training requirements that may be suitable to fulfill Article 26A training requirements, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf.

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The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*. [26] [27]

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[26] Required by 105 ILCS 5/2-3.166(c)(2) (*Ann Marie's Law*). See sample administrative procedures 6:60-AP1, *Comprehensive Health Education Program*, and 7:290-AP, *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*.

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

For districts that have a practice of providing training~~instruction~~ in life-saving techniques and first-aid in their staff development programs, insert the following optional paragraph that aligns with 105 ILCS 5/3-11, 105 ILCS 110/3, amended by P.A. 103-608, and 77 Ill.Admin.Code §527.800:

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

Persons performing CPR are generally exempt from civil liability if they are trained in CPR. 745 ILCS 49/10. Persons using an AED are generally exempt from civil liability if they were trained and acted according to the standards of the AHA. 745 ILCS 49/12.

The board may also want to address other staff development opportunities. While not required to be in policy, 105 ILCS 5/27-1055~~23.10~~, amended by P.A. 103-542 and renumbered by P.A. 104-391, requires a school board to collaborate with State and local law enforcement agencies on gang resistance education. It also states that ISBE may assist in the development of instructional materials and teacher training for gang resistance education and training, which may be helpful to include in the staff development program. Other mandated and recommended staff development opportunities that are not located in the School Code or ISBE rules are found in the Ill. Administrative Code or federal regulations. Many of them are cross referenced in this policy.

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LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.
105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, 5/22-115, 5/24-5, and 5/26A.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
105 ILCS 145/25, Care of Students with Diabetes Act
105 ILCS 150/25, Seizure Smart School Act.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/4, Abused and Neglected Child Reporting Act.
745 ILCS 49/, Good Samaritan Act.
775 ILCS 5/2-109 and 5/5A-103, Ill. Human Rights Act.
23 Ill.Admin.Code §§ 22.20, 226.800, and Part 525.
77 Ill.Admin.Code §527.800.

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

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ADMIN. PROC.: 2:265-AP1 (Title IX Response), 2:265-AP2 (Formal Title IX Complaint Grievance Process), 2:270-AP (Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin), 4:160-AP (Environmental Quality of Buildings and Grounds), 4:170-AP6 (Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED), 5:100-AP (Staff Development Program), 5:120-AP2 (Employee Conduct Standards), 5:150-AP (Personnel Records), 6:120-AP4 (Care of Students with Diabetes), 7:250-AP1 (Measures to Control the Spread of Head Lice at School), 7:250-AP2 (Protocol for Responding to Students with Social, Emotional, or Mental Health Needs), 7:255-AP1 (Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:255-AP2 (Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:285-AP (Anaphylaxis Prevention, Response, and Management Program), 7:290-AP (Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program)

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General Personnel

Staff Development Program

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

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

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

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

In-Service Training Requirements

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

1. Health conditions of students, including but not limited to training on:
    a. Chronic health conditions of students;
    b. Anaphylactic reactions and management, conduct by a person with expertise on anaphylactic reactions and management;
    c. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
    d. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
    e. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
    f. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
    g. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social-emotional learning can be integrated into instructional practices across all grades and subjects.

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

Additional Training Requirements

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

1. Ongoing professional development for all school personnel and school resource officers on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, the 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.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall

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

3. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired on or after 8-19-14 must be certified before their position's start date.
4. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
5. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
6. For delegated care aids performing services in connection with a student's seizure action plan, training in accordance with 105 ILCS 150/, the Seizure Smart School Act.
7. For delegated care aids performing services in connection with a student's diabetes care plan, training in accordance with 105 ILCS 145/, the Care of Students with Diabetes Act.
8. For all District staff, annual sexual harassment training.
9. Title IX requirements for training in accordance with 34 C.F.R. Part 106 (see Board policy 2:265, *Title IX Grievance Procedure*):
10. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
11. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.
12. Training in accordance with 105 ILCS 5/26A for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of 105 ILCS 5/26A (see Board policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence).*

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

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106.
42 U.S.C. §1758b, Pub. L. 111-296, Healthy, Hunger-Free Kids Act of 2010; 7 C.F.R. Parts 210 and 235.
105 ILCS 5/2-3.62, 5/2-3.166, 5/3-11, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/10-23.13, 5/22-80(h), 5/22-95, 5/24-5, and 5/26A.
105 ILCS 25/1.15, Interscholastic Athletic Organization Act.
105 ILCS 150/25, Seizure Smart School Act.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/4, Abused and Neglected Child Reporting Act.
745 ILCS 49/, Good Samaritan Act.
775 ILCS 5/2-109, Ill. Human Rights Act.

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23 Ill. Admin. Code §§ 22.20, 226.800, and Part 525.
77 Ill. Admin. Code §527.800.

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment Based on Race, Color, or National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

ADMIN. PROC.: 2:265-AP1 (Title IX Response), 2:265-AP2 (Formal Title IX Complaint Grievance Process), 2:270-AP1 (Prevention and Response Program for Complaints of Discrimination and Harassment Based on Race, Color, and National Origin), 4:160-AP (Environmental Quality of Buildings and Grounds), 4:170-AP6 (Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED), 5:100-AP1 (Staff Development Program), 5:120-AP2 (Employee Conduct Standards), 5:150-AP1 (Personnel Records), 6:120-AP4 (Care of Students with Diabetes), 7:250-AP1 (Measures to Control the Spread of Head Lice at School), 7:250-AP2 (Protocol for Responding to Students with Social, Emotional, or Mental Health Needs), 7:255-AP1 (Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:255-AP2 (Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:285-AP1 (Anaphylaxis Prevention, Response, and Management Program), 7:290-AP1 (Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program)

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Professional Personnel

Teacher Qualifications [1]

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law.[2] The following qualifications apply:

1. Each teacher must: [3]
   a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
   b. Provide the District Office with a complete transcript of credits earned in institutions of higher education.
   c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed.
   d. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements. [4]

The Superintendent or designee shall:

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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 concerns an area in which the law is unsettled.

[2] 105 ILCS 5/21B et seq., amended by P.A. ~~102-894~~104-111, eff. 1-1-26; 23 Ill.Admin.Code §§1.610, 1.705, and Part 25 (educator licensure); 105 ILCS 5/27-24.2~~, amended by P.A. 101-450~~; and 23 Ill.Admin.Code Part 252 (contracted driver education teacher).

[3] Subparagraph 1a is required for all teachers by 105 ILCS 5/21B-15 (qualifications of educators). Four types of educator licenses are listed in 105 ILCS 5/21B-20, amended by P.A. ~~s 102-894 and~~ 103-111: (1) Professional Educator License; (2) Educator License with Stipulations (including endorsements for alternative provisional educator, alternative provisional superintendent, career and technical educator, transitional bilingual educator, language, visiting international educator, paraprofessional educator, chief school business official, provisional in-state educator, school support personnel intern, and special education area); (3) Substitute Teaching License; and (4) until 6-30-28, Short-Term Substitute Teaching License. Districts may not require an individual who holds a valid Professional Educator License or Educator License with Stipulations to seek or hold a Substitute Teaching License to teach as a substitute teacher. 105 ILCS 5/21B-20(3). 105 ILCS 5/21B-120, added by P.A. 104-111, eff. 1-1-26, also provides for a short-term approval credential for teachers in accordance with rules developed by the Ill. State Board of Education (ISBE). See also 23 Ill.Admin.Code §§1.610, 1.705, and Part 25 (per §25.100, teachers are no longer endorsed in any course subjects in which they earn grades lower than a "C-" or equivalent in college). ~~The Ill. State Board of Education's (~~ISBE's~~)~~ *Educator Licensure Information System* (ELIS) is a web-based system that allows educators, administrators, and the public to access licensure information. See www.isbe.net/Pages/Educator-Licensure-Information-System.aspx.

Subparagraph 1b and 1c are required of all teachers by 105 ILCS 5/24-23. Some boards add the word "official" to the phrase, "complete official transcript of credits."

Subparagraph 1d is optional but informs the superintendent when a teacher may be eligible to change lanes on the salary schedule.

[4] Information on State implementation of ESSA is available at: www.isbe.net/essa.

ESEA, as amended by ESSA, requires that each state plan contain assurances that the state educational agency will ensure that all teachers and paraprofessionals meet state certification/licensure requirements. 20 U.S.C. §6311(g)(2)(J).

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1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed; [5]
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications. [6]

LEGAL REF.: 20 U.S.C. §6312(e)(1)(A).
105 ILCS 5/10-20.15, 5/21B-15, 5/21B-20, 5/21B-25, 5/21B-120, and 5/24-23.
23 Ill.Admin.Code §1.610 et seq., §1.705 et seq., and Part 25.

CROSS REF.: 6:170 (Title I Programs)

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

[5] See the ISBE webpage on educator licensure approval requirements at www.isbe.net/Pages/educator-licensure-approvals.aspx.

ESEA, as amended by ESSA, requires districts to provide parents timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. 20 U.S.C. §6312(e)(1)(B)(ii). For a sample notice, see 5:190-E2, *Notice to Parents When Their Child Is Assigned To or Has Been Taught for at Least Four Straight Weeks By a Teacher Who Does Not Meet Applicable State Certification/Licensure Requirements.*

[6] 20 U.S.C. §6312(e)(1)(A).

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Professional Personnel

Teacher Qualifications

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1. Each teacher must:
   a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
   b. Provide the District Office with a complete transcript of credits earned in institutions of higher education.
   c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed.
   d. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teacher; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF: 20 U.S.C. §6312(e)(1)(A).
105 ILCS 5/10-20.15, 5/21B-15, 5/21B-20, 5/21B-25, and 5/24-23.
23 Ill. Admin. Code §1.610 et seq., §1.705 et seq., and Part 25.

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: May 17, 2001

REVISED: January 18, 2024

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Professional Personnel

Terms and Conditions of Employment and Dismissal [1]

The School Board delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable individual employment contract or collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff. [2]

School Year

Teachers shall work according to the school calendar adopted by the Board, which shall have a minimum of 176 student attendance days and a minimum of 180 teacher work days, including teacher institute days.[3] Teachers are not required to work on legal school holidays unless the District has followed applicable State law that allows it to hold school or schedule teachers' institutes, parent-teacher conferences, or staff development on the third Monday in January (the Birthday of Dr. Martin Luther King, Jr.); February 12 (the Birthday of President Abraham Lincoln); the first Monday in March (known as Casimir Pulaski's birthday); the second Monday in October (Columbus Day); and November 11 (Veterans Day). [4]

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[1] State or federal law controls this policy's 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. The local collective bargaining agreement may contain provisions that exceed these requirements. In such cases, the board policy should be amended to state, "Please refer to the applicable collective bargaining agreement."

Evaluation, tenure, and dismissals changed significantly from 2013 to 2016 as P.A.s 96-861, 97-8, and 98-513 were implemented. These public acts are referred to as *Education Reform* or *Education Reform Acts*.

[2] This paragraph is consistent with the IASB's *Foundational Principles of Effective Governance*, at: www.iasb.com/principles_popup.cfm. Boards have three options for using this paragraph: (1) use it as an introduction to the policy; (2) use it alone leaving the specific other topics for administrative implementation; or (3) do not use it.

[3] 105 ILCS 5/10-19. See sample policy 6:20, *School Year Calendar and Day*.

[4] 105 ILCS 5/24-2(b). See sample policy 5:330, *Sick Days, Vacation, Holidays, and Leaves,* for a holiday listing as well as a discussion of the case finding the State-mandated school holiday on Good Friday unconstitutional. 105 ILCS 5/24-2, amended by P.A.~~s 102-14, 102-15, 102-334, 102-411, and~~ 103-395, prohibits districts from making a deduction "from the time or compensation of a school employee on account of any legal or special holiday."

~~10 ILCS 5/1-24, added by P.A. 103-467 and scheduled to be repealed on 1-1-25, designated 2024 Election Day as a legal school holiday for the purposes of 105 ILCS 5/24-2 and requires any school closed on 2024 Election Day to make itself available to an election authority as a polling place on that date. No waiver exists for 2024 Election Day. 105 ILCS 5/24-2(b) and (e), amended by P.A.s 102-15 and 103-467.~~

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School Day

Teachers are required to work the school day adopted by the Board.[5] Teachers employed for at least four hours per day shall receive a duty-free lunch equivalent to the student lunch period, or 30 minutes, whichever is longer. [6]

The District accommodates employees who are nursing mothers and compensates them for reasonable time needed to express breast milk according to provisions in State and federal law. [7]

Salary

Teachers shall be paid according to the salaries fixed by the Board, but in no case less than the minimum salary provided by the School Code.[8] Teachers shall be paid at least monthly on a 10- or 12-month basis. [9]

Assignments and Transfers [10]

The Superintendent is authorized to make teaching, study hall, extra class duty, and extracurricular assignments. In order of priority, except as otherwise provided by law, assignments shall be made based on the District's needs and best interests, employee qualifications, and employee desires.

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

[5] A school day is required to consist of a minimum of 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. 105 ILCS 5/10-19.05(a) and (j-5), amended by P.A. 103-560. See www.isbe.net/school-calendar for Ill. State Board of Education's (ISBE) instructional day changes notice regarding this law. See 105 ILCS 5/10-19.05, amended by P.A. 103-560, for additional exceptions to the attendance calculation.

[6] 105 ILCS 5/24-9.

[7] 29 U.S.C. §218(d), added by Pub.L. 117-328; 42 U.S.C. §2000gg et seq., added by Pub.L. 117-328; 740 ILCS 137/; 820 ILCS 260/, as amended by P.A. 104-76, eff. 1-1-26. Consult the board attorney to ensure the district is properly accommodating and compensating nursing mothers. See sample administrative procedure 5:10-AP, *Workplace Accommodations for Nursing Mothers*.

[8] 105 ILCS 5/10-20.7, 5/10-21.1, 5/24-1, and 5/24-8, amended by P.A. 103-515. The Commission on Government Forecasting and Accountability is required to annually certify and publish the teacher minimum salary to be used for the 2024-2025 school year and each year thereafter. Salaries are a mandatory subject of collective bargaining. 115 ILCS 5/10. Annually, by Oct. 1, each district must: (1) during an open school board meeting, report salary and benefits information for the superintendent, administrators, and teachers; (2) publish that information on the district's website, if any; and (3) provide this information to ISBE. 105 ILCS 5/10-20.47. According to a Public Access Counselor (PAC) *Informal Mediation* letter interpreting 5 ILCS 120/7.3, an IMRF employer must post on its website the names of employees having a total compensation package that exceeds $75,000 per year. 2012 PAC 19808 (Informal Mediation by the Ill. Attorney General's Public Access Counselor (PAC)); see PAC Annual Report for 2012 at https://illinoisattorneygeneral.gov/Page-Attachments/FOIAPAC/PAC-ANNUAL-REPORTS/2012_PAC_Report.pdf~~https://foiapac.ilag.gov/viewpdf.aspx?P=~/content/pdf/Public_Access_Counselor_Annual_Report_2012.pdf~~).

[9] 105 ILCS 5/24-21.

[10] Districts are required to have a policy on the distribution of the listed assignments. 23 Ill.Admin.Code §1.420(d).

Absent an individual or collective bargaining agreement, the board has unilateral discretion to assign or retain a teacher to or in an extracurricular duty. Betebenner v. Bd. of Educ., 336 Ill.App. 448 (4th Dist. 1949); Dist. 300 Educ. Assoc. v. Bd. of Educ., 31 Ill.App.3d 550 (2nd Dist. 1975); Lewis v. Bd. of Educ., 181 Ill.App.3d 689 (5th Dist. 1989).

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School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. *School social worker* has the meaning stated in 105 ILCS 5/14-1.09a.[11]

Dismissal

The District will follow State law when dismissing a teacher. [12]

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

105 ILCS 5/22-96, added by P.A. 103-46 and amended by P.A. 103-564, requires school districts, when hiring or assigning educators for physical education, music, or visual arts, to prioritize the hiring or assigning of educators who hold an educator license and endorsement in those areas. The law also requires educators in these areas to obtain short-term approval if they are not licensed in the content area, or, if no short-term approval is available, they must meet criteria specified by ISBE. Id. at (b). Educators must obtain an endorsement in the area being taught prior to the end of the short-term approval period to continue to maintain the educator's employment for subsequent school years. Id. at (b). In the alternative, educators do not need to be licensed, obtain short-term approval, or meet other ISBE requirements if they meet the requirements of Title 23 of the Illinois Administrative Code except for Section 1.710. Id. at (d).

[11] Optional. This subhead provides information to district employees and the community that 105 ILCS 5/14-1.09a prohibits school social workers from moonlighting by providing services to students attending the districts in which they are employed. Delete "~~5/10-20.65, 5/14-1.09a,~~" from the Legal References if the board deletes this subhead.

[12] All dismissal laws in the chart below were amended by the *Education Reform Acts*. 105 ILCS 5/24A-5.5, requires districts to develop and implement a local appeals process for unsatisfactory ratings issued to teachers under 105 ILCS 5/24A-5, amended by P.A.~~s~~ 104-20~~ 102-252, and 102-729~~. Districts must: (1) develop the process in cooperation with the bargaining unit or teachers, if applicable, and (2) include an assessment of the original rating by a panel of qualified evaluators agreed to by the PERA joint committee (105 ILCS 5/24A-4(b)).

Non-tenure Teacher Discharge	105 ILCS 5/24-11, amended by P.A.~~s 102-552 and~~ 103-500.
Tenured and Non-tenure Teachers Reduction in Force	105 ILCS 5/24-12(b), amended by P.A.s 103-398, and 103-500, and (c)
Tenured Teacher Discharge Where Cause Remediable	105 ILCS 5/24-12(d) (prior reasonable warning required), amended by P.A.~~s 102-708 and~~ 103-354. 105 ILCS 5/24-12(d) (procedural mandates), amended by P.A.~~s 102-708 and~~ 103-354. 105 ILCS 5/10-22.4 (general authority)
Tenured Teacher Discharge Where Cause Irremediable	105 ILCS 5/24-12(d) (no prior warning required) amended by P.A.~~s 102-708 and~~ 103-354. 105 ILCS 5/24-12(d) (procedural mandates), amended by P.A.~~s 102-708 and~~ 103-354. 105 ILCS 5/10-22.4 (general authority)
Tenured Teacher Discharge Failure to complete remediation plan with a rating of *Proficient or Excellent*	105 ILCS 5/24A-5(m) (participation in remediation plan after unsatisfactory evaluation) 105 ILCS 5/24-12(d)(1) 105 ILCS 5/24-12(d) (procedural mandates), amended by P.A.~~s 102-708 and~~ 103-354. 105 ILCS 5/10-22.4 (general authority)
Tenured Teacher Discharge – Optional Alternative Evaluative Dismissal Process for PERA Evaluation Failure to complete remediation plan with a *Proficient* or better rating 105 ILCS 5/24A-2.5	105 ILCS 5/24-16.5(d) (provide written notice) 105 ILCS 5/24-16.5 (pre-remediation and remediation procedural mandates) 105 ILCS 5/24-16.5(e) and (f) (school board makes final decision with only PERA-trained board members participating in vote)
Tenured Teacher Discharge – *Unsatisfactory* PERA evaluation within 36 months of completing a remediation plan 105 ILCS 5/24A-2.5	105 ILCS 5/24A-5(n), amended by P.A. 104-202-252 (forego remediation and proceed to dismissal) 105 ILCS 5/24-12(d) (procedural mandates)~~, amended by P.A. 102-708.~~

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Evaluation

The District's teacher evaluation system will be conducted under the plan developed pursuant to State law. [13]

On an annual basis, the Superintendent will provide the Board with a written report which outlines the results of the District's teacher evaluation system.

LEGAL REF.: 29 U.S.C. §218(d), Pub. L. 117-328, Pump for Nursing Mothers Act.
42 U.S.C. §2000gg et seq., Pub. L. 117-328, Pregnant Workers Fairness Act.
105 ILCS 5/10-19, 5/10-19.05, 5/10-20.65, 5/14-1.09a, 5/22-96, 5/22.4, 5/24-16.5, 5/24-2, 5/24-8, 5/24-9, 5/24-11, 5/24-12, 5/24-21, 5/24A-1 through 24A-20.
820 ILCS 260/, Nursing Mothers in the Workplace Act.
23 Ill.Admin.Code Parts 50 (Evaluation of Educator Licensed Employees) and 51 (Dismissal of Tenured Teachers).
Cleveland Bd. of Educ. v. Loudermill, 470 U.S. 532 (1985).

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

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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.

	105 ILCS 5/10-22.4 (general authority)
Educational Support Personnel Employees (non-licensed)	105 ILCS 5/10-23.5~~, amended by P.A. 102-854~~.
Probationary Teacher (non-tenure teacher)	105 ILCS 5/24-11~~, amended by P.A.s 102-552, 102-854, and 103-500~~.

Various components of a RIF (e.g., impact and decision to RIF) and an evaluation plan (e.g., development, implementation, and impact) may be subject to mandatory collective bargaining. Central City Educ. Assoc. v. IELRB, 149 Ill.2d 496 (Ill. 1992).

105 ILCS 5/22-96 provides that in the event of a reduction in force, schools may follow the employee contract language for filling positions.

Teacher RIF procedures were changed by 105 ILCS 5/24-12(b), amended by P.A. 103-398 and 103-500, and (c). See *PERA Overview for School Board Members*, question 15, "What is the process for selecting teachers for a reduction in force/layoff (RIF)" at: www.iasb.com/law/PERAoverview.pdf.

State law does not prohibit a PERA joint committee from agreeing to put a teacher on a remediation plan if the teacher receives a second *needs improvement* (rather than *unsatisfactory*) rating after being on a professional development plan. Bd. of Educ. Rockford Public Sch. v. Rentsch, 212 N.E.3d 565 (Ill. App. 2nd 2022).

According to a binding opinion from the Ill. Public Access Counselor, a board must identify an employee by name in a motion to dismiss him or her. PAO 13-16. As this may be a significant change in practice with possible other legal consequences, a board should consult with the board attorney on this issue before dismissing an employee.

[13] 105 ILCS 5/24A-5, amended by P.A.s ~~102-252, 102-729, and~~ 103-85 and 104-20. Teacher evaluation plans are covered in *PERA Overview for School Board Members* at: www.iasb.com/law/PERAoverview.pdf.

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Professional Personnel

Terms and Conditions of Employment and Dismissal

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

School Year

Teachers shall work according to the school calendar adopted by the Board, which shall have a minimum of 176 student attendance days and a minimum of 180 teacher work days, including teacher institute days. Teachers are not required to work on legal school holidays unless the District has followed applicable State law that allows it to hold school or schedule teachers' institutes parent-teacher conferences, or staff development on the third Monday in January (the Birthday of Dr. Martin Luther King, Jr.); February 12 (the Birthday of President Abraham Lincoln); the first Monday in March (known as Casimir Pulaski's birthday); the second Monday in October (Columbus Day); and November 11 (Veterans Day).

School Day

Teachers are required to work the school day adopted by the Board. Teachers employed for at least four hours per day shall receive a duty-free lunch equivalent to the student lunch period, or 30 minutes, whichever is longer.

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

Salary

Teachers shall be paid according to the salaries fixed by the Board, and in accordance with District policy 5:250, *Leaves of Absence*, but in no case less than the minimum salary provided by the School Code. Teachers shall be paid at least monthly on a 10- or 12-month basis.

Assignments and Transfers

The Superintendent is authorized to make teaching, study hall, extra class duty, and extracurricular assignments. In order of priority, except as otherwise provided by law, assignments shall be made based on the District's needs and best interests, employee qualifications, and employee desires.

School Social Worker Services Outside of District Employment

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

Dismissal

The District will follow State law when dismissing a teacher.

Evaluation

The District's teacher evaluation system will be conducted under the plan developed pursuant to State law.

On an annual basis, the Superintendent will provide the Board with a written report which outlines the results of the District's teacher evaluation system.

CURRENT

LEGAL REF.: 29 U.S.C. §218(d), Pub. L. 117-328, Pump for Nursing Mothers Act.
42 U.S.C. §2000gg et seq, Pub. L. 117-328, Pregnant Workers Fairness Act.
105 ILCS 5/10-19, 5/10-19.05, 5/10-20.65, 5/14-1.09a, 5/22-96, 5/22.4, 5/24-16.5, 5/24-2, 5/24-8, 5/24-9, 5/24-11, 5/24-12, 5/24-21, 5/24A-1 through 24A-20.
820 ILCS 260/, Nursing Mothers in the Workplace Act.
23 Ill. Admin. Code Parts 50 (Evaluation of Educator Licensed Employees) and 51 (Dismissal of Tenured Teachers).
Cleveland Bd. Of Educ. v. Loudermill, 470 U.S. 532 (1985).

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

ADOPTED: May 17, 2001

REVISED: September 19, 2024

CURRENT

Professional Personnel

Substitute Teachers [1]

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board.[2] There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows: [3]

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License[4] or Educator License with Stipulations[5] may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Ill. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year through June 30, 2026, but not more than 100 paid days in the same classroom. Beginning July 1, 2026, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid

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[1] State law controls this policy's content. Sample policy 5:30, *Hiring Process and Criteria*, contains the requirements for pre-employment investigations, e.g., a fingerprint based criminal history records check. See also sample administrative procedure 5:30-AP2, *Investigations*. Each board may require new substitute teacher employees to furnish evidence of physical fitness to perform duties assigned and must require new substitute teacher employees to furnish evidence of freedom from communicable disease. 105 ILCS 5/24-5(b-5). Evidence may consist of a physical examination, which must be performed within 90 days before the time it is presented to the board, and the substitute teacher bears the cost of the physical examination. Id. A new or existing substitute teacher may also be subject to additional health examinations as required by the Ill. Dept. of Public Health or by order of a local public health official. Id.

105 ILCS 128/22, added by P.A. 104-198, eff. 1-1-26, requires districts to provide all substitute personnel with: (1) training on school evacuation drills and law enforcement lockdown drills, and (2) support that includes, at a minimum, the information packet given to employees with district-approved materials outlining evacuation and lockdown procedures. Maps indicating all school exits must also be prominently displayed in every classroom. Id.

[2] 23 Ill.Admin.Code §1.790(a)(2), requires that any individual who serves as a substitute teacher for driver's education be endorsed for driver's education pursuant to 23 Ill.Admin.Code §25.100(hk). ~~23 Ill.Admin.Code §25.100(k) has been renumbered as 23 Ill.Admin.Code §25.100(h), however §1.790(a)(2) still cites to §25.100(k).~~

[3] Substitute teaching licenses are governed by 105 ILCS 5/21B-20(3)~~, amended by P.A. 102-717~~; 23 Ill.Admin.Code §§1.790 and 25.520.

[4] Professional educator licenses are governed by 105 ILCS 5/21B-20(1) and 23 Ill.Admin.Code Part 25.

[5] Educator licenses with stipulations are governed by 105 ILCS 5/21B-20(2) ~~, amended by P.A. 102-894~~ and 23 Ill.Admin.Code Part 25. 105 ILCS 5/21B-20(2)(E), amended by P.A. 103-617, permits an individual who holds a valid career and technical educator endorsement on an Educator License with Stipulations but who does not hold a bachelor's degree to substitute teach in career and technical education classrooms.

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days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists. [6]

The School Board establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits. [7]

Short-Term Substitute Teachers [8]

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program.[9] Unless otherwise permitted by law, short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board. [10]

Emergency Situations [11]

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher

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[6] 40 ILCS 5/16-118, amended by P.A.s ~~102-537, 102-709 (temporarily allowed for 140 paid days or 700 paid hours between 7-1-21 and 6-30-22),~~ 103-88 and 103-525 (temporarily allows for 120 paid days or 600 paid hours in each school year through 6-30-26; after 6-30-26, substitute teachers will be allowed 100 paid days or 500 paid hours in each school year) and 16-150.1~~, amended by P.A. 102-440 (TRS annuitants may return to teaching in a subject shortage area until 6-30-24)~~. Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director."

[7] If a board provides substitute teachers other benefits, it may consider listing them here.

[8] 105 ILCS 5/21B-20(4), amended by P.A. ~~s 102-712 and~~ 103-111, governs Short-Term Substitute Teaching Licenses, which may be issued from 7-1-18 until 6-30-28. Short-Term Substitute Teaching Licenses are not eligible for endorsements. Id. Applicants for a Short-Term Substitute Teaching License must hold an associate's degree or have completed at least 60 credit hours from a regionally accredited institution of higher education. Individuals who have had their Professional Educator License or Educator License with Stipulations suspended or revoked are not eligible to be short-term substitutes. Id.

[9] 105 ILCS 5/10-20.67, amended by P.A. 103-111, requires boards to conduct this training. This requirement provides 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 a short-term substitute teacher training program that provides individuals who hold a Short-Term Substitute Teaching License with information on curriculum, classroom management techniques, school safety, and district and building operations. See also sample administrative procedure 5:220-AP, *Substitute Teachers*, and its f/n 3. These expectations will be most effective when they reflect local conditions and circumstances. Training and curriculum for a short-term substitute teacher training program may be subjects of mandatory collective bargaining, therefore consulting with the board attorney should be a part of this process. A district would commit an unfair labor practice by implementing new programs for staff without first offering to negotiate them with the applicable exclusive bargaining representative.

School boards may choose to also offer this training program to individuals who hold a Substitute Teaching License and/or substitute teachers holding a Professional Educator License.

See f/n 1 above, regarding training on school evacuation drills and law enforcement lockdown drills.

[10] Through 6-30-28, a district may hire a short-term substitute teacher holding a short-term substitute teaching license for up to 15 consecutive school days for each licensed teacher if the Governor has declared a disaster due to a public health emergency pursuant to the Ill. Emergency Management Agency Act, 20 ILCS 3305/7. 105 ILCS 5/21B-20(4), amended by P.A. ~~s 102-712 and~~ 103-111.

[11] 105 ILCS 5/21B-20(3), amended by P.A. 103-193~~, eff. 1-1-24~~. An *emergency situation* is defined as one where an unforeseen vacancy has occurred and (i) a teacher is unexpectedly unable to fulfill his or her contractual duties, or (ii) the district's teacher capacity needs exceed previous indications or vacancies are unfilled due to a lack of qualified candidates and the district is actively engaged in advertising to hire a fully licensed teacher for the vacant position. Id.

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is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education (ROE) within five business days after the employment of a substitute teacher in an emergency situation. The Board may continue to employ the same substitute teacher in a vacant position for 90 calendar days or until the end of the semester, whichever is greater, if, prior to the end of the then current 30 calendar-day-period, the District makes a written request to the ROE for a 30 calendar-day-extension and the extension is granted by the ROE.

LEGAL REF.: 105 ILCS 5/10-20.68, 5/21B-20(2), 5/21B-20(3), and 5/21B-20(4).
105 ILCS 128/22, School Safety Drill Act.
40 ILCS 5/16-118, Ill. Pension Code.
23 Ill.Admin.Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

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In order for a substitute teacher to remain in a vacant position for up to 90 days or until the end of the semester, whichever is greater, the position must remain vacant and the district must continue to actively seek qualified candidates and provide documentation to the Regional Office of Education that it has provided training specific to the position, including training on meeting the needs of students with disabilities and English learners if applicable. Id.

Use this alternative for districts in suburban Cook County: replace "Regional Office of Education (ROE)" with "Intermediate Service Center (ISC)."

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Professional Personnel

Substitute Teachers

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Ill. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year through June 30, 2026, but not more than 100 paid days in the same classroom. Beginning July 1, 2026, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The Board establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

Short-Term Substitute Teachers

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program. Unless otherwise permitted by law, short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board.

Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education (ROE) within five business days after the employment of a substitute teacher in an emergency situation. The Board may continue to employ the same substitute teacher in a vacant position for 90 calendar days or until the end of the semester, whichever is greater, if, prior to the end of the then current 30 calendar-day-period, the District makes a written request to the ROE for a 30 calendar-day-extension and the extension is granted by the ROE.

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LEGAL REF.: 105 ILCS 5/10-20.68, 5/21B-20(2), 5/21B-20(3), and 5/21B-20.(4).
40 ILCS 5/16-118, Ill. Pension Code.
23 Ill. Admin. Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

ADOPTED: May 17, 2001

REVISED: January 18, 2024

CURRENT

Educational Support Personnel

Duties and Qualifications [1]

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to School Board policies as they may be changed from time to time at the Board's sole discretion.

Paraprofessionals [2]

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Ill. State Board of Education (ISBE).

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals, and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules. [3]

Nonlicensed Personnel Working with Students and Performing Non-Instructional Duties

Nonlicensed personnel performing non-instructional duties may be used:

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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] ~~Educator licensure replaced the previous system of certification on 7-1-13. All Illinois teaching, administrative, and school service personnel certificates were converted to a corresponding license.~~ Except as provided in Ill. State Board of Education's (ISBE) ~~ISBE~~ rules at 23 Ill.Admin.Code §§1.630(b)(2), 25.433, and 25.510(a), all new applicants for a paraprofessional credential must hold an educator license with stipulations endorsed for a paraprofessional educator. 105 ILCS 5/21B-20(2)(J)~~, amended by P.A.s 101-220 and 101-594~~; 23 Ill.Admin.Code §§1.630 and 25.510. See ~~the Ill. State Board of Education's (ISBE)~~ ISBE's explanation at:

www.isbe.net/Pages/Educator-Licensure-Requirements.aspx.

A district may continue to use the term *teacher aide* to describe licensed personnel performing instructional support activities. In that situation, use the following alternative for the subhead and first paragraph:

> Paraprofessionals and Licensed Teacher Aides
>
> Paraprofessionals and licensed teacher aides provide supervised instructional support. Personnel performing instructional support activities must hold a current educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by ISBE.

If a district uses teacher aides to perform non-instructional support activities, *unlicensed teacher aides* may be inserted in the subhead for next section as follows: "Nonlicensed Personnel (Including Nonlicensed Teacher Aides) Working with Students and Performing Non-Instructional Duties."

Paraprofessionals are not required to maintain discipline under 105 ILCS 5/24-24. 23 Ill.Admin.Code §1.280.

[3] 105 ILCS 5/10-22.34~~, amended by P.A. 102-894~~; 23 Ill.Admin.Code §§1.630(c)(3) (other nonlicensed personnel) and 25.620 (student teaching). This paragraph is optional and may be deleted if the board desires a streamlined policy.

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1. For supervising study halls, long-distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities; [4]
2. As supervisors, chaperones, or sponsors for non-academic school activities or for school activities connected to the academic program during any time in which the Governor has declared a disaster due to a public health emergency, in accordance with ISBE rule; or [5]
3. For non-teaching duties not requiring instructional judgment or student evaluation. [6]

Nothing in this policy prevents a nonlicensed person from serving as a guest lecturer or resource person under a ~~certificated~~ licensed teacher's direction and with the administration's approval. [7]

Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership.[8] Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automated External Defibrillator user according to rules adopted by the Illinois Department of Public Health.[9] Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law. [10]

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[4] 105 ILCS 5/10-22.34(a)(2).

[5] 105 ILCS 5/10-22.34(a)~~, amended by P.A. 102-894~~; 23 Ill.Admin.Code §1.630(c).

[6] 105 ILCS 5/10-22.34(a)(1); 23 Ill.Admin.Code §1.630(a).

[7] 105 ILCS 5/10-22.34b~~, amended by P.A. 102-894, last paragraph~~. Nonlicensed personnel may be used to provide specialized instruction in a field that an individual is particularly qualified by reason of specialized knowledge or skill. 23 Ill.Admin.Code §1.630(c)(3)(C). Districts that frequently use nonlicensed individuals to provide such instruction may consider adding the following optional sentence, substituting Intermediate Service Center Executive Director for Regional Superintendent, if applicable:

> When appropriate, the Superintendent may seek approval from the responsible Regional Superintendent for a nonlicensed individual to provide specialized instruction not otherwise readily available in the school environment, in the field that the individual is particularly qualified by reason of specialized knowledge or skill.

[8] A district should consult the handbooks and by-laws of the appropriate associations, e.g., the Ill. High School Association, the Southern Ill. Junior High School Athletic Association, and the Ill. Elementary School Association.

An optional sentence follows:

> The coach for an extracurricular athletic activity sponsored or sanctioned by the Illinois High School Association (IHSA) at or above the ninth grade level must have completed the IHSA's educational program and competency testing on preventing abuse of performance-enhancing substances, provided the program is available.

[9] Optional and may be amended. The first requirement identifies a basic competency, and the second two requirements are intended to ensure coaches are trained emergency responders. For AED training program requirements, see Automated External Defibrillator Act (410 ILCS 4/15) and Automated External Defibrillator Code (77 Ill.Admin.Code §§525.300 and 525.400).

[10] 225 ILCS 5/3 and 5/4.

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Bus Drivers

All school bus drivers must have a valid school bus driver permit.[11] The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder who is a service member has been called to active duty.[12] New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

LEGAL REF.: 34 C.F.R. §200.58.
105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.
625 ILCS 5/6-104 and 5/6-106.1, Ill. Vehicle Code.
23 Ill.Admin.Code §§1.280, 1.630, and 25.510.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

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[11] The regional superintendent is authorized to conduct school bus driver instruction courses and investigate whether persons hired to operate school buses have valid school bus driver permits. 105 ILCS 5/3-14.23.

School bus driver permits are issued by the Ill. Secretary of State (SOS). 625 ILCS 5/6-106.1, amended by P.A. ~~101-458~~104-256. Districts must conduct a pre-employment interview with bus driver candidates, distribute bus driver applications and medical forms, and submit the applicant's fingerprint cards to the Ill. State Police (ISP) for criminal background investigations. Districts must also certify in writing to the SOS that all pre-employment conditions were completed, including an Illinois-specific criminal background investigation through the ISP and the submission of necessary fingerprints to the Federal Bureau of Investigation for criminal history information. Id. The applicant presents this certification to the SOS when submitting the school bus driver permit application. Id.

A school bus driver operating a school bus at the time of an accident is deemed by the implied consent law to agree to submit to tests at the direction of a law enforcement officer of the driver's breath, blood, or urine to determine the presence of alcohol, or other drugs, in the person's system. 625 ILCS 5/6-516.

Anyone driving a bus chartered to transport students to or from interscholastic athletic or interscholastic or school-sponsored activities must have a valid school bus driver permit; this does not apply to any driver employed by a public transportation provider when the bus is on a regularly scheduled route for transporting other fare-paying passengers. 625 ILCS 5/6-104(d-5).

[12] This sentence is optional, but the notification is required by 625 ILCS 5/6-106.1(h). *Active duty* is defined in the statute as active duty pursuant to an executive order of the U.S. President, an act of the Congress, or an order of the Governor. 625 ILCS 5/6-106.1(j). *Service member* means a member of the Armed Services or reserve forces of the United States or a member of the Ill. National Guard. Id. Upon notification, the SOS will characterize the permit as inactive until a permit holder renews the permit pursuant to 625 ILCS 5/6-106.1(h).

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Educational Support Personnel

Duties and Qualifications

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board policies as they may be changed from time to time at the Board's sole discretion.

Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Ill. State Board of Education (ISBE).

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teacher do not need to comply with this section, provided their service otherwise complies with ISBE rules.

Nonlicensed Personnel Working with Students and Performing Non-Instructional Duties

Nonlicensed personnel performing non-instructional duties may be used:

1. For supervising study halls, long-distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities or for school activities connected to the academic program during any time in which the Governor has declared a disaster due to a public health emergency, in accordance with ISBE rule; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a nonlicensed person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automatic External Defibrillator user according to rules adopted by the Illinois Department of Public Health. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law.

Bus Drivers

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers.*

CURRENT

LEGAL REF.: 34 C.F.R. §200.58.
105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.
625 ILCS 5/6-104 and 5/6-106.1, Ill. Vehicle Code.
23 Ill. Admin. Code §§1.280, 1.630 and 25.510.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

ADOPTED: May 17, 2001

REVISED: March 16, 2023

CURRENT

Educational Support Personnel

Schedules and Employment Year [1]

The Superintendent shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, School Board policy, and applicable agreements and shall:

1. Assign each employee one supervisor who will establish a work schedule, including breaks, as required by building or District needs, workload, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules as needed; and
3. Consider the well-being of the employee. The Superintendent's approval is required to establish a flexible work schedule or job-sharing.

Breaks

An employee who works at least 7.5 continuous hours shall receive a 30-minute duty-free meal break that begins within the first five hours of the employee's workday.[2] The District accommodates employees who are nursing mothers and compensates them for reasonable time needed to express breast milk according to State and federal law. [3]

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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, 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's provisions should be customized to meet the district's needs. The local collective bargaining agreement may contain provisions that exceed these requirements. If a collective bargaining agreement contains a provision that supersedes the policy, for those covered employees, the policy should state: "Please refer to the applicable collective bargaining agreement." For employees not covered, the policy should reflect the board's current practice.

The standards listed should be customized to reflect the local board's desires and/or district practices.

[2] This is the minimum required by 105 ILCS 5/10-20.14a.

[3] School districts must accommodate employees who choose to continue breastfeeding after returning to work and compensate the employee during their break time at the employee's regular rate of pay. See the Right to Breastfeed Act, 740 ILCS 137/; Nursing Mothers in the Workplace Act, 820 ILCS 260/, amended by P.A. 104-76, eff. 1-1-26; and Fair Labor Standards Act, 29 U.S.C. §218d, added by P.L. 117-328. Consult the board attorney to ensure the district is properly accommodating and compensating nursing mothers. See sample language for a personnel handbook in sample administrative procedure 5:10-AP, *Workplace Accommodations for Nursing Mothers.*

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LEGAL REF.: 29 U.S.C. §§207 and 218d, Fair Labor Standards Act.
105 ILCS 5/10-20.14a, 5/10-22.34, and 5/10-23.5.
740 ILCS 137/, Right to Breastfeed Act.
820 ILCS 105/, Minimum Wage Law.
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:35 (Compliance with the Fair Labor Standards Act)

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Educational Support Personnel

Schedules and Employment Year

The Superintendent shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, Board policy, and applicable agreements and shall:

1. Assign each employee one supervisor who will establish a work schedule, including breaks, as required by building or District needs, work-load, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules as needed; and
3. Consider the well-being of the employee. The Superintendent or designee's approval is required to establish a flexible work schedule.

Breaks

An employee who works at least 7.5 continuous hours shall receive a 30 minute duty-free meal break that begins within the first five hours of the employee's workday. The District accommodates employees who are nursing mothers according to State and federal law.

LEGAL REF.: 29 U.S.C. §§207 and 218d, Fair Labor Standards Act.
105 ILCS 5/10-20.14a, 5/10-22.34, and 5/10-23.5.
740 ILCS 137/, Right to Breastfeed Act.
820 ILCS 105/, Minimum Wage Law.
820 ILCS 260/, Nursing Mothers in the Workplace Act.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:35 Compliance with the Fair Labor Standards Act)

ADOPTED: May 17, 2001

REVISED: June 20, 2024

CURRENT

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]

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, 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 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.~~

By July 1 each year, ISBE must prominently post on its website and distribute to each school district a nonexhaustive list of days and dates of cultural, religious, or other observances for, at a minimum, the school year that begins in the next calendar year. 105 ILCS 5/2-3.206, added by P.A. 104-115. The list is intended as a planning resource for districts to consider as they make scheduling decisions for *major school events*, which are school sanctioned or sponsored events that are part of a district's local school calendar, including, but not limited to, those that would be difficult for a student to make up. Id at (a). The list encourages schools to be mindful of the days and dates of cultural, religious, or other observances that impact student participation. Districts may still include additional days and dates on its locally created school calendars based on community feedback or demographics. Id. at (c).

[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~~may 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.

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

E-learning days allow a school district to provide instruction to students electronically while they are not physically present due to inclement weather or 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), 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). 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. 7~~6~~7, 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 and 104-391, lists the following as commemorative holidays, which are optional to observe: 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); the last Friday in April (Arbor and Bird Day) (105 ILCS 5/24-2(c), amended by P.A. 104-391); 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); October 9 (Leif Erikson Day) (105 ILCS 5/24-2(c), amended by P.A. 104-391); the day immediately after Thanksgiving (Native American Heritage Day) (105 ILCS 5/24-2(c), amended by P.A. 104-391); 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 5/27-18391); Leif Erickson Day on October 9 if a school day and otherwise on a school day nearest the date (105 ILCS 5/27-19391); 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~~1025, renumbered by P.A. 104-391); ~~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]

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

[5] 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.s 103-560 and 104-250, eff. 1-1-26. See 105 ILCS 5/10-19.05, amended by P.A.s 103-560 and 104-250, eff. 1-1-26, 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~~510 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. 105 ILCS 5/27-510, added by P.A. 104-391. 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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LEGAL REF.: 105 ILCS 5/10-19, 5/10-19.05, 5/10-20.46, 5/10-20.56, ~~5/10-20.46,~~ 5/10-30, 5/18-12, 5/18-12.5, 5/24-2, 5/27-510~~3, 5/27-18~~, ~~5/27-19, 5/27-20,~~ and 5/27-1025~~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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Instruction

School Year Calendar and Day

School Calendar

The Board, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in the School Code to study and honor the commemorated person or occasion. The Board may, from time to time, designate a regular school day as a commemorative holiday.

School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

LEGAL REF.: 105 ILCS 5/10-19, 5/10-19.05, 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 Day.
5 ILCS 490/, State Commemorative Dates Act.
23 Ill. Admin. Code §1.420(f).
Metzl v. Leininger, 850 F.Supp. 740 (N.D. Ill. 1997), *aff'd by* 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the 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)

ADOPTED: May 17, 2001

REVISED: March 16, 2023

CURRENT

Instruction

Curriculum Development [1]

Adoption [2]

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

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

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria. [5]

Experimental Educational Programs and Pilot Projects [6]

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

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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. For information about managing curriculum objections, see sample policy 6:260, *Complaints About Curriculum, Instructional Materials, and Programs*, and its footnotes.

[2] This section is not dictated by State or federal law, but reflects board work regarding curriculum. Each board should ~~dwell over~~ review this section to ensure it articulates the board's intent.

[3] 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.

[4] Alternative for unit districts:

5. The curriculum District-wide and articulated across all grade levels.

[5] The following is an alternative for boards that do not want the sample language's degree of delegation:

The School Board will consider the Superintendent's recommendation and adopt a curriculum that meets the above criteria.

[6] Experimental educational programs may require the approval of the Ill. State Board of Education and an agreement with the affected exclusive bargaining agent. 105 ILCS 5/10-19~~, amended by P.A.s. 100-465, 101-12, and 101-643~~. Experimental educational programs may include, but are not limited to, e-learning days as authorized under 105 ILCS 5/10-20.56, amended by P.A.103-780; self-directed learning; or outside of formal class periods; other programs that comply with the requirements of the School Code for numbers of days of actual pupil attendance and courses of instruction.

Education preparation pilot programs are addressed in 105 ILCS 5/2-3.52A~~, amended by P.A. 100-1046~~.

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Single-Gender Classes and Activities [7]

The Superintendent may recommend a program of nonvocational[8] single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. At least every two years, tThe Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, (2) it is substantially related to the achievement of the important objective for the class or activity, and (32) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

Development [9]

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

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

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

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[7] This subhead may be removed if a district will not offer single-gender classes or activities. The U.S. Dept. of Education (DOE) amended its regulation implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681) to make it easier for schools to have single-sex classes and extracurricular activities. 34 C.F.R. §106.34. Title IX generally protects students from discrimination on the basis of sex. However, the DOE added flexibility to its rules on single-sex classes and activities, citing research that suggests that some students benefit in single-sex classes. 71 Fed. Reg. 62530 (10-25-06). The federal rules require districts to evaluate single-sex classes and extracurricular activities at least every two years. 34 C.F.R. §106.34(b)(4)(ii). The rules are very specific and should be reviewed with the board attorney when designing single-sex classes or activities. See also an FAQ from the U.S. Dept. of Education's Office of Civil Rights at: www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/faqs-title-ix-single-sex-201412.pdf.

Consult the board attorney about accommodation issues for transgender or gender non-conforming students in single sex classes. State law prohibits gender-based discrimination, including transgender and gender non-conforming students. 775 ILCS 5/5-101(A)(11); 775 ILCS 5/1-103(O-1); and 23 Ill.Admin.Code §1.240. Title IX prohibits exclusion and discrimination on the basis of sex. 20 U.S.C. §1681(a). The DOE's Office for Civil Rights has taken varying positions on the application of Title IX to transgender or gender non-conforming students depending upon the administration in office. See sample procedure ~~www2.ed.gov/about/offices/list/ocr/lgbt.html;~~ 7:10-AP1, *Accommodating Transgender Students or Gender Non-Conforming Students*.

[8] 34 C.F.R. §106.34(b)(1).

[9] The last two sections of this policy provide a process for the board to monitor the extent that its ends for curriculum development are being pursued. However, a board may be concerned that these sections offend the board's efforts to delegate authority to the superintendent to manage the district. If so, these sections should be deleted. See the IASB *Foundational Principles of Effective Governance* at: www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance/.

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Curriculum Guides and Course Outlines

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

LEGAL REF.: 20 U.S.C. §1681, Title IX of the Education Amendments of 1972~~, implemented by;~~ 34 C.F.R. Part 106.
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 6:185 (Remote Educational Program), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

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Instruction

Curriculum Development

Adoption

The Board is responsible for curriculum adoption and must approve all significant changes, including the adoption of new textbooks and new courses, before such changes are made. The Superintendent is responsible for making curriculum recommendations that are aligned with:

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

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

Experimental Educational Programs and Pilot Projects

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

Design and Content

The curriculum shall be designed to accomplish the learning objectives and goals for excellence contained in the District's School Improvement Plan.

Development

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

The curriculum review program shall:

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

CURRENT

Curriculum Guides and Course Outlines

The Superintendent is responsible for the development of curriculum guides for the various subject areas and their provision to appropriate staff members.

LEGAL REF.: 20 U.S.C. §1681, Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights)

ADOPTED: May 17, 2001

REVISED: October 17, 2019

CURRENT

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,[2] subjects include: (a) language arts, (b) reading,[3] (c) other communication skills, (d) science, (e) mathematics[4], (f) social studies, (g) art, and (h) music;~~[5]~~

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

[1] Districts must have a policy on: (1) physical education (23 Ill.Admin.Code §1.425) ~~and~~, (2) what grade level(s) students will be offered cursive writing instruction (105 ILCS 5/27-3~~15, renumbered by P.A. 104-391~~20.7), (3) educating students on the effective methods of preventing and avoiding traffic injuries related to walking and bicycling (105 ILCS 5/27-110, renumbered by P.A. 104-391), (4) activities to address intergroup conflict, if offered (105 ILCS 5/27-1050, amended by P.A. 103-542 and renumbered by P.A. 104-391), and (5) Internet safety education, if a district receives e-rate funding (47 C.F.R. §54.520(c)(1)(i)). Policies on the remaining topics in this policy are optional. State or federal law controls this policy's content. 23 Ill.Admin.Code §1.410, 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] Items (a)-(h) are listed in 23 Ill.Admin.Code §1.430.

By 7-1-26, the Ill. State Board of Education (ISBE) will encourage districts to collect teaching resources to support American Sign Language (ASL) programs. 105 ILCS 5/2-3.206, added by P.A. 104-399, eff. 1-1-26. Teaching resources may include: (1) the importance and benefit of ASL instruction for early ages and the prevalence of ASL in the United States; (2) information on ways to implement ASL instruction into the K-8 curriculum; and (3) information on how to properly administer ASL for students in K-8. Id.

By 12-15-26, ISBE must adopt comprehensive guidance for districts about the establishment of new dual language education programs and the expansion of existing programs. 105 ILCS 5/14D, added by P.A. 104-266, eff. 1-1-26. By 7-1-27, ISBE must also establish recognition pathways for biliteracy at certain grade levels before high school. Id.

[3] 105 ILCS 5/2-3.200, added by P.A. 103-402 and renumbered by P.A. 103-605, required ~~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.

[4] 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*.

~~[5] 23 Ill.Admin.Code §1.430(a).~~

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~~and (i) drug and substance abuse prevention including the dangers of opioid abuse~~.[6] 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.[7] 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 kindergarten through grade 5.[8] Before the completion of grade 5, students will be offered at least one unit of cursive instruction.[9] 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.[10]

2. In grades 9 through 12, subjects include:[11] (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics,[12] (e) social studies including U.S. history, American government and

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[6] ~~105 ILCS 5/27-13.2. See also f/n 33, below, regarding instruction on the dangers of fentanyl.~~

[7] 105 ILCS 5/10-20.53.

[8] 105 ILCS 5/27-~~7156.3~~, amended and renumbered by P.A. 104-391~~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).

[9] 105 ILCS 5/27-315, renumbered by P.A. 104-391~~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) _____.

[10] 105 ILCS 5/27-510(b), added by P.A. 104-391~~3.10~~. Course content must include discussion on current societal issues, service learning, simulations of the democratic process, and instruction on the Australian Ballot (secret ballot) system as a method of voting at elections.~~The statute specifically states that school districts may utilize private funding available for offering civics education.~~ If taught in grade 7 or 8, at least one hour a week, or an amount of time equal to one hour per school week through the school year, must be devoted to civics education. 105 ILCS 5/27-515, amended and renumbered by P.A. 104-391.

[11] 105 ILCS 5/27-60522, amended by P.A.~~s 102-366, 102-551, 102-864, and~~ 103-743 and 104-387 and renumbered by P.A. 104-391; 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 5/27-60522(e)(3.5)~~, amended by P.A. 102-864,~~ and 5/27-60522(e-5)(3.5), both renumbered by P.A. 104-391~~ added by P.A. 102-864~~, require~~s~~ "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 ~~76~~ of this policy with f/n 26, below.

[12] 105 ILCS 5/2-3.156. See f/n 42.

105 ILCS 5/27-60522(e-5)(3), renumbered by P.A. 104-391, 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*.

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one semester of civics,[13] (f) foreign language,[14] (g) music, (h) art, (i) driver and safety education,[15] and (j) career and technical~~vocational~~ education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest.[16] 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,[17] (b) classroom instruction on distracted driving as a major traffic safety issue,[18] (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,[19] 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.[20] 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.[21] 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. [22]

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[13] 105 ILCS 5/27-60522(e-5)(5), renumbered by P.A. 104-391. The statute specifically states that school districts may utilize private funding available for offering civics education.

[14] 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.

[15] 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 5/27-815, renumbered by P.A. 104-39124.2. 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 5/27-81524.2, renumbered by P.A. 104-391; 23 Ill.Admin.Code §252.20(c)(2).

[16] 105 ILCS 5/27-81024.1, ~~amended by P.A. 102-455,~~ and 5/27-81524.2, both renumbered by P.A. 104-391; 23 Ill.Admin.Code §252.25.

[17] 105 ILCS 5/27-81024.1, ~~amended by P.A. 102-455,~~ and 5/27-815-24.2, both renumbered by P.A. 104-391.

[18] Id.

[19] Id., amended by P.A. 103-944 and renumbered by P.A. 104-391.

[20] Id.

[21] Required if a board offers safety education under 105 ILCS 5/27-102017, amended and renumbered by P.A. 104-391.

[22] 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:

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3. In all schools, drug and alcohol abuse prevention education, including: (a) in each year in grades K though 4, age- and developmentally appropriate instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and the dangers of opioid and substance abuse, (b) in grades 5 through 12, age- and developmentally appropriate classroom instruction on alcohol and drug use and abuse, (c) in grades 6-12, the dangers of fentanyl, and (d) in grades 7 through 12, ~~as well as in interscholastic athletic programs,~~ anabolic steroid abuse prevention, which must also be taught in interscholastic athletic programs. [23]
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.[24] 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 respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States. [25]
5. In grades kindergarten through 12, through the 2026-2027 school year, 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

Commented [DJ1]: Note to subscribers: Drug abuse prevention education is no longer part of the Comprehensive Health Education Program (CHEP) and is therefore included as a separate item in this sample policy. P.A. 104-391 consolidated drug prevention education related topics into one new section of the School Code, 105 ILCS 5/27-255.

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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.

[23] Requirements (a)-(d) are addressed in 105 ILCS 5/27-255, added by P.A. 104-391~~23.3~~. These instructional requirements are also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*.

[24] 105 ILCS 5/27-~~23.4~~115, renumbered by P.A. 104-391.

[25] Optional. 105 ILCS 5/27-1050~~23.6~~, (anti-bias education), amended by P.A. 103-542 and renumbered by P.A. 104-391, 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. If a district does not offer anti-bias education, delete "5/27-1050" from the Legal References.

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.

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with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response. [26]

~~5.~~6. Beginning in the fall of 2027, in grades 3-8 each year, age- and developmentally appropriate instruction on online safety. [27]

~~6.~~7. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum. [28]

~~7.~~8. 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.[29]~~ Instruction ~~in all grades will include~~on ~~examples of~~ behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. [30]

Commented [DJ2]: Note to subscribers: P.A. 104-391 repealed the requirement to teach character education formerly at 105 ILCS 5/27-12.

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[26] 47 C.F.R. §54.520 and 105 ILCS 5/27-410~~13.3~~ (scheduled for repeal on 7-1-27), amended by P.A. 104-399, eff. 1-1-26, and renumbered by P.A. 104-391, 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 5/27-410~~13.3~~, amended by P.A. 104-391, 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 5/27-410~~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.

[27] 105 ILCS 5/27-405(b), added by P.A. 104-391. Boards locally determine the scope and duration of this unit of instruction. Topics to include in online safety instruction are not mandated but the following are recommended: (1) safe and responsible use of the Internet, social networking websites, electronic mail, online messaging and posting, and other means of communication on the Internet; (2) recognizing, avoiding, and reporting online solicitations of students, their classmates, and their friends by sexual predators; (3) risks of transmitting personal information on the Internet; (4) recognizing and avoiding unsolicited or deceptive communications received online; (5) reporting online harassment, cyber-bullying, and illegal activities and communications on the Internet; (6) the legal penalties and social ramifications for illicit actions taken online, including infringement of copyright laws and the creation and sharing of harmful, defamatory, or sexually explicit content; and (7) the relationship between responsible use of online resources and social-emotional health. Id. *Online safety* means safe practices relating to an individual's or group's use of the Internet, social networking website, electronic mail, online messaging and posting, and other means of communication on the Internet. Id. at (a).

[28] 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 5/27-605~~22~~(e-5)(3.5), renumbered by P.A. 104-391~~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*.

~~[29] 105 ILCS 5/27-12.~~

[30] Required as part of a district's Bullying Prevention and Response Plan pursuant to 105 ILCS 5/22-1107~~-23.7~~, renumbered by P.A. 104-391. 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~~Id. at (a). This language aligns with sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

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~~8.~~9. 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, and (d) the Pledge of Allegiance~~, and (e) the voting process~~. [31]

~~9.~~10. 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,[32] but at a minimum of three days per five-day week.[33] 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*. [34]

Commented [DJ3]: Note to subscribers: P.A. 104-391 moved instruction on the voting process to civics education for grades 6-8 (see Item #1 of the sample policy).

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

The Ill. General Assembly invited boards to "make suitable provisions for instruction in gang resistance education in all grades and include such instruction in the courses of study regularly taught in those grades." See 105 ILCS 5/27-1055~~23.10~~(c), amended by P.A. 103-542 and renumbered by P.A. 104-391. A board that shares this concern may add the following option and add "5/27-1055" to the Legal References (in numerical order): "In addition, in all grades gang resistance education must be taught."

[31] 105 ILCS 5/27-510(a), (c), added by P.A. 104-391. This instruction may be taught as part of the curriculum in the semester of civics education for student in grades 6 through 8. See f/n 8, above. 105 ILCS 5/27-510(c)~~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.

[32] 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.

[33] 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*.

[34] 105 ILCS 5/27-~~705~~5, renumbered by P.A. 104-391, 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 the Critical Health Problems and Comprehensive Health Education Act (105 ILCS 5/27-205 through 5/27-230~~110~~/). See also 23 Ill.Admin.Code §1.425(c).

105 ILCS 5/27-~~710~~6, amended and renumbered by P.A. 104-391, describes when students may be excused from P.E. See also 23 Ill.Admin.Code §1.425(d).

105 ILCS 5/27-~~710~~6, amended and renumbered by P.A. 104-391, 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.

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11. In all schools, health education must be stressed, including[35]: (a) human ecology, health, growth, development, personal health habits, and nutrition, (b) family life, (c) prevention and control of disease, ~~proper nutrition, (b) physical fitness, (c) personal health habits, (d) dangers and avoidance of abduction,~~ (de) age- and developmentally -appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, (e) public health, environmental health, disaster preparedness, and safety education, (f) mental health and illness, (g) dental health, (h) cancer education, and (i) age- and developmentally appropriate consent education[36] ~~and (f) in grades 6-12, the dangers of fentanyl~~. The Superintendent shall implement a comprehensive health education program in accordance with State law. [37]

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

105 ILCS 5/27-720, ~~6.5~~ renumbered by P.A. 104-391, describes physical fitness assessments required every school year 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. Schools must integrate the testing into the curriculum as an instructional tool, to teach students how to assess their fitness levels, set goals for improvement, and monitor progress in reaching their goals.

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~~2023)* at: www.isbe.net/Documents/Physical_Fitness_Assessment_FAQ.pdf.

105 ILCS 5/27-725, amended and renumbered by P.A. 104-391, describes the goals and requirements for P.E. courses; these are re-stated in this sample policy.

35 ~~Citations for l~~Letters (a) - (~~i~~), ~~are~~ required by the ~~C~~comprehensive ~~H~~health c~~E~~ducation pProgram (CHEP), at ~~(~~105 ILCS 5/27-215, added by P.A. 104-391, ~~110/3)~~ in this paragraph as follows:

(a) Id. at (a)(1); 105 ILCS 5/2-3.139(a)(2) (nutrition education) ~~and 105 ILCS 5/27-7 (proper nutrition) and S~~see also sample policy 6:50, *School Wellness*.

(b) Id. at (a)(2).~~Id. (physical fitness) and see also sample policy 6:50, *School Wellness*.~~

(c) Id. at (a)(3)~~Id. (healthy habits and attitudes for a healthy lifestyle)~~.

(d) Id. at (a)(4),~~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)~~. 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. While 105 ILCS 5/10-23.13(b) states pre-K through 12th, this policy uses *all schools~~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~~*Erin's Law*. 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.

(c~~f~~) Id. at (a)(5)~~105 ILCS 110/3(c), amended by P.A. 103-810 (dangers of fentanyl)~~. 105 ILCS 5/27-815, renumbered by P.A. 104-391, also requires safety instruction in each of grades 1 through 8, equivalent to one class period each week. Neither CHEP nor 105 ILCS 5/27-815 (as it pertains to grades 1-8) define safety education or explain how it differs from the optional safety education that boards can offer under 105 ILCS 5/27-1020, renumbered by P.A. 104-391, though districts could draw from the topics listed in that section.

(f) Id. at (a)(6).

(g) Id. at (a)(7).

(h) Id. at (a)(8).

(i) Id. at (a)(9). Consent education under CHEP is limited to the definition of *consent* under 105 ILCS 5/27-215(a), added by P.A. 104-391; this basic consent instruction is separate from the more extensive, optional consent education under 105 ILCS 5/27-1010, amended and renumbered by P.A. 104-391, discussed in f/n 33, below.

36 ~~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.~~

37 105 ILCS 5/27-215~~110/3~~, ~~amended~~ added by P.A.104-391s ~~102-464, 102-1034, 103-212, 103-365, and 103-608~~; and 23 Ill.Admin.Code §1.420(n). ~~Each school system shall provide a program in compliance CHEP, 105 ILCS 110/.~~

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More detailed ~~critical health problems and~~ comprehensive health education program content and other health education topics covered in the School Code are ~~is~~ described in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*. That procedure ~~follows CHEP, 105 ILCS 110/3, amended by P.A.s 102-464, 102-1034, 103-212, 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 5/27-1015~~9.1a~~, renumbered~~added~~ by P.A. 10~~4-391~~2-522) and an age- and developmentally appropriate consent education curriculum (105 ILCS 5/27-10109~~.1b~~, renumbered by P.A. 104-391~~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. ~~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 5/27-1015~~9.1a~~, added by P.A. 104-391~~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 5/27-1015~~9.1a~~, renumbered~~added~~ by P.A. 104-391~~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))*).

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~~Id. 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~~1015.

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 an age- and developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-10109~~.1b~~.

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12. In all schools, abduction education that addresses the danger of and avoidance of abduction. [38]

13. In grades 9-12, the dangers of allergies must be taught. [39]

~~10.~~14. In grades 9-12, training on how to properly administer cardiopulmonary resuscitation and how to use an automated external defibrillator. [40]

~~11.~~15. 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.[41] In grades 6-12, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals.[42] In grades 9-12, a College and Career

Commented [DJ4]: Note to subscribers: These topics are no longer required by Comprehensive Health Education Program (CHEP), but they are addressed in new School Code provisions.

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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 age and 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 an age- and developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-10109.1b.

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.

[38] 105 ILCS 5/27-105, added by P.A. 104-391. The Ill. State Police and ISBE must develop instruction on child abduction prevention. 20 ILCS 2605/2605-480. See www.isbe.net/Documents/Child-Abduction-Prevention.pdf. This instructional requirement is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*.

[39] 105 ILCS 5/27-245, added by P.A. 104-391. This instructional requirement is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*.

[40] 105 ILCS 5/27-250, added by P.A. 104-391. This instructional requirement is also addressed in sample administrative procedure 6:60-AP1, *Comprehensive Health Education Program*.

[41] 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 5/27-1065~~-23.14~~, renumbered by P.A. 104-391~~.~~

For high school and unit boards, add~~insert~~ "5/27-1065~~"23.14," after 105 ILCS 5/27-23.11 in~~ to the Legal References (in numerical order) ~~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 55 below), after its Legal Reference 105 ILCS 5/27-23.13,~~ and the following text to the end of number 15~~1~~ 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.

105 ILCS 5/27-1075~~23.17 (final citation pending)~~, added by P.A. 103-598 and renumbered by P.A. 104-391, 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 5/27-1075~~23.17~~(a) ~~(final citation pending)~~, added by P.A. 103-598 and renumbered by P.A. 104-391. 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).

[42] 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) had to ~~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.

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Pathway Endorsement is awarded to students who meet the requirements for a specific endorsement area. [43]

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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 ILCS 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 398, 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 12017 (Oct. 20254), 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.

43 105 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.

By 7-1-25, a board had~~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 had to~~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 choseses to fully opt out of CCPE ~~must~~ had to 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 387, 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.

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~~12.~~16. 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. [44] [45]

~~13.~~17. 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. [46]

~~14.~~18. In grades 9 through 12, through the 2026-2027 school year, 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 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. Beginning in the fall of 2027, in grades 9 through 12, a unit of instruction on media literacy and Internet safety that includes, but is not limited to, all of the following topics: (a) accessing and evaluating information; (b) creating

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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).

[44] 105 ILCS 5/27-305, renumbered by P.A. 104-391~~12.1~~; 23 Ill.Admin.Code §1.420(k).

[45] For high school and unit boards that want to offer a unit of instruction about the process of naturalization pursuant to 105 ILCS 5/27-1070~~23.16, added by P.A. 102-472 and~~ renumbered by P.A. ~~102-813~~ 104-391, add "5/27-1070" to the Legal References (in numerical order), insert an optional number 1~~7~~3, and amend numbers after it accordingly:

1~~7~~3. 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.

[46] 105 ILCS 5/27-605~~22~~(e-5)(3.5), renumbered by P.A. 104-391. ISBE states that *computer literacy* is broadly defined as one's knowledge of and 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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media; (c) reflecting on media consumption and social responsibility; (d) legal and social penalties for illicit actions online; and (e) reporting illicit content online. [47]

~~15.~~19. 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. [48]

~~16.~~20. In all schools, environmental education, including instruction on: (a) the current problems and needs in the conservation of natural resources and (b) beginning in the fall of 2026, instruction on climate change. [49]

21. 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 present day, with a focus on urban Native Americans, and (j) ~~beginning in the fall of 2024,~~ the

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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.

[47] 105 ILCS 5/27-20.08, scheduled to be repealed on 7-1-27 by P.A. 104-391, ~~added by P.A. 102-55~~; 105 ILCS 5/27-405, added by P.A. 104-391, details the requirements for media literacy and Internet safety instruction effective for the 2027-2028 school year. ISBE is required to make available instructional resources and professional development available for the development of a unit of instruction under 105 ILCS 5/27-405, subject to appropriation. Beginning with the 2027-2028 school year, media literacy instruction must also: (1) be age- and developmentally appropriate for each grade level being taught; (2) teach about the harmful physical, emotional, and psychological effects associated with unhealthy use of the Internet and social media; and (3) provide information on resources to report cyberbullying and the illicit online behavior of others. 105 ILCS 5/27-405, added by P.A. 104-391. *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. See also f/n 24, above, regarding internet safety.

[48] 105 ILCS 5/27-310~~23.15~~(b), renumbered by P.A. 104-391. Subject to appropriation, school districts can apply for a competitive grant to support computer science programs. 105 ILCS 5/2-3.199, added by P.A. 103-264 and renumbered by P.A. 103-605.

[49] 105 ILCS 5/27-260~~13.1~~, amended by P.A. 103-837 and renumbered by P.A. 104-391, ~~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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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. [50]

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. [51]

~~17. 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. [52]~~

Commented [DJ5]: Note to subscribers: This requirement was repealed by P.A. 104-391, formerly at 105 ILCS 5/27-3.5.

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

50 105 ILCS 5/27-5052~~1~~, 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 renumbered by P.A. 104-391, and 105 ILCS 5/27-5202~~0.05~~, added by P.A. 103-422 (adding instruction on Native American experience and history) and amended and renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.420(r). 105 ILCS 5/27-5052~~1~~, amended by P.A.~~s 102-411 and~~ 103-422~~;~~ and renumbered by P.A. 104-391, 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 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 48, below. ISBE's *Native American and Indigenous Peoples Resource Guide* (March 2025) is available at: www.isbe.net/keeplearning~~ 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~~. ISBE has shared that professional development opportunities (for a fee) may also be available through Northwestern University, see Homepage | Teaching With and About Native Peoples. 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 5/27-5052~~1~~ 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

51 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."

~~**52** 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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~~18.~~22. 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 Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. [53]

~~19.~~23. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women. [54]

~~20.~~24. 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. [55]

~~21.~~25. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80. [56]

~~22.~~26. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement. [57]

~~23.~~27. 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

Commented [DJ6]: Note to subscribers: The optional Irish famine instruction is not new but is now offered as optional language for this policy.

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[53] 105 ILCS 5/27-525~~20.3~~, amended by P.A.s 103-422 and 103-564 and renumbered by P.A. 104-391. 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 in grades 6-12 is ~~also~~ required by 105 ILCS 5/27-520~~20.05~~, added by P.A. 103-422 and renumbered by P.A. 104-391~~in grades 6-12~~. ~~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 required to post by 7-1-24. See f/n 45, above.~~

A district may include in its curriculum a unit of instruction studying the causes and effects of mass starvation in mid-19th century Ireland, known as the "Irish Famine." 105 ILCS 5/27-1030, renumbered by P.A. 104-391. If offered, the board locally determines the minimum amount of instruction time. Id. For a resource originally developed by the NJ Commission on Holocaust Education, see www.oregon.gov/ode/educator-resources/standards/socialsciences/Documents/IrishFamine.pdf. If a board provides this instruction, insert "the Irish Famine" before the last item listed in this sentence and insert "5/27-1030" in the Legal References (in numerical order).

[54] 105 ILCS 5/27-535~~20.5~~, renumbered by P.A. 104-391. 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.

[55] 105 ILCS 5/27-530~~20.4~~, renumbered by P.A. 104-391. 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.

[56] 105 ILCS 5/2-3.80(e) or (f), as applicable.

[57] 105 ILCS 5/27-545~~23.8~~, renumbered by P.A. 104-391. 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.

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of Asian American communities to the economic, cultural, social, and political development of the United States. [58]

~~24.~~28. 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. [59] [60]

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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.

[58] 105 ILCS 5/27-~~540~~20.8, renumbered by P.A. 104-391~~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).

[59] 105 ILCS 5/27-110, renumbered by P.A. 104-391~~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.

[60] A school district may offer a course on hunting safety as part of its curriculum during the school day. 105 ILCS 5/27-1060~~23.13~~, renumbered by P.A. 104-391. No grade levels are specified in the statute. Insert "5/27-1060~~23.13~~," ~~after 105 ILCS 5/27-23.11~~ in the Legal References (in numerical order), and an optional number 2~~9~~6, 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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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, 5/22-110~~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 5/27-24.25~~/27-105, 5/27-110, 5/27-115, 5/27-210, 5/27-215, 5/27-245, 5/27-250, 5/27-255, 5/27-260, 5/27-305, 5/27-310, 5/27-315, 5/27-405, 5/27-410 (scheduled for repeal on 7-1-27), 5/27-415 (scheduled for repeal on 7-1-27), 5/27-505, 5/27-510, 5/27-515, 5/27-520, 5/27-525, 5/27-530, 5/27-535, 5/27-540, 5/27-545, 5/27-605, 5/27-705, 5/27-710, 5/27-715, 5/27-720, 5/27-725, 5/27-810, 5/27-815, and 5/27-1050.
~~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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Instruction

Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention, including the dangers of opioid abuse. 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. 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 kindergarten through grade 5. Before the completion of grade 5, students will be offered at least one unit of cursive instruction. 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.

2. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

   Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (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, 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. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.

4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol and violence. 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 respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States.

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

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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.

6. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.

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. Instruction in all grades will include examples of behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

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.

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, but at a minimum of three days per five-day week. 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.*

10. In all schools, health education must be stressed, including (a) proper nutrition, (b) physical fitness, (c) personal health habits, (d) dangers and avoidance of abduction, (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades, and (f) in grades 6-12, the dangers of fentanyl. The Superintendent shall implement a comprehensive health education program in accordance with State law.

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. In grades 6-12, students engage in career exploration and career development activities to prepare them to make informed plans and decisions about their future education and career goals. In grades 9-12, a College and Career Pathway Endorsement is awarded to students who meet the requirements for a specific endorsement area.

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

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of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.

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.

14. In grades 9 through 12, intensive instruction on media literacy.

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.

16. In all schools, environmental education, including instruction on: (a) the current problems and needs in the conservation of natural resources and (b) beginning in the fall of 2026, instruction on climate change.

17. In all schools, instruction as determined by the Superintendent or designee on United States (U.S.) history must be taught including: (a) the principals 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 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.

    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.

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.

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 Native American genocide in North America, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.

20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles and contributions of women.

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

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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.

22. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80.
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
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.
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.

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).

ADOPTED: May 17, 2001

REVISED: January 16, 2025

CURRENT

Instruction

Program for the Gifted [1]

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities.[2] This program will be responsive to student needs and within the budget parameters as set by the Board.~~If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a "plan for gifted education" that would qualify for State funding.~~ [3]

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented learner. [4]

The School Board will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

LEGAL REF.: 105 ILCS 5/14A.

~~23 Ill.Admin.Code Part 227.~~

CROSS REF.: 6:135 (Accelerated Placement Program)

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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 law controls this policy's content~~ to the extent that districts can qualify for State funding for the education of gifted and talented children, should such funding be available~~. 105 ILCS 5/14A, amended by P.A. 104-129, eff. 1-1-26. While a policy on programs for gifted and talented children is not required, a policy on accelerated placement is required. 105 ILCS 5/14A-32 (the Accelerated Placement Act)~~, amended by P.A.s 101-654 and 102-209~~. See sample policy 6:135, *Accelerated Placement Program*, and sample administrative procedure 6:135-AP, *Accelerated Placement Program Procedures*.

[2] The goals and objectives of this program may be modified by the board.

[3] School districts have the authority and flexibility to design education programs for gifted and talented learners.~~, but these programs must comply with~~ 105 ILCS 5/14A-15 and 5/14A-30, amended by P.A. 104-129, eff. 1-1-26~~; and 23 Ill.Admin.Code Part 227~~.

~~If a board does not wish to tie the gifted program to requirements for State funding, use this alternative:~~

~~The Superintendent or designee shall implement an education program for gifted and talented learners that is responsive to student needs and is within the budget parameters as set by the Board.~~

[4] 105 ILCS 5/14A-25.

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Instruction

Program for the Gifted

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a "plan for gifted education" that would qualify for State funding.

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented learner.

The Board will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

LEGAL REF.: 105 ILCS 5/14A.
23 Ill. Admin. Code Part 227.

CROSS REF.: 6:135 (Accelerated Placement Program)

ADOPTED: May 17, 2001

REVISED: July 19, 2018

CURRENT

Instruction

English Learners [1]

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners. [2]
2. Appropriately identify students with limited English language proficiency. [3]

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 assessment and accountability provisions in the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act, and State law include English Learners. 20 U.S.C. §§6312, 6314, 6315, and 6318; 34 C.F.R. Part 200.

ESEA Title III, Part A, also known as the English Language Acquisition, Language Enhancement, and Academic Achievement Act, provides funding to support schools' efforts to help children who are English learners "achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet." 20 U.S.C. §6812(2). Reimbursement for programs is contingent on the submission and approval of a program plan and request for reimbursement in accordance with the requirements in 105 ILCS 5/14C-12 and 23 Ill.Admin.Code Part 228. This policy uses *English Learners* (EL) rather than *English Language Learners* (ELL) or *Limited English Proficient* (LEP). LEP and ELL are no longer terms used generally among educators and researchers in the field of English language acquisition. 37 Ill. Reg. 16804. The Ill. State Board of Education (ISBE) now uses the term *English learners*, which are synonymous with LEP and ELL. P.A. 99-30 also deleted *language* from "English ~~language~~ learner."

For purposes of this policy, *English Learners* is synonymous with the School Code definition, which means: (1) all students in grades Pre-K through 12 who were not born in the United States, whose native tongue is a language other than English, and who are incapable of performing ordinary classwork in English; and (2) all students in grades Pre-K through 12 who were born in the United States of parents possessing no or limited English-speaking ability and who are incapable of performing ordinary classwork in English. 105 ILCS 5/14C-2. **Note**: The Ill. Administrative Code definition of *English Learner* still provides that *English Learner* means any student in preschool, kindergarten or any of grades 1 through 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with: (1) the ability to meet the State's proficient level of achievement on State assessments; (2) the ability to successfully achieve in classrooms where the language of instruction is English, or (3) the opportunity to participate fully in the school setting. 23 Ill.Admin.Code §228.10.

The Office for Civil Rights (OCR) at the U.S. Dept. of Education (DOE) and the Civil Rights Division at the U.S. Dept. of Justice (DOJ) have issued joint guidance to assist school districts and all public schools in meeting their legal obligations to ensure that English Learners can participate meaningfully and equally in educational programs and services. The guidance is available at: www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf (copy and paste link into browser if clicking doesn't work). In support of this guidance, the Office of English Language Acquisition released an *English Learner (EL) Tool Kit* to assist school districts in providing EL students with the support necessary to achieve their full academic potential. The *Tool Kit* is available at: www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html.

[2] This policy's first sentence and the first numbered paragraph both allow a school board to consider the goals for its English Learners programs; a board should amend the sample policy accordingly.

[3] 23 Ill.Admin.Code §228.15. Districts must administer a home language survey to each student entering the district's schools for the first time within 30 days after the student's enrollment. The survey's purpose is to identify students of non-English background. ISBE's website contains useful information about communicating with parents/guardians of English Learners (www.isbe.net/Pages/Resources-for-Families-of-English-Learners.aspx), including sample Home Language Surveys and program letters in many languages (www.isbe.net/Pages/Screening-for-English-Language-Proficiency.aspx).

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3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable. [4]
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them. [5]
5. Determine the appropriate instructional program and environment for English Learners. [6]
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment. [7]
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics. [8]
8. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child's individualized education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged. [9]

Parent/Guardian Involvement [10]

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

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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.

For purposes of identifying students eligible to receive special education, districts must administer non-discriminatory procedures to English Learners coming from homes in which a language other than English is used. 105 ILCS 5/14-8.02.

[4] 105 ILCS 5/14C-3, amended by P.A. 104-261, eff. 1-1-26, and 23 Ill.Admin.Code §§228.25, and 228.30.

[5] 20 U.S.C. §§6312, 6314, 6315, 6318, and 6801 et seq.; 34 C.F.R. Part 200; 105 ILCS 5/14C-1 et seq.; and 23 Ill.Admin.Code Part 228.

[6] 23 Ill.Admin.Code §228.25.

[7] 23 Ill.Admin.Code §228.25(b). Districts must annually assess the English language proficiency of all English learners using the assessment prescribed by the State Superintendent of Education. This assessment is the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) test. See www.isbe.net/Pages/AccessforELL.aspx

[8] 34 C.F.R. Part 200.

[9] 20 U.S.C. §6312(e)(3)(A) and 23 Ill.Admin.Code §228.40.

[10] 20 U.S.C. §6312(e)(3)(C) and 23 Ill.Admin.Code Part 228. 105 ILCS 5/14C-10 requires school districts to establish parental advisory committees for transitional bilingual education programs. See sample administrative procedure 2:150-AP, *Superintendent Committees*.

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LEGAL REF.: 20 U.S.C. §§6312, 6314, 6315, and 6318.
20 U.S.C. §6801 et seq.
34 C.F.R. Part 200.
105 ILCS 5/14C-1 et seq.
23 Ill.Admin.Code Part 228.

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

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Instruction

English Learners

The District offers opportunities for resident English Learners to achieve at high levels in academic subjects and to meet the same challenging State academic standards that all children are expected to meet. The Superintendent or designee shall develop and maintain a program for English Learners that will:

1. Assist all English Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Learners.
2. Appropriately identify students with limited English language proficiency.
3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Learners.
6. Annually assess the English proficiency of English Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation, (f) specific exit requirements of the program, (g) how the program will meet their child's individual education program, if applicable, and (h) information on parent/guardian rights. Parents/guardians will be regularly appraised of their child's progress, and involvement will be encouraged.

Parent Involvement

Parents/guardians of English Learners will be informed how they can: (1) be involved in the education of their children; (2) be active participants in assisting their children to attain English proficiency, achieve at high levels within a well-rounded education, and meet the challenging State academic standards expected of all students; and (3) participate and serve on the District's Transitional Bilingual Education Programs Parent Advisory Committee.

CURRENT

LEGAL REF.: 20 U.S.C. §§6312, 6314, 6315, and 6318.
20 U.S.C. §6801 et seq.
34 C.F.R. Part 200.
105 ILCS 5/14C-1 et seq.
23 Ill. Admin. Code Part 228.

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

ADOPTED: May 17, 2001

REVISED: September 16, 2021

CURRENT

Instruction

Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct [1]

The Superintendent or designee shall establish a *Bring Your Own Technology* (BYOT) *Program*. The program will: [2]

1. Promote educational excellence by facilitating resource sharing, innovation, and communication to enhance (a) technology use skills; (b) web-literacy and critical thinking skills about Internet resources and materials, including making wise choices; and (c) habits for responsible digital citizenship required in the 21st century. [3]
2. Provide sufficient wireless infrastructure within budget parameters. [4]
3. Provide access to the Internet only through the District's electronic networks. [5]
4. Identify approved BYOT devices and what District-owned technology devices may be available; e.g., laptops, tablet devices, E-readers, and/or smartphones.
5. Align with Board policies 4:140, *Waiver of Student Fees*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 5:125, *Personal Technology and Social Media; Usage and Conduct*; 5:170, *Copyright*; 6:120, *Education of Children with Disabilities*; 6:235,

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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] This policy is optional. It concerns an area in which the law is unsettled. 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. Consult the board attorney and the district's information technology professional(s) for advice to create a legally sound program that fits your district's mission statement for instruction.

[2] Customize paragraphs 1-8 to reflect the how the program will align with the board's mission statement for instruction and goals for its program.

[3] 105 ILCS 5/27-4104~~3.3~~, renumbered by P.A. 104-391 and scheduled for repeal on 7-1-27; 5/27-405, added by P.A. 104-391, and 47 C.F.R. §54.520(c)(1)(i) require Internet safety instruction. See f/n 24 in 6:60, *Curriculum Content*, for more discussion.

[4] Districts may want to consider a *guest network*, similar to what hotels and other service industry hosts provide to their customers. This can protect a district's network from malicious software, which is discussed in f/n 5 below.

[5] Care must be taken to comply with the Children's Internet Protection Act (CIPA) (47 U.S.C. §254). CIPA requires the district to provide content filters, blocking lists, or district monitoring of Internet website traffic for patterns of usage that could indicate inappropriate network usage. While a program using district-owned technology devices is always subject to the district's electronic network rules, a BYOT program creates the possibility for students to bypass the district's electronic network and access the Internet through their own wireless providers' signals. This *bypass* complicates a district's duty under CIPA because it cannot guarantee students use its electronic network; preventing bypassing is hard for school officials to control.

Consult the board attorney about managing CIPA compliance issues in the context of a BYOT program. This sample policy is conservative, and it requires that CIPA govern the use of any BYOT device's Internet access capability while the device is at school. If the board will allow a student to bypass the district's electronic network and access his or her wireless providers' signals, consult the board attorney.

Care must also be taken to reduce the electronic network's vulnerability to malicious viruses and malware. Malicious viruses and malware ~~are increasingly being~~ may target~~ed to~~ smartphone users through spam text messages. ~~This is evidenced by the Federal Trade Commission (FTC) filing lawsuits around the country accusing companies of ordering or engineering the sending of hundreds of millions of spam text messages to mobile phone users.~~ The district may want to require students to ensure their BYOT devices contain an anti-virus and/or anti-malware software product. While many of these software products are free, some are not. Requiring all BYOT devices to have this type of software presents equity issues between students because it may require parents/guardians to spend funds to participate (see the discussion at~~in~~ f/n 6 below).

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Access to Electronic Networks; 7:140, *Search and Seizure*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:190*, Student Behavior*; 7:340, *Student Records*; and 7:345, *Use of Educational Technologies; Student Data Privacy and Security*. [6]

6. Provide relevant staff members with BYOT professional development opportunities, including the provision of: [7]
    a. Classroom management information about issues associated with the program, e.g., technical support, responsible use, etc.;

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

[6] A BYOT program must continue to follow established policies. Boards may use this alternative, "Align with established Board policies."

Managing the following board policy issues may require a consultation with the board attorney:

1. 4:140, *Waiver of Student Fees*, needs examination because most BYOT programs require parents/guardians to spend funds to participate. 105 ILCS 5/10-20.13, amended by P.A. 104-391~~s 102-1032 and 102-805, eff. 1-1-23~~, requires districts, at a minimum, to waive charges for textbooks, instructional materials, and other fees for children whose families are unable to afford them. See also policy 6:210, *Instructional Materials*, stating that district classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials.
2. Management issues concerning 5:125, *Personal Technology and Social Media; Usage and Conduct*, and 5:170, *Copyright* are discussed in f/ns 7 and 8 below.
3. 6:120, *Education of Children with Disabilities*, requires consideration for students with disabilities when integrating any technology programs into the educational environment. As with district-provided devices (often referred to as 1:1 *technology programs*), devices must be accessible to students with disabilities, including those who are blind, have low vision or have a disability that affects their ability to access print information. The use of mobile devices that do not allow a student with a disability to access the instructional materials would be a violation of the student's right under the Individuals With Disabilities Education Act (IDEA) (20 U.S.C. §1400 et seq.).
4. 6:235, *Access to Electronic Networks*, is discussed in f/n 5 above.
5. 7:140, *Search and Seizure*, still applies in a BYOT program. The Fourth Amendment protects individuals from searches only when the person has a legitimate expectation of privacy. However, 105 ILCS 5/10-22.6(e) allows school officials to inspect the personal effects left by a student on property owned or controlled by the school, e.g., lockers, desks, and parking lots. Many cases suggest that to search a student's possessions left in the locker, school officials need individualized suspicion of wrongdoing. Many of the issues re: the search of electronic devices that are discussed in 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, will apply to investigations involving BYOT devices. To minimize mediating with law enforcement for parents/guardians about confiscated devices, districts should distinguish whether they are acting upon their own initiative or need to contact law enforcement. See f/ns in sample policy 7:140, *Search and Seizure*, and the policy's **Seizure of Property** subhead.
6. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, and 7:190, *Student Behavior*, present similar issues to #3 and #4 above. Students must be aware that traditional expectations for appropriate behavior, and the consequences for inappropriate behavior, apply to a BYOT program.
7. See 7:340, *Student Records*. The law is not clear whether materials created by students participating in a BYOT program through a district's network access are *school student records*.
8. 7:345, *Use of Educational Technologies; Student Data Privacy and Security*, requires districts to comply with the Student Online Personal Protection Act (SOPPA), 105 ILCS 85/~~, amended by P.A. 101-516~~; see also 23 Ill.Admin.Code Part 380. Implementation of a BYOT program does not exempt a district from complying with SOPPA's contractual and security mandates, including implementation and maintenance of reasonable security procedures and practices designed to protect student's *covered information*. Reasonable security practice guidance adopted by ISBE recommends, in part, that districts create a separate wireless network for personal or untrusted devices. See sample policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*, at f/n 11 for more information.

[7] See f/n 1 above re: collective bargaining. Moving forward without properly training educators to manage BYOT issues may create pedagogical problems. One option for this training is to incorporate it into the training required 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*. Many issues involved in BYOT programs intersect with maintenance of appropriate behavior and policy 5:125, *Personal Technology and Social Media; Usage and Conduct*.

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b. A copy of or access to this policy and any building-specific rules for the program;
c. Additional training, if necessary, about 5:170, *Copyright*; and
d. Information concerning appropriate behavior of staff members as required by State law and Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*. [8]

7. Provide a method to inform parents/guardians and students about this policy.
8. Include the program in the annual report to the Board as required under Board policy 6:10, *Education Philosophy and Objectives*.

The District reserves the right to discontinue its BYOT program at any time. The District does not provide liability protection for BYOT devices, and it is not responsible for any damages to them.

Responsible Use [9]

The District recognizes students participating in the program as responsible young adults and holds high expectations of their conduct in connection with their participation in the program. Teachers may encourage students to bring their own devices as supplemental in-class materials when: (a) using the devices will appropriately enhance, or otherwise illustrate, the subjects being taught; (b) the Building Principal has approved their use and found that their use is age-appropriate; and (c) the student's parent/guardian has signed the *Bring Your Own Technology* (BYOT) *Program Participation Authorization and Responsible Use Agreement Form*. A student's right to privacy in his or her device is limited; any reasonable suspicion of activities that violate law or Board policies will be treated according to policy 7:140, *Search and Seizure*.

Responsible use in the program incorporates into this policy the individual's *Acceptable Use of Electronic Networks* agreement pursuant to Board policy 6:235, *Access to Electronic Networks*. Responsible use also incorporates the established usage and conduct rules in Board policies~~y~~ 5:125, *Personal Technology and Social Media; Usage and Conduct*, for staff, and 7:190, *Student Behavior*, for students. Failure to follow these rules and the specific BYOT program student guidelines may result in: (a) the loss of access to the District's electronic network and/or student's BYOT privileges; (b) disciplinary action pursuant to Board policies 7:190, *Student Behavior*; 7:200, *Suspension Procedures*; or 7:210, *Expulsion Procedures*; and/or (c) appropriate legal action, including referrals of suspected or alleged criminal acts to appropriate law enforcement agencies.

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[8] 23 Ill.Admin.Code §22.20 and 105 ILCS 5/21B-75~~, amended by P.A. 102-552~~.

[9] This section provides general guidelines. A BYOT program will require a parent/guardian authorization to participate in it and specific guidelines for students. See sample exhibits 6:220-E1, *Authorization to Participate in the Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct Agreement*; 6:220-E2, *Bring Your Own Technology (BYOT) Program Student Guidelines*; and 6:235-E5, *Children's Online Privacy Protection Act*. See f/ns 7 and 8 above re: teachers' guidelines. See f/n 1, above discussing how the application of additional guidelines for teachers may have collective bargaining implications.

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LEGAL REF.: 15 U.S.C. §§6501-6506~~8~~, Children's Online Privacy Protection Act; 16 C.F.R. Part 312, Children's Online Privacy Protection Rule.
20 U.S.C §~~6751 et seq.~~7101, Every Student Succeeds Act~~Enhancing Education Through Technology Act~~.
47 U.S.C. §254(h) and (l), Children's Internet Protection Act.
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.
~~105 ILCS 5/10-20.28.~~

CROSS REF.: 1:30 (School District Philosophy), 4:140 (Waiver of Student Fees), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:170 (Copyright), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:120 (Education of Children with Disabilities), 6:210 (Instructional Materials), 6:235 (Access to Electronic Networks), 7:140 (Search and Seizure), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:340 (Student Records), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

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Instruction

Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct

The Superintendent or designee shall establish a *Bring Your Own Technology (BYOT) Program.* The program will:

1. Promote educational excellence by facilitating resource sharing, innovation, and communication to enhance (a) technology use skills; (b) web-literacy and critical thinking skills about Internet resources and materials, including making wise choices; and (c) habits for responsible digital citizenship required in the 21st century.
2. Provide sufficient wireless infrastructure within budget parameters.
3. Provide access to the Intranet only through the District's electronic networks.
4. Identify approved BYOT devices and what District-owned technology devices may be available; e.g., laptops, tablet devices, E-readers, and/or smartphones.
5. Align with Board policies 4:140, *Waiver of Student Fees;* 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; 5:125, *Personal Technology and Social Media; Usage and Conduct;* 5:170, *Copyright*; 6:120, *Education of Children with Disabilities;* 6:235, *Access to Electronic Networks;* 7:140, *Search and Seizure*, 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, 7:190, *Student Behavior*, 7:340, *Student Records; and 7:345,* Use of Educational Technologies; Student Data privacy and Security.
6. Provide relevant staff members with BYOT professional development opportunities, including the provision of:
    a. Classroom management information about issues associated with the program, e.g., technical support, responsible use, etc.;
    b. A copy of or access to this policy and any building-specific rules for the program;
    c. Additional training, if necessary, about 5:170, *Copyright*; and
    d. Information concerning appropriate behavior of staff members as required by State law and policy 5:120, *Ethics and Conduct; Code of Professional Conduct; and Conflict of Interest*.
7. Provide a method to inform parents/guardians and students about this policy.
8. Include the program in the annual report to the Board as required under policy 6:10, *Education Philosophy and Objectives*.

The District reserves the right to discontinue its BYOT program at any time. The District does not provide liability protection for BYOT devices, and it is not responsible for any damages to them.

Responsible Use

The District recognizes students participating in the program as responsible young adults and holds high expectations of their conduct in connection with their participation in the program. Teachers may encourage students to bring their own devices as supplemental in-class materials when: (a) using the devices will appropriately enhance, or otherwise illustrate, the subjects being taught; (b) the Building Principal has approved their use and found that their use is age-appropriate; and (c) the student's parent/guardian has signed the *Bring Your Own Technology (BYOT) Program Participation Authorization and Responsible Use Agreement Form*. A student's right to privacy in his or her device is limited; any reasonable suspicion of activities that violate law or Board policies will be treated according to policy 7:140, *Search and Seizure*.

CURRENT

Responsible use in the program incorporates into this policy the individual's *Acceptable Use of Electronic Networks* agreement pursuant to policy 6:235, *Access to Electronic Networks*. Responsible use also incorporates the established usage and conduct rules in policy 5:125, *Personal Technology and Social Media; Usage and Conduct*, for staff and 7:190, *Student Behavior*, for students. Failure to follow these rules and the specific BYOT program student guidelines may result in: (a) the loss of access to the District's electronic network and/or student's BYOT privileges; (b) disciplinary action pursuant to 7:190 *Student Behavior,* 7:200, *Suspension Procedures*, or 7:210, *Expulsion Procedures*; and/or (c) appropriate legal action, including referrals of suspected or alleged criminal actions to appropriate law enforcement agencies.

LEGAL REF.: 15 U.S.C. §§6501-6508, Children's Online Privacy Protection Act, 16 C.F.R. Part 312, Children's Online Privacy Protection Rule.
20 U.S.C §6751 et seq., Enhancing Education Through Technology Act.
47 U.S.C. §254(h) and (l), Children's Internet Protection Act.
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.
105 ILCS 5/10-20.28.

CROSS REF.: 1:30 (School District Philosophy), 4:140 (Waiver of Student Fees), 5:120 (Employee Ethics; *Code of Professional* Conduct; and Conflict of Interest), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:170 (Copyright), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:120 (Education of Children with Disabilities), 6:210 (Instructional Materials), 6:235 (Access to Electronic Networks), 7:140, (Search and Seizure), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:340 (Student Records)

ADOPTED: June 20, 2013

REVISED: March 16, 2023

CURRENT

Instruction

Complaints About Curriculum, Instructional Materials, and Programs

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to School Board policy 7:15, *Student and Family Privacy Rights*. [1]

Parents/guardians, employees, and community members who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*. [2]

Parents/guardians, employees, and community members with other suggestions or complaints about curriculum, instructional materials, or programs should complete a *Curriculum Objection Form*. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection Form*. The Superintendent or designee shall establish criteria for the review of objections and inform the parent/guardian, employee, or community member, as applicable, of the District's decision. [3]

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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] 20 U.S.C. §1232h(c)(1)(C)(i).

[2] Limiting the scope of complainants in this policy to parents/guardians, employees, and community members aligns with sample policy 2:260, *Uniform Grievance Procedure*.

[3] The last sentence of this paragraph is optional. It strengthens the policy's connection to IASB's *Foundational Principles of Effective Governance*. See www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance. For criteria that can be used in reviewing curriculum objections, see sample administrative procedure, 6:260-AP, *Responding to Complaints About Curriculum, Instructional Materials, and Programs*.

A school district is not required to automatically accommodate a ~~student's or his/her~~ parent's~~'~~ religious beliefs by allowing the parent ~~student~~ to opt their child out of reading required materials or programs. ~~A student is entitled to A~~accommodation is required only if a district's requirement burdens ~~his/her~~the parent's free exercise of religion and the requirement is not justified by a compelling state interest. Mahmoud v. Taylor, 145 S.Ct. 2332 (2025). Instruction will burden parents' religious free exercise rights if it requires their children to submit to instruction "that poses 'a very real threat of undermining' the religious beliefs and practices that the parents wish to instill." Id. at 2342. Whether the instruction substantially interferes with the religious upbringing of a child is a fact-intensive inquiry. Relevant factors to consider include: (1) the specific religious beliefs/practices asserted, (2) the nature of the educational requirement or curriculum at issue, (3) the age of the students, and (4) whether the materials at issue are presented in a neutral manner or in a way that is hostile to religious viewpoints. Id. at 2353. In Mahmoud, the Court ruled that the district likely violated parents' free exercise rights when it refused to give notice and allow them to opt their elementary-age children out of literacy instruction that involved the use of LGBTQ+- inclusive storybooks. The Court found the books at issue contained normative messages to which young children were particularly susceptible. Moreover, the district's refusal to give notice and allow opt-outs based on administrative burden (where it previously provided notice and the ability to opt-out) was not a compelling enough a reason to justify the burden on the parents' religious exercise.~~Mozert v. Hawkins Co. Bd. of Educ., 827 F.2d 1058 (6th Cir. 1987). A student's free exercise right would unlikely be burdened by compelling the student to be exposed to ideas with which his/her religion disagrees. See Fleischfresser v. Directors of Sch. Dist. 200, 15 F.3d 680 (7th Cir. 1994). On the other hand, compelling a student to perform an act that violates the student's religious beliefs would burden his/her free exercise right, and the school district would need to justify the requirement with a compelling state interest in order to be able to enforce it.~~ Unless otherwise required by law, it is unclear from Mahmoud whether a district would ever need to give advance notice to all parents/guardians of the use of certain curriculum or instructional materials that could trigger religious objections. Doing so could present discrimination concerns. Given the many unsettled legal issues in this area and the fact-dependent nature of the analysis involved, boards should consult with the board attorney regarding any curriculum objections.

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LEGAL REF.: 20 U.S.C. §1232h, Protection of Pupil Rights Amendment.
Mahmoud v. Taylor, 145 S.Ct. 2332 (2025).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

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Instruction

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Parents/guardians, employees, and community members with other complaints about curriculum, instructional materials, or programs should complete a Curriculum Objection Form. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a Curriculum Objection Form. The Superintendent or designee shall establish criteria for the review of objections and inform the parent/guardian, employee, or community member, as applicable, of the District's decision.

LEGAL REF.: 20 U.S.C. §1232h, Protection of Pupil Rights Amendment.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

ADOPTED: May 17, 2001

REVISED: March 16, 2023

CURRENT

Instruction

Graduation Requirements [1]

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.[2]
2. Completing all courses as provided in the School Code, 105 ILCS 5/27-22605. [3]
3. Completing all minimum requirements for graduation as specified in State law. [4]
4. Passing an examination on patriotism, and principles of representative government, and proper use and display of the American flag methods of voting, and the Pledge of Allegiance. [5]

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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. Graduation requirements are often published in student handbooks. The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh.

In accordance with 105 ILCS 5/2-3.159, amended by P.A. 101-503, and 23 Ill.Admin.Code Part 680, a school district may establish a program to recognize high school graduates who attained a high level of proficiency in one or more languages in addition to English by designating on a student's diploma and transcript a State Seal of Biliteracy. See sample policy 6:320, *High School Credit for Proficiency*.

105 ILCS 5/10-20.9a(e) and (d), added by P.A. 102-727, and inoperative "on and after three years" from 5-6-22, prohibits public high schools from withholding a student's grades, transcripts, or diploma because of an unpaid balance on the student's school account. See sample policy 6:280, *Grading and Promotion*, at f/n 3, for a discussion about the expiration date of this law.

[2] Optional. 23 Ill.Admin.Code §1.440(f). A school board should ensure that all district graduation requirements that are in addition to the State requirements are aligned with the district educational objectives. See sample policy 6:10, *Educational Philosophy and Objectives*.

[3] 105 ILCS 5/27-60522(e), amended by P.A.s 101-464, 101-654, 102-366, 102-551, and 102-864renumbered by P.A. 104-391, contains the list of required courses in effect for students entering 9th grade through the 2023-2024 school year. 105 ILCS 5/27-60522(e-5), amended by P.A. 104-387 and renumbered by P.A. 104-391 added by P.A. 101-654 and amended by P.A. 102-864, contains the list of required courses for students entering 9th gradeeffective beginning with the 2024-2025 school year (to include two years of laboratory science). 105 ILCS 5/27-60522(e-10), added by P.A. 101-654 renumbered by P.A. 104-391, increases the foreign language requirement from one to two years beginning with the 2028-2029 school year. 105 ILCS 5/27-60522(e)(3) and (e-5)(3) allow the substitution of an advanced placement computer science course for a year of mathematics, and it further states that a mathematics course that includes geometry content may be offered as an integrated, applied, interdisciplinary, or career and technical education course that prepares a student for a career readiness path. 105 ILCS 5/27-60522(e)(5), amended by P.A. 102-366, and 105 ILCS 5/27-60522(e-5)(5), both renumbered by P.A. 104-391amended by P.A. 102-864, require students entering the 9th grade in the 2016-2017 school year and each year thereafter to complete one semester of civics. As part of the two-year social studies requirement, districts may include a financial literacy course that is one semester or part of one semester. Id. 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*. The Ill. State Board of Education (ISBE) may adopt rules modifying graduation requirements for students in grades 9-12 if the Governor has declared a disaster due to a public health emergency under 20 ILCS 3305/7. 105 ILCS 5/27-60522(i), renumbered by P.A. 104-391 added by P.A. 101-643.

[4] 105 ILCS 5/27-60522(e), renumbered by P.A. 104-391 and (e-5), amended by P.A. 104-387 and renumbered by P.A. 104-391amended by P.A.s 101-464, 101-654, 102-366, 102-551, and 102-864; 23 Ill.Admin.Code §1.440.

[5] Required by 105 ILCS 5/27-5103, amended by P.A. 101-643 added by P.A. 104-391.

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5. Participating in State assessments that are required for graduation by State law. [6]
6. Filing one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf.

   A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements. [7]

The Superintendent or designee is responsible for: [8]

1. Maintaining a description of all course offerings that comply with the above graduation requirements.
2. Notifying students and their parents/guardians of graduation requirements.
3. Developing the criteria for #4 above.

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

[6] 105 ILCS 5/2-3.64a-5(c)~~, amended by P.A. 101-643,~~ states that "[s]tudents who do not take the State's final accountability assessment or its approved alternate assessment may not receive a regular high school diploma unless the student is exempted." Assessments are not required if ISBE receives a waiver from the administration of assessments from the U.S. Dept. of Education. Id.

105 ILCS 5/2-3.64a-5(c)~~, amended by P.A.101-643~~; 23 Ill.Admin.Code §1.30. Section 2-3.64a-5(c) 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.

105 ILCS 5/2-3.64a-5(e) no longer requires that the scores attained by a student on an assessment that includes a college and career readiness determination be entered on the student's transcript. The student's final accountability assessment scores, however, must be placed in the student's permanent record. See also 23 Ill.Admin.Code §375.10.

[7] 105 ILCS 5/22-87, amended by P.A.s 104-13 and 104-14~~added by P.A. 101-180~~; 23 Ill.Admin.Code §1.440(c)(4). See sample exhibit 6:300-E3, *Form for Exemption from Financial Aid Application Completion*. ISBE provides a waiver form, the FAFSA Nonparticipation Form, for a parent/guardian or eligible student to opt of this graduation requirement, which is available through the Ill. Student Assistance Commission's (ISAC) student portal, see https://studentportal.isac.org/. Instructions for the form are available at: www.isbe.net/Pages/FAFSA.aspx. The Alternative Application for Ill. Financial Aid referenced in that form is intended for use by qualifying undocumented and transgender students and is available at: https://studentportal.isac.org/alternativeapp.

Beginning with the 2025-2026 school year, each high school must: (1) designate at least one staff member as a contact for matters related to the financial aid application graduation requirement; (2) inform high school seniors of the designated staff member who is available to answer their questions about this requirement or refer them to an appropriate resource, such as ISAC (see www.isac.org/students/before-college/financial-aid-planning/index.html); and (3) annually provide the name and contact information of the designated staff member to ISBE and ISAC. 105 ILCS 5/22-87(b), amended by P.A.s 104-13 and 104-14. The designated staff member must complete an initial orientation and is encouraged to participate in annual briefings, for which the individual may receive professional development hours, if applicable. Id.

Additionally, beginning with the 2025-2026 school year, each district must offer appropriate supports to each high school student to educate and assist them with completion of the financial aid application. How, when, and where this support is offered is at a district's discretion; however, a district must provide an opportunity for students to get help during the school day completing the student portion of the application. Districts may request free assistance from ISAC to support completion of financial aid applications. Id.

[8] Items #1 and #2 are required by 23 Ill.Admin.Code §1.440(d) and (e), respectively. Item #3 must be addressed because the law leaves many implementation issues unanswered. A comprehensive Student Handbook can provide notice of the district's graduation requirements, conduct rules, and other important information. Item #4 includes discussion of the adjustments required by the Educational Opportunity for Military Children Act, 105 ILCS 70/35(d).

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4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions needed or necessary to implement this policy.

Early Graduation [9]

The Superintendent or designee shall implement procedures for students to graduate early, provided they finish seven semesters of high school and meet all graduation requirements.

Certificate of Completion [10]

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's four years of high school, qualifies for a certificate of completion after the student has completed four years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

Service Member Diploma [11]

The District will award a diploma to a service member who was killed in action while performing active military duty with the U.S. Armed Forces or an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict, provided that he or she (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/22-27, 5/22-87, 5/27-5103, 5/27-60522, and 5/27-61522.10.
105 ILCS 70/, Educational Opportunity for Military Children Act.
23 Ill.Admin.Code §1.440.

CROSS REF.: 6:30 (Organization of Instruction), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

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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.

[9] This is optional. State law and rules are silent regarding early graduation. As an alternative, a board may delete the phrase "~~finish 7 semesters of high school and~~."

[10] Required by 105 ILCS 5/14-16.

[11] Optional. 105 ILCS 5/22-27~~, amended by P.A. 101-131,~~ does not designate a time requirement for when the service member killed in action or veteran "resided within an area currently within the district." Thus, a reasonable interpretation may be adopted locally. The sample policy designates "at the time he or she left high school" as the pertinent time for residence. See sample exhibit 6:300-E1, *Application for a Diploma for a Service Member Killed in Action or for Veterans of WWII, the Korean Conflict, or the Vietnam Conflict*.

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Instruction

Graduation Requirements

To graduate from high school, unless otherwise exempted, each student is responsible for:

1. Completing all District graduation requirements that are in addition to the State requirements.
2. Completing all courses as provided in the *School Code*, 105 ILCS 5/27-22.
3. Completing all minimum requirements for graduation as specified in State law.
4. Passing an examination on patriotism and principles or representative government, proper use of the flag, methods of voting, and the Pledge of Allegiance.
5. Participating in State assessments that are required for graduation by State law.
6. Filing one of the following: (1) a Free Application for Federal Student Aid (FAFSA) with the U.S. Dept. of Education, (2) an application for State financial aid, or (3) an Ill. State Board of Education (ISBE) waiver form indicating that the student understands what these aid opportunities are and has chosen not to file an application. If the student is not at least 18 years of age or legally emancipated, the student's parent/guardian must file one of these documents on the student's behalf.

   A student is exempt from this requirement if: (1) the student is unable to file a financial aid application or an ISBE waiver due to extenuating circumstances, (2) the Building Principal attests the District made a good faith effort to assist the student or the student's parent/guardian with filing a financial aid application or an ISBE waiver form, and (3) the student has met all other graduation requirements.

The Superintendent or designee is responsible for:

1. Maintaining a description of all course offerings that comply with the above graduation requirements.
2. Notifying students and their parents/guardians of graduation requirements.
3. Developing the criteria for determining when a student accomplishes number 4 above as well as a method for recording that fact in the student's school record.
4. Complying with State law requirements for students who transfer during their senior year because their parent(s)/guardian(s) are on active military duty. This includes making reasonable adjustments to ensure graduation if possible, or efforts to ensure that the original (transferor) school district issues the student a diploma.
5. Taking all other actions needed or necessary to implement this policy.

Early Graduation

The Superintendent or designee shall implement procedures for students to graduate early, provided they finish seven semesters of high school and meet all graduation requirements.

Certificate of Completion

A student with a disability who has an Individualized Education Program prescribing special education, transition planning, transition services, or related services beyond the student's four years of high school, qualifies for a certificate of completion after the student has completed four years of high school. The student is encouraged to participate in the graduation ceremony of his or her high school graduation class. The Superintendent or designee shall provide timely written notice of this requirement to children with disabilities and their parents/guardians.

CURRENT

Subject	Hour Requirement
English	4.0
Mathematics	3.0
Science	3.0
U.S. History	1.0
Government	.5
World History, World Geography, or AP European History	1.0
Health	.5
P.E.	1.5
Driver Education	.25
Consumer Education	.5
Electives	7.75
Total	**23.0**

Service Member Diploma

The District will award a diploma to a service member who was killed in action while performing active military duty with the U.S. Armed Forces or an honorably discharged veteran of World War II, the Korean Conflict, or the Vietnam Conflict, provided that he or she (1) resided within an area currently within the District at the time he or she left high school, (2) left high school before graduating in order to serve in the U.S. Armed Forces, and (3) has not received a high school diploma.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/22-27, 5/22-87, 5/27-3, 5/27-22, and 5/27-22.10.
105 ILCS 70/, Educational Opportunity for Military Children Act.
23 Ill. Admin. Code §1.440.

CROSS REF.: 6:30 (Organization of Instruction), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

ADOPTED: May 17, 2001

REVISED: March 17, 2022

CURRENT

Instruction

High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students [1]

Credit for Non-District Experiences [2]

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course
2. Courses in an accredited foreign exchange program
3. Summer school or community college courses [3]
4. College or high school courses offering dual credit at both the college and high school level [4]

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

[1] State law requires that several of the programs in this policy be covered in policy. State law controls this policy's content. Note that 23 Ill.Admin.Code §1.420(b) requires "[e]very school district [to] have an organized plan for recording pupil progress and/or awarding credit, including credit for courses completed by correspondence, online, or from other external sources, that can be disseminated to other schools within the State." Section 1.460 requires "[e]ach local board of education with a high school [to] adopt a policy which defines the board's position with reference to the awarding of high school credit on the basis of local examinations to pupils who have achieved the necessary proficiencies through independent study, either with or without private tutoring, or for work taken in or from another institution." 23 Ill.Admin.Code §1.460.

Sample policy 6:185, *Remote Educational Program*, provides for educational programs **delivered by the district** in a location outside of the school.

Sample policy 6:315, *High School Credit for Students in Grade 7 or 8*, allows students enrolled in grade 7 or 8 to enroll in a course required for high school graduation. 105 ILCS 5/27-615~~22.10~~(a), amended and renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.440(c)(3).

[2] Each board may choose for which, if any, of the listed non-district experiences the district will grant high school credit. If a district does not grant credit for any of the listed activities, substitute the following alternative for all text in the entire section: "The District does not grant graduation credit for learning experiences that an enrolled student does not complete through the District."

[3] 105 ILCS 5/27-905~~22.1~~, amended and renumbered by P.A. 104-391, provides that no fewer than 60 hours of classroom instruction in summer school is required for one semester of high school course credit. Districts may accept courses completed in a community college (CC) toward graduation. 23 Ill.Admin.Code §1.440(f). Superintendents, pursuant to 105 ILCS 5/10-21.4, must annually report to the Ill. State Board of Education (ISBE) the number of students enrolled in accredited courses at any CC along with the name(s) and number(s) of the course(s) each student is taking.

[4] The Dual Credit Quality Act (DCQA) (110 ILCS 27/, amended by P.A. 104-12) defines dual credit as a college course taken by a high school student for credit at both the college and high school level. 110 ILCS 27/5 and 105 ILCS 5/10-20.62(a). An instructor who teaches a dual credit course does not need the certification required by Article 21 of the School Code but must meet the minimum standards set forth in 110 ILCS 27/20(1), (2), (2.5), or (3). Dual credit programs require: (a) a specific partnership agreement between the district and a CC containing specified elements, as long as the district is in the CC's jurisdiction (110 ILCS 27/16), or (b) cooperation between the school district and the *postsecondary institution* (defined as an *institution of higher learning* under ~~providing the dual credit courses (see~~ the Higher Education Student Assistance Act~~, at~~ 110 ILCS 947/10~~ for a definition of *institution*~~). Partnership agreements that are entered into, amended, renewed, or extended after 1-1-23, must allow high school students who do not otherwise meet the CC's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit. 110 ILCS 27/16.5(a). Upon a district's written request for a partnership agreement, the district and community college district must each designate a liaison and begin negotiations on an agreement within 60 calendar days of the district's initial request. Id. at 27/16(a), amended by P.A. 104-12. If the district and CC cannot agree within 180 days of a district's initial request to enter into a partnership agreement, the two parties must use the model partnership agreement referenced at 110 ILCS 27/19.

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5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education [5]
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Partnership for Careers p~~P~~rogram [6]
7. Credit earned in a Vocational Academy [7]

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. When applicable, the Building Principal or designee shall, prior to the

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Out-of-state dual credit contracts are prohibited until a district first offers the CC in the CC district in which the district is located the opportunity to provide a dual credit course. 110 ILCS 27/17, amended by P.A. 104-12. In addition, a district seeking to enter into an agreement with an out-of-state postsecondary institution must provide notice to the Ill. Community College Board~~State Board of Higher Education~~ (ICCB~~BHE~~) of its intent, to which the ICCB~~BHE~~ will have 30 days to provide the district with a list of in-state postsecondary institutions that can provide the district an equivalent dual credit opportunity. Id. Beginning 6-30-25, a district may not enter into a contract with an out-of-state postsecondary institution until it demonstrates to the ICCB that it has taken appropriate steps to consider the listing of in-state postsecondary institutions and provides a rationale as to why the course can only be provided by an out-of-state postsecondary institution. ~~Agreements between a district and an out-of-state institution that were in effect before 1-1-19 were not affected.~~ Id. A high school evaluation of a dual credit program must also incorporate the analysis of data from the ISBE statewide longitudinal data system (see the P-20 Longitudinal Education Data System Act, 105 ILCS 13/, for more information). Id. at 27/30.

105 ILCS 5/10-20.62(c), requires school boards to require the district's high schools, if any, to inform all 11th and 12th grade students of dual enrollment and dual credit opportunities at public CCs for qualified students. Qualified students may enroll in an unlimited amount of dual credit courses and earn an unlimited amount of academic credits from them if the course(s) are taught by an Ill. instructor, as provided by 110 ILCS 27/. Id. at (b). In addition, all dual credit coursework completed by a high school student must be transferred to all public institutions in Illinois on the same basis as coursework completed by a public CC student who previously earned a high school diploma in the manner set forth under the Ill. Articulation Initiative Act. Id. at 27/1~~8~~9.

The DCQA requires partnership agreements between districts and CCs to address access to dual credit courses by individual students with disabilities. 110 ILCS 27/16(b)(8.5), amended by P.A. 104-12. 105 ILCS 5/14-8.03 also requires districts to provide special education students with information about career and technical education (CTE) opportunities, including at the postsecondary level. See *Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities* at: www.sites.ed.gov/idea/idea-files/qa-increasing-postsecondary-opportunities-success-for-students-youth-with-disabilities-sept-17-2019/#Letter for information on providing transition services to high school students who have individualized education programs (IEPs), are receiving services under the IDEA, and take courses offered by a community college or other postsecondary education institution program prior to high school graduation.

[5] 105 ILCS 5/2-3.44 and 5/10-22.43a. An ethnic school is a part-time, private school that teaches the foreign language of a particular ethnic group as well as the culture, geography, history, and other aspects of a particular ethnic group. 105 ILCS 5/2-3.44; 23 Ill.Admin.Code §1.465(b). For requirements, see 23 Ill.Admin.Code §1.465.

[6] Optional. 105 ILCS 5/2-3.115, amended by P.A. 104-261, eff. 1-1-26, authorizes ISBE to make grants to districts to be used for these programs. ~~The State Superintendent and Board of Higher Education were encouraged by 105 ILCS 5/2-3.115 to establish a program of academic credit for Tech Prep work based learning for secondary school students with an interest in pursuing such career training, which could be instituted by school districts.~~ See also 23 Ill.Admin.Code §1.445.

[7] Vocational Academies Act, 105 ILCS 433/. The Act's purpose is to "integrate workplace competencies and career and technical education with core academic subjects." School districts are permitted to partner with CCs, local employers, and community-based organizations to establish a vocational academy that functions as a two-year school within a school for grades 10 through 12. Grant funds may be available from ISBE when the vocational academy meets statutory requirements.

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first day of class, inform individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the community college's criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course.[8] This section does not govern the transfer of credits for students transferring into the District.

Substitutions for Required Courses

Vocational or technical education.[9] A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses if: [10]

1. The Building Principal approves the substitution(s) and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District.

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[8] 110 ILCS 27/16.5(c). Written notification is not required by the law, but it is a best practice to show compliance with this requirement.

[9] Allowing for this substitution is optional, but, if offered, must be included in board policy. 105 ILCS 5/27-610~~22.05~~, amended and renumbered by P.A. 104-391. By 7-1-26, ISBE is required to post on its website a form for organizations to submit opportunities for externships, internships, or volunteer work related to career and technical education pathways. After its review and approval, ISBE will annually post a list of approved opportunities on its website. 105 ILCS 5/2-3.206, added by P.A. 104-249, eff. 1-1-26.

[10] The *related* requirement is met if the course contains at least 50% of the content of the required course. Id. 23 Ill.Admin.Code §1.445 requires that the vocational or technical education course be completely described in the policy along with its relationship to the required course. The sample policy satisfies these requirements by referring to the courses as described in curricular material.

ISBE requires that the parent/guardian of a student under the age of 18 request the course substitution "on forms that the school district makes available" and that the request must be maintained in the student's temporary record. 23 Ill.Admin.Code §1.445. See sample exhibit 6:310-E, *Class Substitution Request*. There is no parallel recordkeeping requirement in the rules for registered apprenticeships; however, it is best practice to maintain all types of substitution requests as evidence of compliance with the form requirement.

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Registered Apprenticeship Program.[11] The Superintendent or designee will ensure that the District complies with State law requirements for registered apprenticeship programs.[12] The opportunities and requirements for registered apprenticeship programs contained in this policy will be posted on the District's website, and parents/guardians and students will also be notified of such opportunities in the appropriate school handbook(s). [13]

A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program if:

1. The registered apprenticeship program meets all criteria contained in State law;
2. The registered apprenticeship program is listed by the District, or the student identifies a registered (but not listed) apprenticeship program with a business or organization if one is not offered in the District;
3. The student enrolled in a registered apprenticeship program has the opportunity to earn post-secondary credit toward a certificate or degrees, as applicable;
4. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District and on its website; [14]
5. The Building Principal approves the substitution(s); and

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[11] Allowing for this substitution is optional, but, if offered, must be included in board policy. 105 ILCS 5/2-3.175; 23 Ill.Admin.Code §255.200. A *registered apprenticeship program* is an industry-based occupational training program of study with standards reviewed and approved by the U.S. Dept. of Labor that meets characteristics set forth in State law and ISBE rules. The introductory sentence and listed items 1, 3, 4, and 6 are required to be in the policy if a board decides to allow students to participate in registered apprenticeship programs. See 23 Ill.Admin.Code §255.200(b). Item #2 is not required to be stated in policy, but is required to be included in a district's website notification (if any) to parents/guardians about registered apprenticeship opportunities. See f/n 13, below.

If a board adopts a policy to allow for student participation in registered apprenticeship programs, the policy must be posted on the district's website (if any) for students, parents, and members of the business and industry community to access. 23 Ill.Admin.Code §255.200(c)(1). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, and f/ns 13 and 14 below for other related website posting requirements.

Employers providing apprenticeships may be eligible for tax credits for certain educational expenses they incur on behalf of qualifying apprentices. 35 ILCS 5/231(b), amended by P.A. 103-1059. Districts that carry out registered apprenticeship programs should, but are not required to, aid an employer in claiming an available credit by providing a written receipt documenting the apprenticeship education expenses paid to the school by the employer. 14 Ill.Admin.Code §522.50(e). See https://dceo.illinois.gov/expandrelocate/incentives/ilapprenticeshiptaxcredit.html for more information about the credit.

[12] 105 ILCS 5/2-3.175; 23 Ill.Admin.Code Part 255. In addition to the requirements listed in the policy, districts allowing for student participation in registered apprenticeship programs must also: (1) submit data on participating students through ISBE's Student Information System, (2) identify and attempt to eliminate any barriers to student participation, and (3) include the program in the Career Pathway Endorsement if the district awards endorsements under the Postsecondary and Workforce Readiness Act (110 ILCS 148/). 23 Ill.Admin.Code §255.200(d)-(f).

[13] 23 Ill.Admin.Code §255.200(c). The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH),* at: www.ilprincipals.org/msh. The notification to students and parents on the district's website must include: (1) a statement that a student may participate in any registered apprenticeship program listed by the district; and (2) a statement that a student may find a registered, but not listed, apprenticeship program with a business or organization, if a registered apprenticeship program is not offered in the district. 23 Ill.Admin.Code §255.200(c)(2). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. For districts that do not maintain a website, use the following alternative sentence:

> Parents/guardians and students will be notified of opportunities for registered apprenticeship programs in the appropriate school handbook(s).

[14] 23 Ill.Admin.Code §255.200(b)(4). See sample exhibits 6:310-E, *Class Substitution Request*, and 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. If the district does not maintain a website, delete ~~and on its website~~.

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6. All non-academic requirements mandated by the School Code for high school graduation that would otherwise prohibit or prevent the student from participating in the registered apprenticeship program are waived.

Advanced placement computer science.[15] The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with Section 27-22 of the School Code. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

Substitutions for physical education. A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below.[16] The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate. [17]

1. Ongoing participation in a marching band program for credit; [18]
2. Enrollment in Reserve Officer's Training Corps (ROTC) program sponsored by the District;[19]
3. Ongoing participation in an *interscholastic* or *extracurricular athletic program*; [20]

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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.

[15] Optional, but allowed by 105 ILCS 5/27-~~6052~~2(e)(3) and 5/27-~~6052~~2(f-5), both renumbered by P.A. 104-391.

[16] Optional, but allowed by 105 ILCS 5/27-~~710~~6(b), renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.425(e). A board that wants to allow any of these P.E. exemptions must include the ones it selects in a policy that excuses students on an individual basis.

[17] 23 Ill.Admin.Code §1.425(e).

[18] 23 Ill.Admin.Code §1.425(e)(4)(A). This policy excuses students from P.E. only during the marching band season because the statute allows the exemption "for ongoing participation in such marching band program." Thus, if the marching band season is over, the student's *ongoing participation* has ceased and the student no longer qualifies for the P.E. exemption. Common sense, however, would allow the exemption to continue until the end of the current grading period.

[19] 23 Ill.Admin.Code §1.425(e)(4)(B).

[20] 23 Ill.Admin.Code §1.425(e)(2) and (e)(3)(A). Prior to P.A. 100-465, the statute only allowed students in grades 11 and 12 to be excused from P.E. "for ongoing participation in an interscholastic athletic program." ~~105 ILCS 5/27-6(b)(1).~~ 105 ILCS 5/27-~~710~~6(b) ~~now~~, renumbered by P.A. 104-391, states "on a case-by-case basis, excuse pupils in grades 7 through 12 who participate in an interscholastic or extracurricular athletic program." While the statute no longer requires such participation to be *ongoing*, 23 Ill.Admin.Code §1.425(e)(3) requires *ongoing participation*. Thus, if the athletic program is over, the student's *ongoing participation* has ceased and the student no longer qualifies for the P.E. exemption. Common sense, however, would allow the exemption to continue only until the end of the grading period during which the athletic program is active. 23 Ill. Admin. Code §1.425(e)(2) limits interscholastic and extracurricular athletic programs to those that are sponsored by the school district as defined in school board policy. Boards do not have the "authority to honor parental excuses based upon students' participation in athletic training, activities or competitions conducted outside the auspices of the school district." Id. at §1.425(e)(6).

State statutes do not define *interscholastic athletic program* or *extracurricular athletic program*; however, 105 ILCS 5/22-80 defines *interscholastic athletic activity* as "any organized school-sponsored or school-sanctioned activity for students, generally outside of school instructional hours, under the direction of a coach, athletic director, or band leader, including, but not limited to, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling." 23 Ill.Admin.Code §1.425(e)(2) defines *interscholastic* and *extracurricular athletic programs* as "those programs that are sponsored by the school district as defined by school district policy." Boards have no authority to honor parental excuses based upon students' participation in athletic training, activities or competition conducted outside the auspices of the school district. 23 Ill.Admin.Code §1.425(e)(6).

For boards that want to explain the meaning of *interscholastic or extracurricular athletic program*, insert the following option at the end of #3:

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4. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade);[21] or
5. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade). [22]

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*.

Volunteer service credit.[23] A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

Re-Entering Students [24]

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, life experiences, and other nonformal educational endeavors
5. Military service, provided the individual making the request has a recommendation from the American Council on Education

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

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(organized school-sponsored or school-sanctioned activities for students that are not part of the curriculum, not graded, not for credit, generally take place outside of school instructional hours, and under the direction of a coach, athletic director, or band leader)

For unit districts, ensure the definition matches the definition in policy 7:260, *Exemption from Physical Education*.

[21] 23 Ill.Admin.Code §1.425(e)(3)(B).

[22] 23 Ill.Admin.Code §1.425(e)(3)(C).

[23] Optional. The credit given for one semester may not exceed that stated in this policy. 105 ILCS 5/27-1035~~22.3~~, renumbered by P.A. 104-391. The program may include participation in the organization of a high school or community blood drive or other blood donor recruitment campaign. Id. ISBE must provide assistance to districts opting to offer the program. 105 ILCS 5/2-3.108.

[24] Required by 23 Ill.Admin.Code §1.470(a). While the sample policy does not provide for it, a school board may permit adults 21 years of age or older to re-enter high school. 23 Ill.Admin.Code §1.470(b). Items #4 & #5 are optional, but must be included in a policy if credit will be granted for them. 105 ILCS 5/27-6; 27-610~~22.05~~, amended and renumbered by P.A. 104-391.

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LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115(b), 5/2-3.142, 5/2-3.175, 5/10-22.43a, 5/10-20.62, 5/27-610, 5/27-7106, and 5/27-1035~~22.3, and 5/27-22.05~~.
110 ILCS 27/, Dual Credit Quality Act.
23 Ill.Admin.Code §§1.425(e), 1.440(f), 1.470(c), and Part 255.

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:315 (High School Credit for Students in Grade 7 or 8), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:260 (Exemption from Physical Education)

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Instruction

High School Credit For Non-District Experiences; Course Substitutions; Re-Entering Students

Credit for Non-District Experiences

A student may receive high school credit for successfully completing any of the listed courses or experiences even when it is not offered in or sponsored by the District:

1. Distance learning course, including a correspondence, virtual, or online course;
2. Courses in an accredited foreign exchange program;
3. Summer school or community college courses;
4. College or high school courses offering dual credit at both the college and high school level;
5. Foreign language courses taken in an ethnic school program approved by the Illinois State Board of Education;
6. Work-related training at manufacturing facilities or agencies in a Tech Prep Program;
7. Credit earned in a Vocational Academy.

The student must seek approval from the Superintendent or designee to receive graduation credit for any non-District course or experience. The Superintendent or designee shall determine the amount of credit and whether a proficiency examination is required before the credit is awarded. As approval is not guaranteed, students should seek conditional approval of the experience before participating in a non-District course or experience. The student assumes responsibility for any fee, tuition, supply, or other expense. The student seeking credit is responsible for (1) providing documents or transcripts that demonstrate successful completion of the experience, and (2) taking a proficiency examination, if requested. The Superintendent or designee shall determine which, if any, non-District courses or experiences, will count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. When applicable, the Building Principal or designee shall, prior to the first day of class, inform individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the community college's criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course. This section does not govern the transfer of credits for students transferring into the District.

Substitutions for Required Courses

Vocational or technical education; registered apprenticeship program. A student in grades 9-12 may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing related vocational or technical education courses or a registered apprenticeship program if:

1. The Building Principal approves the substitution and the vocational or technical education course is completely described in curriculum material along with its relationship to the required course; and
2. The student's parent/guardian requests and approves the substitution in writing on forms provided by the District.

Advanced placement computer science. The advanced placement computer science course is equivalent to a high school mathematics course. A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with Section 27-22 of the School Code. The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

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Substitutions for physical education. A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

1. Enrollment in a marching band program for credit;
2. Ongoing participation in an *interscholastic* or *extracurricular athletic program* (student must be in the 11th or 12th grade);
3. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
4. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student who is eligible for special education may be excused from physical education courses pursuant to 7:260, *Exemption from Physical Education*.

Volunteer service credit. A student participating in the District's Volunteer Service Credit Program, if any, may earn credit toward graduation for the performance of community service. The amount of credit given for program participation shall not exceed that given for completion of one semester of language arts, math, science, or social studies.

Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or an equivalency certificate, subject to the limitations in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses;
2. Non-District experiences described in this policy;
3. Classes in a program established under Section 10-22.20 of the School Code, in accordance with the standards established by the Illinois Community College Board;
4. Proficiency testing, correspondence courses, life experiences, and other nonformal educational endeavors;
5. Military services, provided the individual making the request has a recommendation from the American Council on Education.

The provisions in the section **Credit for Non-District Experiences**, above, apply to the receipt of credit for any non-District course.

CURRENT

LEGAL REF.: 105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/2-3.175, 5/10-22.43a, 5/10-20.62, 5/27-6, 5/27-22.3, and 5/27-22.05.
110 ILCS 27/, Dual Credit Quality Act.
23 Ill. Admin. Code §§1.425(e), 1.440(f), and 1.470(c).

CROSS REF.: 6:180 (Extended Instructional Programs), 6:300 (Graduation Requirements), 6:320 (High School Credit for Proficiency), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:260 (Exemption from Physical Education)

ADOPTED: May 17, 2001

REVISED: March 16, 2023

CURRENT

Instruction

High School Credit for Proficiency

Proficiency Credits [1]

Subject to the limitations in this policy and State law, the Superintendent or designee is authorized to establish and approve a program for granting credit for proficiency with the goal of allowing a student who would not benefit from a course because the student is proficient in the subject area to receive credit without having to take the course. A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. The Superintendent or designee shall notify students of the availability of and requirements for receiving proficiency credit.

Proficiency credit will be offered in the following subject areas: [2]

Foreign language - A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency, according to this District's academic criteria, in a language other than English.[3] A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit.[4] A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination. [5]

Other proficiency testing - The program for granting credit for proficiency may allow, as the Superintendent deems appropriate, course credit to be awarded on the basis of a local examination to a student who has achieved the necessary proficiency through independent study or work taken in or through another institution.[6] Proficiency testing may also be used to determine eligible credit

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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] An ISBE rule requires districts with a high school to have a policy on earning credit through proficiency exams. 23 Ill.Admin.Code §1.460. State law controls this policy's content. Students must *successfully complete* the courses listed in 105 ILCS 5/27-~~22~~605, amended by P.A. 104-387, and amended and renumbered by P.A. 104-391~~s 101-643, 101-654, 102-366~~, in order to receive a high school diploma. See 6:300-E2, *State Law Graduation Requirements*. 105 ILCS 5/27-~~12.1~~305, renumbered by P.A. 104-391, no longer allows districts to grant consumer education proficiency credit.

In accordance with 105 ILCS 5/2-3.159~~, amended by P.A. 101-503,~~ and 23 Ill.Admin.Code §680.20, a school district may establish a program to recognize high school graduates who attain a high level of proficiency in one or more languages in addition to English by designating on a student's diploma and transcript a State Seal of Biliteracy.

[2] This paragraph should be revised to reflect the actual practice concerning granting proficiency credits. A board may delete all text concerning foreign language proficiency credit and keep only the text in the second indented paragraph without using a subheading.

[3] Optional, but permitted by 105 ILCS 5/10-22.43.

[4] See f/n 2. Required only if the district offers proficiency credit for foreign language. Id.

[5] See f/n 2. Optional, but permitted by 105 ILCS 5/10-22.43a.

[6] Optional. *Local examination* is not defined but is generally understood to mean examinations developed by the district, school, or instructor, not standardized examinations developed by the state or an outside entity, e.g. advanced placement examinations by the College Board.

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for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

LEGAL REF.: 105 ILCS 5/10-22.43, 5/10-22.43a, and 5/27-60522, and 5/27-24.3.
23 Ill.Admin.Code §1.460; Part 680, State Seal of Biliteracy.

CROSS REF.: 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:315 (High School Credit for Students in Grade 7 or 8)

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Instruction

High School Credit For Proficiency

Proficiency Credits

Subject to the limitations in this policy and State law, the Superintendent or designee is authorized to establish and approve a program for granting credit for proficiency with the goal of allowing a student who would not benefit from a course because the student is proficient in the subject area to receive credit without having to take the course. A student who demonstrates competency under this program will receive course credit for the applicable course and be excused from any requirement to take the course as a graduation prerequisite. No letter grade will be given for purposes of the student's cumulative grade point average. The Superintendent or designee shall notify students of the availability of and requirements for receiving proficiency credit.

Proficiency credit will be offered in the following subject areas:

Foreign language – A student is eligible to receive one year of foreign language credit if the student has graduated from an accredited elementary school and can demonstrate proficiency, according to this District's academic criteria, in a language other than English. A student who demonstrates proficiency in American Sign Language is deemed proficient in a foreign language and will receive one year of foreign language credit. A student who studied a foreign language in an approved ethnic school program is eligible to receive appropriate credit according to the level of proficiency reached; the student may be required to take a proficiency examination.

Other proficiency testing – The program for granting credit for proficiency may allow, as the Superintendent deems appropriate, course credit to be awarded on the basis of a local examination to a student who has achieved the necessary proficiency through independent study or work taken in or through another institution. Proficiency testing may also be used to determine eligible credit for other subjects whenever students enter from non-graded schools, non-recognized or non-accredited schools, or were in a home-schooling program.

Course Credit for High School Diploma

The Superintendent or designee may investigate, coordinate, and implement a program and schedules for students in grades 7 and 8 to enroll in a course required for a high school diploma. Students in grades 7 and 8 may enroll in a course required for a high school diploma when: (1) the course is offered by the high school that the elementary student would attend, (2) the student participates in the course at the location of the high school, and (3) the student's enrollment in the course would not prevent a high school student from being able to enroll.

Students in grades 7 and 8 may enroll in a course required for a high school diploma where they attend school when: (1) the course is taught by a high school teacher who teaches in a high school of the district where the student will attend high school, and (2) no high school students are enrolled in the course.

A student in the District, or transferring into the District, who successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive such academic credit from the Board. That academic credit shall satisfy the requirements of Section 27-22 of *The School Code* for purposes of receiving a high school diploma, unless evidence about the course's rigor and content show that the course did not address the relevant Illinois learning standard at the level appropriate for the high school grade during which the course is usually taken. The student's grade in the course shall also be included in the student's grade point average in accordance with Board policy.

CURRENT

The Superintendent or designee may investigate, coordinate and implement a program for students in grades 7 and 8 to enroll in a course required for a high school diploma provided that the program complies with State law.

LEGAL REF.: 105 ILCS 5/10-22.43, 5/10-22.43a, 5/27-22, and 5/27-24.3.
23 Ill. Admin. Code Part 680.

CROSS REF.: 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students)

ADOPTED: May 17, 2001

REVISED: January 21, 2021

CURRENT

Students

Equal Educational Opportunities [1]

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race,[2] national 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,

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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 requires this subject matter be covered by policy and controls this policy's content. Many civil rights laws guarantee equal educational opportunities; see citations in the Legal References.

[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). 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). See sample policy 2:265, *Title IX Grievance Procedure*, for further discussion.

Title IX implementing regulations at 34 C.F.R. §106.40 and 49 C.F.R. §25.445 prohibit "any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex." Ill. State Board of Education (ISBE) sex equity regulation at 23 Ill.Admin.Code §200.50(e) prohibits discrimination against a student "because of his or her actual or potential marital or parental status," and it specifies that: (1) pregnancy shall be treated as any other temporary disability, (2) pregnancy or parenthood shall not be considered cause for dismissal or exclusion from any program or activity, (3) participation in special programs provided for pregnant students or students who are parents shall be at the student's option, and (4) systems shall eliminate administrative and programmatic barriers to school attendance and school completion by pregnant students or students who are parents. Id. See f/n 8, below, regarding support services for pregnant and parenting students.

[4] 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 IHRA. The IHRA permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms. 775 ILCS 5/5-103.

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 origin, religion, etc. Governor Pritzker issued Executive Order (EO) 2019-11, titled "Strengthening Our Commitment to Affirming and Inclusive Schools" which 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. The Ill. Dept. of Human Services, the Legal Council for Health Justice and other community organizations partnered to create ILPrideConnect, which has resources for school administrators, parents, and students at www.ilprideconnect.org/school-and-education.

Consult the board attorney if your board wishes to adopt a separate policy or insert policy statements about accommodations and inclusion of transgender students.

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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 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 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]

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

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 2~~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] 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, codifies Plyler v. Doe, 457 U.S. 202 (1982), which held that it is unconstitutional for states to deny children a free public education based on immigration status. The law prohibits districts from taking any action that would deny a child free public education based on the child's or their parent's/guardian's actual or perceived citizenship or immigration status, and it requires districts to establish a policy and procedures regarding agency and law enforcement requests, to ensure this right is preserved. 105 ILCS 5/22-105(c)(1-3), added by P.A. 104-288, eff. 1-1-26. See sample policy 7:150, *Agency and Law Enforcement Requests*, and sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*. 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))."

775 ILCS 5/1-102(A), amended by P.A.s 103-472 and 103-785, 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. 103-785. See 775 ILCS 5/1-103(O-2), amended by P.A. 103-785, for a definition of *reproductive health decisions*.

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.

[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 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, added by P.A. 103-472, 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), 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).

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 Title IX implementing regulations. 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 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.

105 ILCS 5/26A-40, added by P.A. 102-466, a/k/a *Ensuring Success in School Law*~~, eff. 7-1-25~~, requires schools to "facilitate the full participation of students who are parents, expectant parents, or victims of domestic or sexual violence" by providing certain in-school support services. For further information, see sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

[9] For boards that want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendations into this policy (see f/n 4 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. See sample policy 2:260, *Uniform Grievance Procedure*, at f/n 9.

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 sexual harassment complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator and a 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.
Plyler v. Doe, 457 U.S. 202 (1982).
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, 5/22-105, 5/26A, 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), 7:150 (Agency and Law Enforcement Requests), 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), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

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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.

[11] Required by regulations implementing Title IX. 34 C.F.R. §106.8(a). See f/ns 24 and 25 in sample policy 2:260, *Uniform Grievance Procedure*. The Nondiscrimination Coordinator often also serves as the 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

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, 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. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board Policy 8:20, *Community Use of School Facilities.* Any student may file a discrimination 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, or National Origin Prohibited*.

Sex Equity

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

Any student may file a sex equity complaint by using Board policy 2:260,Uniform Grievance Procedure. A student may appeal the Board's resolution of the complaint to the Regional Superintendent (pursuant to 105 ILCS 5/3-10) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8).

Any student may file a sexual harassment 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. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

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 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, 3.25d(b), 10-20.12, 5/10-26.60, 5/10-20.63, 5/10-22.5, 5/26A, 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.

CURRENT

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), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited),7:250 (Student Support Services), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Students

Attendance and Truancy [1]

Compulsory School Attendance [2]

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

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

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student),[3] attendance at a verified medical or therapeutic appointment (including a victim services provider),[4] observance of a religious holiday, death in the

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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 law requires boards to adopt a policy covering some of the topics herein and controls this policy's content. 105 ILCS 5/22-92; 23 Ill.Admin Code Part 207. Any school receiving public funds must develop and annually communicate to its students and their parents/guardians an absenteeism and truancy policy. Id. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook* (MSH), at: www.ilprincipals.org/msh/.

This policy must be updated every two years and filed with the Ill. State Board of Education (ISBE) and the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate]. 105 ILCS 5/22-92(b); 23 Ill.Admin.Code §207.30(a). 105 ILCS 5/3-0.01 states that any references to *regional superintendent* include the chief administrative officer of Intermediate Service Centers established under 105 ILCS 5/2-3.62. See the **Updating~~Monitoring~~** subhead and f/n 2~~1~~, below.

[2] 105 ILCS 5/26-2 addresses enrolled students below or over set compulsory attendance ages. The law also requires any persons having custody or control of a child who is enrolled in grades kindergarten through 12 in the public school to cause the child to attend school.

105 ILCS 5/26-1 contains the compulsory school age exemptions. Each listed exception is specifically included in the statute, except the reference to *home school*. See sample policy 7:40, *Nonpublic School Students, Including Parochial and Home-Schooled Students*, regarding assigning students who enroll from a non-public school. See sample policy 6:150, *Home and Hospital Instruction*, regarding providing instruction to a pregnant student or other student who is medically unable to attend school.

[3] 105 ILCS 5/26-1 and 5/26-2a. A student may be absent for mental or behavioral health for up to five days without providing a medical note, and the student must be given an opportunity to make up any missed school work. *Medical note* is not defined, but the same portion of the statute discusses a student's inability to attend school due to a disability being certified by an Illinois licensed physician, chiropractic physician, advanced practice registered nurse, or physician assistant; presumably, any of these individuals could provide a *medical note*. After the second mental health day used, the student may be referred to the appropriate school support personnel. Id. See sample policy 7:250, *Student Support Services*.

[4] 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*~~, eff. 7-1-25~~.

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immediate family, attendance at a civic event,[5] family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to Board policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee.[6] For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence.[7] Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe. [8]

Absenteeism and Truancy Program

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

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified. [9]

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

[5] 105 ILCS 5/26-1 and 5/26-2a. Subject to ISBE guidelines, a middle or high school student shall be permitted one school day-long excused absence per school year to engage in a *civic event*, defined as "an event sponsored by a non-profit organization or governmental entity that is open to the public. *Civic event* includes, but is not limited to, an artistic or cultural performance or educational gathering that supports the mission of the sponsoring non-profit organization. Schools may require students to provide an appropriate administrator with reasonable advance notice of the intended absence and documentation of participation.

[6] 105 ILCS 5/22-92(a)(1) requires a policy with a definition of valid cause for absence in accordance with 105 ILCS 5/26-2a. These reasons are in 105 ILCS 5/26-2a except that (1) "other reason as approved by the Superintendent," and (2) absences for students to vote authorized by 10 ILCS 5/7-42 and 5/17-15 were added. An ISBE rule requires that the absenteeism and truancy policy define valid causes for absence. 23 Ill.Admin.Code §1.290.

For elementary districts, delete the following phrase from the second sentence of this paragraph: "~~voting pursuant to policy 7:90, *Release During School Hours* (10 ILCS 5/7-42 and 5/17-15),~~" and delete 7:90, *Release During School Hours*, from the Cross References.

For high school and unit districts that do not wish to include the **Voting** subhead in policy 7:90, *Release During School Hours*, amend the second sentence of this paragraph as follows: "~~policy 7:90, Release During School Hours~~ (the Election Code, 10 ILCS 5/7-42 and 5/17-15,)"and delete 7:90, *Release During School Hours* from the Cross References.

[7] 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *ESS Law*~~, eff. 7-1-25~~. *Fulfillment of a parenting responsibility* includes, but is not limited to, arranging and providing child care, caring for a sick child, attending prenatal or other medical appointments for the expectant student, and attending medical appointments for a child. Id. *Circumstances resulting from domestic or sexual violence* includes, but is not limited to, experiencing domestic or sexual violence, recovering from physical or psychological injuries, seeking medical attention, seeking services from a domestic or sexual violence organization as defined in 105 ILCS 5/26A-10, seeking psychological or other counseling, participating in safety planning, temporarily or permanently relocating, seeking legal assistance or remedies, or taking any other action to increase the safety or health of the student or to protect the student from future domestic or sexual violence. Id. Before an absence of three or more consecutive days that is related to domestic or sexual violence, a district may require a student to verify his or her claim of domestic or sexual violence under 105 ILCS 5/26A-45. Id. See sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

[8] See f/n 3. In addition, 105 ILCS 5/10-20.78 requires a written policy related to absences and missed homework or classwork assignments as a result of or related to a student's pregnancy. It makes sense to apply such a policy to all students who are absent for a valid cause.

[9] Any child "necessarily and lawfully employed" may be exempted from attendance by the superintendent "on certification of the facts by and the recommendation of the school board." 105 ILCS 5/26-1. The policy's language serves to delegate this "certification of the facts" to the superintendent or designee. The following option allows a board to consider and include specific criteria in the policy:

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2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran. [10]
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. [11]
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification. [12]
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.
6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem. [13]
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, and information about available community services relevant to such students' needs.[14] See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for the collection and review of chronic absence data and to:
    a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and

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A student may be excused, at the Superintendent's discretion, when: (1) the student has a last period study hall, (2) the parent/guardian provides written permission, (3) the student's employer provides written verification of employment, (4) the student provides evidence of a valid work permit, or (5) other reason deemed justifiable by the Superintendent.

Child Labor laws include: 29 C.F.R. Part 570 (minimum age standards, occupations, conditions, etc.); Child Labor Law of 2024, 820 ILCS 206/, added by P.A. 103-721; 56 Ill.Admin.Code Part 250 (child labor regulations). To streamline the employment certificate process for minors, the Ill. Dept. of Labor (IDOL) has a paperless certification system for districts to provide IDOL with the name and contact information of the superintendent or designee as the *issuing officer*. The *school issuing officer* will then be granted access to electronically complete and submit either the IDOL's *Employment Certificate Form* or *Temporary Employment Certificate Form*, at: ~~www2.illinois.gov/idol/Laws-Rules/FLS/Pages/Employment-Certificates-Minors.aspx~~https://labor.illinois.gov/laws-rules/fls/employment-certificates-minors.html.

[10] 105 ILCS 5/26-1. A student must notify the building principal or other administrator at least two days prior to the absence providing the date, time, and location of the military honors funeral. This requirement may be waived if the student did not receive notice at least two days in advance, but the student shall notify the administration as soon as possible of the absence.

A student whose absence is excused to sound *Taps* shall be counted in attendance for purposes of calculating the average daily attendance of students in the district. The district must allow the student reasonable time to make up school work and if school work is satisfactorily completed, the day of absence is counted as an attendance day for the student.

[11] 105 ILCS 5/26-1. Such a student must be granted five days of excused absences in any school year and, at the board's discretion, may be granted additional excused absences to visit the student's parent/guardian. The student and his/her parent/guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence and for ensuring that such assignments are completed by the student prior to his/her return to school from the excused absence period. Id.

[12] This notification is required by 105 ILCS 5/26-3b. Delete for high school districts.

[13] 105 ILCS 5/22-92(a)(2).

[14] Id. at (3). The School Code references to dropout prevention include: 105 ILCS 5/26-3a (regional superintendent activities and annual report); 105 ILCS 5/10-20.25a (annual report by boards); and 105 ILCS 5/1A-4(E) (ISBE report).

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b. Encourage the habit of daily attendance and promote success. [15]

9. Reasonable efforts to provide ongoing professional development to all school personnel, Board members, and school resource officers on the appropriate and available supportive services for the promotion of student attendance and engagement. [16]
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered. [17]
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records. [18]

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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.

[15] 105 ILCS 5/22-92(a)(4) requires the incorporation of provisions relating to chronic absenteeism in accordance with 105 ILCS 5/26-18. 105 ILCS 5/26-18 requires districts to collect and review chronic absence data and determine what systems of support and resources are needed to engage chronically absent students and their families to encourage the habit of daily attendance and promote success. 105 ILCS 5/26-18(c). The review must include an analysis of chronic absence data from each attendance center. Id. Districts are also encouraged to: (1) provide a system of support to students at risk of reaching or exceeding chronic absence levels, i.e., those available through the Illinois Multi-tiered Systems of Support Network; and (2) make resources available to families, i.e., those available through ISBE's Family Engagement Framework, to support and engage students and their families. 105 ILCS 5/26-18(d). *Chronic absence* means "absences that total 10% or more of school days of the most recent school year, including absences with and without valid cause, as defined in Section 26-2a of this Code, and out-of-school suspensions for an enrolled student." 105 ILCS 5/26-18(a). In contrast, a *chronic or habitual truant* is "a child who is subject to compulsory school attendance and who is absent without valid cause from such attendance for 5% or more of the previous 180 regular attendance days." 105 ILCS 5/26-2a.

[16] 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896.

[17] Use this alternative for districts in suburban Cook County: replace "Regional Office of Education" with "appropriate Intermediate Service Center."

[18] 105 ILCS 5/26-9 requires school officers and superintendents to assist truant officers. A minor who is reported by the regional superintendent as a chronic truant may be adjudicated a "truant minor in need of supervision" if the minor declines or refuses to fully participate in truancy intervention services. 705 ILCS 405/3-33.5, amended by P.A. 103-379. Truant minors in need of supervision may be required by the court to perform reasonable public service that does not interfere with school hours, school-related activities, or work commitments of the minor or the minor's parent, guardian, or legal custodian. Id. Fees or costs may not be ordered or imposed in contempt proceedings related to the minor's adjudication as a truant minor in need of supervision. Id.

Counties may regulate truants by ordinance and impose fines and/or community services on truants, as permitted by law, or, if the truant is under 10 years of age, on the parent or custodian. 55 ILCS 5/5-1078.2; 55 ILCS 5/5-1101.3, amended by P.A. 103-379. Municipalities may regulate truants by ordinance and impose fines and/or community services on truants, as permitted by law, or, if the truant is under 13 years of age, on the parent or custodian. 65 ILCS 5/11-5-9. Local officials or authorities that enforce, prosecute, or adjudicate municipal ordinances adopted under 65 ILCS 5/11-5-9, or that work with school districts to address truancy problems, are designated as: (a) part of the juvenile justice system, established by the Juvenile Court Act of 1987, and (b) *juvenile authorities* within the definition set forth in subsection (a)(6.5) of Section 10-6 of the Ill. School Student Records Act. 105 ILCS 10/6(a)(6.5). Id. **A superintendent should consult with the board attorney before disclosing school student records to non-district entities.** See 7:340-AP1, *School Student Records*, for a sample procedure for release of such records to juvenile authorities.

Passed in response to a ProPublica article series entitled The Price Kids Pay, at: www.propublica.org/series/the-price-kids-pay, P.A. 103-379 restricts the ability of the juvenile courts and certain county boards to assess fines, fees, assessments, and costs to minors and the minor's parents/guardians, subject to the minor's adjudication under various ordinances and statutes.

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12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student. [19]

13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies. [20]

~~13.~~14. An approval process for students to attend activities allowed under 105 ILCS 5/10-19.05(k), including provisions for making up missed coursework that do not penalize students. [21]

[*For high school and unit districts only*]

~~14.~~15. A process for a 17-year-old resident to participate in the District's various programs and resources for truants.[22] The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in Board policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.

~~15.~~16. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student. [23]

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

[19] 105 ILCS 5/26-12, amended by P.A. 104-430, prohibits punitive action "unless available supportive services and other school resources have been provided to the student." School personnel may not refer a truant, chronic truant, or truant minor to any other local public entity, school resource officer, or peace officer to issue the child a fine or fee as punishment for truancy. Id. In addition, "a truant minor may not be expelled for nonattendance unless he or she has accrued 15 consecutive days of absences without valid cause and the student cannot be located by the school district or the school district has located the student but cannot, after exhausting all available supportive services, compel the student to return to school." Id.

[20] 105 ILCS 5/26-3a requires the district to "establish, in writing, a set of criteria for use by the local superintendent of schools in determining whether a pupil's failure to attend school is the result of extraordinary circumstances, including but not limited to economic or medical necessity or family hardship."

This statute also requires the "clerk or secretary" of the board to quarterly report to the regional superintendent and Secretary of State the identity of students who were removed from the regular attendance roll, exclusive of transferees, because they were expelled; have withdrawn; left school; withdrew due to extraordinary circumstances; have re-enrolled in school since their names were removed from the attendance rolls; were certified to be chronic or habitual truants; or were previously certified as chronic or habitual truants who have resumed regular school attendance. The statute provides that the status of a driver's license or instructional permit will be jeopardized for a student who is the subject of this notification because of non-attendance unless the non-attendance is due to extraordinary circumstances as determined by the local district. State Superintendent Koch announced in his *Weekly Message*, 8-28-07, see **Funding & Disbursements** subhead, p.2, at: www.isbe.net/Documents_Superintendent_Weekly_Message/message_082807.pdf, that ISBE is delaying implementing this statute based upon legal guidance from the U.S. Dept. of Education's Family Policy Compliance Office that its implementation would violate the federal Family Educational Rights and Privacy Act.

[21] Required by 105 ILCS 5/10-19.05(k), amended by P.A. 104-250, eff. 1-1-26, no later than the beginning of the 2026-27 school year. Allowable activities are: (1) instruction in a college course where the student is dually enrolled for both high school and college credit, (2) participation in a Supervised Career Development Experience in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, (3) participation in any work-based learning experience in which student participation and learning outcomes are approved by an educator who holds an Educator License with Stipulations with a career and technical educator endorsement and a work-based learning designation, (4) participation in a youth apprenticeship in which student participation and learning outcomes are approved by an educator licensed under 105 ILCS 5/21B for assessment of competencies, and (5) participation in a blended learning program approved by the district in which course content, student evaluation, and instructional methods are supervised by an educator licensed under 105 ILCS 5/21B. Id.

[22] A district must allow this participation; the length of the drop-out period and the documentation requirement contained in the next sentence are permissive. 105 ILCS 5/26-14.

[23] Optional, but provided in 105 ILCS 5/26-2(c)(3); ISBE's rule controls the appeal process, 23 Ill.Admin.Code §1.242.

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Updating [24]

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

LEGAL REF.: 105 ILCS 5/10-19.05(k), 5/22-92, ~~and~~ 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, 5/26-18, and 5/26A.
705 ILCS 405/3-33.5, Juvenile Court Act of 1987.
23 Ill.Admin.Code §§1.242 and Part 207.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

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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.

[24] 105 ILCS 5/22-92(b). Every two years this policy must be updated and, even if no updates are made, filed with ISBE and the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate]. Id.; 23 Ill.Admin.Code §207.30. The policy must contain all requirements of 105 ILCS 5/22-92, indicate the date of adoption (by month, day, and year) and any revision dates, and be filed electronically by September 30 each review year through ISBE's MyISBE (formerly Ill. Web Application Security (IWAS)) system. 23 Ill.Admin.Code §§207.20(a), 207.30(a). If, after review and re-evaluation of the policy, the district determines that no updates are necessary, either a copy of board minutes clearly indicating the policy was re-evaluated and no changes were deemed necessary or a signed statement from the board president indicating the policy was re-evaluated and no changes were deemed necessary must be submitted to MyISBE~~IWAS~~. 23 Ill.Admin.Code §207.30(a)(3). ISBE has stated that for districts that update the adoption date listed on a policy whenever the policy is updated, the date of adoption is sufficient to also indicate the revision date. See ISBE *Absenteeism and Truancy Policy FAQ*, at: www.isbe.net/Documents/Absenteeism-Truancy-Policy-FAQ.pdf.

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Students

Attendance and Truancy

Compulsory School Attendance

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

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

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

Absenteeism and Truancy Program

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

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in 105 ILCS 5/26-2a.

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6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, and information about available community ~~agency~~ services relevant to such students' needs. See Board policy 6:110, *Programs for Students at Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program.*
8. A process for the collection and review of chronic absence data and to:
    a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
    b. Encourage the habit of daily attendance and promote success.
9. Reasonable efforts to provide ongoing professional development to all school personnel, Board members, and school resource officers on the appropriate and available supportive services for the promotion of student attendance and engagement.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgment that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
14. A process for a 17-year-old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
15. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

Updating

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

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LEGAL REF.: 105 ILCS 5/22-92 and 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, 5/26-18, and 5/26A.
705 ILCS 405/3-33.5, Juvenile Court Act of 1987.
23 Ill. Admin. Code §§1.242 and Part 207.

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), 7:90 (Release During School Hours), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Students

Student Rights and Responsibilities [1]

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.[2] Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures. [3]

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee.[4] *Noninstructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends. [5]

LEGAL REF.: 20 U.S.C. §7904.
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
105 ILCS 20/5, Silent Reflection and Student Prayer Act.

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Law Enforcement Requests~~Police Interviews~~), 7:160 (Student Appearance), 7:190 (Student Behavior), 7:330 (Student Use of Buildings - Equal Access)

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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.

[2] In 1969 the U.S. Supreme Court changed the relationship between schools and students by finding that students "do not shed their constitutional rights at the schoolhouse door." Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

[3] Consult the board attorney to ensure the district's non-discrimination coordinator and complaint managers are trained to appropriately respond to allegations of discrimination based upon bullying and/or sexual violence under Title IX's sexual harassment umbrella. U.S. Dept. of Education (DOE) guidance states that while acts of sexual violence are crimes, they may also be discrimination under Title IX. See *Dear Colleague Letter: Sexual Violence Background, Summary, and Fast Facts*, U.S. Dept. of Education Office for Civil Rights, 111 LRP 23852 (~~April 4, 2011~~4-4-11), at https://obamawhitehouse.archives.gov/sites/default/files/fact_sheet_sexual_violence.pdf.

[4] This language is from 105 ILCS 20/5. The statute provides these examples of religious-based meetings: prayer groups, B I B L E (Basic Instruction Before Leaving Earth) clubs, and *meet at the flagpole for prayer* days. ~~**Districts with secondary schools should amend the Cross References by adding "7:330 (Student Use of Buildings – Equal Access)."**~~

In addition, federal law requires districts to certify that "no [district] policy... prevents, or otherwise denies participation in, constitutionally protected prayer in both public elementary and secondary schools." 20 U.S.C. §7904(b). The State provides certification instructions and DOE provides guidance on constitutionally protected prayer in public schools. See *Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools*, www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html. Certification with the Ill. State Board of Education occurs through the signed assurances that a superintendent provides through the grant application process.

[5] 105 ILCS 20/5.

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Students

Student Rights and Responsibilities

All students are entitled to enjoy the rights protected by the Federal and State Constitutions and laws for persons of their age and maturity in a school setting. Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures.

Students may, during the school day, during non-instructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. *Non-instructional time* means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends.

LEGAL REF.: 20 U.S.C. §7904.
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
105 ILCS 20/5, Silent Reflection and Student Prayer Act.

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:190 (Student Behavior)

ADOPTED: May 17, 2001

REVISED: September 18, 2025

CURRENT

Students

Search and Seizure [1]

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers. [2]

School Property and Equipment as well as Personal Effects Left ~~On~~ on School Property by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. [3]

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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 concerns an area in which the law is unsettled. Consult the board's attorney with questions about implementing this policy and searching students or seizing their possessions.

According to Fourth Amendment cases, a search by the police requires "probable cause" supported by a warrant. However, in a U.S. Supreme Court decision cited in every student search case, the Court upheld the warrantless search of a student. A search is: (1) justified at its inception when there are reasonable grounds for suspecting the search of a particular student will turn up evidence that the student violated the law or school rules, and (2) permissible in its scope when it is reasonably related to the search's objective and not excessively intrusive. T.L.O. v. New Jersey, 469 U.S. 325 (1985).

[2] The Ill. Supreme Court upheld a search conducted by a school liaison officer, saying: "Decisions … that involve police officers in school settings can generally be grouped into three categories: (1) those where school officials initiate a search or where police involvement is minimal, (2) those involving school police or liaison officers acting on their own authority, and (3) those where outside police officers initiate a search. Where school officials initiate the search or police involvement is minimal, most courts have held that the reasonable suspicion test [applies]. …The same is true in cases involving school police or liaison officers acting on their own authority. …However, where outside police officers initiate a search, or where school officials act at the behest of law enforcement agencies, the probable cause standard has been applied. In the present case, the record shows that Detective Ruettiger was a liaison police officer on staff at the Alternate School, which is a high school student with behavioral disorders. … We hold that the reasonable suspicion standard applies under these facts." People v. Dilworth, 169 Ill.2d 195 (1996).

[3] The School Code allows school officials to inspect the personal effects left by a student on property owned or controlled by the school, e.g., lockers, desks, and parking lots. 105 ILCS 5/10-22.6(e). This law does not mean that school officials have an excuse for unjustifiably opening students' possessions looking for contraband (see footnote 1). See Doe v. Little Rick Sch. Dist., 380 F.3d 349 (8th Cir. 2004) (searches conducted pursuant to the following policy were unconstitutional: "[B]ook bags, backpacks, purses and similar containers are permitted on school property as a convenience for students," and "if brought onto school property, such containers and their contents are at all times subject to random and periodic inspections by school officials.").

The Fourth Amendment protects individuals from searches only when the person has a legitimate expectation of privacy. While case law supports that lockers, as school property, may be searched without individualized suspicion of wrongdoing, many cases suggest that in order to search a student's possessions left in the locker, school officials need individualized suspicion of wrongdoing. This paragraph, as well as 105 ILCS 5/10-22.6(e), attempts to avoid Fourth Amendment protection for personal property left by students on school property by telling students not to expect privacy in these places or in their personal property left there. **This is an unsettled area of the law and should be reviewed with the school board's attorney.**

Option for high school and unit districts, insert the following paragraph:

> In addition, Building Principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

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The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. [4]

Students [5]

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. [6] The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. [7]

When feasible, the search should be conducted as follows: [8]

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a licensed employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary

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[4] 105 ILCS 5/10-22.6(e). The sample policy may be amended to name other staff members who are authorized to request law enforcement aid.

[5] For more information about searches, seizures, and interviews of students, see *Guidelines for Interviews of Students at School by Law Enforcement Authorities*, published by the Ill. Council of School Attorneys and available at: www.iasb.com/law/ICSAGuidelinesforInterviewsofStudents.pdf.

[6] T.L.O., 469 U.S. at 342. An unsubstantiated tip from a student may serve as the grounds for a search. People v. Pruitt, 278 Ill.App.3d 194 (1st. Dist. 1996).

[7] 105 ILCS 5/10-22.6(e) and T.L.O., 469 U.S. at 326.

[8] Optional; these are practical guidelines that will help to ensure that all searches comply with constitutional requirements. State or federal law requires nothing in this paragraph. For an alternative to intrusive pat-down searches and guidelines on strip searches, see Cornfield v. Consolidated High Sch. Dist. No. 230, 991 F.2d 1316 (7th Cir. 1993). There, school officials had reason to believe that a high school student was concealing illegal drugs in his crotch area. Believing a pat down to be excessively intrusive and ineffective at detecting drugs, the school officials required the student to change into his gym clothes in a locked locker room while male school officials observed him. The search was upheld. But see Stuczynski v. Bremen High Sch., 423 F.Supp.2d 823 (N.D.Ill. 2006) (the requisite individualized, reasonable suspicion to conduct a strip search was missing where the only reason for the strip search was the dean's belief that the students were the last students in a locker room before the money was reported missing.). See also Safford Unified Sch. Dist. v. Redding, 557 U.S. 364 (2009) (finding a strip search of student was not justified under the circumstances even though the asst. principal had reasonable suspicion but still awarded qualified immunity to the asst. principal because the law was unclear).

A school district may randomly conduct a mass search by using a metal detector. People v. Pruitt, 278 Ill.App.3d 194 (1st. Dist. 1996). The use of a metal detector must be according to the district's standards for when and how metal detector searches are to be conducted.

The U.S. Supreme Court upheld a random drug testing policy for student athletes and extracurricular participants. Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 (1995); and Indep. Sch. Dist. No. 92 of Pottawatomie County v. Earls, 536 U.S. 822 (2002). The circumstances justifying random drug searches do not exist for the entire student body; thus, random drug tests of the student body would probably not survive constitutional scrutiny.

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action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities. [9]

Notification Regarding Student Accounts or Profiles on Social Networking Websites [10]

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.: T.L.O. v. New Jersey, 469 U.S. 325 (1985).
Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 (1995).
Safford Unified Sch. Dist. No. 1 v. Redding, 557 U.S. 364 (2009).
~~105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.~~
~~105 ILCS 75/, Right to Privacy in the School Setting Act.~~
Cornfield v. Consolidated High Sch. Dist. No. 230, 991 F.2d 1316 (7th Cir. 1993).
105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.
105 ILCS 75/, Right to Privacy in the School Setting Act.
People v. Dilworth, 169 Ill.2d 195 (1996), *cert. denied*, 517 U.S. 1197 (1996).
People v. Pruitt, 278 Ill.App.3d 194 (1st Dist. 1996), *app. denied*, 167 Ill.2d 564 (1996).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Law Enforcement Requests~~Police Interviews~~), 7:190 (Student Behavior)

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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.

[9] See 105 ILCS 5/10-22.6(e).

[10] Right to Privacy in the School Setting Act, 105 ILCS 75/15. This law prohibits school officials from requiring or requesting a student to provide a password or other related account information. It requires districts to provide parents/guardians with notice of the law. The notification must be published in the school's disciplinary rules, policies, or handbook, or communicated by similar means. The Ill. Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh/.

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Students

Search and Seizure

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

School Property and Equipment as well as Personal Effects Left on School Property by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner which is reasonably related to its objectives and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students;
2. In the presence of a school administrator or adult witness; and
3. By a licensed employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent or designee.

Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities. The student's parent(s)/guardian(s) shall be notified of the search as soon as possible.

Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the following in accordance with the Right to Privacy in the School Setting Act, 105 ILCS 75/:

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a

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social networking website that violates school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.: T.L.O. v. New Jersey, 469 U.S. 325 (1985).
Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 (1995).
Safford Unified Sch. Dist. No. 1 v. Redding, 557 U.S. 364 (2009).
105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.
105 ILCS 75/, Right to Privacy in the School Setting Act.
Cornfield v. Consolidated High Sch. Dist. No. 230, 991 F.2d 1316 (7th Cir., 1993).
People v. Dilworth, 169 Ill.2d 195 (1996), *cert. denied*, 517 U.S. 1197 (1996).
People v. Pruitt, 278 Ill.App.3d 194 (1st Dist. 1996), *app. denied*, 167 Ill.2d 564 (1996).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Discipline)

ADOPTED: May 17, 2001

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Students

Agency and Law Enforcement Requests [1]

The District recognizes the right of every student to equal access to a free public education under State and federal law, consistent with Board policy 7:10, *Equal Educational Opportunities*. District administrators and staff stand *in loco parentis*[2] when government agency and law enforcement authority requests occur at school.

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

[1] By 7-1-26, 105 ILCS 5/22-105(d), added by P.A. 104-288, eff. 1-1-26, requires a board to adopt a policy to ensure that no child is denied a free public education based on the child's perceived or actual citizenship or immigration status, consistent with the U.S. Supreme Court's decision in Plyler v. Doe, 457 U.S. 202 (1982), which held that it is unconstitutional for states to deny children a free public education based on immigration status. The **Federal and State Law Requirements Regarding Citizenship and Immigration Status in Schools** subhead of this sample policy contains the policy elements required by 105 ILCS 5/22-105(d). By 7-1-26, districts are also required to develop procedures for reviewing and authorizing requests from *law enforcement agents* attempting to enter a school or school facility. 105 ILCS 5/22-105(c)(4), added by P.A. 104-288, eff. 1-1-26. 105 ILCS 5/22-105(b), added by P.A. 104-288, eff. 1-1-26, defines *law enforcement agent* as "an agent of federal, State, or local law enforcement authorized with the power to arrest or detain individuals or manage the custody of detained individuals for a law enforcement purpose, including civil immigration enforcement. *Law enforcement agent* does not include a school resource officer as defined in 105 ILCS 5/10-20.68. Id. See sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*.

The Illinois TRUST Act, 5 ILCS 805/, prohibits law enforcement agencies and officials from enforcing federal civil immigration laws. Under 5 ILCS 805/15(b), law enforcement cannot stop, arrest, search, detain, or continue to detain a person solely based on an individual's citizenship or immigration status. The Keep Illinois Families Together Act, 5 ILCS 835/, further provides that no law enforcement agency or official may enter into or remain in an agreement with U.S. Immigration and Customs Enforcement (ICE) under a federal 287(g) program, which would permit ICE to delegate certain enforcement duties to State and local law enforcement agencies.

An excellent resource is the *Guidelines for Interviews of Students*, published by the Ill. Council of School Attorneys (*ICSA Guidelines*) at: www.iasb.com/law/ICSAGuidelinesforInterviewsofStudents.pdf. Another resource, *Policing in Schools, Developing a Governance Document for School Resource Officers in K-12 Schools*, developed by the American Civil Liberties Union (ACLU), is available at: www.aclu.org/racial-justice/policing-schools-developing-governance-document-school-resource-officers-k-12-schools. It, like the *ICSA Guidelines*, highlights the need for collaboration between law enforcement and school officials. It recommends that school officials provide law enforcement agencies with information about the school's mission to ensure a safe school environment while respecting student rights. To accomplish this, the ACLU recommends that school officials create a *model governance document*, e.g., 7:150-AP, *Managing Agency and Law Enforcement Requests,* and provide it to law enforcement authorities with whom they work.

The Ill. State Board of Education (ISBE) published *Non-Regulatory Guidance on Immigration Enforcement Actions* (Jan. 2025) available at: www.isbe.net/Documents/Immigration-Enforcement-Guidance.pdf. In addition, ISBE published *Non-Regulatory Guidance on Registration: Residency & Enrollment, Immigrant Pupils, Homeless Pupils and School Fees & Waivers* (September 2025) available at: www.isbe.net/Documents/guidance_reg.pdf. Another helpful resource is *School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA)*, from the Privacy Technical Assistance Center of the U.S. Dept. of Educ. (2019), at: www.studentprivacy.ed.gov/resources/school-resource-officers-school-law-enforcement-units-and-ferpa.

105 ILCS 5/10-20.64 prohibits *student booking stations* from being established or maintained on school grounds. A *student booking station* is "a building, office, room, or any indefinitely established space or site, mobile or fixed, which operates concurrently as: (1) predominantly or regularly a place of operation for a municipal police department, county sheriff department, or other law enforcement agency, or under the primary control thereof, and (2) a site at which students are detained in connection with criminal charges or allegations against those students, taken into custody, or engaged with law enforcement personnel in any process that creates a law enforcement record of that contact with law enforcement personnel or processes." 105 ILCS 5/10-20.64(d).

[2] 105 ILCS 5/24-24. See the *ICSA Guidelines*, for a discussion of *in loco parentis*.

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Federal and State Law Requirements Regarding Citizenship and Immigration Status in Schools [3]

No student shall be denied an education based on the student's, or their parent's/guardian's, actual or perceived citizenship or immigration status. Based on such status, the District will not:

1. Exclude a student from participating in, or deny them the benefits of, any District program or activity. [4]
2. Use policies or procedures or engage in practices that have the effect of excluding a student from participating in or denying the benefits of any District program or activity. [5]
3. Use policies or procedures or engage in practices that have the effect of excluding participation of a student's parent(s)/guardian(s) from District parental engagement activities or programs. [6]
4. Threaten to disclose information related to the actual or perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency. [7]
5. Disclose information related to the perceived citizenship or immigration status of a student or a person associated with the student to any other person, entity, or immigration or law enforcement agency if the District does not have direct knowledge of the student's or associated person's actual citizenship or immigration status, subject to the requirements in 105 ILCS 5/22-105(c)(3). [8]
6. Disclose information related to the actual citizenship or immigration status of a student or a person associated with the student to any other person or nongovernmental entity if the District has direct knowledge of the student's or associated person's actual citizenship status, subject to the requirements in 105 ILCS 5/22-105(c)(3). [9]

State law does not prohibit or restrict the District from sending or receiving information about the citizenship or immigration status of an individual to or from the U.S. Dept. of Homeland Security or any other governmental entity under 8 U.S.C. §§1373 and 1644.[10]

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[3] The contents of this subhead are required by 105 ILCS 5/22-105(d), added by P.A. 104-288, eff. 1-1-26.

[4] 105 ILCS 5/22-105(c)(1), added by P.A. 104-288, eff. 1-1-26.

[5] Id. at (c)(2), added by P.A. 104-288, eff. 1-1-26.

[6] Id., added by P.A. 104-288, eff. 1-1-26.

[7] Id. at (c)(3)(A), added by P.A. 104-288, eff. 1-1-26.

[8] Id. at (c)(3)(B), added by P.A. 104-288, eff. 1-1-26. Districts must also still comply with federal and State laws, e.g., FERPA and the Ill. School Student Records Act, governing the disclosure of student records or information. Id. 8 U.S.C. §1373(b) states, "Notwithstanding any other provision of Federal, State, or local law, no person or agency may prohibit, or in any way restrict, a Federal, State, or local government entity from doing any of the following with respect to information regarding the immigration status, lawful or unlawful, of any individual: (1) Sending such information to, or requesting or receiving such information from, the Immigration and Naturalization Service. (2) Maintaining such information. (3) Exchanging such information with any other Federal, State, or local government entity." 8 U.S.C. §1644 states, "Notwithstanding any other provision of Federal, State, or local law, no State or local government entity may be prohibited, or in any way restricted, from sending to or receiving from the Immigration and Naturalization Service information regarding the immigration status, lawful or unlawful, of an alien in the United States." See also, Section VII of the *ICSA Guidelines* for a discussion of the intersection of federal and state laws relating to compliance with immigration enforcement actions. This area of law is rapidly evolving and the subject of litigation by the federal government challenging Illinois laws that limit local and state cooperation with federal immigration authorities. **Consult the board attorney regarding legal requirements when requests are received from federal law enforcement agencies.**

[9] 105 ILCS 5/22-105(c)(3)(C), added by P.A. 104-288, eff. 1-1-26, and see f/n 8, above, for additional legal compliance considerations.

[10] See f/n 8, above.

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Responding to Agency and Law Enforcement Requests [11]

The Superintendent shall develop procedures to manage requests by government agencies or law enforcement authorities regarding students at school. Procedures will:

1. Recognize individual student rights and privacy.
2. Recognize the potential impact the release of information or an interview may have on an individual student.
3. Minimize potential disruption.
4. Foster a cooperative relationship with government agencies and law enforcement authorities.
5. Maintain discipline and recognize that school employees stand in the relationship of the parents/guardians to the students[12] during the school day.
6. Comply with State law including, but not limited to, ensuring that before a law enforcement agent, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the Superintendent or designee will: [13]
    a. Notify or attempt to notify the student's parent(s)/guardian(s) and document the time and manner in writing;
    b. Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that school employees (including, but not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and
    c. If practicable, make reasonable efforts to ensure a trained law enforcement officer to promote safe interactions and communications with the student is present during questioning. [14]

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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.

[11] With the exception of items #6 and #7, the listed standards for procedures are at the local school board's discretion and may be omitted. For procedures addressing #1-6, refer to the *ICSA Guidelines* in consultation with the board attorney. For procedures addressing the items listed in #7, refer to sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, in consultation with the board attorney. Procedures covering item #7 are required by 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, and must be implemented by 7-1-26.

[12] See f/n 2, above.

[13] 105 ILCS 5/22-88. The statute does not specifically assign these duties to a school official, but instead states that "a law enforcement officer, school resource officer, or other school security personnel" must ensure these conditions are met before detaining and questioning a student on school grounds. For ease of implementation, this policy assigns these duties to a school official as they routinely contact parents/guardians and can arrange for the presence of school personnel during an interview. See the *ICSA Guidelines* for further discussion of school officials' responsibilities when law enforcement authorities interview students at school.

[14] 105 ILCS 5/22-88(b)(4). 105 ILCS 5/22-88 uses the term *law enforcement officer* but does not define it, whereas 105 ILCS 5/22-105, added by P.A. 104-288, eff. 1-1-26, uses and defines the term *law enforcement agent*. See f/n 1, above. With the exception of *trained law enforcement officer* in Item #6.c, this sample policy and sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, use *law enforcement agent*. A *trained law enforcement officer* is someone who: (1) received training in youth investigations approved or certified by his/her law enforcement agency or under 50 ILCS 705/10.22, or (2) is a juvenile police officer per 705 ILCS 405/1-3(17). 105 ILCS 5/22-88(b)(4).

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7. Manage reviewing and authorizing requests from law enforcement agents attempting to enter a school or school facility, in accordance with the requirements of 105 ILCS 5/22-105(c)(4).[15]

LEGAL REF.: U.S. Constitution, Amend. IV.
8 U.S.C. §1373 and §1644.
Plyler v. Doe, 457 U.S. 202 (1982).
Ill. Constitution, Art. I, §6.
105 ILCS 5/10-20.64, 5/10-20.68, 5/22-88, 5/22-105, and 5/24-24.
55 ILCS 80/, Children's Advocacy Center Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/31-1 et seq., Interference with Public Officers Act.
725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 2:160 (Board Attorney), 2:260 (Uniform Grievance Procedure), and 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:90 (Abused and Neglected Child Reporting), 7:10 (Equal Educational Opportunities), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

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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.

[15] 105 ILCS 5/22-105(c)(4), added by P.A. 104-288, eff. 1-1-26, requires a district to develop procedures that: (1) designate authorized personnel at the school and the superintendent's office or school administrative office who may contact the board attorney, (2) require the designated authorized person and board attorney to work together to review requests from law enforcement agents to enter a school or school facility, including under judicial warrants, nonjudicial warrants, and subpoenas, (3) require the designated authorized personnel to monitor or accompany and to document all interactions with law enforcement agents while on the school's premises, and (4) require the designated authorized person to notify and seek consent from a student's parent/guardian, or from the student if the student is 18 years old or older or emancipated, if a law enforcement agent requests access to a student for immigration enforcement purposes, unless such access is in compliance with a judicial warrant or subpoena that restricts the disclosure of the information to the student's parent/guardian.

Regarding requirement #2 in the paragraph immediately above, ensure that the superintendent's authority to designate others to contact the board attorney aligns with policy 2:160, *Board Attorney*. The superintendent will need to work with the board attorney to create a list of administrators authorized to consult directly with the board attorney if any agency or law enforcement request is received. Factors to consider when drafting this list include: the type of request received, the type of agency or law enforcement unit making the request, whether or not a warrant is presented, and whether or not exigent circumstances are claimed.

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Students

Agency and Police Interviews

The Superintendent shall develop procedures to manage requests by agency officials or police officers to interview students at school. Procedures will:

1. Recognize individual student rights and privacy,
2. Recognize the potential impact an interview may have on an individual student,
3. Minimize potential disruption,
4. Foster a cooperative relationship with public agencies and law enforcement, and
5. Comply with State law including, but not limited to, ensuring that before a law enforcement officer, school resource officer, or other school security person detains and questions on school grounds a student under 18 years of age who is suspected of committing a criminal act, the Superintendent or designee will:
   a. Notify or attempt to notify the student's parent/guardian and document the time and manner in writing.
   b. Make reasonable efforts to ensure the student's parent/guardian is present during questioning or, if they are not present, ensure that school employees (including, but not limited to, a school social worker, psychologist, nurse, counselor, or any other mental health professional) are present during the questioning; and
   c. If practicable, make reasonable efforts to ensure a trained law enforcement officer to promote safe interactions and communications with the student is present during questioning.

LEGAL REF.: 105 ILCS 5/10-20.64, 5/22-88.
55 ILCS 80/, Children's Advocacy Center Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/31-1 et seq., Interference with Public Officers Act.
725 ILCS 120/, Rights of Crime Victims and Witnesses Act.

CROSS REF.: 5:90 (Abused and Neglected Child Reporting), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:190 (Student Behavior)

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CURRENT

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

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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 5/22-110~~27-23.7~~, amended by P.A. 103-47 and renumbered by P.A. 104-391; 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 5/22-110~~27-23.7~~, renumbered by P.A. 104-391, indicate the date of adoption (by month, day, and year), and be filed electronically each review year through ISBE's MyISBE~~IWAS~~ system (formerly known as Ill. Web Application Security (IWAS)). 105 ILCS 5/22-110~~7-23.7~~(d), amended by P.A. 103-47 and renumbered by P.A. 104-391; 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 ISBE finds that a school or district has not substantially complied with its bullying policy, the school or district must accept technical assistance from ISBE. 23 Ill.Admin.Code §1.295(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~~22-110(d), renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.295(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, and maintain the school or district on its website until thirty days after the district comes into compliance. ~~(~~105 ILCS 5/22-110(d)~~27-23.7(g)(3),~~ renumbered by P.A. 104-391~~);~~ 23 Ill.Admin.Code §1.295(e)(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, amended by P.A. 104-430; 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~~22-110(f), added by P.A. 103-47 and renumbered by P.A. 104-391, 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 rules for data submission require that data be submitted electronically on a form approved by ISBE and include: (1) a record of each verified allegation of bullying and action taken; (2) whether the instance of bullying was based on actual or perceived characteristics identified in 105 ILCS 5/~~27-23.7~~22-110(a) and, if so, lists the relevant characteristics; and (3) a record demonstrating that the district adhered to its bullying policy. 23 Ill.Admin.Code §1.295(h). If a school or district fails to submit the required data, ISBE will provide a written request for submission. Id. 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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or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations: [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 5/22-110~~27-23.7~~ [3]

Artificial intelligence means a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments. *Artificial intelligence* includes generative artificial intelligence.

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, posting or distributing sexually explicit images, theft, public humiliation, destruction of property, or

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[2] This paragraph and its subparts 1-4 are from the bullying prevention statute. 105 ILCS 5/~~27-23.7~~22-110(a), renumbered by P.A. 104-391; 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 5/22-110~~27-23.7~~, amended by P.A. 103-47 and renumbered by P.A. 104-391, 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 5/22-110~~27-23.7~~, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391, or any other statutes it incorporates by reference. 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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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 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*. *Cyberbullying* also includes the posting or distribution of an unauthorized digital replica by electronic means if the posting or distribution creates any of the effects enumerated in the definition of *bullying*. [4]

Digital replica means a newly created, electronic representation of the identity of an actual individual created using a computer, algorithm, software, tool, artificial intelligence, or other technology that is fixed in a sound recording or audiovisual work in which that individual did not actually perform or appear and that is so realistic that a reasonable observer would believe it is a performance by the individual being portrayed and no other individual.

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. [5]

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. [6]

Unauthorized digital replica means the use of a digital replica of an individual without the consent of the depicted individual.

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[4] This sentence is required beginning with the 2026-27 school year. 105 ILCS 5/22-110, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391.

[5] ~~105 ILCS 5/27-23.7(b).~~

[6] ~~105 ILCS 5/27-23.7(b).~~

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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. [7]

1. The District uses the definition of *bullying* as provided in this policy. [8]
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, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking.[9] 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.[10] 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: [11]

Name

Title IX Coordinator:

Name

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[7] Each numbered requirement, 1-12, corresponds with the same number in 5/~~27-23.7~~22-110(b)(1) - (b)(12), renumbered by P.A. 104-391, and the requirements of 105 ILCS 5/~~27-23.7~~22-110(b)(13), renumbered by P.A. 104-391, 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.

[8] 105 ILCS 5/~~27-23.7~~22-110(b), para. 3(1), renumbered by P.A. 104-391. 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.

[9] 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.

[10] 105 ILCS 5/~~27-23.7~~22-110(d), renumbered by P.A. 104-391, 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.

[11] Sample policy 2:260, *Uniform Grievance Procedure*, states that a district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. Best practice is that throughout the 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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Address	Address
Email	Email
Telephone	Telephone

Complaint Managers:

Name	Name
Address	Address
Email	Email
Telephone	Telephone

1. 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 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. [12]
2. 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.

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[12] 105 ILCS 5/10-20.14(d) contains a similar requirement. See sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form.*

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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. [13]

3. 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. [14]
4. 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[15] with regard to students.
5. 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.
6. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
7. 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. [16]
8. 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: [17]
    a. The frequency of victimization;

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[13] This sentence contains requirements found in 105 ILCS 5/~~27-23.7~~22-110(d), renumbered by P.A. 104-391.

[14] 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. 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 105/5.997 and 105 ILCS 5/~~27-23.7~~22-110(i)-(j), all added by P.A. 103-47 and renumbered by P.A. 104-391.

[15] Consult the board attorney about the potential conflict of 105 ILCS 5/~~27-23.7~~22-110(b)(7), renumbered by P.A. 104-391, (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.

[16] 105 ILCS 5/~~27-23.7~~22-110(b)(10), amended by P.A. 103-47 and renumbered by P.A. 104-391. The policy posted on the district's website may not be password protected and must be easily accessible to students and parents/guardians. 23 Ill. Admin. Code §1.295(c)(1).

[17] 105 ILCS 5/~~27-23.7~~22-110, renumbered by P.A. 104-391. See the ISBE guidance document that is cited in f/n 7, above. Including the month, date, and year that an updated policy was adopted is required by 23 Ill. Admin.Code §1.295(c)(2).

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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 specifying the date of adoption (indicated by month, date, and year) 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.

9. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following: **18**
   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 sexual harassment 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.

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18 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.

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 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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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, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members. [19]

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6(b-20), 5/22-110, and 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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[19] 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~~es~~ policy~~ies~~ prohibits students from and provides."

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Students

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, 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 a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designed 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 non-school-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

Bullying includes *cyber-bullying* 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,

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internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (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.

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.

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:

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator/Title IX Coordinator:

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4. Consistent with federal and State laws and rules governing student privacy rights, the parent/guardian of all students involved in an alleged incident of bullying will be notified of 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.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
   a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
   b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
   c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
   d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

   The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.
6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any

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person's act or reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.

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.
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:
    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:
        1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
        2) 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
        3) 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:
    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 sexual harassment 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*

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Prohibited. Any person may use this policy to complain about discrimination on the basis of race, color, or national origin in violation of Title IX 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 Discipline.* 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, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 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 Discipline), 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 School)

APPROVED: January 24, 2008

REVISED: August 21, 2025

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Students

Student Behavior [1]

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society. [2]

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[1] All districts must have a policy on student discipline, including school searches and bullying prevention (105 ILCS 5/10-20.14, amended by P.A.s 103-896); re-engagement of students returning from an exclusionary discipline or an alternative school (105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896); and corporal punishment (105 ILCS 5/24-24). See also 23 Ill.Admin.Code §1.280. See the Cross References for policies on searches and bullying. Each district must furnish a copy of the discipline policy to parents/guardians within 15 days after the beginning of the school year, or within 15 days after starting classes for a student who transfers into the district. 105 ILCS 5/10-20.14(a), amended by P.A.s 103-896 and 104-391. The school board must require that each school inform its pupils of the discipline policy's contents. Id.

School boards, along with the parent-teacher advisory committee, must annually review their pupil discipline policies, those policies' implementation, and any other factors related to the safety of their schools, students, and staff. Id. For more information about the parent-teacher advisory committee, see sample policy 2:150, *Committees*. The parent-teacher advisory committee, in cooperation with local law enforcement agencies, must develop, with the school board, a reciprocal reporting system. 105 ILCS 5/10-20.14(b), amended by P.A.s 103-896 and 104-430. See sample administrative procedure 7:190-AP3, *Guidelines for Reciprocal Reporting of ~~Criminal~~ Offenses Committed by Students*. ~~School districts are encouraged to create memoranda of understanding that define law enforcement's role in schools. See sample exhibit 7:190-E3, *Memorandum of Understanding*. In consultation with stakeholders~~ See also *Development of Reciprocal Reporting Systems Guidance*, developed by the Ill. State Board of Education (ISBE) in consultation with stakeholders, available at: www.isbe.net/Documents/Reciprocal-Reporting-June-2025.pdf ~~must draft and publish guidance for development of reciprocal reporting systems by 7-1-25.~~ Id.

105 ILCS 5/10-20.14(b), amended by P.A.s 103-896 and 104-430, encourages districts to create memoranda of understanding that define law enforcement's role in schools. Beginning 7-1-26, a memorandum of understanding with a local law enforcement agency is required for any district that uses a school resource officer. 105 ILCS 5/10-20.68(a-5), added by P.A. 104-430. See sample exhibit 7:190-E3, *Memorandum of Understanding*.

Given the unique concerns facing school officials, school disciplinary codes are not required to be drafted as narrowly or with the same precision as criminal statutes. Bethel Sch. Dist. v. Fraser, 478 U.S. 675 (1986).

[2] The goals and objectives in this policy give the board a focus for monitoring it. This list can be deleted, replaced, or modified by the board. Data on student discipline is available at: www.isbe.net/Pages/Expulsions-Suspensions-and-Truants-by-District.aspx.

See f/n 1 in sample policy 4:170, *Safety,* for information on the U.S. School Safety Clearinghouse website at: www.schoolsafety.gov.

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When and *Where* Conduct Rules Apply [3]

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property. [4]

Prohibited Student Conduct [5]

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

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[3] Board policy should provide a jurisdictional statement telling students and staff the circumstances under which the district will take disciplinary action. Jurisdictional rules in board policy should generally be as broad as possible to give staff members authority to respond to unforeseen situations. Taking jurisdiction over off-campus misconduct generally survives the test of reasonableness when the misconduct has a direct nexus to the school. A countervailing interest concerns liability for off-campus student injuries, i.e., the greater the jurisdiction a district is willing to impose, the greater the scope of liability it may be assuming. Ultimately, a decision whether to discipline for off-campus misconduct requires a thorough factual inquiry to determine the degree of nexus and impact on the school. Consult the board attorney in these situations.

A U.S. Supreme Court decision and many lower court decisions address disciplining a student for off-campus misconduct. See Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180 (2021), discussed in f/n 3 of sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*; and J.S. v. Blue Mountain Sch. Dist., 650 F.3d 915 (3rd Cir. 2011), combined with Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3d Cir. 2011), cert. denied 565 U.S. 1156 (2012)(absent evidence that parodies of school personnel caused, or could cause, substantial disruption, school districts may not punish out-of-school expressive conduct, even if it is lewd, indecent, or offensive speech).

In contrast, the 7th Circuit Court of Appeals upheld a student's expulsion for an article in an underground newspaper titled "So You Want to be a Hacker." The article's instructions for hacking into the school's computers clearly interfered with the school's operations. Boucher v. Sch. Bd. of the Sch. Dist. of Greenfield, 134 F.3d 821 (7th Cir. 1998). See also Wisniewski v. Bd. of Educ. of the Weedsport Central Sch. Dist., 494 F.3d 34 (2nd Cir. 2007), cert. denied 552 U.S. 1296 (2008), (holding a student's transmission of an icon of a pistol with blood splattering and the words "Kill Mr. VanDer Molen" crossed the boundary of protected speech and posed a reasonably foreseeable risk that the icon would come to the attention of school authorities and materially and substantially disrupt the school).

Historically, schools have had more leeway in disciplining participants in athletics and extracurricular activities; however, the Mahanoy decision raises unresolved questions about the degree of leeway now afforded to school officials. See sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities* at f/n 3 for further discussion.

A judge may transfer a student to another school for committing stalking or non-consensual sexual contact against another student, or for aiding and abetting such an act; the parents/guardians are responsible for transportation and other costs associated with the transfer. Stalking No Contact Order Act and the Civil No Contact Order Act, 740 ILCS 21/80 and 22/213. A school district is seldom notified when a transfer order is requested. When notified, school officials should immediately seek the board attorney's advice concerning available options.

[4] The factual context will determine the appropriateness of taking jurisdiction. Contact the board attorney before disciplining a student for off-campus conduct. See, e.g., Doe v. Superintendent of Schs. of Stoughton, 767 N.E.2d 1054 (Mass. 2002)(suspension for off-campus commission of a felony was upheld). See f/n 3, above.

[5] Consult the board attorney for advice on deleting or modifying any of the items in this section on prohibited student conduct.

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1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes. [6]
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages.[7] Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
   a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*). [8]
   b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription. [9]
   c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription. [10]
   d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited

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[6] 105 ILCS 5/10-20.5b prohibits use of tobacco on school property. Federal law prohibits smoking within schools by anyone. Pro-Children Act of 2004, 20 U.S.C. §7971 et seq. Districts that fail to comply risk a civil penalty of up to $1,000 per violation per day. 20 U.S.C. §7973(e)(1). See sample policy 8:30, *Visitors to and Conduct on School Property*, for more information.

The U.S. Food and Drug Administration now regulates electronic cigarettes. 21 C.F.R. Parts 1100, 1140, and 1143. An electronic or e-cigarette resembles a regular cigarette and contains a battery-operated heating element that turns a liquid into a mist for inhaling. The liquid may contain nicotine. E-cigarettes are sometimes referred to as e-cigs, vapes, e-hookahs, vape pens, and electronic nicotine delivery systems (ENDS), and they are generally involved in *vaping*. Vaping is the act of inhaling and exhaling the aerosol, often referred to as vapor that is produced by an e-cigarette or similar device. An e-cigarette resembles a cigarette and contains a battery-operated heating element that turns a liquid into a mist for inhaling. Some e-cigarettes do not look like tobacco products and are shaped like other objects, such as USB flash drives, and are more easily concealed.

Information and resources are available at:
www.isbe.net/Pages/School-Health-Issues.aspx
www.fda.gov/tobacco-products
www.cdc.gov/tobacco/e-cigarettes/index.html
www.dph.illinois.gov/topics-services/prevention-wellness/tobacco/e-cigarettes-and-vapes
https://nida.nih.gov/research-topics/tobacconicotine-vaping

[7] *Alcoholic beverages* are defined in 235 ILCS 5/1-3.01 to 3.05.

[8] *Controlled substance* is defined in 720 ILCS 570/102(f); *cannabis* is defined in 720 ILCS 550/3(a) and in 410 ILCS 705/1-10. Either spelling, *marihuana* or *marijuana*, is correct; however, *marijuana* is more common. See f/n 11 for a discussion of medical cannabis and *Ashley's Law*.

[9] *Anabolic steroid* is defined in 720 ILCS 570/102(c-1).

[10] See sample policies 7:240, *Conduct Code for Participants in Extracurricular Activities*, and 7:300, *Extracurricular Athletics*.

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unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law. [11]

e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form. [12]

g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy. [13]

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[11] To legally use medical cannabis, an individual must first become a *registered qualifying patient*. The use of cannabis by a *registered qualifying patient* is permitted only in accordance with the Compassionate Use of Medical Cannabis Program. 410 ILCS 130/. There are many situations in which no one, even a *registered qualifying patient*, may possess or use cannabis. This includes in a school bus or on the grounds of any preschool, or primary or secondary school unless the student meets the requirements of 105 ILCS 5/22-33, a/k/a *Ashley's Law*. 410 ILCS 130/30(a)(2) and (3). *Ashley's Law* provides that school districts "shall authorize a parent or guardian or any other individual registered with the Department of Public Health as a designated caregiver of a student who is a registered qualifying patient to administer a medical cannabis infused product to the student on the premises of the child's school or on the child's school bus if both the student (as a registered qualifying patient) and the parent or guardian or other individual (as a registered designated caregiver) have been issued registry identification cards under the Compassionate Use of Medical Cannabis Program Act." 105 ILCS 5/22-33(b). Once the product is administered, the designated caregiver must remove the product from the school premises/bus. Id. 105 ILCS 5/22-33(b-5) allows a properly trained school nurse or administrator to administer medical cannabis infused products to a student while at school, a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus. The product may not be administered in a manner that would (in the school or district's opinion) create a disruption or expose other students to the product, and schools are not required to authorize use of the product if the school or district would lose federal funding as a result. 105 ILCS 5/22-33(c). For more information, see f/ns 22-32 in sample policy 7:270, *Administering Medicines to Students*. Contact the board attorney for advice concerning medical cannabis, including whether a federal or State law requires the district to accommodate a student who is a *registered qualifying patient*. See Americans with Disabilities Act of 1990, 42 U.S.C. §12101 et seq.; Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. §1400 et seq.; Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794; 105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b; and 23 Ill.Admin.Code Part 226.

[12] The Powdered Caffeine Control and Education Act states: "No person may sell, offer for sale, give away, or provide free samples of powdered pure caffeine to any person under age 18 located within the State or to any person under age 18 making the purchase from within the State." A limited exception to this prohibition exists for "the sale of any powdered pure caffeine product that receives explicit approval as safe and effective for its intended use under the federal Food, Drug, and Cosmetic Act or is lawfully marketed under an over-the-counter monograph issued by the United States Food and Drug Administration." 410 ILCS 647/20.

[13] *Counterfeit* and *look-alike substances* are defined in 720 ILCS 570/102(g) and (y). This provision is broader because it would apply, for example, if a student represents a powdered vitamin to be pure caffeine – pure caffeine is prohibited on campus even though it is a legal substance. Look-alike drugs should be defined; an unpublished Ill. appellate decision in 2000 found a policy prohibiting possession of *look-alikes* had vagueness problems.

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h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances. [14]

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy. [15]
5. Using or possessing an electronic paging device. [16]
6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off or silenced and out-of-sight[17] during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals. [18]
7. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions*, *non-consensual dissemination of*

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[14] *Drug paraphernalia* is defined in 720 ILCS 600/2(d), amended by P.A. 103-336. Contact the board attorney for advice concerning a student who is a *registered qualifying patient*, as explained in f/n 11.

[15] This language is broader than the **Weapons** section of this policy. The **Weapons** section contains the statutorily required punishment for "a student who is determined to have brought" a weapon to school along with the statutory definition of *weapon*. 105 ILCS 5/10-22.6(d). The language in item #4 is broader because it prohibits "using, possessing, controlling, or transferring" a weapon in addition to violating the **Weapons** section. See the footnotes in the **Weapons** section for a discussion of the Firearm Concealed Carry Act's provisions.

[16] 105 ILCS 5/10-21.10.

[17] Delete "and out-of-sight" if the district wants to provide greater flexibility. A board should, in consultation with the superintendent and board attorney, carefully review its policy on the use of electronic devices to ensure it aligns with building-level practices and any student handbook provisions addressing student use of personal mobile devices, including, but not limited to, cell phones, smartwatches, and smart glasses.

[18] State law leaves to local boards the discretion whether to prohibit student possession of cellular phones. 105 ILCS 5/10-20.28. The misuse of camera phones can seriously invade a student's privacy. A board wanting a sweeping prohibition may use the following alternative for item #6:

> Using or possessing a cellular telephone, two-way radio, video recording device, and/or other telecommunication device, unless authorized and approved by the Building Principal.

Operating transmitters designed to jam or block wireless communications violates the federal Communications Act of 1934. 47 U.S.C. §§301, 302a, and 333. Fines are as high as $10,000 for each violation and/or imprisonment, and the device may also be seized. 47 U.S.C. §§501-510.

Making a video recording or live video transmission of another person without their consent in a restroom, locker room, or changing room is a Class 4 felony. 720 ILCS 5/26-4. A minor who distributes or disseminates an indecent visual depiction of another minor through the use of a computer or electronic communication device may be subject to adjudication as a minor in need of supervision. 705 ILCS 405/3-40.

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private sexual images, and *non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law. [19]

8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff,[20] wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct. [21]

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[19] This definition of *sexting* is adapted from Merriam-Webster's definition at www.merriam-webster.com/dictionary/sexting, and it incorporates offenses under State law that address the dissemination of explicit images. A district may wish to use another definition or create its own with the board attorney. See sample administrative procedure 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, for definitions of the italicized terms in this paragraph and their accompanying citations. See also sample administrative procedure 7:190-AP5, *Student Handbook - Electronic Devices*.

[20] Optional. *Artificial intelligence* (AI) is defined in State law to mean "a machine-based system that, for explicit or implicit objectives, infers, from the input it receives, how to generate outputs such as predictions, content, recommendations, or decisions that can influence physical or virtual environments" and to also include generative artificial intelligence. 105 ILCS 5/22-110, renumbered by P.A. 104-391 and incorporating by reference the definition of AI in the Digital Voice and Likeness Protection Act, 815 ILCS 550/. *Generative artificial intelligence* (Gen AI) is defined in State law as "an automated computing system that, when prompted with human prompts, descriptions, or queries, can produce outputs that simulate human-produced content, including, but not limited to, the following: (1) textual outputs, such as short answers, essays, poetry, or longer compositions or answers; (2) image outputs, such as fine art, photographs, conceptual art, diagrams, and other images; (3) multimedia outputs, such as audio or video in the form of compositions, songs, or short-form or long-form audio or video; and (4) other content that would be otherwise produced by human means." ~~775 ILCS 5/2-101(N), added by P.A. 103-804, eff. 1-1-26~~Id. When not used for academic dishonesty purposes, Gen AI tools may present innovative learning opportunities for students and teaching opportunities for educators. For further information, see sample policy 6:235, *Access to Electronic Networks*, and its f/n 17, and sample administrative procedure 6:235-AP3, *Development of an Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*.

[21] All districts must have a policy on bullying. 105 ILCS 5/~~27-23.7~~22-110(d), amended by P.A. 103-47 and renumbered by P.A. 104-391. Sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the statutory definition of bullying. Districts must also have an age-appropriate policy on sexual harassment. 105 ILCS 5/10-20.69. See sample policy 7:20, *Harassment of Students Prohibited*, and its f/n 9 for further detail.

105 ILCS 5/10-20.14(d), amended by P.A. 103-896, requires boards, in consultation with their parent-teacher advisory committees and other community-based organizations, to include provisions in their student discipline policy to address aggressive behavior, including bullying. These provisions must include procedures for notifying a student's parents/guardians about his/her aggressive behavior and early intervention procedures based upon available community-based and district resources. See sample exhibit 7:190-E1, *Aggressive Behavior Reporting Letter and Form*. ~~In consultation with stakeholders~~*Guidance for Evidence-Based Intervention Procedures*, developed by ISBE in consultation with stakeholders, is available at: www.isbe.net/Documents/Evidence-Based-Intervention-June-2025.pdf~~must draft and publish guidance for evidence-based intervention procedures, including examples, by 7-1-25.~~ Id. *Evidence-based intervention* means an intervention that has demonstrated a statistically significant effect on improving student outcomes, documented in a peer-reviewed scholarly journal. Id.

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12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
13. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*. [22]
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property. [23]
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants. [24]
18. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member. [25]
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia. [26]

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Suspending students for hazing was upheld in Gendelman v. Glenbrook North High Sch. and Northfield Twp. Sch. Dist. 225, 2003 WL 21209880 (N.D.Ill. 2003). This decision may have been legislatively overturned by amending 105 ILCS 5/10-20.14.

The failure of a school official (including any administrator, teacher, counselor, support staff, or coach) to report hazing is a Class B misdemeanor. 720 ILCS 5/12C-50.1.

A person commits a felony hate crime when, by reason of the actual or perceived race, color, creed, religion, ancestry, gender, sexual orientation, physical or mental disability, or national origin of another individual or group of individuals, regardless of the existence of any other motivating factor or factors, he or she commits assault, battery, aggravated assault, intimidation, stalking, cyberstalking, misdemeanor theft, criminal trespass to residence, misdemeanor criminal damage to property, criminal trespass to vehicle, criminal trespass to real property, mob action, disorderly conduct, transmission of obscene message, harassment by telephone, or harassment through electronic communications as these crimes are defined in the Criminal Code. 720 ILCS 5/12-7.1. The penalty is heightened when the offense is committed in a school or administrative facility.

720 ILCS 5/26-1(a)(3.5) and (b) make transmitting a threat of violence, death, or bodily harm directed against persons at a school, school function, or school event, whether or not school is in session, or causing such a threat to be transmitted, a Class 4 felony.

[22] All school boards must have a policy on prohibited teen dating violence. 105 ILCS ~~110/3.10~~5/27-240, renumbered by P.A. 104-391. Verify that the board adopted the policy listed and amend its title in this policy, if necessary.

[23] 720 ILCS 5/26-1(a)(3.5) and (b) make threatening to destroy a school building or school property, whether or not school is in session, or causing such a threat to be transmitted, a Class 4 felony.

[24] 105 ILCS 5/26-2a; 5/26-9; and 5/26-12. School personnel cannot refer a truant, chronic truant, or truant minor to any other local public entity, school resource officer, or peace officer to have them issue a fine or fee as punishment for truancy. 105 ILCS 5/26-12(b), amended by P.A. 104-430. See sample policies 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*, and 7:70, *Attendance and Truancy*.

[25] State law requires schools to suspend or expel any student who engages in this activity. 105 ILCS 5/31-3.

[26] See Kelly v. Bd. of Educ. of McHenry Cmty. High Sch. Dist. 156, 2007 WL 114300 (N.D.Ill. 2007) (upheld student's expulsion for drawing gang symbols while at school; testimony that the danger posed by gang signs and the presence of gangs at school supported the board's insistence on strict enforcement of board policy prohibiting gang related behavior and made expulsion a proper remedy).

740 ILCS 147/15 et seq. allows a school district to bring a civil suit against a gang, gang officers, or gang members for losses it suffers due to their criminal activity.

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20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school. [27]
22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee. [28]
23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property. [29]

For purposes of this policy, the term possession includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event. [30]

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident.[31] The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student. [32]

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[27] This statement of misconduct restates 105 ILCS 5/10-22.6(d-5). The following alternative provides a shorter statement but will require the administrator to check the statute before imposing discipline based on it:

> Making an explicit threat on an Internet website against a school, employee, or any school-related personnel under circumstances described in 105 ILCS 5/10-22.6(d-5).

[28] For more information regarding unmanned aircraft systems, see www.faa.gov/uas.

[29] A catchall provision, e.g., this one, gives staff members authority to respond to unforeseen situations.

If the board adopts a mandatory uniform policy (see sample policy 7:165, *School Uniforms*), add the following item to the list as number 22: "Failing to comply with the mandatory uniform policy, but only after repeated attempts to secure compliance, such as conferences with parents/guardians, have been unsuccessful."

[30] *Possession* should be defined to avoid vagueness problems.

[31] See f/n 2~~10~~.

[32] Mandated by 105 ILCS 5/10-20.36.

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Disciplinary Measures [33]

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions.[34] School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties.[35] Potential disciplinary measures include, without limitation, any of the following: [36]

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property. [37]

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[33] ~~**IMPORTANT:**~~ A student cannot be issued a monetary fine, fee, ticket, or citation as a school-based disciplinary consequence or for a municipal code violation on school grounds during school hours or while taking school transportation by any person. 105 ILCS 5/10-22.6(i), amended by P.A. 104-430.

The practice of suspending or expelling a student based on the number of accumulated disciplinary infractions is illegal under 105 ILCS 5/10-22.6. This includes a system of assigning points to specific infractions and then tallying the points a student receives over a period of time to determine a disciplinary exclusion from school.

Before amendments to 105 ILCS 5/10-22.6, courts used the following factors to determine if a board abused its discretion when it expelled a student: (1) the egregiousness of the student's conduct; (2) the record of the student's past conduct; (3) the likelihood that such conduct will affect the delivery of educational services to other students; (4) the severity of the punishment; and (5) the intent of the child. Robinson v. Oak Park, 213 Ill.App.3d 77 (1st Dist. 1991); Wilson ex rel. Geiger v. Hinsdale Elementary Dist., 349 Ill.App.3d 243 (2nd Dist. 2004). The amendments to 105 ILCS 5/10-22.6 called into question the validity of relying on past misconduct in suspension or expulsion decisions. At least one Ill. appellate court has held that the Robinson factors no longer apply because the legislature incorporated specific criteria for expulsion directly into 105 ILCS 5/10-22.6 when it amended the statute. A.A. v. Bd. of Educ.~~Summit Sch. Dist. No. 104~~, 257 N.E.3d 617 (Ill. App. Ct. 1st Dist. 2024)~~2024 IL App (1st) 232451~~. **Consult the board attorney for guidance**.

Aside from procedural due process protection, students have a constitutional substantive due process right. This right protects them from an abuse of government power which "shocks the conscience." While the scope of substantive due process is very limited, it is available to students who believe they were subject to arbitrary and excessive discipline. Generally, however, school officials need not fear being found guilty of a substantive due process violation. Federal courts are loath to second-guess school officials. See Tun v. Whitticker, 398 F.3d 899 (7th Cir. 2005) (expulsion did not amount to a substantive due process violation because it fell short of the required *shocks the conscience* standard).

[34] 105 ILCS 5/10-22.6(b-5). In addition, subsection c-5 states, "[s]chool districts must make reasonable efforts to provide ongoing professional development to all school personnel, school board members, and school resource officers on the requirements of [105 ILCS 5/10-20.14], the 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.

[35] 105 ILCS 5/10-22.6(h).

[36] Most school attorneys advise against using a grade reduction as a disciplinary measure. A decision upholding such a policy is Knight v. Bd. of Educ., 38 Ill.App.3d 603 (4th Dist. 1976). A decision striking one is Smith v. Sch. City of Hobart, 811 F.Supp. 391 (N.D.Ind. 1993) (grade reduction policy requiring 9-week grades to be reduced 4% for each day of a suspension was found unconstitutional).

[37] While restitution is permitted, issuing a fine or fee as a disciplinary consequence is not permitted. 105 ILCS 5/10-22.6(i). Possible parental liability for damages under the Parental Responsibility Law (740 ILCS 115/5) is discussed in f/n 2 in sample policy 7:170, *Vandalism*.

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6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised. [38]
7. After-school study or Saturday study[39] provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs.[40] The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules. [41]
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*. [42]
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*.[43] A student who has been suspended may also be restricted from being on school grounds and at school activities. [44]
12. Expulsion from school and all school activities for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*.[45] A student who has been expelled may also be restricted from being on school grounds and at school activities.[46]

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[38] 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). Providing programming during in-school suspensions is not required, however providing such programming will help distinguish them from exclusionary suspensions. See f/n 4 in sample policy 5:230, *Maintaining Student Discipline*, for further discussion of in-school suspension programs.

[39] Teachers may not be required to teach on Saturdays. 105 ILCS 5/24-2.

[40] See Herndon v. Chapel Hill-Carrboro City Bd., 89 F.3d 174 (4th Cir. 1996) (upheld policy requiring students to complete community service in order to graduate).

[41] Consult the board attorney for advice concerning confiscated devices. There is no binding Ill. court decision regarding school personnel seizing and retaining a student's property. The Supreme Court of Arkansas held that a teacher and principal did not violate a student's state or federal rights when they confiscated and retained a student's cell phone for two weeks for violating school rules on cell phones. Koch v. Adams, 361 S.W.3d 817 (Ark. 2010).

[42] 105 ILCS 5/10-22.6(b) and (b-30). *School Bus Safety Guidance*, developed by ISBE in consultation with stakeholders, is available at: www.isbe.net/Documents/Bus-Safety-Guidance-June-2025.pdf.

[43] A suspension may be imposed in only limited situations that vary according to the suspension's length. 105 ILCS 5/10-22.6(b-15)-(b-25). This is explained in sample board policy 7:200, *Suspension Procedures*, and its footnotes.

[44] This sentence is optional. A board may make this mandatory by replacing "may also be" with "shall also be."

[45] An expulsion may be imposed in only limited situations. 105 ILCS 5/10-22.6(b-20). This is explained in sample policy 7:210, *Expulsion Procedures*, and its footnotes.

105 ILCS 5/10-22.6(d) permits expulsion for a definite period of time not to exceed two calendar years. School officials must document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.

[46] This sentence is optional. A board may make this mandatory by replacing "may also be" with "shall also be."

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13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code. [47]
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), look-alikes, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies. [48]

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. [49]

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[47] 105 ILCS 5/10-22.6(a) and (b), amended by P.A. 103-896. 105 ILCS 5/13A, amended by P.A. 103-473, a/k/a *Safe Schools Law*, governs the transfer of *disruptive students*, defined to include suspension- or expulsion-eligible students in grades 6-12, to an alternative school program. See sample administrative procedure 7:190-AP9, *Administrative Transfer to Regional Safe School Program*, and the ISBE regional safe schools program webpage at: www.isbe.net/Pages/Regional-Safe-Schools-Program.aspx. 105 ILCS 5/13B governs the transfer of students to an alternative learning opportunities program. See ISBE's alternative learning opportunities program webpage at: www.isbe.net/Pages/Special-Education-Alternative-Learning-Opportunities-Programs.aspx.

Contact the board attorney regarding the necessary due process procedures before imposing a disciplinary transfer to an alternative school. The court in Leak v. Rich Twp. High Sch. Dist. 227 (397 Ill.Dec. 90 (1st Dist. 2015)), held that placement in an alternative school is tantamount to an expulsion. Thus, according to dicta in this decision, districts must follow expulsion procedures before a student is transferred to an alternative school. Schools may still reach agreements with parents/guardians to transfer students to such schools without completing the expulsion procedures.

The alternative program may not deny the transfer on the basis of the suspension or expulsion, except in cases in which the transfer is deemed to cause a threat to the safety of students or staff in the alternative program.

[48] 105 ILCS 5/22-88. See sample policy 7:150, *Agency and Law Enforcement Requests~~Police Interviews~~*.

[49] **Note:** Districts that receive early childhood block grant funding (authorized by 105 ILCS 5/1C-2, amended by P.A. 103-594, of the School Code) are prohibited from expelling children from their early childhood programs. 105 ILCS 5/2-3.71(a)(7), amended by P.A. 103-594 (making it inoperative on 7-1-26), and 105 ILCS 5/10-22.6(k). On and after 7-1-26, the Dept. of Early Childhood Act, 325 ILCS 3/15-30(a)(7), added by P.A. 103-594, will prohibit expulsion of children enrolled in early childhood programs funded under 325 ILCS 3/1-10~~)~~. A district may, however, transition a child to a new program if: (1) it has documented evidence that all available interventions and supports recommended by a qualified professional have been exhausted; (2) the program determines that transitioning a child is necessary for the well-being of the child or his or her peers and staff; and (3) the current and pending programs create a transition plan for the child with parent or legal guardian permission. 105 ILCS 5/2-3.71(a)(7)(C) (inoperative on 7-1-26); 325 ILCS 3/15-30(a)(7)(C) on and after 7-1-26. A district may temporarily remove a child from attendance in the group setting in the case of a serious safety threat to a child or others, or in the case of possession of a weapon as described in 105 ILCS 5/10-22.6(d), but it must then begin the process of documenting interventions and supports as outlined in the law. 105 ILCS 5/2-3.71(a)(7)(E) (inoperative on 7-1-26); 325 ILCS 3/15-30(a)(7) on and after 7-1-26. ISBE rules implementing these requirements are at 23 Ill.Admin.Code §§ 235.300-235.340. For guidance on behavior support and transition plans, including links to ISBE Form 37-50A, *Early Childhood Block Grant (ECBG) Program Transition Plan*, and ISBE Form 37-50B, *Early Childhood Block Grant (ECBG) Behavior Support Plan*, see ISBE's *Frequently Asked Questions: Behavior Support and Program Transition* (~~March 2021~~November 2024) at: www.isbe.net/Documents/EC-FAQ-Behavior-Transition-Plan.pdf. **Consult the board attorney for advice to ensure compliance with ISBE rules.** Compliance with this law does not relieve a district of its obligations to also comply with the Individuals with Disabilities Education Improvement Act of 2004 when disciplining students with disabilities. For further information, see sample policy 7:230, *Misconduct by Students with Disabilities*. For districts that receive early childhood block grant funding, add the following:

Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

If this language is inserted, add 105 ILCS 5/2-3.71(a)(7) to the Legal References for this policy.

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Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as 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.[50] It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33. [51]

Isolated Time Out, Time Out, and Physical Restraint [52]

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, Ill. State Board of Education (ISBE) rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

Weapons [53]

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm

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[50] 105 ILCS 5/22-100, added by P.A. 103-806.

[51] The last two sentences of this paragraph paraphrase 105 ILCS 5/24-24, amended by P.A. 103-806.

[52] *Physical restraint* or *restraint* does not include momentary periods of physical restriction by direct person to person contact, without the aid of material or mechanical devices, that are accomplished with limited force and that are designed to prevent a student from completing an act that would result in potential physical harm to himself, herself, or another or damage to property. 105 ILCS 5/10-220.33(b). Isolated time out, time out, or physical restraint may be used by staff members **only if** their use is authorized by policy and administrative procedure. 105 ILCS 5/2-3.130 and 5/10-20.33; 105 ILCS 5/24-24; 23 Ill.Admin.Code §§1.280(c) and 1.285. See sample administrative procedure 7:190-AP4, *Use of Isolated Time Out, Time Out, and Physical Restraint*. **The sample policy allows the use of isolated time out, time out, and physical restraint pursuant *only* to the conditions allowed in the School Code and ISBE rules.** State statute and ISBE rules contain complex restrictions on the use of isolated time out, time out, and physical restraint. 105 ILCS 5/2-3.130 and 5/10-20.33; 105 ILCS 5/24-24; 23 Ill.Admin.Code §§1.280(c) and 1.285. According to the ISBE rule, isolated time out, time out, and physical restraints are allowed only if a board authorizes their use in a policy containing the numerous components identified in the rule. To comply with ISBE's rule, a board must also incorporate by reference the district's procedure, i.e., 7:190-AP4, *Use of Isolated Time Out, Time Out, and Physical Restraint*. By doing this, the policy includes the district's procedure. **For a board that wants to prohibit the use of isolated time out, time out, and physical restraint** (1) replace the contents of this subhead with "The district prohibits the use of isolated time out, time out, and physical restraint, as defined in 105 ILCS 5/10-20.33."; (2) amend the Legal References as follows "23 Ill.Admin.Code §~~§~~ 1.280~~, 1.285,~~" and (3) delete "Incorporated by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)."

[53] This section paraphrases 105 ILCS 5/10-22.6(d) and contains the statutorily required punishment for bringing a weapon to school along with the statutory definition of *weapon*. When preparing for a due process hearing, a principal needs to use the applicable State and federal law definitions of *firearm* – not just the School Code.

While subsection 105 ILCS 5/10-22.6(b-10) explicitly forbids zero tolerance policies, it provides an exception for those zero tolerance policies established by State or federal law, which includes weapons in school. Section 10-22.6(d) provides that a student who brings a weapon to school, as defined in the section, "shall be expelled for a period not less than one year," unless modified by the superintendent or board. The federal Gun-Free Schools Act (20 U.S.C. §7961 et seq.) provides for at least a one-year expulsion for students who bring firearms to school. As directed by 20 U.S.C. §7961(b)(1), 105 ILCS 5/10-22.6(d), the superintendent and the board may modify that consequence; however, the superintendent/board may decline to exercise that discretion and instead impose the maximum penalty authorized by law. Analyzing the student's circumstances on a case-by-case basis may avoid a judicial finding that an expulsion is too severe. See Washington v. Smith, 248 Ill.App.3d 534 (1st Dist. 1993).

Item #4 in the **Prohibited Student Conduct** section is broader because it prohibits "using, possessing, controlling, or transferring" a weapon in addition to violating the **Weapons** section.

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Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012 (720 ILCS 5/24-1).

2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.[54]

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area. [55]

Re-Engagement of Returning Students [56]

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit. [57]

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on ~~or around~~ school grounds, becomes aware of any person in possession of a firearm on school grounds, or becomes aware of any threat of gun violence on school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any

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[54] Optional.

[55] The Firearm Concealed Carry Act permits a properly licensed individual to carry a concealed firearm within a vehicle into a school parking area and store it in a locked vehicle out of plain view. 430 ILCS 66/65(b). The federal Gun-Free Schools Act has a similar provision. 20 U.S.C. §7961(g). The School Code, however, contains no similar exception to the ban on firearms at schools. Contact the board attorney before permitting students to store their firearms in their vehicle's trunk while parked at school.

[56] Required by 105 ILCS 5/10-22.6(b-25), amended by P.A. 103-896. See sample administrative procedure 7:190-AP8, *Student Re-Engagement Guidelines*. ~~In consultation with stakeholders~~*Guidance for Re-Engagement*, developed by ISBE in consultation with stakeholders, is available at: www.isbe.net/Documents/Re-Engagement-Guidance-June-2025.pdf~~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.

[57] A goal for re-engagement is optional. Schools must permit students who were suspended, including students suspended from the school bus who do not have alternate transportation to school, to makeup work for equivalent academic credit. 105 ILCS 5/10-22.6(b-30).

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staff member or is subject to a battery.[58] *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. If the report of (1), above, pertains to a threat of firearm violence made by a student, the Building Principal or designee shall attempt to notify the student's parent/guardian as soon as possible and shall further attempt to contact the parent/guardian to ensure that the student does not have access to a firearm. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian. [59]

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents to ISBE through its web-based School Incident Reporting System as they occur during the year and no later than July 31 for the preceding school year. [60]

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33. Teachers may temporarily remove students from a classroom for disruptive behavior. [61]

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[58] 105 ILCS 5/10-27.1A(a), amended by P.A. 104-174; 105 ILCS 5/10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling)~~,~~; and 105 ILCS 5/10-21.7. *School grounds* includes the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground.

[59] Id. State law imposes the duty to report firearm possession only on school officials; this duty may be also imposed on volunteers and community members. Only staff members, however, are vulnerable to committing a petty offense for their failure to report, and only staff members are protected from civil or criminal liability that might arise as a result of making a report (although the liability potential for anyone making a report is remote).

The building principal must notify the student's parent/guardian only when the alleged offense is firearm possession by a student or a threat of firearm violence by a student. 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174. The policy expands this notification duty to include drug-related incidents and battery of a staff member; a board disinclined to do this should amend the second sentence as follows:

> In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and, if a student is reportedly in possession of a firearm or threatens firearm violence, also any involved student's parent/guardian.

[60] 105 ILCS 5/10-27.1A, amended by P.A.s 103-34, 103-609 (first to pass both houses), ~~and~~ 103-780 (second to pass both houses and controlling), and 104-174; 105 ILCS 5/10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling); and 105 ILCS 5/10-21.7. See f/n 6 and subhead **J. Required Notices** of sample administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*. Reporting on SIRS does not satisfy the requirement to report incidents to local law enforcement authorities.

[61] 105 ILCS 5/24-24, amended by P.A. 103-806, requires: (1) teachers, other licensed educational employees, and any other person (whether or not a licensed employee) providing a related service for or with respect to a student (except for individuals employed as paraprofessionals) to maintain discipline, and (2) the district to have a policy on discipline that provides that:

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The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed.[62] The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons. [63]

Student Handbook [64]

The Superintendent, with input from the parent-teacher advisory committee,[65] shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

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[A] teacher, other licensed employee, and any other person, whether or not a licensed employee, providing a related service for or with respect to a student may only use reasonable force as permitted under [105 ILCS 5/10-20.33], shall provide that a teacher may remove a student from the classroom for disruptive behavior, and shall include provisions which provide due process to students. The policy shall prohibit the use of corporal punishment, as defined in [105 ILCS 5/22-100], in all circumstances. 105 ILCS 5/24-24, amended by P.A. 103-806.

[62] Required by 105 ILCS 5/10-22.6(b).

[63] Id.

[64] 105 ILCS 5/10-20.14(a), amended by P.A. 104-391, requires schools to provide a copy of the student discipline policy to parents/guardians within 15 days after the beginning of the school year, or within 15 days after a transfer student starts classes, but it does not specify how to provide copies. For ease of administration, this policy specifies that copies will be provided via student handbooks.

[65] The board must establish and maintain a parent-teacher advisory committee to develop guidelines on student discipline. See sample policy 2:150, *Committees.* This policy's dissemination requirements are from 105 ILCS 5/10-20.14.

A comprehensive student handbook can provide notice 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. The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh/.

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by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.: 20 U.S.C. §7971 et seq., Pro-Children Act of 2004.
20 U.S.C. §7961 et seq., Gun Free Schools Act.
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/22-100, 5/22-110, 5/24-24, 5/26-12, 5/27-2427-23.7, and 5/31-3.
~~105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.~~
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
23 Ill.Admin.Code §§ 1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Law Enforcement Requests~~Police Interviews~~), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property)

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Students

Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and *Where* Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

Disciplinary action may be taken against any student guilty of gross disobedience or misconduct, including, but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influences of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
    a. Any illegal drug or controlled substance, or cannabis (including marijuana hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
    b. Any anabolic steroid unless being administered in accordance with a physician's or licensed practitioner's prescription.
    c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
    d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited, unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*.

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e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.

f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.

g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.

h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal or teacher, all electronic devices must be kept powered-off or silenced and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
7. *Sexting*, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions*, *non-consensual dissemination of private sexual images*, and *non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law.
8. Using or possessing a laser pointer unless under a staff member's supervision and in the context of instruction.
9. Disobeying rules of student conduct or directives from staff members or school officials and/or rules and regulations governing student conduct and/or any discriminatory or harassing behavior. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.

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10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
13. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and Board policy regarding truancy control will be used with chronic and habitual truants.
18. Being involved with any public school fraternity, sorority, or secret society, by (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, and hazing.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member, or (b) endanger the health or safety of students, staff, or school property.

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For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, regardless of whether or not the item is (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, automobile; (c) in a school's student locker, desk, or other school property; or (d) any other location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian or a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent / guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school detention or Saturday detention provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures.* A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed two calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.

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13. Transfer to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as 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. It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33.

Isolated Time Out, Time Out, and Physical Restraint

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, Ill. State Board of Education (ISBW) rules (23 Ill. Admin. Code §§1.280, 1.285), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. §921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 2012 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The

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goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she (1) observes any person in possession of a firearm on or around school grounds, however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1,000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents to ISBE through its web-based School Incident Reporting System as they occur during the year and no later than July 31 for the preceding school year.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33.

Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 ten days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents and guardians within 15 days of the beginning of the school year or a student's enrollment.

CURRENT

Incorporated by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:
20 U.S.C. §7971 et seq., Pro-Children Act of 2004.
20 U.S.C. §7961 et seq., Gun Free Schools Act.
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/22-100, 5/24-24, 5/26-12, 5/27-23.7, 5/31-3.
105 ILCS 110/3.10, Critical Health Problems and Comprehensive Health Education Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
410 ILCS 647/, Powdered Caffeine Control and Education Act.
430 ILCS 66/, Firearm Concealed Carry Act.
23 Ill. Admin. Code §§1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment) 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 8:30 (Visitors to and Conduct on School Property).

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Students

Suicide and Depression Awareness and Prevention [1]

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.166(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff. [2]
    a. For students, implementation will incorporate Board policy 6:60, C*urriculum Content*, which implements ~~105 ILCS 5/2-3.139 and~~ 105 ILCS 5/27-215 ~~7~~(requiring education for students on mental health and illness~~to develop a sound mind and a healthy body~~).
    b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide.[3] Implementation will incorporate:

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[1] A suicide awareness and prevention policy is required by 105 ILCS 5/2-3.166(c). The first sentence of this policy is required by 105 ILCS 5/2-3.166(c)(1).

This policy contains an item on which collective bargaining may be required. See 105 ILCS 5/10-22.24b. 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] Required by 105 ILCS 5/2-3.166(c)(2). While this law is titled Youth Suicide Awareness and Prevention, it requires the policy to include protocols for administering youth suicide awareness and prevention education to *staff* and students.

For student protocols, see ~~105 ILCS 5/2-3.139 and~~ 105 ILCS 5/27-2157, added by P.A. 104-391.

For staff protocols, see 105 ILCS 5/3-14.8, which requires the regional superintendents to cover the warning signs of suicidal behavior in teacher's institutes. In suburban Cook County, an Intermediate Service Center will perform the responsibilities that are performed in other locations by the regional superintendent.

[3] Required by 105 ILCS 5/2-3.166(c)(3). This policy adds *with the goal of* and *possibly* to modify the statute's use of "at risk of suicide." *With the goal of* acknowledges that identifying every student at risk of suicide is impossible. *Possibly* is added to inform the public that these identifications are not definitive. School staff members are not licensed medical professionals who are fully trained to make definitive determinations about whether a student is at risk of suicide, and parents/guardians should not take any referral under this requirement as such.

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a. The training required by 105 ILCS 5/10-22.39 for all District staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.

3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies: [4]
   a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
   b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
   c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
   d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;

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~~Through 6-30-24,~~ 105 ILCS 5/10-22.39 requires licensed school personnel and administrators who work with students in kindergarten through grade 12 to be trained to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques. 105 ILCS 5/10-22.39(b-20), added by P.A. 103-542~~, eff. 1-1-24 and operative 7-1-24~~, requires teachers, administrators, and school support personnel who work with pupils be trained on identifying warning signs of mental illness, trauma, and suicidal behavior in youth. Such training must include, but is not limited to, appropriate intervention and referral techniques, including resources and guidelines as outlined in 105 ILCS 5/3.166. 105 ILCS 5/10-22.39, amended by P.A. 103-542~~, eff. 1-1-24 and operative 7-1-24~~, uses the phrase *teachers, administrators, and school support personnel*, but for brevity this material uses the phrase *all District staff*.

While very little guidance is available for students in grades 6 and below, *Ann Marie's Law* directs the Ill. State Board of Education (ISBE) to compile, develop and post these items on its website. Districts may use the Ill. Mental Health training program, established under the Ill. Mental Health First Aid Training Act, to provide the training for this in-service requirement.

Ann Marie's Law requires ISBE to develop and recommend materials. See the discussion in f/n 7, below, on ISBE-recommended materials.

See f/n 1 in sample policy 4:170, *Safety*, for information on the U.S. School Safety Clearinghouse website at: www.schoolsafety.gov.

See sample policy 5:100, *Staff Development Program*, for further discussion of these training requirements.

[4] Required by 105 ILCS 5/2-3.166(c)(4)~~, amended by P.A. 102-267~~. For further discussion of 105 ILCS 5/10-22.24b, see f/n 2 in sample policy 6:270, *Guidance and Counseling Program*. This policy adds "for use during the school day and at school-sponsored events" to inform the public about the limitations concerning what schools can realistically provide students and their parent(s)/guardian(s). See the discussion in f/n 3, above, regarding the addition of the word *possibly*.

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e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.

4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*. [5]
5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures. [6]
6. A process to incorporate ISBE-recommended resources[7] on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program. [8]

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program. [9]

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[5] Required by 105 ILCS 5/2-3.166(c)(5). See sample administrative procedure 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs* for information about building-level Student Support Committees. When sharing information from therapists and counselors, these committees are required to follow the Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Children's Mental Health Act, 405 ILCS 49/~~, amended by P.A. 102-899~~.

[6] Required by 105 ILCS 5/2-3.166(c)(6).

[7] 105 ILCS 5/2-3.166(b)(2), directs ISBE to "compile, develop, and post on its publicly accessible Internet website both of the following, which may include materials already publicly available: (A) [r]ecommended guidelines and educational materials for training and professional development, and (B) [r]ecommended resources and age-appropriate educational materials on youth suicide awareness and prevention."

ISBE has created the *Illinois Youth Suicide Prevention Toolkit: A Reference for Administrators*, *Counselors*, *Teachers*, *and Staff*, at: www.isbe.net/Documents/Suicide-Prevention-Procedures.pdf, as well as listing other resources at: www.isbe.net/Pages/Suicide-Prevention.aspx.

[8] Required by 105 ILCS 5/2-3.166(c)(7).

[9] Optional. The *Illinois Suicide Prevention Strategic Plan* may be found at: https://dph.illinois.gov/content/dam/soi/en/web/idph/files/publications/illinoisstrategicplan2020reduced.pdf. Its goals and objectives reflect the input of public and private organizations and stakeholders that are concerned with mental health. It is designed to reduce suicide through a positive public health approach. See also the Suicide Prevention Resource Center page at https://sprc.org/ for more information.

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Monitoring [10]

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website.[11] The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District.[12] Student and staff identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law. [13]

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, 5 ILCS 860/, Children's Mental Health Act, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day

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[10] Required by 105 ILCS 5/2-3.166(d).

[11] Id. See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Consult the board attorney about whether a signature is required to prove compliance with the law's specific requirement that *each school district employee* and *each student enrolled in the district* are informed of and/or provided a copy of the policy.

[12] Id. Consult the board attorney about placing the policy in the student handbook instead of and/or in addition to providing a hard copy to each student's parent/guardian. Members of the Ill. Principals Assoc. (IPA) may subscribe to the IPA's Model Student Handbook Service, which are aligned with IASB's policy services. For more information, see: https://ilprincipals.org/msh/.

[13] ~~105 ILCS 5/10-20.76, added by P.A. 102-134 and renumbered by P.A. 102-813 (district-issued ID cards for students, and information on districts' websites);~~ 105 ILCS 5/10-20.81, ~~added by P.A. 102-416, renumbered by P.A. 102-813, and~~ amended by P.A. 103-143 (districts must insert contact information for the National Suicide Prevention Lifeline, the Crisis Text Line, and the Safe2Help Illinois helpline on student identification (ID) cards for students in grades 6-12, and contact information must identify each helpline that may be contacted through text messaging; the same must be included in student handbooks and planners (if a student planner is custom printed by a district or its schools for distribution to students in any of grades 6 through 12) and P.A. 104-264 (districts must insert the same contact information required for student ID cards on employee ID cards for employees serving any of grades 6 through 12). See f/n 1 in sample administrative procedure 7:290-AP, *Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program*, for further information regarding Safe2Help Illinois.

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and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body. [14]

LEGAL REF.: 42 U.S.C. § 12101 et seq., Individuals with Disabilities Education Act.
105 ILCS 5/2-3.166, ~~105 ILCS 5/2-3.139,~~ 5/3-14.8~~, 5/10-20.76~~, 5/10-20.81, 5/10-22.24a, 5/10-22.24b, 5/10-22.39, 5/14-1.01 et seq., 5/14-7.02, ~~and~~ 5/14-7.02b, and 5/27-215~~7~~.
5 ILCS 860/, Student Confidential Reporting Act.
405 ILCS 49/, Children's Mental Health Act.
740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.
745 ILCS 10/, Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

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[14] **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, 745 ILCS 10/, likely protects districts from liability for failure to properly identify and/or respond to a student's mental health issue that results in suicide. See 745 ILCS 10/3-108 and Grant v. Bd. of Trustees of Valley View Sch. Dist. No. 365-U, 286 Ill.App.3d. 642 (3rd Dist. 1997). However, attorneys have concerns that failing to inform parents/guardians that services required under *Ann Marie's Law* are limited may open districts to potential litigation if services provided under the policy fail or are deemed inadequate. 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 (see discussions in f/ns 3 & 4) and ensuring other policies are followed. Ultimately, the best way to minimize liability is to be sure that the district's insurance policies cover the training and other requirements under *Ann Marie's Law*.

In addition to the Tort Immunity Act, school officials and districts may also be entitled to qualified immunity in civil rights lawsuits that seek to hold them liable for a suicide. See Sanford v. Stiles, 456 F.3d 298 (3d Cir. 2006); Martin v. Shawano-Gresham Sch. Dist., 295 F.3d 701 (7th Cir. 2002); Armijo v. Wagon Mount Pub. Schs, 159 F.3d 1253 (10th Cir. 1998). Yet, recent trends in student-on-student harassment cases are emerging where parents whose children die of suicide allege that a school's failure to properly identify or respond to the child's mental health issues was a contributing cause for the suicide.

In these cases, the parents ask courts to apply Davis v. Monroe Cnty. Bd. of Educ., 526 U.S. 629 (1999), to *Section 504* cases. Under the *Davis standard*, parents must prove that: (1) their child was an individual with a disability; (2) their child was harassed based upon his or her disability; (3) the harassment was sufficiently severe or pervasive that it altered the condition of the child's education and created an abusive educational environment; (4) the school district knew about the harassment; and (5) the school district was deliberately indifferent to the harassment.

While not precedential in Illinois, several cases illustrate the uncertainty of a school district's liability in the emerging area of suicide prevention liability and/or failure to properly respond to a student's mental health issues and may indicate a trend toward courts allowing juries to determine a district's liability: Armijo (denying summary judgment to two individual defendant district employees based on a state-created danger theory and as to all defendant employees based on a special relationship theory); Estate of Barnwell ex rel. Barnwell v. Watson, 44 F.Supp.3d 859 (E.D. Ark. 2014) (allowing plaintiff parents to move forward in litigation alleging that school district's *Section 504* failures contributed to their son's suicide, but summary judgment in favor of school district eventually granted); and Walsh v. Tehachapi Unified Sch. Dist., 997 F.Supp.2d 1071 (E.D. Ca. 2014) (denying summary judgment because the school district's conduct may have been the proximate cause of the student suffering an uncontrollable impulse to commit suicide). But see Estate of Lance v. Lewisville Indep. Sch. Dist., 743 F.3d 982 (5th Cir. 2014) (finding in favor of the school district because the claimed special relationship theory and state-created danger theories were not actionable).

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Students

Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code Section 5/2-3.166(c)(2)-(7). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
    a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements 105 ILCS 5/2-3.139 and 105 ILCS 5/27-7 (requiring education for students to develop a sound mind and a healthy body).
    b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under 105 ILCS 5/3-14.8 (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
    a. The training required by 105 ILCS 5/10-22.39 for all District staff who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
    b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are lesbian, gay, bisexual, transgender, or questioning (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
    a. 6:65, *Student Social and Emotional Development*, implementing the goals and benchmarks of the Ill. Learning Standards and 405 ILCS 49/15(b) (requiring student social and emotional development in the District's educational program);
    b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;

CURRENT

c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;

d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and 105 ILCS 5/10-22.24a and 22.24b, which allow a qualified guidance specialist or any licensed staff member to provide school counseling services.

e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;

f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. Implementing State law requirements related to students who are in foster care;

g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act, 405 ILCS 49/ (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and

h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.

4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.

5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.

6. A process to incorporate ISBE-recommend resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, 5 ILCS 860/, Children's Mental Health Act, 405 ILCS 49/, Mental

CURRENT

Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.: 42 U.S.C. §12101 et seq., Individual with Disabilities Education Act.
105 ILCS 5/2-3.166, 105 ILCS 5/2-3.139, 5/3-14.8, 5/10-20.76, 5/10-20.81, 5/10-22.24a, 5-10-22.24b, 5/10-22.39, 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b, 5/27-7.
5 ILCS 860/, Student Confidential Reporting Act. 405 ILCS 49, Children's Mental Health Act.
740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.
745 ILCS 10/, Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

ADOPTED: January 22, 2009

REVISED: January 18, 2024

CURRENT

Students

Restrictions on Publications; Elementary Schools [1]

[*For elementary or unit districts only*]

School-Sponsored Publications and Websites

School-sponsored publications, productions, and websites are part of the curriculum and are not a public forum for general student use.[2] School authorities may edit or delete material that is inconsistent with the District's educational mission.

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

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

Non-School Sponsored Publications Accessed or Distributed On-Campus [3]

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for

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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 concerns an area in which the law is unsettled. It applies only to elementary or unit districts (both elementary and high school students). Unit districts should adopt this policy and policy 7:315, *Restrictions on Publications; High Schools*. The Speech Rights of Student Journalists Act, 105 ILCS 80/5, applies to high school and unit districts.

[2] School authorities may reasonably regulate student expression in school-sponsored publications for education-related reasons. Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988). This policy allows such control by clearly stating that school-sponsored publications are not a "public forum" open for general student use but are, instead, part of the curriculum.

A school board that does not retain control of student publications can anticipate at least two problems: (1) how to keep content consistent with the district's mission, and (2) how to ensure that the Constitutional rights of third parties are not violated by student journalists. Concerning the second problem, a third party may seek to hold the district responsible for the student journalists' acts. See Yeo v. Town of Lexington, 131 F.3d 241 (1st Cir. 1997), *cert. denied* (1998).

[3] Non-school sponsored publications, like underground newspapers, cannot be subject to the same degree of regulation by school authorities as school-sponsored publications. Absent a showing of material and substantial interference with the requirements of good discipline, students retain their First Amendment free speech rights. The federal circuits disagree on whether school authorities may require prior approval before a student is allowed to distribute non-school-sponsored publications. The Seventh Circuit, which covers Illinois, refused to approve prior approval regulations. Fujishima v. Bd. of Ed., 460 F.2d 1355 (7th Cir. 1972), but see Baughman v. Freienmuth, 478 F.2d 1345 (4th Cir. 1973). Non-school sponsored web sites should be regulated in the same manner as non-school sponsored publications.

A school policy prohibiting junior high students from distributing written material at school that is prepared by non-students was upheld in Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

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information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices). [4]

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

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

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities; [5]
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright; [6]
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by Board policy 7:190, *Student Behavior*, and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; [7] or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students. [8]

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

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[4] The definition of publication is optional and may be amended. This sample definition uses broad and generally understood terms to keep the policy current with rapid technology changes.

[5] For example, a school district may discipline a student for writing an underground newspaper, and distributing it at school, that contained an article on how to hack into the school's computer. School authorities could reasonably believe the article would be disruptive. Boucher v. Sch. Bd. of the Sch. Dist. of Greenfield, 134 F.3d 821 (7th Cir. 1998).

[6] School officials may not regulate student speech based upon their fear or apprehension of disturbance. Many decisions address the tension between students' right to free speech and restrictions of it on campus. See, for example:

Brandt v. Bd. of Educ. of City of Chicago, 480 F.3d 460 (7th Cir. 2007), *cert. denied* (2007) (school did not violate students' First Amendment rights when it disciplined students for wearing T-shirts with a "talentless infantile drawing" that school officials reasonably found to undermine the educational atmosphere).

Nuxoll v. Indian Prairie Sch. Dist. #204, 523 F.3d 668 (7th Cir. 2008) (holding that the student was likely to succeed on merits of his claim that the school would violate his speech rights by preventing him from wearing T-shirt with slogan "Be Happy, Not Gay"). But see L.M. v. Town of Middleborough, Mass., 103 F.4th 854 (1st Cir. 2024)(holding a school could prohibit a student from wearing a shirt that read "There Are Only Two Genders" because the message directly attacked the personal characteristics of transgender and nonconforming students, which could cause lower grades and increased absences).

J.C. v. Beverly Hills Unified Sch. Dist., 711 F.Supp.2d 1094 (C.D.Cal. 2010) (discussed the "rights of others to be secure and let alone" argument from Tinker, but found that the school district violated a student's First Amendment rights for disciplining her when she posted a video clip on a website).

B.H. v. Easton Area Sch. Dist., 725 F.3d 293 (3rd Cir. 2013), *cert. denied* (2014) (school violated students' free speech rights by banning the wearing of cancer awareness bracelets containing the caption *I ♥boobies*).

[7] Morse v. Frederick, 551 U.S. 393 (2007).

[8] Optional. The rationale for this section is that prior to high school, students have not developed sufficient experience and education in critical review of external resource materials. Accordingly, in order to accomplish the district's educational mission, yet allow students the opportunity to communicate with their fellow students, widespread student distribution of written material in elementary and middle school may be limited to material primarily prepared by the students themselves. Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3rd 1295 (7th Cir. 1993); Leal v. Everett Public Schs., 88 F.Supp.3d 1220 (W.D.Wa. 2015).

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(1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school. [9]

Non-School Sponsored Publications Accessed or Distributed Off-Campus [10]

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

Bullying and Cyberbullying [11]

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

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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.

[9] See f/n 5, above.

[10] Optional. School officials must proceed carefully before disciplining a student for out-of-school conduct. A school's authority over off-campus expression is much more limited than expression on school grounds. Many decisions address the tension between public schools' authority to discipline students for off-campus speech and students' right to free speech. However, school officials may generally: (1) remove a student from extracurricular activities for failure to follow an extracurricular conduct code (see sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*); and (2) suspend or expel a student from school attendance when the student's expression causes substantial disruption to school operations, as provided in this policy (see also sample policy 7:190, *Student Behavior*). For example, see:

> Mahanoy Area School Dist. v. B.L., 594 U.S. 180 (2021), (a school could not suspend a student from the cheerleading team for vulgar posts that she made on a social media platform where there was no evidence of substantial disruption of a school activity; schools also have more limited authority to punish students for vulgar, off-campus speech, unless there are circumstances involving severe bullying or harassment, threats aimed at teachers or other students, failure to follow rules concerning lessons, writing of papers, use of computers, participation in other online school activities, or breaches of school security devices including school computers).
>
> J.S. v. Blue Mountain Sch. Dist., 650 F.3d 915 (3rd Cir. 2011), combined with Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3d Cir. 2011), *cert. denied* (2012) (schools may not punish students for their off-campus indecent and offensive parodies of their principals, absent a showing that the parodies caused, or could cause, substantial disruption in the schools).
>
> Kowalski v. Berkeley Cnty. Sch., 652 F.3d 565 (4th Cir. 2011), *cert. denied* (2012) (upheld a student's suspension for off-campus posts to a social network site that defamed a classmate because it was foreseeable that the expression would reach the school and the student's conduct involved substantial disruption and interference with the work and discipline of the school).

The statutory definition of *bullying* includes *cyberbullying* (105 ILCS 5/22-1107~~-23.7~~, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391); these terms are defined in sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

Consult the board attorney for guidance concerning off-campus speech. Every situation is fact-specific and the issues require careful evaluation.

[11] 105 ILCS 5/22~~7~~-1102~~3.7~~, amended by P.A. 104-338, eff. 7-1-26, and renumbered by P.A. 104-391.

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LEGAL REF.: 105 ILCS 5/22-1107 23.7.
Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:315 (Restrictions on Publications; High Schools), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

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Students

Restrictions on Publications; Elementary Schools

School-Sponsored Publications and Websites

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

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

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

Non-School Sponsored Publications Accessed or Distributed On-Campus

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

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

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

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by Board policy 7:190, *Student Behavior*, and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade, and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

CURRENT

Non-School Sponsored Publications Accessed or Distributed Off-Campus

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

Bullying and Cyberbullying

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

LEGAL REF.: 105 ILCS 5/27-23.7
Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:315 (Restrictions on Publications; High Schools), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Students

Restrictions on Publications; High Schools [1]

[*For high school or unit districts only*]

Definitions [2]

Libel means the willful or negligent publication of provably false and unprivileged statements of fact that do demonstrable harm to a living person's reputation.

Obscene means lewd; impure; indecent; calculated to shock the moral sense of humans by a disregard of chastity or modesty. Objectionable or offensive to accepted standards of decency.

School official means a Building Principal or designee.

School-sponsored media means any material that is prepared, substantially written, published, or broadcast by a student journalist, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. It does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

Slander means the speaking of false statements of fact that seriously harm a living person's reputation.

Student journalist means a public high school student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

Student media adviser[3] means an individual employed, appointed, or designated by the District to supervise or provide instruction relating to school-sponsored media.

School-Sponsored Media

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act and School Board policies, and student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites. [4]

Student journalists must: [5]

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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 concerns an area in which the law is unsettled.

[2] Speech Rights of Student Journalists Act (SRSJA), 105 ILCS 80/5. See also *Black's Law Dictionary*, 11th ed. 2019.

[3] Id. uses *adviser*, not advisor. Adviser is used throughout this policy for consistency with the statute.

[4] Id. With some exceptions, the Act effectively restricts school authorities' power to reasonably regulate student expression in high school-sponsored publications for education-related reasons under Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988). See the last sentence in f/n 6, below.

[5] Consult the board attorney about text that balances the student journalists' rights to have control of their media publications with the board's interests in (a) ensuring differing opinions are published, (b) the SRSJA, and (c) providing student journalists opportunities to apply the Illinois media literacy curriculum mandates.

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1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;
2. Produce media based upon professional standards of accuracy, objectivity, and fairness;
3. Review material to improve sentence structure, grammar, spelling, and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum ~~mandate in 105 ILCS 5/27-20.08~~; and
6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school-sponsored media that: [6]

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwarranted invasion of privacy;
3. Violates federal or State law, including the Constitutional rights of third parties;[7] or
4. Incites students to: [8]

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Number 5 in the list is intended to align with the *media literacy* curriculum mandate for students in grades 9 through 12 and is listed at 105 ILCS 5/27-415, renumbered by P.A. 104-391 and scheduled for repeal on 7-1-27,~~20.08~~ and sample policy 6:60, *Curriculum Content*. Beginning with the 2027-2028 school year, media literacy instruction is combined with instruction on Internet safety under 105 ILCS 5/27-405(c), added by P.A. 104-391. *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. Id. Media literacy instruction must include a component on social responsibility and civics that includes "[s]uggesting a plan of action in the class, school, or community to engage others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason." Providing opportunity and space for expression of differing opinions in media aligns with and promotes this inclusive dialog.

For boards that provide student journalists more flexibility, make the following three edits: (1) replace "must" with: "shall strive to," (2) amend number 5 to read: "In the use of personal opinions, editorial statements, and/or letters to the editor, determine the need to provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum ~~mandate in~~ in 105 ILCS 5/27-20.08", and (3) delete number 6.

[6] 105 ILCS 80/15. A school board may retain control of material in student publications that falls within the listed exceptions. Consult the board attorney about how much control of high school student publications school officials may retain in the context of the Speech Rights of Student Journalists Act.

[7] 105 ILCS 80/15.

Delete "~~, including Constitutional rights of third parties~~" if the board wants only the word-for-word statutory language in its policy. Because the Constitutional rights of third parties are common controversies within the context of student-sponsored publications, the purpose of this additional text is to underscore that Constitutional rights of third parties are included under the exception of State and federal law.

While 105 ILCS 80/20 limits liability of school districts for a student journalist's expression, except in cases of willful or wanton misconduct, some attorneys believe it may still be possible that a third party may seek to hold the district responsible for the student journalists' acts. See Yeo v. Town of Lexington, 131 F.3d 241 (1st Cir. 1997), *cert. denied* (1998).

[8] 105 ILCS 80/15 broadly allows school boards to limit speech that would incite violation of any policy. This policy language follows the statute. Policies most often needing assessment are those that involve a district's educational mission and philosophy and social appropriateness language for student body's age(s)/maturity. School officials must be careful to understand that that law is written that student journalists using media to *incite* other students to act a certain way is the exception. Additional text may be added to (1) underscore that 105 ILCS 80/15 does not authorize or protect expression that *incites* students to violate board policies, and (2) reminds students and the community that school officials have many legal obligations to implement and enforce specific board policies and ensure school environments are safe and conducive to learning.

While 105 ILCS 80/20 limits liability of school districts for a student journalist's expression, except in cases of willful or wanton misconduct, discuss with the board attorney how to balance the rights of student journalists under this law and the other policy implementation duties that face school officials with board policies and laws.

For boards that want to provide additional text to the word-for-word statutory language in their policies, add to item 4.b:

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a. Commit an unlawful act;
b. Violate any of the District's policies; or
c. Materially and substantially disrupt the orderly operation of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Superintendent or designee and/or student media adviser may review, edit, and delete such media material before publication or distribution of the media. [9]

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the District or an expression of Board policy. [10]

Non-School Sponsored Publications Accessed or Distributed On Campus [11]

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices). [12]

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

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

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities; [13]

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, including but not limited to (1) its educational mission in Board policies 1:30, *School District Philosophy* and 6:10, *Educational Philosophy and Objectives*, and (2) speech that is socially inappropriate or inappropriate due to the maturity of the students pursuant to Board policies 6:65, *Student Social and Emotional Development* and 7:180 *Prevention of and Response to Bullying, Intimidation, and Harassment*.

[9] 105 ILCS 80/10 requires school officials to show justification without undue delay before limiting student expression. For boards that want the student media advisor to provide student journalists with written justification prior to limiting materials, insert the following sentence to end the paragraph:

In such cases, the student media adviser will promptly provide the student journalist with a written justification prior to limiting the material.

[10] 105 ILCS 80/20.

[11] Non-school sponsored publications, like underground newspapers, cannot be subject to the same degree of regulation by school authorities as school-sponsored publications. Absent a showing of material and substantial interference with the requirements of good discipline, students retain their First Amendment free speech rights. The federal circuits disagree on whether school authorities may require prior approval before a student is allowed to distribute non-school-sponsored publications. The Seventh Circuit, which covers Illinois, refused to approve prior approval regulations. Fujishima v. Bd. of Ed., 460 F.2d 1355 (7th Cir. 1972), but see Baughman v. Freienmuth, 478 F.2d 1345 (4th Cir. 1973). Non-school sponsored web-sites should be regulated in the same manner as non-school sponsored publications.

A school policy prohibiting junior high students from distributing written material at school that is prepared by non-students was upheld in Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

[12] The definition of *publication* is optional and may be amended. This sample definition uses broad and generally understood terms to keep the policy current with rapid technology changes.

[13] For example, a school district may discipline a student for writing an underground newspaper, and distributing it at school, that contained an article on how to hack into the school's computer. School authorities could reasonably believe the article would be disruptive. Boucher v. Sch. Bd. of the Sch. Dist. of Greenfield, 134 F.3d 821 (7th Cir. 1998).

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2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright; [14]
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by Board policy 7:190, *Student Behavior*, and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; [15]
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; [16] or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing *on-campus* includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school. [17]

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[14] School officials may not regulate student speech based upon their fear or apprehension of disturbance. Many decisions address the tension between students' right to free speech and restrictions of it on campus. See, for example:

Brandt v. Bd. of Educ. of City of Chicago, 480 F.3d 460 (7th Cir. 2007), *cert. denied* (2007) (school did not violate students' First Amendment rights when it disciplined students for wearing T-shirts with a "talentless infantile drawing" that school officials reasonably found to undermine the educational atmosphere).

Nuxoll v. Indian Prairie Sch. Dist. #204, 523 F.3d 668 (7th Cir. 2008) (holding that the student was likely to succeed on merits of his claim that the school would violate his speech rights by preventing him from wearing T-shirt with slogan "Be Happy, Not Gay"). But see L.M. v. Town of Middleborough, Massachusetts, 103 F.4th 854 (1st Cir. 2024) (holding a school could prohibit a student from wearing a shirt which read "There Are Only Two Genders" because the message directly attacked the personal characteristics of transgender and nonconforming students, which could cause lower grades and increased absences).

J.C. v. Beverly Hills Unified Sch. Dist., 711 F.Supp.2d 1094 ~~593 F.3d 249~~ (C.D.Cal~~3rd Cir~~. 2010) (discussed the "rights of others to be secure and let alone" argument from Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969), but found that the school district violated a student's First Amendment rights for disciplining her when she posted a video clip on a website).

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[15] Morse v. Frederick, 551 U.S. 393 (2007).

[16] Optional. The rationale for this section is that prior to high school, students have not developed sufficient experience and education in critical review of external resource materials. Accordingly, in order to accomplish the district's educational mission, yet allow students the opportunity to communicate with their fellow students, widespread student distribution of written material in elementary and middle school may be limited to material primarily prepared by the students themselves. Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3rd 1295 (7th Cir. 1993); Leal v. Everett Pub. Schs., 88 F.Supp.3d 1220 (W.D.Wa. 2015).

[17] See f/n 13, above.

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Non-School Sponsored Publications Accessed or Distributed Off-Campus [18]

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

Bullying and Cyberbullying [19]

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

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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.

[18] Optional. School officials must proceed carefully before disciplining a student for out-of-school conduct. A school's authority over off-campus expression is much more limited than expression on school grounds. Many decisions address the tension between public schools' authority to discipline students for off-campus speech and students' right to free speech. However, school officials may generally: (1) remove a student from extracurricular activities when the conduct code for participation requires students to conduct themselves at all times as good citizens and exemplars of the school (see sample policy 7:240, *Conduct Code for Participants in Extracurricular Activities*); and (2) suspend or expel a student from school attendance when the student's expression causes substantial disruption to school operations, as provided in this policy (see also sample policy 7:190, *Student Behavior*). For example, see:

Mahanoy Area School Dist. v. B.L., 594 U.S. 180 (2021) (a school could not suspend a student from the cheerleading team for vulgar posts that she made on a social media platform where there was no evidence of substantial disruption of a school activity; schools have more limited authority to punish students for vulgar, off-campus speech, unless there are circumstances involving severe bullying or harassment, threats aimed at teachers or other students, failure to follow rules concerning lessons, writing of papers, use of computers, participation in other online school activities, or breaches of school security devices including school computers).

J.S. v. Blue Mountain Sch. Dist., 650 F.3d 915 (3rd Cir. 2011), combined with Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011), *cert. denied*)(2012) (schools may not punish students for their off-campus indecent and offensive parodies of their principals, absent a showing that the parodies caused, or could cause, substantial disruption in the schools).

Kowalski v. Berkeley Cnty. Sch., 652 F.3d 565 (4th Cir. 2011), *cert. denied* (2012) (upheld a student's suspension for off-campus posts to a social network site that defamed a classmate because it was foreseeable that the expression would reach the school and the student's conduct involved substantial disruption and interference with the work and discipline of the school).

The statutory definition of *bullying* includes *cyberbullying* (105 ILCS 5/22-1107~~-23.7~~, renumbered by P.A. 104-391); these terms are defined in sample policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

Consult the board attorney for guidance concerning off-campus speech. Every situation is fact specific, and the issues require careful evaluation.

[19] 105 ILCS 5/22-1107~~-23.7~~, amended by P.A. 104-338, eff. 7-1-26 and renumbered by P.A. 104-391.

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LEGAL REF.: 105 ILCS 5/22-110 ~~5/27-20.08 and 5/27-23.7~~, 5/27-405, and 5/27-415 (scheduled for repeal on 7-1-27).
105 ILCS 80/, Speech Rights of Student Journalists Act.
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).
Morse v. Frederick, 551 U.S. 393 (2007).
Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Behavior), 7:310 (Restrictions on Publications; Elementary Schools), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

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Students

Restrictions on Publications; High Schools

Definitions

Libel means the willful or negligent publication of provably false and unprivileged statements of fact that do demonstrable harm to a living person's reputation.

Obscene means lewd; impure; indecent; calculated to shock the moral sense of humans by a disregard of chastity or modesty. Objectional or offensive to accepted standards of decency.

School official means a Building Principal or designee.

School-sponsored media means any material that is prepared, substantially written, published, or broadcast by a student journalist, distributed or generally made available to members of the student body, and prepared under the direction of a student media advisor. It does not include media intended for distribution or transmission solely in the classroom in which the media is produced.

Slander means the speaking of false statements of fact that seriously harm a living person's reputation.

Student journalist means a public high school student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

Student media adviser means an individual employed, appointed, or designated by the District to supervise or provide instruction relating to school-sponsored media.

School-Sponsored Media

School-sponsored publications, productions, and websites are governed by the Speech Rights of Student Journalists Act and Board policies, and student journalists are responsible for determining the news, opinion, feature, and advertising content of those publications, productions, and websites.

Student journalists must:

1. Make decisions based upon news value and guided by the Code of Ethics provided by the Society of Professional Journalists, National Scholastic Press Association, Journalism Education Association, or other relevant group;
2. Produce media based upon professional standards of accuracy, objectivity, and fairness;
3. Review material to improve sentence structure, grammar, spelling, and punctuation;
4. Check and verify all facts and verify the accuracy of all quotations;
5. In the use of personal opinions, editorial statements, and/or letters to the editor, provide opportunity and space for the expression of differing opinions within the same media to align with the District's media literacy curriculum mandate in 105 ILCS 5/27-20.08; and
6. Include an author's name with any personal opinions and editorial statements, if appropriate.

Student journalists may not create, produce, or distribute school-sponsored media that:

1. Is libelous, slanderous, or obscene;
2. Constitutes an unwarranted invasion of privacy;
3. Violates federal or State law, including the Constitutional rights of third parties; or
4. Incites students to:
    a. Commit an unlawful act;
    b. Violate any of the District's policies; or

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c. Materially and substantially disrupt the orderly operation of the school.

The District will not engage in prior restraint of material prepared by student journalists for school-sponsored media, unless the material fits into one of the four prohibited categories listed above, in which case the Superintendent or designee and/or student media advisers may review, edit and delete such media material before publication or distribution of the media.

No expression made by students in the exercise of freedom of speech or freedom of the press under this policy shall be deemed to be an expression of the District or an expression of Board policy.

Non-School Sponsored Publications Accessed or Distributed On Campus

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

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

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

1. Will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, slanderous or obscene, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by Board policy 7:190, *Student Behavior*, and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use;
5. Is distributed in kindergarten through eighth grade, and is primarily prepared by non-students, unless it is being used for school purposes. However, material from outside sources or the citation to such sources may be allowed, as long as the material to be distributed or accessed is primarily prepared by students; or
6. Encourages or incites students to violate any Board policies.

Accessing or distributing on-campus includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

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

Bullying and Cyberbullying

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

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LEGAL REF.: 105 ILCS 5/27-20.08 and 5/27-23.7.
105 ILCS 80/, Speech Rights of Student Journalists Act.
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Hazelwood v. Kuhlmeier, 484 U.S. 260 (1988).
Morse v. Frederick, 551 U.S. 393 (2007).
Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118, 9 F.3d 1295 (7th Cir. 1993).

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ADOPTED: May 17, 2001

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Students

Student Records [1]

School student records are confidential. Information from them shall not be released other than as provided by law.[2] A school student record is any writing or other recorded information concerning 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 law requires school boards to adopt a policy and procedures implementing the Illinois School Student Records Act (ISSRA) and specifying the content of school student records. 23 Ill.Admin.Code §§375.100 and 226.740. Both State and federal law address school student records. See the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g) implemented by federal rules at 34 C.F.R. Part 99) and ISSRA (105 ILCS 10/, amended by P.A.s 102-466, a/k/a *Ensuring Success in School (ESS) Law,* ~~eff. 7-1-25~~and 104-356, eff. 7-1-26, implemented by ISBE rules at 23 Ill.Admin.Code Part 375).

In addition, the U.S. Dept. of Education's (DOE) *Protecting Student Privacy* webpage, a service of the Privacy Technical Assistance Center (PTAC) and the Student Privacy Policy Office, is a *one-stop* resource for education stakeholders to learn about student privacy and confidentiality, including data privacy and security practices related to student-level longitudinal data systems, at: www.studentprivacy.ed.gov/. PTAC published a guide for school officials titled *Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices* (2014), at:

www.studentprivacy.ed.gov/resources/protecting-student-privacy-while-using-online-educational-services-requirements-and-best.

The DOE also issued a summary of resources on FERPA and virtual learning (2020) at: www.studentprivacy.ed.gov/resources/ferpa-and-virtual-learning. **Boards that wish to enter into cloud computing and other operator contracts must comply with the Student Online Personal Protection Act (SOPPA), 105 ILCS 85/, and should contact the board attorney for implementation guidance.** See also f/n 2, item #7, below.

Confusion persists regarding the interplay between the FERPA and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) (Pub. L. 104-191). The Privacy Rule implementing HIPAA, issued by the U.S. Dept. of Health and Human Services (HHS), addresses the disclosure of individuals' health information by *covered entities*. 45 C.F.R. Parts 160 and 164, Subparts A and E. Generally speaking, a school district becomes a *covered entity*, and must comply with applicable sections in the Privacy Rule, if it provides health care and transmits health information in electronic form in connection with transactions. However, *educational records* as defined by FERPA are excluded from HIPAA's definition of *protected health information.* 45 C.F.R. §160.103. In most cases this exception relieves school districts of complying with burdensome privacy notices and authorization forms. In December 2019, HHS and DOE issued an update to its *Joint Guidance on the Application of FERPA and HIPAA to Student Health* Records, at:

www.studentprivacy.ed.gov/resources/joint-guidance-application-ferpa-and-hipaa-student-health-records.

The board attorney should be consulted on all HIPAA-related questions.

[2] A plethora of statutory and decisional law protects student records. Aside from the laws identified in f/n 1, other laws protecting student records include:

1. Schools may not provide a student's *personal information* to a business organization or financial institution that issues credit or debit cards. 105 ILCS 5/10-20.38.
2. Schools may not sell personal information concerning a child under the age of 16, with a few exceptions, unless a parent has consented. Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/.
3. The release of confidential information given by a student to a therapist, e.g., school counselor or psychologist, is governed by the Mental Health and Developmental Disabilities Confidentiality Act. 740 ILCS 110/.
4. Schools must keep a sex offender registration form received from law enforcement separately from school student records maintained on behalf of the juvenile sex offender. 730 ILCS 152/121.
5. Divorced or separated parents/guardians with and without *parental responsibility* (formerly custody) are both permitted to inspect and copy the student's school student records. The Ill. Marriage and Dissolution of Marriage Act (IMDMA), 750 ILCS 5/602.11.
6. Schools may not provide a parent/guardian access to his or her child's school records if the parent is prohibited by an order of protection from inspecting or obtaining such records pursuant to the Domestic Violence Act of 1986 or the Code of Criminal Procedure of 1963. Id.

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student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below: [3]

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement professionals~~officers~~ working in the school. [4]
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses[5]) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement professionals~~officials~~, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody. [6]

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to

Commented [MM1]: Note to subscribers: This term is revised in #2 and #3 to match the text of ISSRA.

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7. SOPPA (105 ILCS 85/) addresses a school district's obligations related to *covered information* of students and contracts with educational technology *operators*. In some instances, covered information as defined under SOPPA may also qualify as education records under FERPA and school student records under ISSRA. See sample policy 7:345, *Use of Educational Technologies; Student Data Privacy and Security*, and sample administrative procedure 7:345-AP, *Use of Educational Technologies; Student Data Privacy and Security*, for a description of SOPPA obligations.
8. School employees or agents may not disclose information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence, or a student's status as a named perpetrator of domestic or sexual violence except under certain circumstances and only upon prior notice to, and discussion with, the student. 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*~~, eff. 7-1-25~~. See sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and the **Confidentiality** subhead of sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.*

Note: Nos. 5 and 6 above may conflict with FERPA in that they restrict a parent/guardian's right to access his or her child's school records more than is expressly permitted by FERPA. 20 U.S.C. §1232g(a)(1)(A), (B); 34 C.F.R. §99.10(a). **Consult the board attorney for guidance.**

Allowing students to grade each other's papers does not violate FERPA; such student work is not a *school record* until it is recorded by the teacher. Owasso I.S.D. No. I-011 v. Falvo, 534 U.S. 426 (2002). School student records are *per se* prohibited from disclosure; a district is under no obligation to redact them. Chicago Tribune Co. v. Chicago Bd. of Educ., 332 Ill.App.3d 60 (1st Dist. 2002).

[3] 20 U.S.C. §1232g(a)(4); 34 C.F.R. §99.3; 105 ILCS 10/2(d); 705 ILCS 405/1-7 and 5-905; 23 Ill.Admin.Code §375.10. Rather than listing the exceptions in the policy, a school board may choose to end the sentence after the proviso "except as provided in State or federal law."

[4] For a helpful resource, see f/n 1 in sample policy 7:150, *Agency and* ~~*Police Interviews*~~ *Law Enforcement Requests*.

[5] For an explanation, see footnotes in sample policy 7:220, *Bus Conduct*.

[6] Many lawyers believe that once these records are received by a school, they are protected as *education records* under FERPA. Consult the board attorney for advice.

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inspect, copy[7], and/or challenge school student records.[8] The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child.[9] The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child.[10] The District

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[7] 105 ILCS 10/5(a). ISSRA does not give DCFS representatives the right to challenge student records. 105 ILCS 10/7. For more information about DCFS liaison qualifications and duties, see sample policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, at f/n 16.

105 ILCS 10/5(c) requires that a parent's or student's request to inspect and copy records be granted no later than 10 business days (previously 15 school days) after the date of receipt of such a request by the official records custodian.

105 ILCS 10/5(c-5) outlines how a school district may extend the 10-business day timeline for response by not more than five business days from the original due date if one or more of these six reasons applies:

1. The requested records are stored in whole or in part at other locations than the office having charge of the requested records;
2. The request required the collection of a substantial number of specified records;
3. The request is couched in categorical terms and requires an extensive search for the records responsive to it;
4. The requested records have not been located in the course of routine search and additional efforts are being made to locate them;
5. The request for records cannot be complied with by the school district within the time limits prescribed by subsection (c) without unduly burdening or interfering with the operations of the school district; or
6. There is a need for consultation, which shall be conducted with all practicable speed, with another public body or school district among two or more components of a public body or school district having a substantial interest in the determination or in the subject matter of the request.

The person making the request and the school district may also agree in writing to extend the timeline for compliance for a period to be determined by the parties. Id.

[8] 23 Ill.Admin.Code §375.10 provides that districts may, through board policy, allow scores received on college entrance examinations to be included on a student's academic transcript if that inclusion is requested in writing by a student, parent or person who enrolled the student. If the board of a unit or high school district wants to allow this, insert:

A student or the student's parent/guardian may request, in writing, that scores received on college entrance examinations be included on the student's academic transcript.

Note: Though 23 Ill.Admin.Code §375.10 uses the phrase "student, parent or person who enrolled the student," student records rights under ISSRA and FERPA attach to *eligible students* and their parents/guardians, not to "a person who enrolled the student" (though that person is typically a parent or guardian).

If a board allows for the inclusion of college entrance examination scores on academic transcripts, amend the district's notification to parents/guardians and students of their school student records rights with the process for requesting the inclusion. 23 Ill.Admin.Code §375.30(d)(5). See sample exhibit 7:340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*, for an example.

[9] 23 Ill.Admin.Code §226.740(a).

[10] This sentence is required if the board allows schools to release student directory information. 20 U.S.C. §1232g; 23 Ill.Admin.Code §375.80; 34 C.F.R. §99.37. There is at least one instance in Illinois in which parents were upset that their school district released students' names and addresses pursuant to a Freedom of Information Act (FOIA) request. FOIA contains an exemption for home addresses. Many lawyers, however, say that a district must release student information pursuant to a FOIA request when each of the following has occurred: the FOIA request seeks information that is included in the district's definition of student directory information, the district notified parents that it releases directory information, and the parents did not opt out of allowing directory information to be released concerning their child. An opinion from the Ill. Public Access Counselor supports that a district may not rely on the FOIA exemption for home addresses. PAO 12-3.

This sample policy does not identify the components of *directory information*, leaving that task to implementing material. Boards may want to discuss this quagmire with the superintendent knowing that there are good reasons to release directory information, e.g., to allow the district to publish information about specific students, and good reasons to not release directory information, e.g., to avoid releasing names and addresses pursuant to a FOIA request.

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will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student.[11] Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law. [12]

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records. [13]

Student Biometric Information Collection [14]

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention.[15] Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

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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.

23 Ill.Admin.Code §375.80(a)(1) no longer includes *gender* as information which may be designated as directory information. This is consistent with attorneys' views that Illinois' past practice of including *gender* within directory information may have violated FERPA. FERPA regulations provide that directory information "means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed" and it "includes, but is not limited to, the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended." 34 C.F.R. §99.3. Though FERPA regulations do not explicitly preclude the designation of *gender* as directory information, DOE guidance has consistently advised schools not to disclose a student's sex as directory information because it would be considered harmful or an invasion of privacy. See *Letter to Institutions of Postsecondary Education*, DOE Family Policy Compliance Office (September 2009). Consult the board attorney about the practical implementation of this issue. Some attorneys, for example, believe photos of the "Girls Volleyball Team" may contradict DOE guidance.

See sample administrative procedure 7:150-AP, *Managing Agency and Law Enforcement Requests*, at f/n 6, for a discussion about 105 ILCS 5/22-105(c)(4)(B), added by P.A. 104-288, eff. 1-1-26, which prohibits districts from designating place of birth as *directory information*.

[11] 20 U.S.C. §1232g(j), as added by Sec. 507 of the U.S.A. Patriot Act of 2001.

[12] 34 C.F.R. §99.31; 105 ILCS 10/6, amended by P.A. 104-356, eff. 7-1-26.

[13] Each school must have an *official records custodian.* 105 ILCS 10/4(a). Districts must notify students and parents/guardians of their rights concerning school student records. 105 ILCS 10/3; 105 ILCS 10/4; 23 Ill.Admin.Code §375.30; 34 C.F.R. §99.7. 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. See sample exhibit 7:340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*, and sample administrative procedure 7:340-AP1, *School Student Records*.

[14] This program is optional; however, districts either wishing to implement such a program or districts that have already engaged in the collection of student biometric information must have a policy consistent with the requirements of 105 ILCS 5/10-20.40. This section restates the School Code's requirements for a student biometric information policy.

[15] For districts already collecting biometric information, the following is an alternative:

The Superintendent or designee shall maintain a biometric screening program that is consistent with budget requirements and in compliance with State law.

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Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility[16] or the student (if over the age of 18).[17] Upon a student's 18th birthday, the District shall obtain written permission from the student to collect student biometric information.[18] Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited. [19]

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18).[20] Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law. [21]

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[16] Several statutes define legal custody and when a court may grant it; the term requires statutory construction/interpretation and school boards should discuss this issue with their attorney prior to adopting a policy on collection of student biometric information.

105 ILCS 5/10-20.40(b)(1) states the definition of legal custody is the same as the definition of legal custody for purposes of residency, payment of tuition, hearings, and criminal penalties at 105 ILCS 5/10-20.12b(2)(i)-(v).

The IMDMA, 750 ILCS 5/, changed the terms *custody* and *visitation* to *parental responsibility* and *parenting time*, respectively. It also requires a *parenting plan* that allocates: (1) significant decision-making responsibilities; and (2) each parent's right to access his or her child's school records. The IMDMA does not amend ISSRA or the School Code.

[17] Based upon 105 ILCS 5/10-20.40, written permission is not required annually; it is valid until a request for discontinuation of the use of biometric information is received or until the student reaches the age of 18. See sample exhibit 7:340-AP1, E5, *Biometric Information Collection Authorization*.

[18] Districts must reissue exhibit 7:340-AP1, E5, *Biometric Information Collection Authorization* to students turning 18 years of age during the school year. This is because all rights and privileges accorded to a parent under ISSRA become exclusively those of the student upon his or her 18th birthday, graduation from secondary school, marriage, or entry into military service, whichever comes first. 105 ILCS 10/2(g).

[19] State law contains two exceptions: (1) the individual who has legal custody/parental responsibility of the student or the student (if over the age of 18) consents to the disclosure; and (2) the disclosure is required by court order. 105 ILCS 5/10-20.40(b)(5).

[20] 105 ILCS 5/10-20.40(d). No notification to or approval from the district's local records commission, pursuant to the Local Records Act, is required to destroy student biometric information. See f/n 16 for a discussion about the terms *custody* and *parental responsibility*.

[21] Whether the student biometric information is an education record under FERPA or falls under an exception to an education record under FERPA is an issue about which school boards should consult their board attorney. Protected Health Information under the DHS's interpretations of HIPAA excludes education records covered by FERPA, and thus HIPAA requirements are not expected to be triggered by districts collecting student biometric information. However, before implementing policies and procedures to collect student biometric information, a board should discuss these issues with the board attorney.

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LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act; 34 C.F.R. Part 99.
50 ILCS 205/7, Local Records Act.
105 ILCS 5/10-20.12b, 5/10-20.40, 5/14-1.01 et seq., and 5/26A-30.
105 ILCS 10/, Ill. School Student Records Act.
105 ILCS 85/, Student Online Personal Protection Act.
325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.
750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.
23 Ill.Admin.Code Parts 226 and 375.
Owasso I.S.D. No. I-011 v. Falvo, 534 U.S. 426 (2002).
Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

ADMIN. PROC.: 7:15-E (Notification to Parents of Family Privacy Rights), 7:255-AP1 (Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340-AP1 (School Student Records), 7:340-AP1, E1 (Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records), 7:340-AP1, E3 (Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information), 7:340-AP1, E4 (Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information, 7:340-AP1, E5 (Biometric Information Collection Authorization), 7:340-AP2 (Storage and Destruction of School Student Records), 7:340-AP2, E1 (Letter Containing Schedule for Destruction of School Student Records)

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Students

Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

State and federal law grants students, parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services, certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. Upon request, the District discloses school student records without parent consent to the official records custodian of another school in which a student has enrolled or intends to enroll, as well as to any other person as specifically required or permitted by State or federal law.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

CURRENT

LEGAL REF.: 20 U.S.C. §1232g, Family Educational Rights and Privacy Act; C.F.R. Part 99.
50 ILCS 205/7, Local Records Act.
105 ILCS 5/10-20.12b, 5/10-20.40, 5/14-1.01 et seq., and 5/26A-30
105 ILCS 10/, Ill. School Student Records Act.
105 ILCS 85/, Student Online Personal Protection Act.
325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.
750 ILCS 5/602.11, Ill. Marriage and Dissolution of Marriage Act.
23 Ill. Admin. Code Parts 226 and 375.
Owasso I.S.D. No. I-011 v. Falvo, 534 U.S. 426 (2002).
Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 (1st Dist. 2002).

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:345 (Use of Educational Technologies; Student Data Privacy and Security).

ADMIN. PROC.: 7:15-E (Notification to Parents of Family Privacy Rights), 7:255-AP1 (Supporting Students Who are parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340-AP1 (School Student Records), 7:340-AP1, E1 (Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records), 7:340-AP1, E3 (Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information), 7:340-AP1, E4 (Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information, 7:340-AP2 (Storage and Destruction of School Student Records), 7:340-AP2, E1 (Letter Containing Schedule for Destruction of School Student Records)

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Community Relations

Visitors to and Conduct on School Property [1]

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. [2]

Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge.[3] On those occasions when large groups of parents/guardians, friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution. [4]

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the

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[1] State or federal law controls this policy's content. Boards may make and enforce reasonable rules of conduct and sportsmanship for school events and deny future admission to school events to violators for up to one year provided a notice and hearing are given. 105 ILCS 5/24-24. See f/n 20 below.

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] School-sponsored or school-sanctioned events or activities aligns with the text of 105 ILCS 5/22-110, renumbered by P.A. 104-391~~7-23.7(a)~~.

[3] This sentence and the one preceding it should be customized to reflect local practices for visitors.

[4] This paragraph is up to the local board's discretion. Many public school buildings were built before school security was the concern it is now. A first step in creating a secure environment is to manage access to school buildings. Along with limiting the entrances that may be used, school officials should post signs with instructions for visitors and a warning to trespassers. Signs may be as simple as "Visitors Must Report to Office" and "No Trespassing – Violators will be Prosecuted." Applicable criminal trespass laws include: 720 ILCS 5/21-1 (criminal damage to property); 5/21-1.2 (institutional vandalism); 5/21-3 (criminal trespass to real property); 5/21-5 (criminal trespass to State supported land); 5/21-5.5 (criminal trespass to a safe school zone); 5/21-9 (criminal trespass to a place of public amusement); 5/21-11 (distributing or delivering written or printed solicitation on school property). This sample policy identifies board members as visitors.

The following optional provisions must be modified according to local conditions:

Option 1: The Superintendent or designee may post certain school facilities for the community's use on non-school days when they are not being used for school purposes.

Option 2: The Superintendent or designee shall manage a program to allow community use of the following facilities on non-school days, during the daylight, provided they are not being used for school purposes: tennis courts, playground, and track.

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appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee. [5]

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person. [6]
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device. [7]
4. Damage or threaten to damage another's property. [8]
5. Damage or deface school property. [9]
6. Violate any Illinois law,[10] or town or county ordinance.
7. Smoke or otherwise use tobacco products. [11]

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[5] 105 ILCS 5/14-8.02(g-5). See sample administrative procedure 6:120-AP2, *Access to Classrooms and Personnel*, and sample exhibit 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.

[6] See e.g., 720 ILCS 5/12-2 (aggravated assault); 5/12-2(b)(9) (aggravated assault against a sports official or coach); 5/12-3.05(c) (aggravated battery on public property); 5/12-3.05(d)(3) (aggravated battery against a school employee); 5/12-9 (threats to public officials); 5/24-1.2 (discharge of a firearm).

[7] With one exception, a license to carry a firearm does not permit an individual to carry a concealed firearm on or into any building, real property, and/or parking area under the control of an elementary or secondary school, or any bus paid for in whole or part with public funds. 430 ILCS 66/65(a). The following optional provision adds that exception, which is a restatement of 430 ILCS 66/65(b), to the text in number 3:

> An individual licensed to carry a concealed firearm under the Illinois Firearm Concealed Carry Act is permitted to: (a) carry a concealed firearm within a vehicle into a parking area controlled by a school or the District and may store a firearm or ammunition concealed in a case within a locked vehicle or locked container out of plain view within the vehicle in the parking area, and/or (b) carry a concealed firearm in the immediate area surrounding his or her vehicle in a parking area controlled by a school or the District for the limited purpose of storing or retrieving a firearm within the vehicle's trunk.

Other relevant weapons laws include 705 ILCS 405/5-407 (juvenile in possession of a firearm), 720 ILCS 5/24-9 (firearms; child protection); 720 ILCS 5/24-1(c) (unlawful use of weapons in schools); 720 ILCS 5/24-1.2, 5/24-3 (unlawful delivery or sale of a firearm near school); 705 ILCS 405/5-130, 405/5-805 (minor 15 years or older who commits aggravated battery with a firearm at school is tried as an adult).

720 ILCS 5/24-1(c)(3) states an exception to the criminal offense of unlawful possession of weapons where law enforcement officers or security officers of a school or students are "carrying or possessing firearms for use in training courses, parades, hunting, target shooting on school ranges, or otherwise with the consent of school authorities and which firearms are transported unloaded enclosed in a suitable case, box, or transportation package." Consult the board attorney about the presence of firearms on school property for use by school sports teams, such as trap and skeet teams.

[8] See e.g., 720 ILCS 5/2-19.5 (definition of school), 5/16-1 (theft), 5/18-1 (robbery; aggravated robbery), 5/19-1 (burglary), and 21-1 (criminal damage to property).

[9] See e.g., 720 ILCS 5/21-1.01 (criminal damage to government supported property), 21-1.2 (institutional vandalism), and 21-1.3 (criminal defacement of property).

[10] See e.g., 720 ILCS 5/11-9.3 (presence within school zone by child sex offenders prohibited), 5/11-14 (prostitution), and 5/11-18, amended by P.A. 103-1071, eff. 7-1-25 (patronizing a person engaged in the sex trade); 720 ILCS 5/21-11 (soliciting students to commit illegal acts).

[11] Required by 105 ILCS 5/10-20.5b and 410 ILCS 82/1 et seq. Federal law prohibits smoking inside schools (20 U.S.C. §7973); districts failing to comply with the federal no-smoking ban risk a civil penalty of up to $1000 per violation per day.

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8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug. [12]
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred. [13]
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*. [14]
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner). [15]
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive. [16]
14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding. [17]
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

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[12] See 720 ILCS 570/407 (delivery of controlled substance on or within 1000 feet of a school) and 410 ILCS 705/ (Cannabis Regulation and Tax Act). See also the discussion in f/ns 5 and 6 of sample policy 5:50, *Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition*; this statement must be consistent with employee working conditions and employee conduct standards (see sample administrative procedure 5:120-AP2, *Employee Conduct Standards*).

[13] Each board and superintendent may want to engage in a conversation regarding how the district might partner with local law enforcement to enforce this policy and the penalties available under the Cannabis Regulation and Tax Act, e.g., posting signs barring community members from bringing in weapons, alcohol, cannabis, tobacco, etc. Signage reminding visitors of the policy may make it easier for staff and/or local law enforcement to enforce.

[14] Managing cannabis on district property and the school setting presents many unsettled and complex legal issues. To legally use medical cannabis in Illinois, an individual must first become a *registered qualifying patient*. The use of cannabis by a *registered qualifying patient* is permitted only in accordance with the Compassionate Use of Medical Cannabis Program Act (Medical Cannabis Program Act (MCPA)). 410 ILCS 130/. There are many situations in which no one, even a *registered qualifying patient*, may possess or use cannabis, including (a) in a school bus, (b) on the grounds of any preschool or primary or secondary school, or (c) in close physical proximity to anyone under the age of 18 years of age. 410 ILCS 130/30(a)(2), (3), and (4). However, *Ashley's Law*, 105 ILCS 5/22-33(b) and (g), allows parents/guardians and other *designated caregivers* to administer medical cannabis infused products to students who are *registered qualifying patients* at school or on the school bus, and requires school boards to adopt a policy to implement the law unless the district would lose federal funding. See sample policy 7:270, *Administering Medicines to Students* and its f/n 22.

Remember that *Ashley's Law* requires the designated caregiver to remove the product from the school premises or the school bus after administering it to the student, so as a result, sample policy 7:270, *Administering Medicines to Students*, requires immediate removal of medical cannabis infused products after administering them to the student (see f/n 27 of that policy for further discussions).

[15] See e.g., 720 ILCS 5/21.2-1 et seq. (interference with a public institution of education).

[16] See e.g., 625 ILCS 5/11-605 (special speed limit zones). 625 ILCS 5/12-610.1(e) prohibits wireless telephone use while operating a motor vehicle on a roadway in a school speed zone except for emergency purposes. 625 ILCS 5/12-803(f), added by P.A. 103-404, prohibits motor vehicle drivers from making contact with any portion of a stopped school bus or making contact with a school child within 30 feet of the school bus.

[17] The pivotal question in a negligence case is whether the defendant acted reasonably. A ban on rollerblading demonstrates that the district took reasonable steps to reduce the risk of injury.

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Convicted Child Sex Offender [18]

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a licensed~~certified~~ employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

Exclusive Bargaining Representative Agent [19]

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

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[18] 720 ILCS 5/11-9.3(a). The definition of *child sex offender* is found at 720 ILCS 11-9.3(d), amended by P.A.s 103-1071 and 104-245, ~~eff. 7-1-25~~. The statute assigns the child sex offender the "duty to remain under the direct supervision of a school official." In order to ensure this happens and to protect students, the sample policy requires the superintendent, or designee who is a certified employee, to supervise a child sex offender whenever the offender is in a child's vicinity. See also the Sex Offender Community Notification Law (730 ILCS 152/101 et seq.); Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75 - 154/105); sample policy 4:170, *Safety*; and sample administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*.

[19] 105 ILCS 5/24-25; 115 ILCS 5/3(c). If a provision contained in a collective bargaining agreement addresses this issue, it will supersede this policy for those covered employees. In such cases, the board policy should be amended to state, "Please refer to the applicable collective bargaining agreement." For employees whose collective bargaining agreement does not address this subject, the policy should reflect the board's current practice. Consult the board attorney about this subhead. It is an item 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. Amend the language to reflect what is recommended by the board attorney.

The School Code permits bargaining representatives to meet with employees during *duty-free time* upon notice to the school office. The Ill. Educational Labor Relations Act expanded the rights of access by bargaining representatives to also include meeting with employees during the employee work day if the meeting: (1) is to investigate and discuss grievances and workplace-related complaints (no time limit is specified) or (2) is with a newly hired employee within the first two weeks of employment (or on a later date if mutually agreed upon by the employee and bargaining representative) for one hour or less. In those circumstances, the district may not dock employee pay or charge leave time. 115 ILCS 5/3(c). However, the access must be *reasonable* and "shall at all times be conducted in a manner so as not to impede normal operations." Id. Consult the board attorney for guidance regarding specific requests and whether, if granted, they would impede normal operations, e.g., requests for access to staff while they are performing instructional or supervisory duties. Determining whether normal operations are impeded will likely depend upon the position and duties of the employee in the district.

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Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act.[20] The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law.[21] The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance with the procedures below. [22]

Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing notice must contain: [23]

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and

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[20] 105 ILCS 5/24-25. Refusal to provide such information is a Class A misdemeanor.

[21] 105 ILCS 5/10-20.5 (rules), 5/10-22.10 (control and supervision of school houses and school grounds); 720 ILCS 5/21-3 (criminal trespass to real property), 5/21-5 (criminal trespass to State supported land), 5/21-5.5 (criminal trespass to a safe school zone). See f/n 3, above.

[22] See Nuding v. Cerro Gordo Comm. Unit Sch. Dist., 313 Ill. App.3d 344 (4th Dist. 2000) (board was authorized to ban parent from attending all school events and extracurricular activities by 105 ILCS 5/24-24 and to enforce conduct rules at its meetings by 105 ILCS 5/10-20.5; the ban was based on the parent's exposing a toy gun and a pocketknife at a board meeting); Jordan ex rel. Edwards v. O'Fallon Tp. High Sch. Dist., 302 Ill.App.3d 1070 (5th Dist. 1999) (105 ILCS 5/24-24 did not give a high school athlete the right, under the due process clause, to a notice and hearing before he could be suspended from participating in interscholastic athletics; the statute expands the schools' authority to ban people from attending school events for breaching conduct and sportsmanship code).

[23] 105 ILCS 5/24-24. If a violator is a student, the hearing should be held in a closed meeting. 5 ILCS 120/2(c)(9). Otherwise, a hearing regarding denial of admission to *school events or property* pursuant to 105 ILCS 5/24-24, may take place in an open meeting or in a closed meeting so long as the board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. Note: while 5 ILCS 120/2(c)(4.5), added by P.A. 103-311, refers to *school events or property*, 105 ILCS 5/24-24, only authorizes boards to deny admission to athletic and extracurricular *events*. The term *events* is arguably broader than *property* as school events may take place offsite; consult the board attorney for guidance.

Some boards prefer an open meeting hearing to make it publicly known what alleged conduct could result in someone being denied admission to athletic or extracurricular events, while others prefer a closed meeting hearing so as not to provide a public platform to someone alleged to have engaged in prohibited conduct. Consult the board attorney to determine the best approach for the district and to ensure alignment with local practices and conditions.

This text aligns with 105 ILCS 5/24-24, and only requires a hearing for denying admission to *school events*. The court in Nuding (see f/n 20, above) did not specifically answer whether a board meeting qualified as a *school event* under 105 ILCS 5/24-24, but it upheld the board's right to enforce conduct rules at its meetings under 105 ILCS 5/10-20.5.

Consult the board attorney if the district would like to deny an individual admission to board meetings. This issue involves a balancing of a board's interest in the orderly transaction of its public business and the efficiency of its meetings against an individual's: (a) statutory rights to attend meetings and/or comment to and ask questions of the board (105 ILCS 5/10-16 and 5 ILCS 120/2.06(g)), and (b) constitutional freedoms and rights of speech, the press, assembly, and to petition the government (U.S. Constitution, First Amendment and Ill. Constitution, Art. I, §§ 1, 2, 4, and 5).

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4. Instructions on how to waive a hearing. [24]

LEGAL REF.: 20 U.S.C. §7971 et seq., Pro-Children Act of 2001.
Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 (4th Dist. 2000).
105 ILCS 5/10-20.5, 10-20.5b, 5/10-22.10, 5/22-33, 5/22-110, and 5/24-25~~, and 5/27-23.7(a)~~.
115 ILCS 5/3(c), Ill. Educational Labor Relations Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
410 ILCS 705/, Cannabis Tax and Regulation Act.
430 ILCS 66/, Firearm Concealed Carry Act.
720 ILCS 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.

CROSS REF.: 2:200 (Types of School Board Meetings), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

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[24] The hearing requirement is for the violator's benefit and, consequently, the violator should be able to waive it.

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Community Relations

Visitors to and Conduct on School Property

The following definitions apply to this policy:

School property – District and school buildings, grounds, and parking areas; vehicles used for school purposes, and any location used for a Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities.

Visitor – Any person other than an enrolled student or District employee.

Visitors are welcome on school property, provided their presence will not be disruptive.

All visitors to school property are required to report to the Building Principal's office on receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*.
11. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
12. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
13. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.

CURRENT

14. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.
15. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
16. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

(1) A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
(2) Has permission to be present from the Board, Superintendent or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in the child's vicinity.

Exclusive Bargaining Representative Agent

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from or denied admission to school property in accordance with State law. The person also may be subject to being denied admission to school athletic or extracurricular events for up to one calendar year in accordance with the procedures below.

Procedures to Deny Future Admission to Athletic or Extracurricular School Events

Before any person may be denied admission to athletic or extracurricular school events, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least ten days before the Board hearing date. The hearing note must contain:

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing.

CURRENT

LEGAL REF.: 20 U.S.C. §7971 et seq., Pro-Children Act of 2001.
Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App. 3d 344 (4th Dist. (2000).
105 ILCS 5/10-20.5, 5/10-20.5b, 5/10-22-10, 5/22-33, 5/24-25, and 5/27-23 7(a).
115 ILCS 5/3(c), Ill. Educational Labor Relations Act.
410 ILCS 130/, Compassionate Use of Medical Cannabis Program Act.
410 ILCS 705/, Cannabis Tax and Regulation Act.
430 ILCS 66/, Firearm Concealed Carry Act.
720 ILCS 5/11-9.3, 5/21-1, 5/21-1.2, 5/21-3, 5/21-5, 5/21-5.5, 5/21-9, and 5/21-11.

CROSS REF.: 2:200 (Types of School Board Meetings), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

ADOPTED: May 17, 2001

REVISED: August 21, 2025

CURRENT

Community Relations

Relations with Other Organizations and Agencies

The District shall cooperate with other organizations and agencies, including but not limited to:

- County Health Department
- Law enforcement agencies [1]
- Fire authorities
- Planning authorities
- Zoning authorities [2]
- Illinois Emergency Management Agency (IEMA), local organizations for civil defense, and other appropriate disaster relief organizations concerned with civil defense [3]
- Other school districts

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 4:170 (Safety), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:90 (Abused and Neglected Child Reporting), 7:150 (Agency and ~~Police Interviews~~Law Enforcement Requests)

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[1] A number of sample materials address interactions between schools and law enforcement. See e.g., sample policies 4:170, *Safety* and 7:150, *Agency and Law Enforcement Requests;* sample administrative procedures 4:170-AP1, *Comprehensive Safety and Security Plan* and 7:190-AP3, *Guidelines for Reciprocal Reporting of Offenses Committed by Students;* and sample exhibits 3:60-E, *Event Reporting and Notice Requirements for Building Principals Concerning School Safety and Security* and 7:190-E3, *Memorandum of Understanding*.

[2] 105 ILCS 5/10-22.13a, and Gruba v. Cmty. High Sch. Dist. 155, 40 N.E.3d 1 (Ill. 2015) (holding school districts are subject to, and school boards must comply with, local government zoning and storm water restrictions, i.e., a city's zoning powers). See also 55 ILCS 5/5-12021; 60 ILCS 1/110-70; and 65 ILCS 5/11-13-27 (outlining specific zoning provisions related to public schools, including requirements for counties, townships, and municipalities to refrain from regulating educational activities and make reasonable efforts to streamline zoning application and review process for public school districts, along with reducing fees and costs).

[3] 105 ILCS 5/10-22.35.

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Community Relations

Relations With Other Organizations and Agencies

The District shall endeavor to establish positive working relationships with public and private organizations which contribute to the educational process and to the general welfare of the citizens of the community, including but not limited to:

- County Health Department
- Law enforcement agencies
- Fire authorities
- Planning authorities
- Zoning authorities
- Illinois Emergency Management Agency (IEMA), local organizations for civil defense, and other appropriate disaster relief organizations concerned with civil defense.
- Other school districts

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 4:170 (Safety), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:90 (Abused and Neglected Child Reporting), 7:150 (Agency and Police Interviews)

ADOPTED: May 17, 2001

REVISED: March 17, 2022

CURRENT

Policy Committee

650 Dr. John Burkey Drive · Algonquin, IL 60102 · (847) 659-6158 · Fax (847) 659-6125

TO: Board of Education, Ms. Jessica Lombard, and Cabinet Members

FROM: Adam Zehr, Assistant Superintendent of Human Resources
Lorie Woods, Director of Administrative Services

DATE: December 4, 2025

RE: Requested Update to Board Policy
5:330 *Educational Support Personnel*

Following the ratification of the 2025-2028 Huntley Education Support Personnel Association (HESPA) agreement with updates to Vacation benefits, and to maintain legally accurate and clear language in Board policy, administration requests the following change to Board Policy 5:330, *Educational Support Personnel*.

Vacation

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Board of Education Huntley Community School District 158."

Full-time employees whose regular work year is 260 days shall be entitled to paid vacation according to the following schedule:

1. After six (6) months consecutive service, five (5) days to be taken before the close of the first fiscal year.
2. Beginning at the start of the second fiscal year, and continuing for the duration of the first ~~ten (10)~~ five (5) consecutive years, ten (10) days.
3. After ~~ten (10)~~ five (5) years of consecutive service, fifteen (15) days.
4. After ~~twenty (20)~~ ten (10) years of consecutive service, twenty (20) days.
5. For employees who have one or more years of service, the Board shall transfer up to five (5) unused vacation days to their cumulative sick leave at the end of each fiscal year.

Recommendation

Administration requests that the policy be moved forward for a first reading by the Board at the next regular BOE meeting.

Please contact me or Mrs. Woods with any questions and/or concerns you may have.

LRW
attachments

Educational Support Personnel

Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Huntley Community School District 158 Board of Education."

Probationary employees and employees hired on or after March 1, 2009 who work at least 600 hours per year, shall be entitled to ten (10) days of sick leave per year for the first four (4) years of their employment. After completion of an employee's fourth year, he or she shall be entitled to fourteen (14) days of sick leave per term without loss of pay.

10 Month, probationary employees accrue sick time at 1 day per month over 10 months.
12 Month, probationary employees accrue sick time at .833 days per month over 12 months.
10 Month, non-probationary employees accrue sick time at 1.4 days per month over 10 months.
12 Month, non-probationary employees accrue sick time at 1.17 days per month over 12 months.

Part-time employees will receive sick day pay equivalent to their regular work day. Unused sick leave shall accumulate to a maximum of 240 days, including the leave of the current year.

Sick leave is defined in State law as personal illness, mental or behavioral complications, quarantine at home, or serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption, or the acceptance of a child in need of foster care. The Superintendent or designee shall monitor the use of sick leave.

As a condition for paying sick leave after three days absence for personal illness or as the Board or Superintendent deem necessary in other cases, the Board or Superintendent may require that the staff member provide a certificate from: (1) a physician licensed in Illinois to practice medicine and surgery in all its branches, (2) a mental health professional licensed in Illinois providing ongoing care or treatment to the staff member, (3) a chiropractic physician licensed under the Medical Practice Act, (4) a licensed advanced practice registered nurse, (5) a licensed physician assistant who has been delegated the authority to perform health examinations by his or her supervising physician, or (6) if the treatment is by prayer or spiritual means, a spiritual adviser or practitioner of the employee's faith. If the Board or Superintendent requires a certificate during a leave of less than three days for personal illness, the District shall pay the expenses incurred by the employee.

Employees are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or the Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and for taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days

CURRENT

unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Vacation

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Board of Education Huntley Community School District 158."

Full-time employees whose regular work year is 260 days shall be entitled to paid vacation according to the following schedule:

1. After six (6) months consecutive service, five (5) days to be taken before the close of the first fiscal year.
2. Beginning at the start of the second fiscal year, and continuing for the duration of the first ten (10) consecutive years, ten (10) days.
3. After ten (10) years of consecutive service, fifteen (15) days.
4. After twenty (20) years of consecutive service, twenty (20) days.
5. For employees who have one or more years of service, the Board shall transfer up to five (5) unused vacation days to their cumulative sick leave at the end of each fiscal year.

Employees will be allowed to carry 1/3 of their issued vacation to the next fiscal year. However, this amount must be used by the next December 31st following the close of the fiscal year in which the vacation time was earned. Any of the unused vacation time shall be transferred to sick time to be used for extended time off per FMLA or for retirement reporting purposes. Vacation time is not cumulative.

The Superintendent, or his designee, shall attempt to arrange vacation days so that the school operation continues to operate in an effective and efficient manner. Accordingly, vacation days granted will be determined in accordance with the needs of the school.

Holidays

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Board of Education Huntley Community School District 158."

For employees not covered by this agreement, the following days will be observed:

Unless the District has a waiver or modification of The School Code pursuant to Section 2-3.25g or 24-2(b) allowing it to schedule school on a legal school holiday listed below, District employees will not be required to work on:

New Year's Day
Martin Luther King Jr.'s Birthday
Abraham Lincoln's Birthday
Casimir Pulaski's Birthday
Memorial Day
Juneteenth National Freedom Day
Independence Day
Labor Day
Columbus Day
Veteran's Day
2024 Election Day
Thanksgiving Day
Day after Thanksgiving
Christmas Eve
Christmas Day
New Year's Eve

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

CURRENT

If a holiday is waived or falls on a Saturday or Sunday, it will be observed on a workday designated by the Superintendent.

Personal Leave

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Board of Education Huntley Community School District 158."

Employees not covered by this agreement with 6 months of consecutive service to the District shall receive leave of absence with pay on the same terms and conditions as employees covered by this agreement.

Personal leave shall not be allowed for participation in a work stoppage, recreation or to accompany another person on a pleasure trip.

Except in the case of an emergency, as approved by the Superintendent or designee, or for observations of a recognized religious holiday of the employee's faith, the following days shall not be utilized for personal business leave:

1. the first and last week of school for students,
2. a weekday immediately preceding a weekday legal holiday,
3. a weekday immediately preceding or the day of a weekday of student non-attendance day/half day,
4. a Friday before a Monday student non-attendance day/half day.

The employee shall suffer no loss of pay for such leave unless the aforementioned conditions have been violated.

Leave to Serve as a Trustee of the Ill. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with State law.

Bereavement Leave

Please refer to the current "Agreement between Huntley Education Support Personnel Association (HESPA), IEA-NEA and Board of Education Huntley Community School District 158."

For employees not covered by this Agreement:

Educational support personnel may receive the same bereavement leave that is granted professional staff.

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave.
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. Family Bereavement Leave.
6. Child Extended Bereavement Leave.
7. Leave to serve as an election judge.

CURRENT

8. COVID-19 Paid Administrative Leave.

LEGAL REF.: 105 ILCS 5/10-20.7b, 5/10-20.83, 5/24-2, 5/24-6, and 5/24-6.3.
10 ILCS 5/13-2.5, Election Code.
330 ILCS 61/, Service Member Employment and Reemployment Rights Act.
820 ILCS 147, School Visitation Rights Act.
820 ILCS 154/, Family Bereavement Leave Act.
820 ILCS 156/, Child Extended Bereavement Leave Act.
820 ILCS 180/, Victims' Economic Security and Safety Act.
School Dist. 151 v. ISBE, 154 Ill. App. 3d 375 (1st Dist. 1987); Elder v. Sch. Dist. No. 127 1/2, 60 Ill. App. 2d 56 (1st Dist. 1965).

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

ADOPTED: May 17, 2001

REVISED: January 18, 2024

CURRENT

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Sick leave is defined in State law as personal illness, mental or behavioral complications, quarantine at home, or serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption, or the acceptance of a child in need of foster care. The Superintendent or designee shall monitor the use of sick leave.

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REVISED

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Martin Luther King Jr.'s Birthday
Abraham Lincoln's Birthday
Casimir Pulaski's Birthday
Memorial Day
Juneteenth National Freedom Day
Independence Day
Labor Day
Columbus Day
Veteran's Day
2024 Election Day
Thanksgiving Day
Day after Thanksgiving
Christmas Eve
Christmas Day
New Year's Eve

A holiday will not cause a deduction from an employee's time or compensation. The District may require educational support personnel to work on a school holiday during an emergency or for the continued operation and maintenance of facilities or property.

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If a holiday is waived or falls on a Saturday or Sunday, it will be observed on a workday designated by the Superintendent.

Personal Leave

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Personal leave shall not be allowed for participation in a work stoppage, recreation or to accompany another person on a pleasure trip.

Except in the case of an emergency, as approved by the Superintendent or designee, or for observations of a recognized religious holiday of the employee's faith, the following days shall not be utilized for personal business leave:

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5. Family Bereavement Leave.
6. Child Extended Bereavement Leave.
7. Leave to serve as an election judge.

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330 ILCS 61/, Service Member Employment and Reemployment Rights Act.
820 ILCS 147, School Visitation Rights Act.
820 ILCS 154/, Family Bereavement Leave Act.
820 ILCS 156/, Child Extended Bereavement Leave Act.
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School Dist. 151 v. ISBE, 154 Ill. App. 3d 375 (1st Dist. 1987); Elder v. Sch. Dist. No. 127 1/2, 60 Ill. App. 2d 56 (1st Dist. 1965).

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

ADOPTED: May 17, 2001

REVISED: January 18, 2024

REVISED

HUNTLEY
COMMUNITY SCHOOL DISTRICT 158

Huntley Community School District 158

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Date: 12/04/2025
To: Board of Education
From: Denise Barr, Director of Communications and Public Engagement
Subject: Communications Update

Executive Summary: This memo provides a summary of the communications and family engagement survey results as well as an update on community engagement.

Communications and Engagement Survey

As the 2025-26 school year is the first year of the district's new strategic plan, *Huntley 2030: Building Tomorrow Together,* we conducted a communications survey to evaluate our current communications plan and measure the effectiveness of communication and engagement with our families. We received a total of 642 responses (615-English; 13-Spanish; 14-Polish), which exceeded our response rate from the previous survey, with 447 responses. Click here for an overview of the survey results. Results will be shared with principals, as well as staff and families in December newsletters and will be used to inform communications and family engagement efforts moving forward.

Community Engagement

Digital Storytelling

In case you missed it or are not on social media, below are links to the district's new What's Great in 158 videos. This year, we changed up this series to highlight the goals of the new strategic plan and illustrate examples from ALL schools that show teaching and learning in action. We recognize that most parents don't get to see what's happening in our schools and classrooms on a daily basis or what learning looks like in other schools, so our hope is that this provides a little "sneak peek" and reinforces that what we do relates back to the goals of our strategic plan. Videos are approximately 5 minutes in length.

- What's Great in 158 - October
- What's Great in 158 - November

Update: Huntley 158's Partnership with Sun City/ Del Webb

Huntley 158's partnership with Sun City / Del Webb continues to flourish since Del Webb's board adopted a goal last spring to further strengthen relationships with the district and, in particular, with Huntley High School.

650 Dr. John Burkey Drive
Algonquin, Illinois 60102
(847) 659-6158 • www.district158.org

Christine Such, Del Webb board member and reporter for “My Sun Day News” (the dedicated print and electronic newspaper for Del Webb residents), has written several articles this year about the various collaborations between the school district and Del Webb. Once the articles are published, she shares the links with the administrators, staff and Del Webb volunteers involved. This is a wonderful way to highlight our partnership and the meaningful engagement for our students and our seniors to the Del Webb community, as residents receive the weekly newspaper for free. Click here to read the articles and a testimonial from one of the Del Webb volunteers who recently participated in an activity at Heineman.

HUNTLEY HIGH SCHOOL

Huntley High School
13719 Harmony Road
Huntley, IL 60142

Phone: (847) 659-6600
Absence Line: (847) 659-6611
hhs.huntley158.org

High School Graduation Experience Survey

Background

A survey was distributed to all families of freshman, sophomore, and junior students, as well as to high school staff, to gather feedback on the priorities most important to them in a graduation ceremony. The purpose of this survey was to better understand the elements students, staff, and parents value so this input could guide the selection of an appropriate graduation venue.

With graduating classes averaging nearly 700 students, venue options in our area are limited. For this reason, the survey was intentionally designed to gather priorities regarding the experience families want to have, not to serve as a vote on specific venues. Identifying what matters most to our community allows the high school administration to make a well-informed recommendation on the venue that best meets the needs of the majority. Venues that were considered were HHS football field, NOW Arena, Willow Creek- Barrington and Northern Illinois University.

Survey information collected

Top Priorities Identified by Participants

1. Visibility, Acoustics & Overall Ceremony Quality

Participants overwhelmingly emphasized the importance of:

- Clear sound to hear names and speeches
- Strong visuals, including large screens and unobstructed sightlines
- An indoor setting with predictable environmental conditions
  These features ensure that every family member, regardless of where they sit, can fully experience the ceremony.

2. Seating Capacity & Ability to Bring All Guests

Families consistently requested **5–8+ guests**, with many noting that large or multi-generational families must be included.
Participants stressed:

- The need for ample “comfortable” seating
- No ticket limitations whenever possible
  - This priority was one of the most frequently mentioned across all open-response comments.

3. Accessibility, Parking & Ease of Arrival/Departure

Participants highlighted:

- Wheelchair accessibility
- Proximity of parking to entrances
- Ease of traffic flow and safety for elderly family members
  - Parking availability and accessibility were among the highest-rated logistical concerns.

Lower-Priority Factors

While still valued, the following were consistently rated as less critical:

- Language translation services
- Familiarity with the venue
- Personal preference for indoor vs. outdoor (provided the ceremony is predictable and accessible)

Venue Recommendation: NIU Convocation Center

The Huntley High School Graduation Experience Survey gave us strong feedback from students, families, and staff about what truly matters most when it comes to graduation. The message was clear and consistent across all groups. Based on all data collected, the NIU Convocation Center most closely aligns with the community's highest-rated priorities. The venue offers:

- Capacity for large families with minimal or no ticket limits
- Professional sound, lighting, staging, and large-screen visibility.
    - We understand that sound for those seated on the stage could be a concern and will be looked into; however, the sound in the audience has not been a concern.
- Accessibility for seniors and individuals with disabilities
- Ample parking and efficient traffic flow
- A fully indoor, climate-controlled environment ensuring schedule certainty
- A proven, positive history with prior HHS graduations

The totality of qualitative and quantitative data strongly positions NIU as the venue best equipped to deliver a meaningful, inclusive, and high-quality graduation experience for students and families beginning with the Class of 2027 and continuing until the next contract negotiation. We do understand that the distance is not ideal and there were comments to look at the NOW Arena in Hoffman Estates. The NOW Arena did also align with the feedback provided and that venue was looked into, but at this time not available during our graduation date range; it will be continued to be investigated for future graduation years. We thank all those who participated in this survey and for their understanding that again with the graduation class sizes we are limited to options in the local area.

Huntley Community School District 158 – Board of Education

Curriculum Workshop Minutes

Date: Thursday, November 6, 2025
Meeting: Curriculum Workshop as per OMA and 5ILCS120/2c
Time: 6:00 PM
Location: District Office, 650 Dr. John Burkey Drive, Door 2
Algonquin, IL 60102

Mission Statement: Our learning community will educate and empower all students always.

Board of Education Members: President, Mr. Paul Troy; Vice President, Mr. Sean Cratty; Secretary, Mrs. Melissa Maiorino; Mr. Andy Bittman; Mr. Rich Bobby; Mr. Andy Fekete; Mrs. Laura Murray

Agenda

All times are approximate. D=Discussion, R=Report, A=Action

1. **Call to Order / Roll Call (A)** (Mr. Fekete)
   Mr. Troy called to order the November 13, 2025 Curriculum Workshop at 6:02 p.m.
   Members: Andy Bittman, Rich Bobby, Sean Cratty, Andy Fekete, ~~Melissa Maiorino~~, Laura Murray, Paul Troy

2. **Public Comment:** As per policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
   No public comments were made at this time.

   Melissa Maiorino arrived at 6:15 p.m.

3. **Welcome / Introductions / Workshop** (Mr. Fekete - Dr. MacCrindle)
   The Curriculum Workshop brought together the community, school board members, and administrators to engage in a collaborative review of student performance data and School Improvement Plan progress. The purpose of the session was to examine the latest assessment results, identify trends, celebrate areas of success, and discuss strategies to address opportunities for continued growth. Through this shared analysis, participants deepened their understanding of how data informs instructional priorities and how schools are strategically responding to meet the needs of all learners.

   Data Analysis:
   During the data analysis portion of the workshop, participants reviewed the latest national, state, and district assessment data, with particular attention to trends among English Learner and IEP subgroups. Discussion highlighted strong literacy growth, continued high performance in math, and progress across multiple grade levels. Participants also identified priorities for continued improvement, including closing subgroup achievement gaps and increasing the percentage of students meeting proficiency. The collaborative discussion provided valuable insight into how data informs instructional decisions, professional development plans and resource allocation.

   Review of School Improvement Action Steps:
   Following the data review, the group examined key goals and strategies within the School Improvement Plans and discussed how current data outcomes align with or inform those priorities. Building leaders shared examples of how specific action steps, such as targeted interventions, professional learning, and instructional coaching, are being implemented to support student growth. Participants considered how data-driven decision-making continues to shape instructional planning and the next steps necessary to sustain progress.

   The insights from the curriculum workshop session will help guide future planning, resource allocation, and professional learning efforts to ensure every student continues to grow and thrive in all learning environments.

4. **<u>Adjournment</u> (A)** (Mr. Fekete)
   Mr. Troy adjourned the Curriculum Workshop at 8:22 p.m.

Submitted By,
Sharon Piemonte, Board Operations
Paul Troy, Board Secretary

_____ _____

President Date Secretary Date

Regular Meeting with Closed Session Minutes
Thursday, November 13, 2025 6:00 PM Central

District Office
650 Dr. John Burkey Drive
Door 2
Algonquin, IL 60102

Andrew Bittman:	Present
Rich Bobby:	Absent
Sean Cratty:	Present
Andy Fekete:	Present
Melissa Maiorino:	Present
Laura Murray:	Present
Paul Troy:	Present

Present: 6, Absent: 1.
Mr. Bittman arrived after the initial roll call but before the closed session roll call at approximately 6:01 p.m.

1. **Call to Order / Roll Call (A)** (Mr. Troy)
Call to order the Regular Meeting at 6:00 p.m. A quorum must be met.
Roll Call: Ayes 5 / Absent 2 / Motion Carried
Members: ~~Mr. Bittman,~~ ~~Mr. Bobby~~, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy

2. **Closed Session / Roll Call (A)** (Mr. Troy)
Move to enter into closed session at 6:01 p.m. as indicated in the Open Meetings Act and 5ILCS120/2c for discussion of: **(1)** The appointment, employment, discipline, performance, or dismissal of specific employees or legal counsel; **(2)** Collective negotiating matters; **(9)** Student Disciplinary; **(11)** Litigation; **(21)** Discussion of minutes of meetings lawfully closed under this Act.
Members: Mr. Bittman, ~~Mr. Bobby~~, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy
Roll Call: Ayes 6 / Nays 0 / Absent 1 / Motion Carried
Mr. Troy moved and Mr. Fekete seconded to move into closed session at 6:01 p.m.

2.1. **Exit or Suspend Closed Session / Voice Call (A)**
Move to exit or suspend closed session at 7:07 p.m. and return to open session.
Voice Call: Ayes 6 / Nays 0 / Motion Carried
Mr. Troy moved and Mr. Cratty seconded to adjourn closed session at 7:07 p.m.

3. **Resume in Public Session / Roll Call (A)** (Mr. Troy) *approx. 7:00 p.m*.
Resume the Regular meeting at 7:11 p.m.
Members: Mr. Bittman, ~~Mr. Bobby~~, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy
Roll Call: Ayes 6 / Absent 1 / Motion Carried
Mr. Troy resumed the public session at 7:11 p.m.

3.1. **Action as Required / Roll Call** (Mr. Troy)
Will come from the Board.
~~**Roll Call: Ayes / Nays /Absent / Motion**~~
Action: Recommendation will come from the Board.
Members: Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy
No action came from the board after closed session.

4. **Pledge of Allegiance** (Mr. Troy)
The following Huntley High Five winners will lead us in the pledge:
Rafael Abad Martinez - Chesak, Casper Burek - Conley, Cole Larcombe - Mackeben, Austin Mac - Martin, Charvin Kandavalli - Leggee, Nicholas Grell - Heineman MS, Jonathan Bellak - Marlowe MS, Sarah Olasupo - HHS and Michael Prusha - LIGHT
The Huntley High Five winners led us in the pledge. They then introduced themselves and Ms. Lombard read their teachers' nominations.

5. **Public Comment** (Mr. Troy)
As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
No public comments were made at this time.

6. **Revision and Adoption of the Agenda / Voice Call (A)** (Mr. Troy)
Move to adopt the agenda as presented (or with changes).
Action: Adoption of the Agenda.
Voice Call: Ayes 6 / Nays 0 / Motion Carried
Mr. Troy moved and Mr. Fekete seconded to adopt the agenda with changes, adding 10.3 Auditors' report.

7. **Superintendent's Report** (R) (Ms. Lombard)
Updates will be provided at this time.
Recommendation: For informational purposes only
Ms. Lombard congratulated Ms. Gill on earning her doctoral degree. Updates were given on the Superintendents Student Advisory Committee, Huntley 2030 Key Performance Indicator for 2026, ISBE Accountability Redesign Phase II Tour, Numeracy Listening Tour, Parent/Teacher Conferences and Current District Enrollment. The board commented and posed questions that administration answered.

7.1. **Donations (R)** (Ms. Lombard)
Northwestern Medicine and community donors Chuck and Helen Ruth — $10,000 Certified Nursing Assistant Program
Huntley High School Band Boosters — $4,628.00 for new band equipment
Huntley Festival Foundation — $1000 to Huntley High School Football
Judith Sundling — $1,000 Huntley High School Dance Team
BNL Huntley — $150 Huntley High School Girls' Bowling Team
FYH Bearing Units USA Inc. — $5,000 Career and Technical Education

Ms. Lombard presented the donations made to Huntley Community School District 158 and thanked the donors for their generosity.

7.2. **Recognition of School Board Members (R)** (Ms. Lombard)
In honor of School Board Members Day, November 15th, we would like to thank our school board members for their dedication, leadership in public education and continuing service to the students of this district.
Ms. Lombard recognized and thanked the Board members for their service. The board members were presented with cutting boards made by students in the basic woodworking class at Huntley High School.

8. **Student Advisory Updates (R)** (Emma Jorgensen and Nikolas Knanishu)
The student advisory representatives will present their updates.
Recommendation: For informational purposes only.
Niko Knanishu shared his thoughts about the first Superintendent Advisory Committee Meeting. He also updated the board on how the advisors are focusing on getting elementary student feedback to share with the board. The board asked a question and Ms. Lombard responded.

9. **Assistant Superintendent Learning and Innovation (R)** (Dr. MacCrindle)
Updates will be provided at this time.
Recommendation: For informational purposes only.
Dr. MacCrindle presented the Learning and Innovation updates, which included Partnership for College and Career Success Dual Credit Course Funding and Consideration for Adjustment, Professional Learning Quarter 1 Feedback, and an Additional Overnight Trip for the boys' varsity baseball team. The board asked questions and Dr. MacCrindle responded.

9.1. **Illinois School Report Card Update (R)** (Dr. MacCrindle)
Dr. MacCrindle will present an update on the 2025 Illinois School Report Card.
Dr. MacCrindle updated the board on the 2025 Illinois School Report Card and highlighted the data trends of District 158 students. The board made comments about the report card and the curriculum workshop that board members attended on November 6, 2025.

10. **Chief Financial Officer/Treasurer (R)** (Mr. Altmayer)
Updates will be provided at this time.
Recommendation: For informational purposes only.
Mr. Altmayer shared the fiscal updates.

10.1. **Fiscal Services Reports (R)** (Mr. Altmayer)
Mr. Altmayer will provide the Monthly Fiscal Updates, Disbursement Report and Activity Fund Balance Report.
Recommendation: For informational purposes only
Mr. Altmayer presented the disbursement report and activity fund balances, including additional information on fundraising. The board asked questions and administration responded and discussed their concerns.

10.2. **Revenue and Expenditure Report (R)** (Mr. Altmayer)
The monthly report is provided in the packet for review and comment.
Recommendation: For informational purposes only.
Mr. Altmayer presented the Revenue and Expenditure Report. The board asked questions and Mr. Altmayer responded to their queries.

10.3 **Auditors Report (R)** (Mr. Altmayer)

Mr. Altmayer introduced Chris Scalet, a certified Public Accountant with the firm Evans, Marshall & Pease, P.C. who presented an independent review of the Huntley Community School District 158 audit report. The board asked questions to which Mr. Scala and administration addressed.

11. **Assistant Superintendent of Special Services (R)** (Dr. Gill)
Updates will be provided at this time.
Recommendation: For informational purposes only.
Dr. Gill updated the board on the recent Spooky Buddies event and recognized the staff, students and community members who make the event possible. She also updated the board on the one-year cyclical monitoring process and the district's results. The board asked questions and administration responded.

12. **Operations and Maintenance Updates (R)** (Mr. Lindquist)
Mr. Lindquist will report on Operations and Maintenance project updates.
Recommendation: For informational purposes only.
Mr. Lindquist presented the Operations and Maintenance updates, including the Community Solar Project Update and 10-year Health and Life Safety survey. The board posed questions that Mr. Lindquist addressed.

13. **Director of Communications and Public Engagement (R)** (Ms. Barr)
Updates will be provided at this time.
Recommendation: For informational purposes only.
Ms. Barr presented the Communications and Public Engagement report.

13.1. **FOIA Requests (R)** (Ms. Barr)
A monthly report on the FOIA requests is provided in the packet.
Ms. Barr presented the monthly Freedom of Information Act requests. The board asked questions and administration responded.

13.2. **Community Relations and Student Outreach Committee** (Mrs. Murray - Chair, Mr. Fekete, Mrs. Maiorino)
Recommendation: For informational purposes only.
Ms. Murray commented about her attendance at the first meeting of the Huntley High School Turning Point USA - Club America, that recently began at Huntley High School.

14. **President's Report** (Mr. Troy)

14.1. **Board Discussion (D)** (Mr. Troy)
The Board will discuss new business items.
Paul Troy discussed the Illinois Association School Boards fall dinner, where information was presented on the IASB year-long process of developing a cell phone policy. Attendees shared their takeaways from the event.

14.2. **Minutes (D)** (Mr. Troy)
The following meeting minutes have been prepared for review:
October 16, 2025, BOE Meeting Minutes
Recommendation: Seeking to move these minutes forward for approval of the Board at their next regular meeting.

The October 16, 2025, minutes were moved forward for approval at the next board of education meeting.

15. **Consent Agenda (A)** (Mr. Troy)
The following Consent Agenda items have gone through the Committee of the Whole. Prior to adoption, revisions are presented here.
Voice Call: Ayes 6 / Nays 0 / Motion Carried
Recommendation: Seeking approval and adoption of the Consent Agenda as follows:
This motion, made by Paul Troy and seconded by Andy Fekete, Passed.
Rich Bobby: Absent, Andrew Bittman: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Paul Troy: Yea
Yea: 6, Nay: 0, Absent: 1

15.1. **Minutes (A)** (Mr. Troy)
The following minutes were moved forward for approval at the October 2nd & 16th Board of Education meetings and are presented for approval:
August 7, 2025, Committee of their Whole Meeting Minutes
October 2, 2025, Committee of the Whole Meeting Minutes
October 2, 2025, Executive Closed Session Meeting Minutes
Recommendation: Seeking approval of the Board as presented.
Minutes presented were approved.

16. **Action Items / Roll/ Voice Call** (Mr. Troy)
Action items require a motion and a second; discussion if needed; and roll.

16.1. **Intergovernmental Cooperation Agreement for Mutual Assistance in Response to Crises in the Public Schools of McHenry County, Illinois (A)** (Mrs. Lombard)
Mrs. Lombard will present an updated Intergovernmental Cooperation Agreement for Mutual Assistance in Response to Crises in the Public Schools of McHenry County, Illinois.
Recommendation: Approval of the updated Intergovernmental agreement as presented.
Roll Call: Ayes 6 / Nays 0 / Absent 1 / Motion Carried
Approval of the updated Intergovernmental Cooperation Agreement for Mutual Assistance in Response to Crisis in the Public Schools of McHenry County, Illinois agreement. This motion, made by Paul Troy and seconded by Melissa Maiorino, Passed.
Rich Bobby: Absent, Andrew Bittman: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Paul Troy: Yea
Ms. Lombard presented the updated Intergovernmental Cooperation Agreement for Mutual Assistance in Response to Crisis in the Public Schools of McHenry County, Illinois.

16.2. **FY25 Audit (A)** (Mr. Altmayer)
Mr. Chris Scalet, our partner from Evans, Marshal and Pease, will present the FY25 Audit Report and results. The administration is seeking approval of the FY25 Audit.
Recommendation: Seeking approval of the Board as presented.
Roll Call: Ayes 6 / Nays 0 / Motion Carried
Approval of the FY25 Audit. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Absent, Andrew Bittman: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Paul Troy: Yea

Yea: 6, Nay: 0, Absent: 1
Mr. Altmayer presented the FY25 Audit.

16.3. **Revenue Contracts (A)** (Mr. Altmayer)
Mr. Altmayer will seek approval of the revenue contracts for various fundraising activities.
Recommendation: Seeking approval by the Board as presented.
Roll Call: Ayes 6 / Nays 0 / Motion Crried
Approval of the Revenue contracts. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Absent, Andrew Bittman: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Paul Troy: Yea
Yea: 6, Nay: 0, Absent: 1
Mr. Altmayer presented the revenue contracts.

16.4. **Payables (A)** (Mr. Altmayer)
Mr. Altmayer will seek approval of the Purchase Orders issued at $3,221,543.621; Accounts Payable issued at $20,390.82; and Imprest issued at $89,676.26, as presented.
Recommendation: Seeking approval by the Board as presented.
Roll Call: Ayes 6 / Nays 0 / Motion Carried
Approval of the payables as presented. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Absent, Andrew Bittman: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Paul Troy: Yea
Yea: 6, Nay: 0, Absent: 1
Mr. Altmayer presented the payables for approval.

16.5. **Little City Accounts Payable Report (A)** (Mr. Altmayer)
Administration recommends approval of the Little City Purchase Orders as presented.
Recommendation: Seeking approval by the Board as presented.
Roll Call: Ayes 6 / Nays 0 / Abstain with Conflict 0 / Motion Carried
Approval of the payables. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Absent, Andrew Bittman: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Paul Troy: Yea
Yea: 6, Nay: 0, Absent: 1
Mr. Altmayer presented the Little City Accounts Payable Report for approval.

16.6. **Levy Hearing (A)** (Mr. Altmayer)
Mr. Altmayer will present the preliminary levy and seek approval to hold the Levy Hearing on December 18, 2025.
Recommendation: Seeking approval of the Board as presented.
Roll Call: Ayes 6 / Nays 0 / Motion Carried
Approval of the Levy Hearing on December 18, 2025, as presented. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Absent, Andrew Bittman: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Paul Troy: Yea
Yea: 6, Nay: 0, Absent: 1
Mr. Altmayer presented the Levy Hearing for approval.

16.7. **Preliminary Tax Levy (A)** (Mr. Altmayer)
The Preliminary Tax Levy 2025 will be presented for approval in preparation for the December Levy Hearing.
Recommendation: Seeking approval of the Board as presented.
Roll Call: Ayes 4 /Nays 2 / Motion Carried
Approval of the Preliminary Tax Levy 2025 as presented. This motion, made by Paul Troy and seconded by Sean Cratty, Passed.
Rich Bobby: Absent, Andrew Bittman: Nay, Laura Murray: Nay, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Paul Troy: Yea
Yea: 4, Nay: 2, Absent: 1
Andrew Bittman: Nay, Laura Murray: Nay
Mr. Altmayer presented the Preliminary Tax Levy and provided additional details. The board asked questions of administration and debated the preliminary tax levy requesting options be presented at the next Committee of the Whole meeting.

16.8. **HR Personnel (A)** (Dr. Zehr)
Seeking approval of the personnel reports provided and reviewed by the Board, which include explanation for resignations, retirements, terminations, employment, contract revisions, and leave requests, as presented.
Recommendation: Seeking approval by the Board as presented.
Roll Call: Ayes 6 / Nays 0 / Motion Carried
Mr. Zehr introduced the SY26-27 Leggee principal, Michele Weirich and presented the Human Resources report.

16.9. **2025 Delegate Assembly (A)**
The appointed delegate will lead a discussion of the 2025 IASB Delegate Assembly Proposals and Resolutions. Members will convey and debate their position on the proposed resolutions.
Recommendations: Seeking approval as presented.
Roll Call: Ayes 6 /Nays 0 /Motion Carried
Approval of the 2025 Delegate Assembly Proposals and Resolutions Board consensus. This motion, made by Paul Troy and seconded by Andy Fekete, Passed.
Rich Bobby: Absent, Andrew Bittman: Yea, Sean Cratty: Yea, Andy Fekete: Yea, Melissa Maiorino: Yea, Laura Murray: Yea, Paul Troy: Yea
Yea: 6, Nay: 0, Absent: 1
Mr. Troy presented the 2025 Delegate Assembly information. Mr. Fekete volunteered to be the back-up delegate.

17. **Public Comment** (Mr. Troy)
As per Policy 2:230, public comment can be made during this portion of the meeting. The members of the public and district employees may comment on or ask questions of the Board, subject to reasonable constraints.
No public comments were made at this time.

18. **Adjournment (A)** (Mr. Troy)
Members: Mr. Bittman, Mr. Bobby, Mr. Cratty, Mr. Fekete, Mrs. Maiorino, Mrs. Murray, Mr. Troy
Motion to adjourn the meeting at 10:14 p.m.
Voice Call: Ayes 6 / Nays 0 / Motion Carried

Mr. Troy moved and Andy Fekete seconded to adjourn the November 13, 2025, Huntley Community School District 158 Board of Education meeting at 10:14 p.m.

Submitted by,
Sharon Piemonte, Board Operations
Melissa Maiorino, Board Secretary

_____ _____

President Date Secretary Date