Proviso Township High Schools

Board of Education Regular Meeting

Tuesday, January 13, 2026
5:30 PM
Proviso Math & Science Academy Auditorium and Board Room
8601 W Roosevelt Road
Forest Park, IL 60130

AGENDA

BOARD OF EDUCATION MEMBER OATH OF OFFICE

I, **do solemnly swear** that I will faithfully discharge the duties of the office of member of the Board of Education of Proviso Township High Schools District 209, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.
I further swear that:
I shall respect taxpayer interests by serving as a faithful protector of the School District's assets;
I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;
I shall recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting;
I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;
I shall foster with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Proviso Township High Schools District 209;
I shall assist in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;
I shall strive to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;
I shall serve as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Proviso Township High Schools District 209; and
I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

EXECUTIVE SESSION 5:30 PM
OPEN SESSION 7:30 PM

1. Call to Order

2. Establish Quorum

3. Retire to Executive Session

A. Litigation, when an action against, affecting or on behalf of the particular public body. 5 ILCS 120/2(c) (11).
B. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the public body or legal counsel for public body. 5 ILCS 120/2(c)(1).
C. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees 5 ILCS 120/2(c) (2).
D. Matters related to individual students per Section 2(c)(10)

4. Reconvene the Regular Meeting

5. Pledge of Allegiance

6. PTHS D209 Vision Statement

7. Public Comments

8. Recognition

9. Reports and Communication from the Board President

10. Presentations IASB

11. Reports and Communications from Superintendent

12. Information Items

    A. Staff & Student Laptop Purchase 3

Proviso Township High Schools District 209

To: **Proviso Township High Schools District 209 Board of Education**

From: **Krish Mohip, Superintendent**
Dr. Elizabeth Alvarez

Agenda Topic: Staff & Student Laptop Purchase

Expected Outcome: Information

Staff Contacts: Michael Swanson

Title: Student & Staff Laptop Purchase

Purpose: The yearly student and staff laptop purchase is needed to provide incoming freshmen and transfer students with a new device, replace aging student devices, and replace aging staff devices.

Background:
Proviso Township High Schools District 209 (PTHS District 209) is a 1:1 district and will continue providing our scholars and staff the most effective and updated technology. To do this, this district purchases new devices for our incoming freshmen class and transfer students and replaces aging staff devices. This purchase of devices enables us to continue a set 4-year device lifecycle and provide incoming scholars and new and existing staff with updated technology.

Due to the unpredictability of the supply chain, this early order of student and staff devices is necessary to ensure ample order time and delivery for the 26-27 school year.

This purchase aligns with the Goal 3 – Technology and Innovation of the strategic plan and the following action steps:

- Create a plan for ongoing upgrades and purchases of devices, technology, infrastructure, and equipment.
- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.

Administration Analysis:
Proviso Township High Schools District 209 is committed to continuing the 1:1 device environment. To ensure that each student and staff has the proper updated technology for the 26-27 school year, ordering 1,400 student devices and 150 staff devices is proposed.

For the 25-26 school year, 1,400 student devices and 150 staff devices were purchased at a cost of $780,141.

Equity Impact: Purchasing laptops for students and staff will ensure equitable access to all technology resources across the district by providing each student and staff with relevant technology.

Student Impact: The laptops will provide access to all academic programs utilized across the district and ensure that all technology resources are accessible for educational growth.

Staff Impact: Staff with older devices will receive updated laptops to perform their daily work.

Financial Impact: The estimated cost for the 26-27 school year is $858,155 (cost to change once quotes are finalized).

Communication: The Director of Technology will communicate with the Business Office to complete the purchase.

Statute, Administrative Policy or Board Rules Statement:
Board Policy 4:60 Purchases and Contracts

Superintendent's Recommendation:
That the Board of Education of Proviso Township High Schools District 209 accepts the Superintendent's recommendation and approves the purchase of Staff & Student Laptop devices at a cost of $858,155 (cost to change once quotes are finalized).

Date of Board Action: 2/10/26

B. Sports Complex – Architectural Services Advertisement

C. School Years 2026-2027 & 2027-2028 Calendar 6

Proviso Township High Schools District 209
School Calendar
2026-2027

July 2026

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3 **Holiday: Independence Day Observed**
4 **Holiday: Independence Day**

August 2026

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7 & 10 New Teacher Orientation
11 District Institute - No Student Attendance
12 Building Institute - No Student Attendance
13 **All Student Attendance**

September 2026

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

7 Holiday: Labor Day
17 Back to School Night (6-8pm)
18 Early Release
24 Half Day Inservice

October 2026

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 Bring Your Parent To School
8 Practice ACT
12 Holiday: Columbus Day
16 End of 1st Quarter
22 Parent-Teacher Conferences, 1-3, 5-8 pm
23 Early Release Schedule
29 Half Day Inservice

November 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11 Holiday: Veteran's Day
23-24 Non-Attendance Day
25-27 Holiday: Thanksgiving Break

December 2026

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16-18 Semester 1 Final Exams
18 End of Semester 1
23-31 Winter Break Non-Attendance Days
24-25 Holiday: Christmas Eve and Christmas Day
31 Holiday: New Year's Eve

January 2027

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17	18	19	20	21	22	23
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31						

1 Holiday: New Year's Day
4 Building Institute - No Student Attendance
5 School Resumes
18 Holiday: Dr. Martin Luther King, Jr. Observed
28 Half Day Inservice

February 2027

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28						

12 District Institute - No Student Attendance
15 Holiday: Birthday of President Abraham Lincoln (Observed)
25 Half Day Inservice
26 Holiday: Casimir Pulaski Observed

March 2027

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19 End of 3rd Quarter
22-26 Spring Break
29 School Resumes

April 2027

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1 Parent-Teacher Conferences, 1-3, 5-8 pm
2 Early Release Schedule
13 & 15 State Accountability Testing
23 Non-Attendance Day

May 2027

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23 Graduation Day
21 End of Quarter 4
24-26 Semester 2 Final Exams
26 End of Semester 2
31 Holiday: Memorial Day
27-28 Possible Emeregency Days

June 2027

S	M	T	W	T	F	S
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1-3 Possible Emergency Days
7 Summer School starts
18 Juneteenth National Freedom Day (Observed)

Count of Days

84 Semester 1 Attendance Days
2 Semester 1 Institute Days
92 Semester 2 Attendance Days
2 Semester 2 Institute Days
5 Emergency Days
185 Total Days

Calendar Legend

School Starts
School Ends without emergency days
Institute Day - no student attendance
Non Attendance Day
Holiday
Quarter/Semester Ends

Parent Teacher Conferences
Early Release or Half-Day
Back to School Night
Possible Emergency Day
All District Testing
Bring Your Parent to School Day

Calendar Templates by Vertex42.com

Revised 1/8/2025

Proviso Township High Schools District 209
School Calendar
2027-2028

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6 & 9	New Teacher Orientation
10	District Institute - No Student Attendance
11	Building Institute - No Student Attendance
12	**All Student Attendance**

September 2027

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6	Holiday: Labor Day
16	Back to School Night (6-8pm)
17	Early Release
23	Half Day Inservice

October 2027

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1	Bring Your Parent to School
7	Practice ACT
11	Holiday: Columbus Day
15	End of 1st Quarter
21	Parent-Teacher Conferences, 1-3, 5-8 pm
22	Early Release Schedule
28	Half Day Inservice

November 2027

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11	Holiday: Veteran's Day
22-23	Non-Attendance Day
24-27	Holiday: Thanksgiving Recess

December 2027

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15-17	Semester 1 Final Exams
17	End of Semester 1
20-22	Winter Break Non-Attendance Days
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31	Holiday: New Year's Eve

January 2028

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3	Holiday: New Year's Day (Observed)
4	Building Institute - No Student Attendance
5	School Resumes
17	Holiday: Dr. Martin Luther King, Jr. Observed
27	Half Day Inservice

February 2028

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6	Holiday: Casimir Pulaski Observed
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14	Non-Attendance Day
18 & 20	State Accountability Testing

May 2028

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20	Graduation Day
24-26	Semester 2 Final Exams
25	End of Semester 2
29	Holiday: Memorial Day
26, 30-31	Possible Emergency Days

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1-2	Possible Emergency Days
5	Summer School starts

Count of Days

84	Semester 1 Attendance Days
2	Semester 1 Institute Days
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185	Total Days

Calendar Legend

- School Starts
- School Ends without emergency days
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- Holiday
- Quarter/Semester Ends
- Parent Teacher Conferences
- Early Release or Half-Day
- Back to School Night
- Possible Emergency Day
- All District Testing
- Bring Your Parent to School Day

Calendar Templates by Vertex42.com

Revised 12/11/2025

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School Calendar
2026-2027

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13 & 15 State Accountability Testing
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20-24	Spring Break

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14	Non-Attendance Day
18 & 20	State Accountability Testing

May 2028

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20	Graduation Day
24-26	Semester 2 Final Exams
25	End of Semester 2
29	Holiday: Memorial Day
26, 30-31	Possible Emergency Days

June 2028

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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2	Possible Emergency Days
5	Summer School starts

Count of Days

84	Semester 1 Attendance Days
2	Semester 1 Institute Days
92	Semester 2 Attendance Days
2	Semester 2 Institute Days
5	Emergency Days
185	Total Days

Calendar Legend

- School Starts
- School Ends without emergency days
- Institute Day - no student attendance
- Non Attendance Day
- Holiday
- Quarter/Semester Ends
- Parent Teacher Conferences
- Early Release or Half-Day
- Back to School Night
- Possible Emergency Day
- All District Testing
- Bring Your Parent to School Day

Calendar Templates by Vertex42.com

Revised 12/11/2025

D. Summer School 2026 11

Proviso Township High School District 209

To: Proviso Township High School District 209 Board of Education

From: Krish Mohip, Superintendent of Schools
Alexander Aschoff, Deputy Superintendent of Academics

Agenda Topic: Summer School 2026

Expected Outcome: Information Item

Staff Contacts: Angela Marino, Director of Curriculum; Ms. Vanessa Schmitt, Director of Specialized Programs; Mr. Jim Kallieris, Director of Multilingual Programs

Title: Approval of Summer School 2026

Purpose: To provide a comprehensive summer school program to meet the needs of all students who are seeking original credit, credit recovery, or enrichment.

Background:
Each summer, Proviso Township High Schools District 209 provides multiple learning opportunities for students to ensure all students have access to and engagement with high-quality equitable and relevant instruction.

Opportunities for credit recovery, original credit, and enrichment will be offered to students for Summer School 2026. A majority of summer school credit recovery is held online while attending in person via the district's approved program, Edgenuity with Imagine Learning.

Administration's Analysis:
For the 2026 summer program, all freshman credit recovery courses will be offered in-person with live instruction opposed to learning online via Edgenuity. The only freshman credit recovery classes that will be offered are those in the departments including English, Math, Science, Social Studies, and Physical Education.

Our summer program is open to all high school-aged students within Proviso Township. We have developed and refined course and program offerings intended to support teaching and learning. Our goal is to support our students and families by providing them with academic offerings as well as new opportunities to engage in enrichment activities.

The Illinois School Code (105 ILCS 5/10-22.33A) states that the District shall offer Summer School during that period of the calendar year not embraced within the regular

school term to provide and conduct courses in subject matters normally embraced in the program of the schools during the regular school term, may collect a charge for attendance in an amount not to exceed the per capita cost of the operation, except that the board may waive all or part of such charge if it determines that the family of an individual pupil is indigent or that the educational needs of the pupil require his attendance at such courses, and to give regular school credit for satisfactory completion by the student of such courses as may be approved for credit by the State Board of Education.

Here is our proposed Summer School Program.
Here is our Proposed Positions with Job Descriptions.
Here is the Employee Guide.

Summer School 2025 Dates/Times are listed below.

- Session 1: June 8 - June 25 (12 days)
- Session 2: June 29 - July 16 (12 days)
- Times: 8:00am-1:00pm

Mondays – Thursdays (No School on Fridays)
Student Breakfast 7:20am-7:50am
Student Lunch 12:30pm-1:00pm
Training for Summer School Teachers – June 1 from 12pm-3pm
Graduation: Monday, July 20 at 9:00am at Proviso West Little Theatre

Equity Impact: All students will have the opportunity to enroll in summer school for original credit, credit recovery, or enrichment.

Student Impact: Students can recover credits, earn original credit, and/or participate in enrichment activities.

Staff Impact: Teachers will have the opportunity to apply and interview for summer school positions.

Financial Impact: There is a significant cost to the district which is estimated not to exceed $800,000. This will be funded through local funds and any available grant funds. See the supplemental document for a full breakdown of the estimated cost.

Communication: All stakeholders will receive ongoing communication about Sumer School.

Statute, Administrative Policy or Board Rules Statement:

School Board Policy 2:20 regarding curriculum, textbooks, and educational services requires that the Board of Education approve the acceptance of the summer school program. The Illinois School Code (105 ILCS 5/10-22.33A) states that the District shall offer Summer School during that period of the calendar year not embraced within the regular school term to provide and conduct courses in subject matters normally embraced in the program of the schools during the regular school term, may collect a charge for attendance in an amount not to exceed the per capita cost of the operation, except that the board may waive all or part of such charge if it determines that the family of an individual pupil is indigent or that the educational needs of the pupil require his attendance at such courses, and to give regular school credit for satisfactory completion by the student of such courses as may be approved for credit by the State Board of Education.

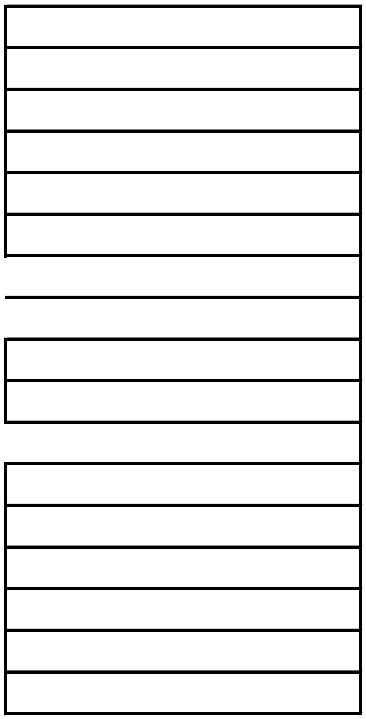
Date of Board Action: February 10, 2026

Position
Original Credit: In Person (BH 365, Civics, Driver's Education Classroom)
Original Credit: Driver's Education Behind the Wheel (BTW)
Credit Recovery: In Person (Math, English, Social Studies, Science)
Credit Recovery: Edgenuity (Math, English, Social Studies, Science)
Special Education - Specialized Services
EL - Specialized Services
Special Education - Instructional ESY Teacher
Summer Band Camp Director at East
Summer Band Camp Assistant Director at East
Freshman Connection
Upward Bound
Enrichment: In Person (Newcomers Camp Director)
Summer School Facilitator - 1 East, 1 West
Special Education Coordinator
Summer School BTW Coordinator - East/West
Dean of Students - East/West
School Counselor
School Psychologist
Social Worker
Nurse
NJROTC Aide - East/West
Teacher Aide - East/West
ESY Aide - East/West
Administrative Assistant - East/West
Administrative Asst. for Enrollment - Central Office
Security - East/West
Evening School Instructor - East
Evening School Aide - East
Evening School Administrative Assistant - East
Evening School Counselor
Evening School Social Worker

Description	Updated Link
NEW COPY Original Credit In Person.docx	x
NEW COPY Drivers Ed BTW.docx	x
NEW COPY Original Credit In Person.docx	x
NEW COPY Credit Recovery Online Program.docx	x
NEW COPY SpEd Specialized Services.docx	x
NEW COPY EL Specialized Services.docx	x
NEW COPY SpEd ESY Teacher.docx	x
NEW COPY Summer Band Camp Director.docx	x
NEW COPY Summer Band Camp Assistant Director.docx	x
NEW COPY Freshmen Connection Teacher.docx	x
TRIO recruits	n/a
NEW COPY Newcomers Camp Director.docx	x
NEW COPY Summer School Facilitator.docx	x
SpEd Coordinators could serve in this role for Summer School.	n/a
NEW COPY Summer School BTW Coordinator.docx	x
Deans could serve in this role for Summer School.	n/a
NEW COPY Summer School Counselor.docx	x
NEW COPY Summer School Psychologist.docx	x
NEW COPY Summer School Social Worker.docx	x
NEW COPY Summer School Nurse.docx	x
Summer NJROTC Aide	
Summer School Teacher's Aide	
Summer School Administrative Assistant	
Summer School - Security	
NEW COPY Evening School Instructor East.docx	x
Evening School Aide	
Evening School Administrative Assistant	
NEW COPY Evening School Counselor.docx	x
NEW COPY Evening School Social Worker.docx	x

Required Teacher Training Date:
June 1, 2026
12:00pm - 3:00pm
Everyone starts in the Cafeteria, PMSA (Then breakout rooms: 309, 308, 307, 306)
Suggested Summer School Days/Times:
Monday – Thursday from 8:00am – 1:00pm
Teachers arrive 7:45am, leave 1:15pm
Summer School Dates for Session 1:
Monday, June 8 through Thursday, June 25, 2026

Summer School Dates for Session 2:
Monday, July 6 through Thursday, July 23, 2026
Summer Graduation Date:
Wednesday, July 29, 2026 at 6:00 pm at Proviso East (Led by Principals)



Summer School 2025 - Proposed Staffing

Proviso Township High Schools District 209

Summer School Positions	East	West	PMSA	FTE Needed	Stipend Total for Both Sessions	Extended Stipend	Funding Source	Notes
Credit Recovery: In-Person (Rising Sophomores)								
Summer School - Mathematics Teacher (Credit Recover: In-Person)	*4*	*3*	*	**7**	$7,500.00	$15,000.00		Requires lesson planning, grading, formative practice, remediation, etc.
Summer School - English Teacher (Credit Recover: In-Person)	*2*	*2*	*	**4**	$7,500.00	$15,000.00		Requires lesson planning, grading, formative practice, remediation, etc.
Summer School - Physical Education Teacher (Credit Recover: In-Person)	*1*	*1*	*	**2**	$7,500.00	$15,000.00		Physical Education: Intended for students who need to recover PE credits and for those who are seeking PE credits toward graduation. Requires lesson planning, grading, formative practice, remediation, etc.
Summer School - Science Teacher (Credit Recover: In-Person)	*2*	*2*	*	**4**	$7,500.00	$30,000.00		
Summer School - Social Studies Teacher (Credit Recover: In-Person)	*2*	*1*	*	**3**	$7,500.00	$15,000.00		Social Studies (BH 365, Civics): Requires lesson planning, grading, formative practice, remediation, etc.
Summer School - Drivers Education Teacher (Original Credit: In-Person)	*1*	*1*	*	**2**	$7,500.00	$15,000.00		Drivers Education (Classroom): Requires lesson planning, grading, formative practice, remediation, etc.
Behind the Wheel								
Summer School - Drivers Education Behind the Wheel (BTW) Instructor	*5*	*5*	*	**10**	$50/hour	$30,000.00		FTEs to avoid backlog of Drivers Ed BTW 600 total hours anticipated x $50/hour
Summer School - Driver's Education Facilitator	*1*	**	**	**1**	$7,500.00	$7,500.00		Needed due to backlog of Drivers Ed BTW
Credit Recovery: Edgenuity								
Summer School - Credit Recovery Teacher (Edgenuity)	*20*	*20*	*	**40**	$6,000.00	$240,000.00		Monitor progress; provide feedback; unlock tests for English, Mathematics, Social Studies, Science. Some positions may serve as push-in subject specific academic support.
Special Education								
Summer School - Special Education Teacher (Push in Support)	*3*	*3*	*	**6**	$6,000.00	$36,000.00		Special Education - Specialized Services: Assist DL students in Original Credit and/or Credit Recovery
Summer School - Special Education Teacher (Extended School Year)	*1*	*1*	*	**2**	$7,500.00	$15,000.00		Special Education Instructional ESY Teacher: Extended School Year per IEPs. 2 FTEs allocated. Running at East only.
English Learners (EL)								
Summer School - ESL or Bilingual Education Teacher (Push in Support)	*2*	*2*	*	**4**	$6,000.00	$24,000.00		English Learners - Specialized Services: Assist EL students in Original Credit and/or Credit Recovery
Enrichment: In-Person								
Summer School - Band Camp Director	*1*	**	**	**1**	$6,000.00	$6,000.00		This includes grades 5-8 at our foundation schools & 9-12 Proviso students. FTE allocation = 1. Running at East only.
Summer School - Band Camp Assistant Director	*1*	**	**	**1**	$2,000.00	$2,000.00		Assists with supervision of large group of students outdoors. FTE allocation = 1. Running at East only.
Summer School - Freshman Connection Leader	*2*	*2*	*	**4**	$6,000.00	$24,000.00		Help incoming freshmen prepare for high school; social and academics
Summer School - PATH Upward Bound Leader (Introspect Youth Services)	*1*	**	**	**1**	$6,000.00	$6,000.00		Positions funded through Introspect Youth Services

Summer School 2025 - Proposed Staffing

Proviso Township High Schools District 209

Summer School Positions	East	West	PMSA	FTE Needed	Stipend Total for Both Sessions	Extended Stipend	Funding Source	Notes
Summer School - Newcomers Camp Director	*1*	*1*	*	**2**	$6,000.00	$12,000.00		Need to ensure registration staff are aware to push sign up.
Lead								
Summer School - Summer School Facilitator	*0*	*0*	*	**0**	$0.00	$0.00		Position requires before and after Summer School work; e.g., hiring, grades, attendance, credits, etc.
Student Resources and Services								
Summer School - School Counselor	*3*	*3*	*	**6**	$6,000.00	$36,000.00		Handling of all enrollments, grade entries, transcript audits, advising for credits, walk ins, etc.
Summer - School Counselor for SY26 Enrollment and Scheduling	*1*	*1*	*1*	**3**	$55/hour	$16,500.00		Assist with coordinating the fall and spring 2026-27 schedules Estimated total hours = 300
Summer School - School Psychologist	*1*	*1*	*	**2**	$6,000.00	$12,000.00		Conducting evaluations for IEPs, new student intake staffing, etc.
Summer School - School Social Worker	*2*	*2*	*	**4**	$6,000.00	$24,000.00		Serving students at both campuses during Summer School to meet their socioemotional needs
Summer School - Paraprofessional	*5*	*5*	*	**10**	$25/hour	$30,000.00		Assist the Summer NJROTC program including retreats, uniform management, compliance, etc. Assist Summer School students to meet their academic and socioemotional needs Assist ESY students per IEPs (Special Education) 5 hours/day x 24 days (both sessions) = 120 hours x $25/hour = $3,000 per person.
Security								
Summer School - Security	*10*	*10*	*	**20**	$25/hour	$72,000.00		Ensure safety of students, staff, and visitors at East during Summer School (6 Hours/Day)
Evening School								
Summer School - Evening School Instructor (Credit Recovery: Edgenuity)	*8*	**	**	**8**	$55/hour	$31,680.00		Continuation of Evening School Program during school year to meet students' needs. 3 hours/night x 24 nights = 72 hours x $55/hour = $3,960 per person.
Summer School - Evening School Paraprofessional	*1*	**	**	**1**	$25/hour	$1,800.00		Assist Evening School students with attendance, grades, credit completion, etc. 3 hours/night x 24 nights = 72 hours x $25/hour = $1,800.
Summer School - Evening School Administrative Assistant	*1*	**	**	**1**	$25/hour	$1,800.00		Assists with communication to parents and home schools. 3 hours/night x 24 nights = 72 hours x $25/hour = $1,800.
Summer School - Evening School Counselor	*2*	**	**	**2**	$55/hour	$7,920.00		Handling of all enrollments, grade entries, transcript audits, and advising for credits for Evening School students. 3 hours/night x 24 days (both sessions) = 72 hours x $55/hour = $3,960 per person.
Summer School - Evening School Social Worker	*2*	**	**	**2**	$55/hour	$7,920.00		Serving students at Evening School during Summer School to meet their socioemotional needs; e.g., IEP social minutes. 3 hours/night x 24 nights (both sessions) = 72 hours x $55/hour = $3,960 per person.
Food Services								
Kitchen Supervisor	*1*	*1*		**2**	$25/hour	$7,800.00		2 supervisors (1 per school). $25 per hour X 6.5 hours daily X 24 days = $7,800

Summer School 2025 - Proposed Staffing

Proviso Township High Schools District 209

Summer School Positions	East	West	PMSA	FTE Needed	Stipend Total for Both Sessions	Extended Stipend	Funding Source	Notes
Food Service Worker	*5*	*5*	*	**10**	$20/hour	$31,200.00		10 food sevice workers (5 in each building). $20 per hour X 6.5 hour daily X 24 days = $31,200

Total Anticipated Positions	**74**	**72**	**1**	**165**	**$782,120.00**	**All summer programs are subject to staffing adjustments based on student enrollment.**

District	**18**

**** PMSA students are included with East/West allocations.***

**** District Program/Position**

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Summer School 2025 - Proposed Staffing

Proviso Township High Schools District 209

Summer School Positions	FTE Needed	Stipend Total for Both Sessions
Summer School - Band Camp Assistant Director	1	$2,000.00
Summer School - Band Camp Director	1	$6,000.00
Summer School - Credit Recovery Teacher (Edgenuity)	56	$6,000.00
Summer School - Driver's Education Facilitator	1	$7,500.00
Summer School - Drivers Education Behind the Wheel (BTW) Instructor	10	$50/hour
Summer School - Drivers Education Teacher (Original Credit: In-Person)	2	$7,500.00
Summer School - English Teacher (Original Credit: In-Person)	2	$7,500.00
Summer School - ESL or Bilingual Education Teacher (Push in Support)	4	$6,000.00
Summer School - Evening School Administrative Assistant	1	$25/hour
Summer School - Evening School Counselor	2	$55/hour
Summer School - Evening School Instructor (Credit Recovery: Edgenuity)	8	$55/hour
Summer School - Evening School Paraprofessional	1	$25/hour
Summer School - Evening School Social Worker	2	$55/hour
Summer School - Food Service Worker	10	$20/hour
Summer School - Freshman Connection Leader	4	$6,000.00
Summer School - Kitchen Supervisor	2	$25/hour
Summer School - Mathematics Teacher (Original Credit: In-Person)	2	$7,500.00
Summer School - Newcomers Camp Director	2	$6,000.00
Summer School - Paraprofessional	5	$25/hour
Summer School - PATH Upward Bound Leader (Introspect Youth Services)	1	$6,000.00
Summer School - Physical Education Teacher (Original Credit: In-Person)	2	$7,500.00
Summer School - School Counselor	6	$6,000.00
Summer - School Counselor for SY26 Enrollment and Scheduling	5	$55/hour
Summer School - School Psychologist	2	$6,000.00
Summer School - School Social Worker	4	$6,000.00
Summer School - Security	20	$25/hour
Summer School - Social Studies Teacher (Original Credit: In-Person)	2	$7,500.00
Summer School - Special Education Teacher (Extended School Year)	2	$7,500.00

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Summer School 2025 - Proposed Staffing

Proviso Township High Schools District 209

Summer School Positions	FTE Needed	Stipend Total for Both Sessions
Summer School - Special Education Teacher (Push in Support)	**6**	$6,000.00
Summer School - Summer School Facilitator	**2**	$8,000.00

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E. Renewal of Savvas Math Resources 24

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

Proviso Twp High Sch Dist 209
Quote Number Q-212839

Alexander Aschoff
Proviso Twp High Sch Dist 209
8601 Roosevelt Rd
Forest Park, IL 60130-2532

Quote Creation Date: 12/18/2025
Quote Expiration Date: 9/30/2026

Proviso 209 enVision Integrated 3 YR Updated 12/18/2025 V2
Price Quote Summary

Solution	Base Amount	Total
enVision Integrated Mathematics	$409,200.00	$409,200.00
Solution Subtotal:	$409,200.00	$409,200.00

Shipping and Handling:	$36,828.00
Total:	$446,028.00

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

Proviso Twp High Sch Dist 209
Quote Number Q-212839

Price Quote Detail

enVision Integrated Mathematics

Common Core - Math I

ISBN	Description	Price	Charged Qty	Total Charged
9781428582897	ENVISION INTEGRATED 2024 MATHEMATICS I STUDENT COMPANION + COMMON CORE DIGITAL COURSEWARE 3-YEAR LICENSE GRADE 8/9	$132.00	1,000	$132,000.00
	Common Core - Math I - Subtotal:			$132,000.00

Common Core - Math II

ISBN	Description	Price	Charged Qty	Total Charged
9781428582903	ENVISION INTEGRATED 2024 MATHEMATICS II STUDENT COMPANION + COMMON CORE DIGITAL COURSEWARE 3-YEAR LICENSE GRADE 9/10	$132.00	1,000	$132,000.00
	Common Core - Math II - Subtotal:			$132,000.00

Common Core - Math III

ISBN	Description	Price	Charged Qty	Total Charged
9781428582910	ENVISION INTEGRATED 2024 MATHEMATICS III STUDENT COMPANION + COMMON CORE DIGITAL COURSEWARE 3-YEAR LICENSE GRADE 10/11	$132.00	1,100	$145,200.00
	Common Core - Math III - Subtotal:			$145,200.00

Solution Subtotal:	$409,200.00
Shipping and Handling:	$36,828.00
Total:	$446,028.00

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

Proviso Twp High Sch Dist 209
Quote Number Q-212839

Savvas Learning Company LLC Terms and Conditions

To place your order please submit a copy of this price quote with your Purchase Order, include the Quote Number on your Purchase Order, and include any other required documentation. You may send the order documents using an electronic form or by mail. Please submit your PO and price quote via one of the following methods:

Online:
https://support.savvas.com/support/s/customerserviceus
Mail: PO Box 6820, Chandler, AZ 85246

Savvas does not accept Credit Card information via postal mail, facsimile, or email. Credit Card information will only be accepted via phone, eCommerce, or my Savvas Orders. For questions regarding your order please call Customer Service: 1-800-848-9500.

Price quote: This is a price quote for the customer's convenience only, and not an offer to contract. All quotes are subject to review and final acceptance by an authorized representative of Savvas at its offices. Savvas reserves the right to correct typographical, computational or other errors. Savvas' standard payment terms are net 30 days unless otherwise specified. All pricing is in US Dollars unless otherwise specified. Pricing calculations use multiple decimal places to determine the most accurate extended pricing but are represented in standard currency format.

Shipping & handling charges (where applicable) are shown on the quote. S&H rates quoted are for standard ground transportation and may not reflect account contracted rates. If expedited shipping is requested, actual charges may be higher. For orders picked up at the Savvas warehouse by the customer or a third party carrier contracted by the customer, a 2% handling charge will be applied to shippable items. The 2% charge will appear on the customer proposal and invoice as a S&H charge.

Taxes: All pricing in this quote is exclusive of any applicable sales, use or other similar taxes or duties. The customer is responsible for any such taxes or duties that may apply; if the customer is tax exempt, evidence of such tax exemption must be provided. Estimated tax may be provided solely for customer convenience. The amount indicated is only an estimate and is intended to be helpful for budgeting purposes. The actual amount of sales tax assessed at the time of invoicing may be more or less.

Platforms: Savvas, and any third party for which Savvas serves as the sales agent or distributor, reserve the right to change and/or update technology platforms, including possible edition updates to customers during the term of access. Customers will be notified of any change prior to the beginning of the new school year.

Damaged & Defective Products: If a print product, or the print component of a blended (print & digital) product, is received in damaged or defective condition, Savvas will issue a credit or replacement at no charge to the customer if the customer promptly (no later than 120 days) returns the damaged or defective product. Customers must report missing product immediately upon receipt.

Return Policy: Returns (other than damaged or defective products) are subject to the following conditions: (a) materials must be returned to Savvas at the customer's expense in new, unused condition, suitable for resale by Savvas (note that any barcoding, stickering, stamping or similar marking on any print materials renders them unsuitable for resale); (b) materials must be returned within six (6) months from the date of purchase; (c) the customer must obtain a Return Materials Authorization ("RMA") from Savvas prior to returning the materials, and must ship the materials back to Savvas within thirty days of receiving the RMA; (d) all materials sold in a set or package must be returned complete as originally sold; and (e) any materials provided by Savvas to the customer on a no-charge basis in consideration of the customer's purchase must be returned in proportion to the purchased materials that are being returned for a credit. A restocking fee of 3% may be applied to credits over $1,000. Savvas' return policy does not apply to science lab kits or trade publication novels, which are sold on a non-returnable basis.

Consumable Worktexts: Subsequent year consumable worktexts will ship each year on the anniversary of the original order date for the duration of their license. Worktexts will ship to the location listed on the original order. Quantities for each grade level and title will remain consistent each year. Changes to quantities of titles previously ordered, shipping location changes, or any other changes to consumable worktext shipments must be made 4 weeks prior to shipment date. (the anniversary of the original order date unless changed). Changes can be made on the Subscription Worktext Site: https://worktext-subscriptions.savvas.com

Annual subscriptions for iLit and Successmaker Only: Savvas' iLit and Successmaker products (and no others) automatically renew on the anniversary date of the original purchase and will be invoiced accordingly unless otherwise specified. If you wish to cancel, please let us know in writing prior to the date of renewal by completing the customer service request form which you can access here:
https://support.savvas.com/support/s/customer-service-support-form

Technical support services are included with purchase of Savvas digital products. **Online help:**
https://support.savvas.com/support/s/k12-curriculum-support-form
phone: 1-800-848-9500

Professional Services: All paid services must be delivered within twelve (12) months of the order date of those services. Any unused services expire at the end of such twelve (12) month period, unless otherwise specified in contract terms. Any cancellation made with less than 72 hours' notice will result in a cancellation fee equal to the full price of the event. MySavvasTraining is included with purchase of products
https://mysavvastraining.com

Proviso Township High School District 209

To: Proviso Township High School District 209 Board of Education

From: Krish Mohip, Superintendent of Schools
Alexander Aschoff, Deputy Superintendent of Academics

Agenda Topic: Renewal of enVision Math resources from Savvas

Expected Outcome: Information Item

Staff Contacts: Angela Marino, Director of Curriculum; Kristina Sauter, Math Department Chair at Proviso West HS; Henry Souza, Math Department Chair at Proviso East HS; Jennifer Stompor, Math Department Chair at PMSA; Ms. Felicia Lee, Technology Integration Coordinator

Title: Renewal of Savvas Math Resources

Purpose: To ensure that all students' academic and socioemotional needs are met through educational programs and student support services.

Background:
In the spring of 2023, the district adopted enVision Mathematics for IM 1, 2, and 3 classes across the district. ESSER funds were utilized to purchase a 3-year contract for textbooks, workbooks, and digital licenses. The licenses expire on July 31, 2026.

The district is pursuing a 3-year renewal to align with the ELA myPerspectives textbooks and online program.

Teachers follow the prescribed curriculum map and scope & sequence in order to build proficiency with math skills aligned to the CCSS for mathematics as outlined by ISBE. Remediation, enrichment, and other scaffolding of skills are embedded in the curriculum with opportunities to utilize supplementary resources.

Savvas provides the physical resources as well as digital content to address individual student needs across classrooms and campuses. Having a consistent curriculum with internal experts assists new teachers in the math department, particularly during a time when there has been turnover with math instruction. The district has invested professional development for teachers over the last 3 years including virtual and in-person coaching. Math teachers would like to further explore the enVision Math series to continue filling gaps in students' math skills.

Administration's Analysis:

The enVision Math resources from Savvas received the highest ratings on Ed Reports and show strong utilization of these materials on the Savvas Realize platform.

Here is the usage report from Savvas for enVision Math from August to December 2025. This report provides districtwide analysis of Savvas digital curriculum for Integrated Math I, II, and III at all three campuses. These findings reflect patterns of student and teacher engagement, instructional resource utilization, and school-level implementation trends.

Mathematics demonstrates the strongest and most consistent digital usage of all subject areas that utilize Savvas resources, indicating strong alignment between curriculum, instruction, and platform integration.

1,310 students and 40 teachers actively engaged across three high schools.

Average of 630 students engaged weekly.

Integrated Math II led student and teacher usage.

Practice and assessment resources are the most utilized.

School-Level Analysis:

- Proviso Math & Science Academy (PMSA) - PMSA demonstrates the highest overall student usage, with approximately 553 active students. Usage is concentrated in Integrated Mathematics courses, reflecting both the academy's math-intensive curriculum and consistent instructional integration of the enVision platform. PMSA's strong adoption indicates effective alignment between curriculum, instruction, and digital resources and may serve as a model for best practices across the district.
- Proviso East High School - Proviso East shows moderate and balanced usage across multiple enVision Mathematics programs. The highest level of engagement is observed in Integrated Mathematics II, with additional usage spread across other grade levels and programs. This distribution suggests steady and sustainable adoption, with enVision supporting instruction across a broad range of courses.
- Proviso West High School - Proviso West exhibits lower overall usage when compared to PMSA and Proviso East. While student activity is present across Integrated Mathematics programs, usage is less concentrated. This pattern may reflect differences in course sequencing, enrollment distribution, or instructional implementation and indicates an opportunity for targeted support to increase depth and consistency of platform use.

Key Findings:

• Highest usage program: Integrated Mathematics II

• Highest usage school: PMSA

• Primary driver of engagement: High school Integrated Mathematics pathways

• Growth opportunity: Increased implementation support at Proviso West

Implications and Next Steps:

- The data suggests that enVision Mathematics is most effective when tightly aligned with Integrated Math course structures.
- Leveraging best practices from PMSA, expanding professional learning opportunities, and providing targeted implementation support—particularly at Proviso West—may help promote more equitable and consistent usage across the district. These findings can inform future decisions related to instructional coaching, resource allocation, and curriculum alignment

Equity Impact: These resources provide differentiated materials for all students including diverse learners, multilingual learners, students in honors courses, and students in other iterations of math courses.

Student Impact: These resources help prepare students for a personalized learning experience with equitable opportunities for college and career readiness.

Staff Impact: The Savvas math resources enhance educators' opportunity to differentiate instruction by utilizing the textbook, workbook, and digital content provided by Savvas. Continuous professional development can be provided to build teacher efficacy with the curricular resources.

Financial Impact: Educational Services funds would be utilized for this purchase for a total investment of $446,028.00. Here is the quote that includes digital licenses and 1:1 workbooks for all students in Integrated Math I, II, and III at all three campuses for the next three school years.

Communication: These resources would be made available to all math teachers across the district. Ongoing professional development will be provided.

Statute, Administrative Policy or Board Rules Statement:

School Board Policy 2:20 regarding curriculum, textbooks, and educational services requires that the Board of Education approve the acceptance of these resources.

Date of Board Action: February 10, 2026

F. Nehemiah Project

13. FY25 Audit Presentation by Baker Tilly 31

Proviso Township High School District 209

To: Proviso Township High School District 209 Board of Education

From: Krish Mohip, Superintendent,
Dr. Deborah Hill

Agenda Topic: Review of FY2025 Audited Financial Statements

Expected Outcome: Action

Information Staff Contacts: Dr. Deborah Hill

Title: Review of FY2025 Audited Financial Statements

Subject: Review of FY2025 Audited Financial Statements

Administration's Analysis:
The District's financial records and processes are audited each year by independent auditors. The audit involves a systematic and independent examination of books, accounts, statutory records, documents and vouchers of the District. Nick Cavalier from Baker Tilly will come to the board meeting to summarize the audit.

Alignment to Strategic Plan – The amended budget aligns with the district's strategic plan under Goal 5, Financial Health and Strategic Resource Allocation, which reflects a commitment to maintaining financial stability through strategic allocation of resources, ensuring that spending aligns with the district's priorities and long-term goals.

Equity Impact: A review of financial statements ensures that resources are allocated equitably across all schools and student populations. It helps identify disparities in funding, allowing for adjustments that support underserved communities, special education programs, and initiatives that promote educational equity.

Student Impact: Evaluating financial statements provides insights into how funds are used to enhance student learning, well-being, and overall school experience. A thorough review ensures that academic programs, extracurricular activities, and support services receive adequate funding to meet student needs.

Staff Impact: Financial statement analysis helps assess the district's ability to sustain competitive salaries, benefits, and professional development opportunities for teachers and staff. It also informs decisions on staffing levels, workload distribution, and resources that contribute to a positive work environment.

Financial Impact:
A review of financial statements ensures fiscal responsibility by analyzing revenue streams, expenditures, and budget efficiency. It helps the district maintain financial stability, plan for future investments, and make informed decisions to optimize resources while avoiding financial risks.

Statute, Administrative Policy or Board Rules Statement:
4:80 Accounting and Audits --The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing,* as adopted by the Illinois State Board of Education, 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 audit or 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.

Implementation Plan:
District records were audited for the fiscal timeframe of July 1, 2024-June 30, 2025.

Superintendent's Recommendation: That the Board of Education of Proviso Township High School District 209 approve the Superintendent's recommendation for Baker Tilly to conduct a systematic and independent examination of the District's books, accounts, statutory records, documents, and vouchers.

Date of Board Action: 01/13/2026

14. Approval of Policy 2:60 Board Member Removal from Office 34

Proviso Township High School District 209

Policy 2:60 – Board Member Removal from Office (Redline Revision)

Existing Policy Text (to be replaced):
If a majority of the Board determines that a Board member has willfully failed to perform his or her official duties, it may request the Regional Superintendent to remove such member from office.

Proposed Revisions:
If a majority of the Board determines that a Board member has willfully failed to perform his or her official duties, it may request the appropriate **Intermediate Service Center, or its successor oversight authority as designated by Illinois statute or rule,** to remove such member from office, consistent with Section 3■15.5 of the Illinois School Code (105 ILCS 5/3■15.5) or any successor provision.

For purposes of this policy, the Board considers a "willful failure to perform official duties" to include, but not be limited to:

1. Failure to attend **three (3) consecutive regular Board meetings** without prior excuse or notice to the Board President or Secretary.
2. Failure to attend **50% or more of the regular Board meetings** within any twelve (12)-month period.
3. Failure to timely complete all mandatory Board member trainings as required by law.
.
4. Conduct that materially disrupts or obstructs the Board's ability to carry out its lawful duties and functions.

Before requesting removal, the Board shall:

a) Provide, via the Board President or Secretary, the affected member with written notice of the intended action and factual basis.
b) Provide the affected member a reasonable opportunity to respond in writing or in person.
c) Consider and review any response in good faith.
d) If warranted, adopt by majority vote a resolution requesting removal by the appropriate Intermediate Service Center or successor oversight authority, citing the statutory and policy basis and factual findings.

If the appropriate Intermediate Service Center or successor oversight authority declines to remove a Board member or lacks jurisdiction to do so, the Board may, by a subsequent majority vote, forward the request to the Illinois State Board of Education or other competent authority for consideration.

A vacancy shall be deemed to exist upon removal of a Board member under this policy. (See Policy 2:70 – Vacancies on the Board of Education.)

15. Approval of Student Board Member Policy 36

2:155 Student Representatives Elected to the Board of Education

Purpose
The Board of Education values student voice as an essential part of district governance. The purpose of this policy is to provide students with the opportunity to bring a student perspective to discussions at Board of Education and committee meetings and to learn how a unit of local government functions. To ensure student perspectives are represented at the district level, the Board shall seat student representatives to serve in an advisory capacity for a term established by the Board.

Selection Process
Each high school shall hold an **open election in which any eligible student may run**, and the **entire student body shall vote** to select that school's Student Representative.

- The Building Principal shall oversee the election process.
- The Student Council Advisor may assist in promotion, election logistics, and vote certification.
- The Building Principal shall certify the election results to the Superintendent or designee.

Each high school may also select an alternate representative, determined through the same election process or the next-highest vote recipient, who will serve if the elected representative is unable to fulfill their duties.

Each Student Representative must meet the requirements outlined in the following position description.

Position Description
Each Student Representative of the Board of Education serves as a liaison between the Board and the student body of Proviso Township High Schools District 209.

• One (1) student representative from each high school within the District (Proviso East High School, Proviso West High School, and Proviso Math and Science Academy) will be chosen.
• Each Student Representative shall serve as an advisory, non-voting member of the Board of Education and will not participate in executive, closed, or subcommittee meetings unless otherwise directed.
• Student Representatives must be currently enrolled at a high school within the District as a member of the following year's junior or senior class.
• Student Representatives must be in good academic standing and on track to complete all graduation requirements, where good academic standing is defined as:

1. Maintaining an attendance rate of 90 percent or higher;
2. Passing all current courses; and
3. Having no suspensions within the previous twelve (12) months of nomination and service.

• Student Representatives must meet and maintain all state and school guidelines for co-curricular participation.
• Student Representatives shall serve a one (1) year term beginning in August and concluding in June. Students may serve a second term if they continue to meet eligibility requirements and are re-elected by the student body.
• Student Representatives may attend Board or community events during the summer transition, as invited by the Superintendent or Board President.

Responsibilities
Each Student Representative of the Board of Education must uphold the following responsibilities during the term of office:

• Attend all regular public meetings of the Board of Education.
• Prepare written and verbal reports for Board meetings on behalf of the district's student body.
• Meet with the Superintendent or designee prior to each Board meeting to review report content and relevant topics.
• Prepare written and verbal updates for their school's Student Council regarding Board discussions.
• Communicate with Student Council representatives regarding Board updates and district-level initiatives.
• Periodically attend various school or community events as a representative of the Board of Education.
• Model professionalism, confidentiality, and civic engagement consistent with Board expectations.
• Participate respectfully in Board of Education discussions and deliberations.

Removal and Replacement
A Student Representative may be removed from their position if:

• They are no longer in good academic standing;
• They exhibit repeated unprofessional behavior or fail to adhere to Board decorum;
• They accumulate two (2) or more unexcused absences from Board meetings;
• They engage in conduct that violates the Illinois School Code, Board policy, or student discipline procedures.

The Superintendent or designee shall review any concerns regarding a Student Representative's status in consultation with the Board President, Building Principal and Student Council Advisor. If removal is warranted, the student shall receive written notice and an opportunity to meet with the Superintendent or designee before a final decision is made.

If a Student Representative is removed, the alternate representative elected through the schoolwide process shall assume the role for the remainder of the term. If no alternate is available, the school will conduct a special election. The Superintendent shall inform the

Board President of all changes, and these will be recorded in the minutes of the next regular Board meeting.

Recognition
Student Representatives shall be recognized publicly at the beginning and end of their term. Their names shall appear in Board minutes and on the district website as "Student Representative (Non-Voting)." Upon completing their term, each representative shall receive a certificate of recognition and may be recommended for community service credit or leadership honors through their school.

LEGAL REF.:

105 ILCS 5/10-10

ADOPTED: _____

Board of Education, Proviso Township High Schools District 209

16. Approval of Press Plus Issue 120 40

School Board

Board Member Development [1]

The School Board desires that its individual members learn, understand, and practice effective governance principles.[2] The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

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

Mandatory Board Member Training [3]

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

1. Each Board member elected or appointed to fill a vacancy of at least one year's duration must complete at least four hours of professional development and leadership training in: (1) education and labor law; (2) financial oversight and accountability; (3) fiduciary responsibilities; (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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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

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

[6] 105 ILCS 5/24-16.5, 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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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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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

[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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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.

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[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 incidentstees 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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General School Administration

Goals and Objectives [1]

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

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

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[1] This policy provides an opportunity for a board to give the superintendent a big picture of its vision for the district by identifying some high-level goals. While sample policy 1:30, *School District Philosophy,* contains the district's mission statement, i.e., why the district exists, this policy contains progress expectations and desired results, i.e., goals. This policy is designed to contain goals for which the administration will be responsible, including goals concerning finances, instruction, property, connecting with the community, etc. The list of goals should be replaced with the board's goals and objectives for school administration, if any.

This policy is in alignment with State law. The superintendent and principal's general duties are listed in 105 ILCS 5/10-21.4 and 5/10-21.4a, respectively. See also 105 ILCS 5/10-16.7.

[2] See the State Goals for Learning and Learning Standards, 23 Ill.Admin.Code §1, Appendix D.

[3] School administrators may be employed under a multi-year contract only if it is performance-based and contains goals and indicators of student performance and academic improvement. 105 ILCS 5/10-23.8 and 5/20-23.8a. Principal evaluations may~~ust~~ use data and indicators on student growth as a significant factor. 105 ILCS 5/24A-15(c), amended by P.A. 104-20. Thus, a policy statement that administrative staff shall "meet or exceed student performance and academic improvement goals" is consistent with legal requirements.

[4] Staff and student handbooks provide a means to distribute important information and are referenced in many sample policies and procedures. Members of the Ill. Principals Assoc. may subscribe to its Model Student Handbook Service. While this service is not a handbook *per se*, it provides principals with quick, user-friendly access to model student handbook provisions that are attorney drafted and fully aligned with IASB's policy services. For more information, see: www.ilprincipals.org/msh.

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

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

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General School Administration

Administrative Personnel Other Than the Superintendent [1]

Duties and Authority

The School Board establishes District administrative and supervisory positions in accordance with the District's needs and State law. This policy applies to all administrators other than the Superintendent, including without limitation, Building Principals. The general duties and authority of each administrative or supervisory position are approved by the Board, upon the Superintendent's recommendation, and contained in the respective position's job description.[2] In the event of a conflict, State law and/or the administrator's employment agreement shall control.

Qualifications

All administrative personnel shall be appropriately licensed and shall meet all applicable requirements contained in State law and Illinois State Board of Education rules. [3]

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[1] State or federal law controls this policy's content. 105 ILCS 5/10-23.8a requires each principal, assistant principal, and other school administrator to be employed under either: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights but does not lose any previously acquired tenure credit with the district. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators.

[2] Job descriptions are advisable, but optional. See sample policy 5:30, *Hiring Process and Criteria*, for a discussion of job descriptions. An Ill. State Board of Education (ISBE) rule (23 Ill.Admin.Code §1.310) allows *divided service*, meaning that a superintendent or principal may be employed by two school districts or serve in two professional capacities provided that full-time equivalency results in a maximum of one full-time position. In districts with an enrollment of 100 or fewer, an individual may serve as superintendent/principal and teach up to one-half day.

[3] 105 ILCS 5/21B-20 and 5/21B-25 govern Professional Educator Licenses and administrative, principal, and chief school business official endorsements. The requirements for supervisory or administrative staff are in 23 Ill.Admin.Code §1.705; the requirements for endorsements are in 23 Ill.Admin.Code Part 25, Subpart E. Standards for Administrative Endorsements are in 23 Ill.Admin.Code Part 29.

The following option may be added at the end of this paragraph:

> Administrative personnel must reside in the District within a specified period as provided in their initial employment agreement.

State law (105 ILCS 5/24-4.1) prohibiting residency requirements for teachers does not apply to non-instructional personnel, e.g., assistant principals. Owen v. Kankakee Sch. Dist., 261 Ill.App.3d 298 (3rd. Dist. 1994). A board may impose residency requirements on a principal or assistant principal only if the individual's initial contract with the district made residency an express condition of employment or continued employment as a principal. 105 ILCS 5/10-21.4a. Residency within a district may not be considered in determining a principal's compensation, assignment, or transfer. Id.

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Evaluation

The Superintendent or designee shall evaluate all administrative personnel and make employment and salary recommendations to the Board. [4]

Administrators shall annually present evidence to the Superintendent of professional growth through attendance at educational conferences, additional schooling, in-service training, and Illinois Administrators' Academy courses, or through other means as approved by the Superintendent. [5]

Administrative Work Year

The work year for administrators shall be the same as the District's fiscal year, July 1 through June 30, unless otherwise stated in the employment agreement. In addition to legal holidays, administrators shall have vacation periods as approved by the Superintendent. All administrators shall be available for work when their services are necessary. [6]

Compensation and Benefits

The Board and each administrator shall enter into an employment agreement that complies with Board policy and State law.[7] The terms of an individual employment contract, when in conflict with this policy, will control.

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[4] All licensed school district employees must be evaluated. 105 ILCS 5/24A-1, 23 Ill.Admin.Code §1.320. Each district must implement a performance evaluation plan for its principals and assistant principals. 105 ILCS 5/24A-15, amended by P.A. 104-202 729; 23 Ill.Admin.Code §50.300. The statutory deadline for evaluating principals and assistant principals depends on whether the individual's employment contract is for one year or multiple years: (1) the evaluation of individuals on a single year contract must take place annually by March 1, and (2) the evaluation of individuals on a multi-year contract must take place by March 1 of the contract's final year. 105 ILCS 5/24A-15, amended by P.A. 102-729. Individual contracts may require an earlier deadline. For the 2022-2023 school year only, when the Governor's disaster declaration due to a public health emergency was in effect, districts had the option to waive the evaluation requirement of principals and assistant principals who received either *excellent* or *proficient* ratings during the last school year in which they were evaluated. Id. 105 ILCS 5/24A-3 requires that an individual who conducts an evaluation of a teacher, principal, or assistant principal, (1) be prequalified before undertaking any evaluation, and (2) participate in a regularly scheduled retraining program.

[5] The professional growth reporting requirements in this paragraph are optional. However, professional development activities are required for license renewal. 105 ILCS 5/21B-45, contains the license renewal process, along with the professional development hours and carry over of these hours.

A school board must require the administrators who evaluate employees to complete training on the evaluation of licensed personnel that is provided or approved by ISBE. 105 ILCS 5/24A-3 and 5/24A-20(a)(4). Any prequalification process or retraining program developed and used by a school district must, at a minimum, meet the requirements of 23 Ill.Admin.Code Part 50, Subpart E. Administrative personnel must participate in this training (1) before they evaluate, and (2) at least once during each certificate renewal cycle. 105 ILCS 5/24A-3.

[6] Legal holidays are provided by 105 ILCS 5/24-2, amended by P.A. 102-15 (*2022 Election Day*), 102-14 and 102-334 (both establishing *Juneteenth National Freedom Day*), and 103-467 (*2024 Election Day*).

[7] According to 105 ILCS 5/10-23.8a, a principal, assistant principal, and any other school administrator must be employed under either: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights but does not lose any previously acquired tenure credit with the district. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators.

The employment contract should be *in writing* even though the School Code does not require it to be written. Contact the board attorney for assistance. An administrator who is not working under a written contract is presumed to have a contract of one year's duration. Schaumburg Cmty. Consol. Sch. Dist. v. TRS, 984 N.E.2d 66 (Ill. App. Ct. 4th Dist. 2013)(interpreting 105 ILCS 5/10-23.8a). The Ill. Statute of Frauds may make it impossible to execute an *oral* multi-year administrator contract or to *orally* extend a multi-year written contract. 740 ILCS 80/1.

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The Board will consider the Superintendent's recommendations when setting compensation for individual administrators. These recommendations should be presented to the Board no later than the March Board meeting or at such earlier time that will allow the Board to consider contract renewal and nonrenewal issues. [8]

Unless stated otherwise in individual employment contracts, all benefits and leaves of absence available to teaching personnel are available to administrative personnel. [9]

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

CROSS REF: 3:60 (Administrative Responsibility of the Building Principal), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:210 (Resignations), 5:250 (Leaves of Absence), 5:290 (Employment Termination and Suspensions)

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The Open Meetings Act requires all Ill. Municipal Retirement Fund (IMRF) employers, which includes school boards, to: (1) within six business days after approving a budget, web-post each employee's total compensation package if it exceeds $75,000 per year; and (2) at least six days before approval, web-post an employee's total compensation package if it is $150,000 or more. 5 ILCS 120/7.3. Conflicting opinions concern whether school districts must comply with these posting requirements for their employees who do not participate in IMRF. Contact the board attorney for advice.

Annually by Oct. 1, each school board must report to ISBE the base salary and benefits of the superintendent, administrators, and teachers it employs. 105 ILCS 5/10-20.47. Before this annual reporting to ISBE, the information must be presented at a regular school board meeting and then posted on the district's website, if any.

[8] State law does not address when the board should consider salary issues. The March deadline was chosen because the statutory notice deadline for reclassification is April 1 of the year in which a principal or assistant principal's contract expires unless the contract provides for an earlier deadline. 105 ILCS 5/10-23.8b. Alternatively, the policy could require that recommendations be presented "in a timely manner."

[9] State law does not require that administrative and teaching personnel receive identical benefits and leaves of absence, but it does set the minimum in days and type for all licensed personnel.

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General School Administration

Administrative Responsibility of the Building Principal [1]

Duties and Authority

The School Board, upon the recommendation of the Superintendent, employs Building Principals as the chief administrators and instructional leaders of their assigned schools, and may employ Assistant Principals. The primary responsibility of a Building Principal is the improvement of instruction.[2] Each Building Principal shall perform all duties as described in State law as well as such other duties as specified in his or her employment agreement or as the Superintendent may assign, that are consistent with the Building Principal's education and training.[3] Each Building Principal and Assistant Principal shall complete State law requirements to be a prequalified evaluator before conducting an evaluation of a teacher or assistant principal. [4]

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[1] State or federal law controls this policy's content.

[2] Required by 105 ILCS 5/10-21.4a.

[3] An alternative follows: "…or as agreed upon by the Building Principal and Superintendent."

The principal's duties are generally described in 105 ILCS 5/10-21.4a and 5/24A-15(c-5). However, many other statutes impose additional duties, e.g., 105 ILCS 127/2 (requires principals to report to the police certain violations of the Cannabis Control Act, Controlled Substance Act, and Methamphetamine Control and Community Protection Act occurring at specified locations); 105 ILCS 5/10-27.1A(b), amended by P.A. 104-174 (requires the principal or designee to immediately notify local law enforcement upon receiving a report of a threat of gun violence on school grounds or a person in possession of a firearm on school grounds, and, if that person is a student or the threat is made by a student, to notify a student's parent/guardian); and 730 ILCS 152/ and 154/ (require notification to parents/guardians that information about sex offenders and violent offenders against youth is available). The county clerk may appoint high school principals or their designees as deputy registrars to accept voter registrations of any qualified resident of the State. 10 ILCS 5/4-6.2(a). The Firearm Concealed Carry Act requires a principal to notify the Ill. State Police whenever he or she determines that a student (or any person) poses a "clear and present danger to himself, herself or to others." 430 ILCS 66/105; 405 ILCS 5/6-103.3. Lawyers disagree whether this requirement violates the federal Family Educational Rights and Privacy Act. Contact the board attorney for advice.

[4] This restates 105 ILCS 5/24A-3 and 23 Ill.Admin.Code Part 50, Subpart E. Individuals who evaluate teachers, principals, or assistant principals must: (1) be prequalified, and (2) participate in a regularly scheduled retraining program. The prequalification and retraining programs must be either developed or approved by the Ill. State Board of Education (ISBE).

105 ILCS 5/24A-5 permits a first-year principal to evaluate a teacher; however, a new two-year evaluation plan must be established for any tenured teacher who is evaluated by a first-year principal. 105 ILCS 5/24A-5.

Anyone who has not previously been a principal in Ill. must participate in ISBE's *new principal mentoring program*; however, implementation of a principal mentoring program in any given year is dependent upon an appropriation. If appropriations are not likely sufficient to serve all anticipated first-year principals in any given year, the program is voluntary. Mentoring services are extended to second-year principals only if appropriations are sufficient to serve all first-year principals. If mentoring services are extended to second-year principals but appropriations are not sufficient to serve all second-year principals who wish to participate in the new principal mentoring program, then priority access to mentoring services is provided to second year principals who are in the highest need schools as determined by the State Superintendent of Education. 105 ILCS 5/2-3.53a~~, amended by P.A. 102-521 (adding, subject to annual appropriation, a competitive grant program to support the new principal mentoring program for districts to participate in)~~; 23 Ill.Admin.Code Part 35. Annually by June 1, each superintendent must report to the State Superintendent or designee the expected number of first-year and second-year principals along with information specified in 23 Ill.Admin.Code §35.20.

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Evaluation Plan

The Superintendent or designee shall implement an evaluation plan for Principals and Assistant Principals that complies with Section 24A-15 of the School Code and relevant Illinois State Board of Education rules.[5] Using that plan, the Superintendent or designee shall evaluate each Building Principal and Assistant Principal.[6] The Superintendent or designee may conduct additional evaluations.

Qualifications and Other Terms and Conditions of Employment

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

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

CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:150 (Personnel Records), 5:210 (Resignations), 5:250 (Leaves of Absence), 5:290 (Employment Termination and Suspensions)

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[5] Each district must implement a performance evaluation plan for its principals and assistant principals. 105 ILCS 5/24A-15~~, amended by P.A. 102-729~~; 23 Ill.Admin.Code §50.300. A board may substitute this alternative for the first sentence: "The Superintendent or designee shall implement a principal and assistant principal evaluation plan that complies with State law." The statutory deadline for evaluating principals and assistant principals depends on whether the individual's employment contract is for one year or multiple years: (1) the evaluation of individuals on a single-year contract must take place annually by March 1, and (2) the evaluation of individuals on a multi-year contract must take place by March 1 of the contract's final year. 105 ILCS 5/24A-15~~, amended by P.A. 102-729~~. Individual contracts may require an earlier deadline. ~~For the 2022-2023 school year only, if the Governor has declared a disaster due to a public health emergency, districts have the option to waive the evaluation requirement if certain conditions were met. See sample policy 3:50, *Administrative Personnel Other than the Superintendent*, at f/n 4 for more information. Id.~~

[6] Required by 105 ILCS 5/10-21.4a and 5/24A-15~~, amended by P.A. 102-729~~. For a principal who also serves as the district superintendent, the evaluator must be appointed by the board and not be the person whose performance as principal is being evaluated. 23 Ill.Admin.Code §50.300(b). In addition, the evaluator must hold a valid professional educator license endorsed for superintendent issued under Article 21B and have completed the prequalification process and any retraining, as applicable. Id. Add this option if appropriate: "…or, in the absence of the Superintendent or his or her designee, an individual appointed by the Board who holds a valid professional educator license endorsed for superintendent."

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Operational Services

Fiscal and Business Management [1]

The Superintendent is responsible for the School District's fiscal and business management.[2] This responsibility includes annually preparing and presenting the District's statement of affairs to the School Board and publishing it 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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[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]

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[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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[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

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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[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

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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[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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[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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[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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[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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[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

Transportation [1]

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Ill. State Board of Education that adequate public transportation is available,[2] or (2) if adequate public transportation is not available, within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a *serious safety hazard* due to either (a) vehicular traffic or rail crossing or (b) *a course or pattern of criminal activity*, as defined in the Ill. Streetgang Terrorism Omnibus Prevention Act, 740

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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. 105 ILCS 5/29-1 et seq. and 23 Ill.Admin.Code Part 120. **Important: The board of a district that does *not* provide transportation must amend this policy.** F/n 2 discusses when districts must provide free transportation. Please contact an IASB Policy Consultant for *gratis* help customizing this policy. You may also need to consult the board attorney.

Beginning 7-1-31, newly purchased school buses must be equipped with seat safety belts that meet State and federal standards, but districts will not have to: (1) ensure that the seat belt system is correctly adjusted and fastened or (2) give instruction on their use. 625 ILCS 5/12-826(a) and (b), added by P.A. 104-75.

A district that chooses to consider locations other than individual students' residences as pick-up and drop-off locations must adopt a policy establishing this practice to receive State reimbursement. 23 Ill.Admin.Code §120.30(a)(1)(B).

Each district must have a pre-trip and post-trip inspection policy. 625 ILCS 5/12-816(a). An Ill. State Board of Education (ISBE) rule requires boards to "institute policies and practices that promote the safety and well-being of school bus passengers." 23 Ill.Admin.Code §1.510(g). To comply with these requirements, this policy lists relevant administrative procedures at the end.

The policy does not address an *automatic traffic enforcement* system which may be enacted by a municipality or county. An *automatic traffic law enforcement system* is a device that senses and records a motor vehicle that illegally fails to stop for a school bus. 625 ILCS 5/11-208.9. Each school board within that municipality or county's jurisdiction may approve the system's implementation. The board is then required to enter into an intergovernmental agreement with the municipality or county and contract with vendors for the system's installation, maintenance, and operation. Each applicable school bus must be posted with a sign indicating that it is being monitored by an automated traffic law enforcement system. The proceeds from a school district's automated traffic law enforcement system's fines shall be divided equally between the school district and the municipality or county administering the automated traffic law enforcement system.

[2] The one and one-half miles distance is measured from the exit of the property where the student resides to the point where pupils are normally unloaded at the attendance center to which they are assigned. 105 ILCS 5/29-3; 23 Ill.Admin.Code §120.30(a)(1)(A). Only the following districts must provide free transportation as described in the sample policy: community consolidated districts, community unit districts, consolidated districts, consolidated high school districts, and combined school districts if the combined district includes any district that was previously required to provide transportation. 105 ILCS 5/29-3 and 23 Ill.Admin.Code §1.510(a). Districts that are not required to provide free transportation may do so. Id. To qualify for State reimbursement, districts electing to provide transportation when they are not required to do so must afford the same service to all students in that same situation. 23 Ill.Admin.Code §1.510(b). Districts may provide transportation within one and one-half miles and may charge for such transportation. 105 ILCS 5/29-2.

Optional provision: (105 ILCS 5/29-3.1)

> The District may provide transportation to and from school-sponsored activities and may charge for such transportation.

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ILCS 147/.[3] A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard.[4] Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program.[5] Non-public school students shall be transported in accordance with State law.[6] Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act.[7] Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. [8]

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

[3] 105 ILCS 5/29-3 and 23 Ill.Admin.Code §1.510. The determination as to what constitutes a *serious safety hazard* regarding vehicular traffic or rail crossings is made by the board, in accordance with guidelines issued by the Ill. Dept. of Transportation, in consultation with the State Superintendent of Education. The Ill. Streetgang Terrorism Omnibus Prevention Act defines *course or pattern of criminal activity* as two or more gang-related criminal offenses committed in whole or in part within Illinois when: (1) one or more of the offenses was committed after 1-25-13, (2) both offenses were committed within five years of each other; and (3) at least one offense involved a felony or forcible felony under the Ill. Criminal Code of 1961 or 2012. 740 ILCS 147/10. It also includes criminal defacement of property that includes a streetgang sign or symbol. Id. The determination as to what constitutes a *serious safety hazard* due to a *course or pattern of criminal activity* under 105 ILCS 5/29-3 is made by the board, in accordance with guidelines determined by local law enforcement, in consultation with the State Superintendent of Education. ISBE guidance on safety hazards due to criminal gang activity is available at: www.isbe.net/transportation.

[4] Required by 105 ILCS 5/29-3. Another statute provides a process for *qualifying students* to seek reimbursement from ISBE for *qualified transportation expenses*. 105 ILCS 5/29-5.2; 23 Ill.Admin.Code §120.240. 23 Ill.Admin.Code §120.230 requires, among other things, that each attendance center designate a representative to assist parents/guardians with this process. This process does not need to be in board policy and is not covered herein.

[5] 34 C.F.R. §300.34 and 23 Ill.Admin.Code §226.750.

[6] 105 ILCS 5/29-3.2 and 5/29-4.

[7] 105 ILCS 45/, Education for Homeless Children Act. State law implements the McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.

The School Code and the Education for Homeless Children Act permit school districts to use their State transportation funds to provide financial assistance to children that are defined as homeless or *at risk of becoming homeless*, provided certain criteria are satisfied. 105 ILCS 5/29-5~~, amended by P.A. 102-539~~; 105 ILCS 45/1-17. Financial assistance may include: (1) mortgage or rental assistance that will allow a child to remain permanently in his/her living situation or obtain a new living situation; and/or (2) assistance with unpaid bills, loans, or other financial debts that result in housing being inadequate. 105 ILCS 45/1-17(a). For further detail see 6:140-AP, *Education of Homeless Children*.

[8] Required if the district receives Title I funds. 20 U.S.C. §6312(c)(5)(B). The Elementary and Secondary Education Act (ESEA) requires the district to collaborate with the State or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in the school of origin (when in their best interest) will be provided, arranged, and funded for the duration of their time in foster care. ISBE guidance on transportation procedures for students in foster care is available at: https://www.isbe.net/Documents/Guidance_on_Foster_Care_Transportation_Procedures.pdf. The U.S. Depts. of Education and Health and Human Services, in *Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care* (6-23-16) at: www.acf.hhs.gov/cb/policy-guidance/non-regulatory-guidance-ensuring-educational-stability-children-foster-care, opine that ESEA requirements apply to students who meet the definition of *foster care* set forth at 45 C.F.R. §1355.20(a):

> *Foster care* means 24-hour substitute care for children placed away from their parents or guardians and for whom the title IV-E agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made.

ESEA foster care transportation requirements also apply to students *awaiting* foster care placement.

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If a student is at a location within the District, other than his or her residence, for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the one and one-half miles from the school attended. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District's regular routes. The District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives' homes, or neighbors' homes. [9]

Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible. [10]

No school employee may transport students in school or private vehicles unless authorized by the administration. [11]

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Ill. Dept. of Transportation regulations.[12] The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students.[13] The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving. [14]

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105 ILCS 5/10-20.59~~, amended by P.A. 102-199,~~ requires school boards to~~, by the beginning of the 2022-2023 school year,~~ appoint at least one employee to act as a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. Liaison responsibilities may include, among other things, working with DCFS to help students maintain their school placement, if appropriate.

[9] This paragraph should be deleted if a district will not seek State reimbursement for transportation to and from locations other than individual students' residences. As a condition for receiving State reimbursement, an ISBE rule requires boards to have a policy with the provisions in this paragraph. 23 Ill.Admin.Code §120.30(a)(1)(B). This rule also contains the non-discrimination language.

[10] The paragraph is optional. As an alternative, a board may state that pick-up and discharge points "should be as safe and convenient as possible."

[11] Optional. This presents an opportunity for each board to discuss this issue with the superintendent and direct the superintendent to include it in the curriculum for the required in-service on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel. 105 ILCS 5/10-22.39. See 5:100, *Staff Development Program* (f/n 3), and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest* (f/n 2), for more detailed discussions. Include policies 5:100, *Staff Development Program,* and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest,* in the Cross References when this sentence is used.

[12] 625 ILCS 5/13-109. The vehicle and other requirements for transporting students to and from interscholastic or school-sponsored activities, including curriculum-related or career-related activities, are found in 105 ILCS 5/29-6.3 and 625 ILCS 5/11-1414.1, amended by P.A.s 104-256, eff. 7-1-26, and 104-367, eff. 1-1-26. These statutes also contain requirements for the use of multi-function school activity buses (defined at 625 ILCS 5/1-148.3a-5, amended by P.A. 104-367, eff. 1-1-26). The legislature frequently amends these statutes, along with many transportation laws; they should be double-checked before relying on them.

[13] 625 ILCS 5/12-815. The statute, like the policy, identifies the conditions in which illuminating the strobe light is permissible instead of mandating when they must be illuminated.

[14] 625 ILCS 5/12-821(b) requires districts that own school buses and multifunction school activity buses to establish procedures for accepting comment calls and responding to them. In accordance with good governance principles, this duty is delegated to the superintendent. For a sample procedure, see 4:110-AP2, *Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; Bus Driving Comments*.

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All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers. [15]

Pre-Trip and Post-Trip Vehicle Inspection [16]

The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection procedure to ensure that the school bus driver: (1) tests the two-way radio or cellular radio telecommunication device and ensures that it is functioning properly before the bus is operated, and

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[15] 105 ILCS 5/10-20.21a, requires all contracts for providing charter bus services to transport students to or from interscholastic athletic or interscholastic or school sponsored activities to contain clause (A) except that a contract with an out-of-state company may contain clause (B) or clause (A). The clause must be set forth in the contract's body in at least 12-point typeface and all upper case letters:

(A) "ALL OF THE CHARTER BUS DRIVERS WHO WILL BE PROVIDING SERVICES UNDER THIS CONTRACT HAVE, OR WILL HAVE BEFORE ANY SERVICES ARE PROVIDED:

(1) SUBMITTED THEIR FINGERPRINTS TO THE DEPARTMENT OF STATE POLICE IN THE FORM AND MANNER PRESCRIBED BY THE DEPARTMENT OF STATE POLICE. THESE FINGERPRINTS SHALL BE CHECKED AGAINST THE FINGERPRINT RECORDS NOW AND HEREAFTER FILED IN THE DEPARTMENT OF STATE POLICE AND FEDERAL BUREAU OF INVESTIGATION CRIMINAL HISTORY RECORDS DATABASES. THE FINGERPRINTING CHECK HAS RESULTED IN A DETERMINATION THAT THEY HAVE NOT BEEN CONVICTED OF COMMITTING ANY OF THE OFFENSES SET FORTH IN SUBDIVISION (C-1)(4) OF SECTION 6-508 OF THE ILLINOIS VEHICLE CODE; AND

(2) DEMONSTRATED PHYSICAL FITNESS TO OPERATE SCHOOL BUSES BY SUBMITTING THE RESULTS OF A MEDICAL EXAMINATION, INCLUDING TESTS FOR DRUG USE, TO A STATE REGULATORY AGENCY."

(B) "NOT ALL OF THE CHARTER BUS DRIVERS WHO WILL BE PROVIDING SERVICES UNDER THIS CONTRACT HAVE, OR WILL HAVE BEFORE ANY SERVICES ARE PROVIDED:

(1) SUBMITTED THEIR FINGERPRINTS TO THE DEPARTMENT OF STATE POLICE IN THE FORM AND MANNER PRESCRIBED BY THE DEPARTMENT OF STATE POLICE. THESE FINGERPRINTS SHALL BE CHECKED AGAINST THE FINGERPRINT RECORDS NOW AND HEREAFTER FILED IN THE DEPARTMENT OF STATE POLICE AND FEDERAL BUREAU OF INVESTIGATION CRIMINAL HISTORY RECORDS DATABASES. THE FINGERPRINTING CHECK HAS RESULTED IN A DETERMINATION THAT THEY HAVE NOT BEEN CONVICTED OF COMMITTING ANY OF THE OFFENSES SET FORTH IN SUBDIVISION (C-1)(4) OF SECTION 6-508 OF THE ILLINOIS VEHICLE CODE; AND

(2) DEMONSTRATED PHYSICAL FITNESS TO OPERATE SCHOOL BUSES BY SUBMITTING THE RESULTS OF A MEDICAL EXAMINATION, INCLUDING TESTS FOR DRUG USE, TO A STATE REGULATORY AGENCY."

[16] 625 ILCS 5/12-816(a) requires school districts to have a school bus pre- and post-trip inspection policy with the components as contained in this policy. See also 23 Ill.Admin.Code §1.510(i)(3) and 92 Ill.Admin.Code §458.1030. For a sample procedure, see 4:110-AP2, *Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; Bus Driving Comments*. School districts that contract with a private sector school bus company must require the company to have a pre- and post-trip inspection policy that is equivalent to this section of the policy. 625 ILCS 5/12-816(b).

Each school bus must contain an operating two-way radio or cellular radio telecommunication device while the school bus driver is in possession of a school bus. 625 ILCS 5/12-813.1(e). "Cellular radio telecommunication device" means a device capable of sending or receiving telephone communications without an access line for service and which requires the operator to dial numbers manually; it does not include citizens band radios or citizens band radio hybrids. 625 ILCS 5/12-813.1(a). The two-way radio or cellular radio telecommunication device must be turned on and adjusted in a manner that would alert the driver of an incoming communication request. 625 ILCS 5/12-813.1(e). A school bus driver may not operate a school bus while using a cellular radio telecommunication device except in the following situations: (1) in an emergency situation to communicate with an emergency response operator; a hospital; a physician's office or health clinic; an ambulance service; a fire department, fire district, or fire company; or a police department; (2) in the event of a "mechanical breakdown or other mechanical problem;" (3) to communicate with school authorities about bus operation or the safety of a passenger on the bus; and (4) when the bus is parked. 625 ILCS 5/12-813.1(c). However under no circumstances may the cellular radio telecommunication device be used for anything else including personal use. 625 ILCS 5/12-813.1(c)(2).

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(2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

LEGAL REF.: 20 U.S.C. §6312(c)(5)(B), Elementary and Secondary Education Act.
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 5/10-22.22 and 5/29-1 et seq.
105 ILCS 45/1-15 and /1-17.
625 ILCS 5/1-148.3a-5, 5/1-182, 5/11-1414.1, 5/12-813.1, 5/12-815, 5/12-816, 5/12-821, and 5/13-109.
23 Ill.Admin.Code §§1.510 and 226.750; Part 120.
92 Ill.Admin.Code Part 440.

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

ADMIN. PROC.: 4:110-AP2 (Bus Driver Communication Devices; Pre-Trip and Post-Trip Inspection; Bus Driving Comments), 4:110-AP3 (School Bus Safety Rules), 4:110-E (Emergency Medical Information for Students Having Special Needs or Medical Conditions Who Ride School Buses), 6:140-AP (Education of Homeless Children)

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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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[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, includinga 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 districtclasses, 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 termphrase "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 Section105 ILCS 5/27-8124-2, 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 5/27-24.2Id.; 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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[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

Facility Management and Building Programs [1]

The Superintendent shall manage the District's facilities and grounds as well as facility construction and building programs in accordance with the law, the standards set forth in this policy, and other applicable School Board policies. The Superintendent or designee shall facilitate: (1) inspections of schools by the Regional Superintendent and State Fire Marshal or designee, (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district, and (3) compliance with the 10-year safety survey process required by the School Code. [2]

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

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

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

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

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

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

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

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Standards for Managing Buildings and Grounds

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy-efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. Prior Board approval is needed for all renovations or permanent alterations to buildings or grounds when the total cost will exceed $17,500, including the cost equivalent of staff time.[3] This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

Standards for Green Cleaning [4]

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

Standards for Facility Construction and Building Programs [5]

As appropriate, the Board will authorize a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board

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

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

[4] Required by the Green Cleaning Schools Act (105 ILCS 140/) and Green Cleaning for Elementary and Secondary Schools (23 Ill.Admin.Code Part 2800). The Ill. Green Government Coordinating Council (IGGCC) established *Guidelines and Specifications for the Green Cleaning Schools Act* (Guidelines) which stated: "While not mandatory, schools should implement the practices set forth in the Recommendations section of these guidelines where applicable and appropriate." Each regional office of education is required to disseminate the Guidelines to every public school in its region and to provide ongoing assistance to schools to carry out the requirement of the Green Cleaning Schools Act. 105 ILCS 140/20. Districts needing a copy of the Guidelines should contact their regional office of education, as they are no longer maintained online. ~~See *Guidelines and Specifications for the Green Cleaning Schools Act* at: www.newsystemonline.com/wp-content/uploads/2014/05/Illinois-GreenCleanFinalGuidelines.pdf.~~

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

After 1-1-~~1~~25, all "new school building construction" must include a storm shelter that meets or exceeds the ICC/NSSA Standard for the Design and Construction of Storm Shelters (ICC-500 2020) published jointly by the International Code Council and the National Storm Shelter Association. 105 ILCS 5/2-3.12(e-5); 23 Ill.Admin.Code §180.60(b)(3). Any facility project for which the design contract is executed after 1-1-25~~7-1-16~~ must meet standards of the 20~~24~~15 International Building Code and its subcodes. 23 Ill.Admin.Code §180.60(a).

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

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with projected facility needs, enrollment trends, and other data impacting facility use. Board approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board will confer with members of the staff and community, the Ill. State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.
6. Meet requirements on the accessibility of school facilities to disabled persons as specified in State and federal law.
7. Provide for low maintenance costs, energy efficiency, and minimal environmental impact.

Naming Buildings and Facilities [6]

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and stature of the school or facility. Any request to name or rename an existing facility should be submitted to the Board. When a facility is to be named or renamed, the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board.[7] The Board will make the final selection. The Superintendent or designee may name a room or designate

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A building intended for classroom or instructional use may be constructed only after voter approval at a referendum unless the building is: (1) leased by the district, or (2) purchased with funds from the sale or disposition of other buildings or structures, or with funds received as a grant under the School Construction Law or as a gift, provided that no funds (other than lease payments) are derived from the district's bonded indebtedness or its tax levy. 105 ILCS 5/10-22.36, amended by P.A. 103-591. A referendum is also not required if the purchase, construction, or building of such a building is paid for with funds received from the County School Facility and Resources Occupation Tax Law. Id. Beginning 9-1-24, a referendum is not required to build or purchase a building for school classroom or instructional purposes if, prior to the building or purchase, the board adopts a resolution finding the building or purchase will result in an increase in pre-kindergarten or kindergarten classroom space in the district. Id. at (fe), added by P.A. 103-591 and renumbered by P.A. 104-417.

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

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

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

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

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

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some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using the process in this policy.

LEGAL REF.: 42 U.S.C. §12101 et seq., Americans with Disabilities Act; 28 C.F.R. Parts 35 and 36.
20 ILCS 3130/, Green Buildings Act.
105 ILCS 5/2-3.12, 5/10-20.49, 5/10-22.36, 5/10-20.63, and 5/17-2.11.
105 ILCS 140/, Green Cleaning Schools Act.
105 ILCS 230/, School Construction Law.
410 ILCS 25/, Environmental Barriers Act.
410 ILCS 35/25, Equitable Restrooms Act.
820 ILCS 130/, Prevailing Wage Act.
23 Ill.Admin.Code Part 151, School Construction Program; Part 180, Health/Life Safety Code for Public Schools; and Part 2800, Green Cleaning for Elementary and Secondary Schools.
71 Ill.Admin.Code Part 400, Ill. Accessibility Code.

CROSS REF.: 2:150 (Committees), 2:170 (Procurement of Architectural, Engineering, and Land Surveying Services), 4:60 (Purchases and Contracts), 8:70 (Accommodating Individuals with Disabilities)

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Operational Services

Environmental Quality of Buildings and Grounds [1]

The Superintendent shall take all reasonable measures to protect: (1) the safety of District personnel, students, and visitors on District premises from risks associated with hazardous materials, and (2) the environmental quality of the District's buildings and grounds. [2]

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

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

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

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

1. Several federal laws regulate asbestos as a hazardous substance, the most significant for schools being the Asbestos Hazard Emergency Response Act of 1986. 15 U.S.C. § 2641 et seq. The Asbestos Abatement Act, 105 ILCS 105/, requires schools to perform a variety of functions regarding asbestos. Federal and State regulations also require annual notice to parents and employees of the availability of the district's asbestos management plan. 40 C.F.R. §763.93(g)(4); 77 Ill.Admin.Code §855.300(a)(3). This can be inserted in student handbooks; the Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook* (MSH), at: www.ilprincipals.org/msh/.
2. The Indoor Air Quality Act, 410 ILCS 87/. The Ill. Dept. of Public Health (IDPH) Guidelines for Indoor Air Quality are advisory, i.e., not enforceable. See https://dph.illinois.gov/topics-services/environmental-health-protection/toxicology/indoor-air-quality-healthy-homes.
3. The Smoke-Free Illinois Act, 410 ILCS 82/, bans tobacco smoking inside schools.
4. The Structural Pest Control Act, 225 ILCS 235/, requires IDPH to establish guidelines for an integrated pest management program for schools. See https://dph.illinois.gov/topics-services/environmental-health-protection/structural-pest-control/integrated-pest-management, ~~or https://dph.illinois.gov/topics-services/environmental-health-protection/structural-pest-control~~.
5. Notices to employees and parents/guardians before pesticide applications are required by the Structural Pest Control Act. 225 ILCS 235/10.3. The Lawn Care Products Application and Notice Act requires similar notices but only to parents/guardians. 415 ILCS 65/3.
6. The Green Cleaning School Act, 105 ILCS 140/, and Green Cleaning for Elementary and Secondary Schools, 23 Ill.Admin.Code Part 2800, contain guidelines for green cleaning. See sample policy 4:150, *Facility Management and Building Programs*.
7. The Green Buildings Act requires all new State-funded building construction and major renovation projects to meet specified environmental requirements. 20 ILCS 3130/. Waivers may be granted by the Capital Development Board in certain situations. Id.
8. The Ill. legislature recommended that each occupied school building be tested every five years for radon and provided a process for the screening in 105 ILCS 5/10-20.48.
   Employers must provide all employees with an education and training program with respect to all toxic substances to which an employee is routinely exposed while working. 820 ILCS 255/16; 23 Ill.Admin.Code §1.330. However, this section and most of the Toxic Substances Disclosure to Employees Act (820 ILCS 255/) are **inoperative**; its implementing rules (56 Ill.Admin.Code Part 205) were repealed. Instead, the Ill. Dept. of Labor enforces the federal Occupational Safety and Health Administration Hazard Communication Standards at 29 C.F.R. §1910.1200. 820 ILCS 255/1.5~~, amended by P.A. 102-1071~~. Thus, school districts must follow the federal disclosure and training requirements.
9. 105 ILCS 5/2-3.205~~4 (final citation pending)~~, added by P.A. 103-736 and renumbered by P.A. 104-417~~, eff. 1-1-25~~, require~~d~~s the Ill. State Board of Education (ISBE), in consultation with IDPH and other stakeholders, to compile resources on indoor air quality for schools and post them on ISBE's website, available at: www.isbe.net/Documents/IAQ-resources.pdf.

[2] A board persuaded by #8 in the above footnote may add the following option:
If economically feasible, the Superintendent or designee shall manage the testing of each occupied school building for radon pursuant to Section 10-20.48 of the School Code.

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Pesticides

Pesticides will not be applied on the paved surfaces, playgrounds, or playing fields of any school serving grades K-8 during a school day or partial school day when students are in attendance for instructional purposes.[3] Additionally, the application of any restricted use pesticides is prohibited on or within 500 feet of school property during normal school hours.[4] Before pesticides are used on District premises, the Superintendent or designee shall notify employees and parents/guardians of students as required by the Structural Pest Control Act, 225 ILCS 235/, and the Lawn Care Products Application and Notice Act, 415 ILCS 65/. [5]

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

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

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

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

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

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

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

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

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

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Coal Tar Sealant [6]

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

LEGAL REF.: 105 ILCS 5/10-20.17a; 5/10-20.48.
29 C.F.R. §1910.1030, Occupational Exposure to Bloodborne Pathogens, as adopted by the Illinois Department of Labor, 56 Ill.Admin.Code §350.700(b).
29 C.F.R. §1910.1200, Occupational Safety and Health Administration Hazard Communication Standards, as adopted by 820 ILCS 255/1.5, Toxic Substances Disclosure to Employees Act.
20 ILCS 3130/, Green Buildings Act.
105 ILCS 135/, Toxic Art Supplies in Schools Act.
105 ILCS 140/, Green Cleaning School Act.
105 ILCS 160/, Pesticide Application at Schools Act.
225 ILCS 235/, Structural Pest Control Act.
415 ILCS 60/14, Illinois Pesticide Act.
415 ILCS 65/, Lawn Care Products Application and Notice Act.
410 ILCS 170/, Coal Tar Sealant Disclosure Act.
820 ILCS 255/, Toxic Substances Disclosure to Employees Act. (inoperative)
23 Ill.Admin.Code §1.330.

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

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

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

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Operational Services

Safety [1]

Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event.[2] The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan(s) addressing prevention, preparation, response, and recovery for each school; [3]

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

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

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

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

[3] The term *emergency operations and crisis response plan* is used because federal agencies refer to school *emergency operations plans* and the School Safety Drill Act (105 ILCS 128/) refers to *emergency and crisis response plans*. 105 ILCS 128/55, added by P.A. 103-194 and renumbered by P.A. 103-605, requires a school building's emergency and crisis response plan, protocol, and procedures to include a plan for local law enforcement to rapidly enter a school building in an emergency.

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

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

105 ILCS 128/45, amended by P.A.s 103-780 and 104-407, required school districts to implement a threat assessment procedure by 12-6-19, and to establish a threat assessment team by 2-19-20. The threat assessment procedure may be part of a board policy on targeted school violence prevention that includes the creation of a threat assessment team. For more discussion, see sample policy 4:190, *Targeted School Violence Prevention Program*.

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

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2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices;[4] and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones. [5]

School Safety Drill Plan [6]

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act (105 ILCS 128/):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.
2. One bus evacuation drill.
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement lockdown drill to address a school shooting incident and to evaluate the preparedness of school personnel and students. This drill shall occur no later than 90 days after the first day of school of each year, and shall require the participation of all school personnel

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[4] Required by 105 ILCS 128/20(b) and 105 ILCS 5/10-20.14(c), amended by P.A. 103-896, for all students. See sample administrative procedure 4:110-AP3, *School Bus Safety Rules*. ~~In consultation with stakeholders,~~ *School Bus Safety Guidance*, developed by ~~the Ill. State Board of Education (~~ISBE~~)~~ in consultation with stakeholders, is available at: www.isbe.net/Documents/Bus-Safety-Guidance-June-2025.pdf. ~~must draft and publish guidance for school bus safety procedures by 7-1-25. 105 ILCS 5/10-20.14(c), amended by P.A. 103-896.~~

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

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

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

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

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

Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act (105 ILCS 128/) and the Joint Rules of the Office of the State Fire Marshal and the Ill. State Board of Education (ISBE). [8]

Automated External Defibrillator (AED) [9]

At least one automated external defibrillator (AED) shall be present in each District attendance center during the school day and during any District-sponsored extracurricular activity on school grounds. In addition, the Superintendent or designee shall implement a written plan for responding to medical

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

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

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. See also sample administrative procedure 5:220, *Substitute Teachers*.

[8] 29 Ill.Admin.Code Part 1500. The School Safety Drill Act requires each school board or its designee to conduct one annual meeting at which it reviews each building's emergency and crisis response plan, protocols, and procedures, including procedures regarding the school district's threat assessment team, the school district's hazardous substance release procedures, procedures regarding the district's cardiac emergency response plan, the efficacy and effects of law enforcement drills, and each building's compliance with the school safety drill plan. 105 ILCS 128/25, amended by P.A.s ~~102-395 and~~ 103-608 and 104-344, eff. 1-1-~~25~~26, and 128/30, amended by P.A. 103-175; 29 Ill.Admin.Code Part 1500. If the board uses a designee, it should preferably be someone other than the District Safety Coordinator to assure an unbiased audit. The statute contains detailed requirements. The board or its designee must: (1) complete a one-page report certifying that the review took place, among other things; (2) send a copy of the report to each participating party; and (3) send a copy of the report to the appropriate Regional Superintendent. 105 ILCS 128/25(c), (d). ISBE's website contains a suggested annual review checklist and a report form to document compliance at: www.isbe.net/Pages/School-Emergency-and-Crisis-Response-Plan-Guide.aspx. The American Heart Association's cardiac emergency response plan template and implementation materials are available at: www.heart.org/CERP.

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

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emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one AED to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District.[10] The Superintendent or designee shall ensure that every AED on the District's premises is properly tested and maintained in accordance with rules developed by the IDPH.[11] This policy does not create an obligation to use an AED.

Carbon Monoxide Alarms [12]

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors,*
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

Soccer Goal Safety [13]

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the IDPH. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

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

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

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

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

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

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Unsafe School Choice Option [14]

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the ISBE.
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

Lead Testing in Water [15]

The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Ill. Plumbing License Law and guidance published by the

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

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

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

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

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

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

Beginning no later than 11-1-27, federal drinking water regulations require that *community water systems* (defined at 40 C.F.R. §141.2) annually contact all schools in their service area to provide information about the health risks from lead in drinking water. 40 C.F.R. §141.92(c). By 11-1-32, community water systems must notify schools that they are eligible to be sampled for lead. Id.

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IDPH.[16] The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings. [17]

Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property. [18]

LEGAL REF.: 105 ILCS 5/10-20.2, 5/10-20.57, 5/18-12, and 5/18-12.5.
105 ILCS 128/, School Safety Drill Act; 29 Ill.Admin.Code Part 1500.
210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act.
225 ILCS 320/35.5, Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 4:180 (Pandemic Preparedness; Management; and Recovery), 4:190 (Targeted School Violence Prevention Program), 5:30 (Hiring Process and Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

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

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

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

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

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Operational Services

Targeted School Violence Prevention Program [1]

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

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

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[1] While this sample policy is optional, 105 ILCS 128/45, amended by P.A.s 102-791, 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-0www.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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General Personnel

Equal Employment Opportunity and Minority Recruitment [1]

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[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]

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[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]

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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 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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[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

Workplace Harassment Prohibited [1]

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including harassment. District employees shall not engage in harassment or

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

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

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

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

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

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

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

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abusive conduct on the basis of an individual's actual or perceived race[2], color, religion[3], national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization status, disability, pregnancy, marital status, family responsibilities,[4] reproductive health decisions,[5] order of protection status, military status, or unfavorable discharge from military service, nor shall they engage in harassment or abusive conduct on the basis of an individual's other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*; 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; and 7:185, *Teen Dating Violence Prohibited*.

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

Sexual Harassment Prohibited [6]

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by

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

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

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

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

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

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

See sample policy 2:265, *Title IX Grievance Procedure*, for the definition of Title IX sexual harassment (20 U.S.C. §1681 et seq.), and see f/n 3 of it for examples of employee sexual harassment that may violate Title IX. Title IX's reach is broad because an alleged *complainant* or alleged *respondent* may be *anyone* in the district's educational program or activity. This includes applicants for employment, students, parents/guardians, any employee, and third parties. Districts are liable for Title IX sexual harassment when *any* district employee has actual knowledge of sexual harassment or allegations of sexual harassment against anyone in the district (except when the only employee with knowledge is the perpetrator of the alleged sexual harassment). 34 C.F.R. §106.30.

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

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

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.[8] Sexual harassment prohibited by this policy includes, but is not limited to, verbal, physical, or other conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Report or Complaint

Employees and *nonemployees*[9] (persons who are not otherwise employees and are directly performing services for the District pursuant to a contract with the District, including contractors, and consultants) are encouraged to promptly report information regarding violations of this policy. Individuals may choose to report to a person of the individual's same gender. Every effort should be made to file such reports or complaints as soon as possible, while facts are known and potential witnesses are available.

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

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

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

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

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

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Whom to Contact with a Report or Complaint [10]

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, Title IX Coordinator, and/or a Complaint Manager. [11]

An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the claim according to that policy, in addition to any response required by this policy.

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

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

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

[12] Title IX regulations require districts to identify the Title IX Coordinator by name, office address, email address, and telephone number. For further discussion of the Title IX Coordinator, see f/n 17 in sample policy 2:265, *Title IX Grievance Procedure*. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator.

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

Complaint Managers:

Name	Name
Address	Address
Email	Email
Telephone	Telephone

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Investigation Process

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

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

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

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

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,[13] should be initiated, regardless of whether a written report or complaint is filed.

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[13] See sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, and its exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*.

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Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel [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(b), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

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

Enforcement [15]

A violation of this policy by an employee may result in discipline, up to and including discharge.[16] A violation of this policy by a third party will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, which for an employee that may be up to and including discharge. [17]

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform*

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[14] Required for districts located within a county served by an accredited Children's Advocacy Center (CAC). Delete this subhead if your school district is within a county not served by an accredited CAC. 105 ILCS 5/22-85 (governing the investigation of an *alleged incident* of *sexual abuse* of any child within any Illinois counties served by a CAC). For further discussion see f/n 14 in sample policy 5:90, *Abused and Neglected Child Reporting*.

[15] See Berry v. Delta Airlines, 260 F.3d 803, 811 (7th Cir. 2001) ("If an employer takes reasonable steps to discover and rectify the harassment of its employees ... it has discharged its legal duty.")

In addition to violating other civil rights laws, a school district violates the *public accommodations* article in the IHRA if it fails to take corrective action to stop severe or pervasive harassment. 775 ILCS 5/5-102 and 5/5-102.2, amended by P.A. 103-472.

[16] 5 ILCS 430/70-5(a)(consequences of a violation of the prohibition on sexual harassment). When discharge is the penalty, examine 50 ILCS 205/3c. It requires a school district to post on its website and make available to news media specific information about severance agreements that it enters into because an employee or contractor was found to have engaged in sexual harassment or sexual discrimination, as defined by the IHRA or Title VII. Id. Additionally, under the Workplace Transparency Act (WTA), employers may not require confidentiality clauses in settlement or termination agreements involving alleged unlawful employment practices under federal or State civil rights laws, except under specific conditions. 820 ILCS 96/1-30, amended by P.A. 104-320. Consult the board attorney regarding the use of these types of clauses.

Prior to the passage of 50 ILCS 205/3c and the WTA, members of the public could already access copies of severance agreements between school districts and their former employees under FOIA. The Ill. Atty. Gen. Public Access Counselor (PAC) directed a public body to release a settlement agreement that arose out of claims of sexual harassment. PAO 14-4. The PAC noted that the public body could not withhold the entire settlement agreement under 5 ILCS 140/7(1)(c), which exempts personal information that would constitute a clearly unwarranted invasion of privacy. Instead, it could redact personal information from the agreement, such as the complainants' names in order to protect their privacy. Id. However, data regarding settlement agreements involving allegations of sexual harassment or other unlawful discrimination that an employer must report to IDHR under 775 ILCS 5/2-108 is categorically exempt from FOIA. 5 ILCS 140/7.5(ss). See f/n 7 in sample policy 2:260, *Uniform Grievance Procedure*, for more discussion about reconciling 50 ILCS 205/3c with another new law, the Government Severance Pay Act (GSPA) (5 ILCS 415/10(a)(1)), which prohibits school district employees with contract provisions for severance pay to receive any severance pay if they are fired for *misconduct* by the board.

[17] 5 ILCS 430/70-5(a)(consequences for knowingly making a false report of sexual harassment).

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Grievance Procedure, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act (5 ILCS 430/), the Whistleblower Act (740 ILCS 174/), and/or the Ill. Human Rights Act (775 ILCS 5/). [18]

An employee should report allegations of retaliation to his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

Employees who retaliate against others for reporting or complaining of violations of this policy or for participating in the reporting or complaint process will be subject to disciplinary action, up to and including discharge.

Recourse to State and Federal Fair Employment Practice Agencies [19]

The District encourages all employees who have information regarding violations of this policy to report the information pursuant to this policy. The following government agencies are available to assist employees: the Ill. Dept. of Human Rights and the U.S. Equal Employment Opportunity Commission.

The Superintendent shall also use reasonable measures to inform staff members, applicants, and nonemployees of this policy, which shall include posting on the District website and/or making this policy available in the District's administrative office, and including this policy in the appropriate handbooks. [20]

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[18] Id. (prohibition on retaliation for reporting sexual harassment allegations, including availability of whistleblower protections under the SOEEA, the Whistleblower Act (740 ILCS 174/), and the IHRA (775 ILCS 5/)).

Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009) (holding the anti-retaliation provision in Title VII protects an employee who spoke out about harassment, not only on his or her own initiative, but also in answering questions during an employer's internal investigation).

[19] 5 ILCS 430/70-5(a)(how an individual can report an allegation of sexual harassment, including options for making a confidential report to the Inspector General or the IDHR). This sample policy does not reference the Inspector General because the Inspector General does not have jurisdiction over public school districts. See 5 ILCS 430/20 (executive inspectors general), 5 ILCS 430/25 (legislative inspector general). School districts must also annually disclose to IDHR certain data about *adverse judgment or administrative rulings* made against them where there was a finding of sexual harassment or unlawful discrimination under federal, State, or local laws. 775 ILCS 5/2-108 (scheduled to be repealed on 1-1-30). See IDHR's *FAQ for Employers under Section 5/2-108*, at: https://dhr.illinois.gov/legal/report-adverse-judgments-and-administrative-rulings.html.

[20] A district must notify employees of the grievance procedure and the person(s) designated to coordinate the district's compliance with Title IX. 34 C.F.R. §106.8. A comprehensive employee handbook can provide required notices, along with other important information to recipients. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board. Any *working conditions* contained in the handbook may be subject to mandatory collective bargaining.

Informing nonemployees is generally not required by law. However, given the potential for employer liability under the IHRA for harassment of nonemployees, best practice is to publicize this policy to those individuals as well.

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LEGAL REF.: 42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964; 29 C.F.R. §1604.11.
20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972; 34 C.F.R. Part 106.
5 ILCS 430/70-5(a), State Officials and Employees Ethics Act.
775 ILCS 5/2-101(E) and (E-1), 5/2-102(A), (A-10), (D-5), 5/2-102(E-5), 5/2-109, 5/5-102, and 5/5-102.2, Ill. Human Rights Act.
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.
Vance v. Ball State Univ., 570 U.S. 421 (2013).
Crawford v. Metro. Gov't of Nashville & Davidson Cnty., 555 U.S. 271 (2009).
Jackson v. Birmingham Bd. of Educ., 544 U.S. 167 (2005).
Oncale v. Sundowner Offshore Servs., 523 U.S. 75 (1998).
Burlington Indus. v. Ellerth, 524 U.S. 742 (1998).
Faragher v. City of Boca Raton, 524 U.S. 775 (1998).
Harris v. Forklift Systems, 510 U.S. 17 (1993).
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).
Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).
Porter v. Erie Foods Int, Inc., 576 F.3d 629 (7th Cir. 2009).
Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).
Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).
Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:60 (Purchases and Contracts), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

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General Personnel

Abused and Neglected Child Reporting [1]

Any District employee who suspects or receives knowledge that a student may be an abused or neglected[2] child or, for a student aged 18 through 22, an abused or neglected individual with a

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[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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[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.

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[11] ANCRA requires staff members, within three months of employment, to complete mandated reporter training, including a section on implicit bias and racial and ethnic sensitivity. 325 ILCS 5/4(j), ~~amended by P.A. 102-604~~. This training must be completed again at least every three years. Id. The initial ANCRA three-month training requirement applies to the first time staff engage in their professional or official capacity. Id. While the law allows an extension to six months, it is unclear when such an extension is permissible. Consult the board attorney for guidance. As a best practice, to ensure compliance with the requirement in 105 ILCS 5/22-85(c) that mandated reporters annually review Ill. State Board of Education (ISBE) materials regarding notification of DCFS (see f/n 16, below), and to ease the administrative burden to track employee training schedules, a district may consider requiring annual training for all employees.

To reduce liability and align with best practices, ANCRA training for existing district employees appears prudent; however, consult the board attorney about:

1. Whether mandating existing employees to participate in ANCRA training is an item on which collective bargaining may be required. Any policy that impacts upon wages hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.
2. How to comply with both the new ANCRA training requirements and whether compliance with them would also satisfy the School Code's more limited district-provided training requirement discussed in f/n 10 above.

[12] Sexual misconduct under *Faith's Law* is defined in 105 ILCS 5/22-85.5(c), ~~added by P.A. 102-676~~. See f/n 2, above, regarding the inclusion of sexual misconduct in the definition of *grooming behaviors* set forth in sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*.

[13] 105 ILCS 5/10-23.13, ~~amended by P.A. 102-610~~ (~~a/k/a~~ *Erin's Law*). For additional *Erin's Law* requirements and definitions, see sample policies and the f/ns in 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:100, *Staff Development Program*; 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and 6:60, *Curriculum Content*.

[14] Delete this subhead if your school district is not within a county served by an accredited CAC. 105 ILCS 5/22-85 governs the investigation of an *alleged incident of sexual abuse* of any child within any Illinois counties served by a CAC. For a map of accredited CACs, and to identify a CAC that may serve your district, see www.childrensadvocacycentersofillinois.org/about/map. The law is silent about investigations in counties without CACs.

[15] Though 105 ILCS 5/22-85(b) defines *alleged incident of sexual abuse*, its definition is circular, using the term *sexual abuse* without defining what that means. To provide boards with clarity, the definition of *sexual abuse* used in the Ill. Criminal Code of 2012 is used.

[16] 105 ILCS 5/22-85(c) provides that if a mandated reporter within a school has knowledge of an alleged incident of sexual abuse, the reporter must call the DCFS hotline immediately after obtaining the minimal information necessary to make a report, including the names of the affected parties and the allegations. It further requires ISBE to make available materials detailing the information necessary to enable notification to DCFS of an alleged incident of sexual abuse, and that all mandated reporters annually review ISBE's materials.

[17] 105 ILCS 5/22-85(d).

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DCFS and/or the appropriate law enforcement agency will inform the District when its investigation is complete or has been suspended, as well as the outcome of its investigation.[18] The existence of a DCFS and/or law enforcement investigation will not preclude the District from conducting its own parallel investigation into the alleged incident of sexual abuse in accordance with Board policy 7:20, *Harassment of Students Prohibited*.

Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS. [19]

When the Superintendent has reasonable cause to believe that a license holder (1) committed an intentional act of abuse or neglect with the result of making a child an abused child or a neglected child under ANCRA or an act of sexual misconduct under *Faith's Law*, and (2) that act resulted in the license holder's dismissal or resignation from the District, the Superintendent shall notify the State Superintendent and the Regional Superintendent in writing, providing the Ill. Educator Identification Number as well as a brief description of the misconduct alleged.[20] The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder. [21]

The Superintendent shall develop procedures for notifying a student's parents/guardians when a District employee, contractor, or agent is alleged to have engaged in sexual misconduct with the student as defined in *Faith's Law*. The Superintendent shall also develop procedures for notifying the student's parents/guardians when the Board takes action relating to the employment of the employee, contractor,

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[18] 105 ILCS 5/22-85(j), (k).

[19] ANCRA requires a superintendent, upon being requested for a reference concerning an employee or former employee, to disclose to the requesting school district the fact that a district employee has made a report involving the conduct of the applicant or caused a report to be made to DCFS. 325 ILCS 5/4(d). When a report involves an adult student with a disability, DCFS must instruct mandated reporters making these reports to call the DHS Office of the Inspector General's statewide 24 hour toll-free telephone number: 1-800-368-1463 (325 ILCS 5/4.4a) to make a report under the DHS Act.

The DHS Act (20 ILCS 1305/1-17(l)) then requires a determination of whether a report involving an adult student with a disability should be investigated under it or the Abuse of Adults with Disabilities Intervention Act (20 ILCS 2435), however that Act was repealed by P.A. 99-049 (eff. 7-1-13). The DHS Act does not outline a duty for the superintendent, upon being requested for a reference concerning an employee or former employee, to disclose to the requesting school district the fact that a district employee has made a report involving the conduct of the applicant or caused a report to be made to DHS involving an adult student with a disability.

Given the public policy behind the amendments to 325 ILCS 5/4, a reasonable interpretation of the law is that the superintendent's duty to disclose now involves DHS reports concerning adult students with disabilities. However, with no mechanism requiring DHS to report back to the superintendent a *non-substantiated report* (DHS version of a DCFS *unfounded* report), a superintendent's duty to disclose cannot end. Consult the board attorney about managing the duty to disclose reports that involve adult students with disabilities when DCFS redirects the reporter to DHS. For more information, see sample policy 5:150, *Personnel Records*.

See also f/n 4 of sample policy 5:150, *Personnel Records*, discussing the Elementary and Secondary Education Act's (ESEA) (20 U.S.C. §7926) requirement that school policies must explicitly prohibit school districts from providing a recommendation of employment for an employee, contractor, or agent that a district knows, or has probable cause to believe, has engaged in sexual misconduct with a student or minor in violation of the law.

[20] Alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director."

[21] 105 ILCS 5/10-21.9(e-5)~~, amended by P.A.s 102-552 and 102-702,~~ requires these notifications and provides superintendents immunity from any liability, whether civil or criminal or that otherwise might result by complying with the statute.

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or agent following the investigation of sexual misconduct. Notification shall not occur when the employee, contractor, or agent alleged to have engaged in sexual misconduct is the student's parent/guardian, and/or when the student is at least 18 years of age or emancipated. [22]

The Superintendent shall execute the recordkeeping requirements of *Faith's Law*. [23]

Special School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in ANCRA, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with ANCRA's requirements concerning the reporting of child abuse. [24]

If the Board determines that any District employee, other than an employee licensed under 105 ILCS 5/21B, has willfully or negligently failed to report an instance of suspected child abuse or neglect as required by ANCRA, the Board may dismiss that employee immediately. [25]

When the Board learns that a licensed teacher was convicted of any felony, it must promptly report it to the State agencies listed in Board policy 2:20, *Powers and Duties of the School Board; Indemnification*. [26]

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

[22] 105 ILCS 5/22-85.10~~, added by P.A. 102-702~~. See sample administrative procedure 5:90-AP2, *Parent/Guardian Notification of Sexual Misconduct*.

[23] 105 ILCS 5/22-94(e)~~, added by P.A. 102-702~~. See sample administrative procedure 5:150-AP, *Personnel Records*.

[24] 325 ILCS 5/4(d), amended by P.A. 103-22. This statute makes board members mandatory child abuse reporters "to the extent required in accordance with other provisions of this section expressly concerning the duty of school board members to report suspected child abuse." Thus, a board member's duty is "to direct the superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse" whenever an "allegation is raised to a school board member during the course of an open or closed school board meeting that a child who is enrolled in the school district of which the person is a board member is an abused child." Of course, any board member with reason to doubt that a report was or will be made should directly contact DCFS.

[25] 105 ILCS 5/10-23.12(c). See f/n 7, above, and f/n 3 in sample policy 2:20, *Powers and Duties of the School Board; Indemnification*.

[26] 105 ILCS 5/21B-85(a) and (b), amended by P.A. 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

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

Employee Ethics; Code of Professional Conduct; and Conflict of Interest [1]

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others.

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any.[2]

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy;

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[1] The State Officials and Employees Ethics Act (SOEEA) (5 ILCS 430/), *Erin's Law* (105 ILCS 5/10-23.13~~, amended by P.A. 102-610~~), and *Faith's Law* (105 ILCS 5/22-85.5~~, added by P.A. 102-676~~), require a policy on subjects covered in this sample policy; State and federal law controls its content.

This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

This policy largely cites 105 ILCS 5/22-85.5, a small portion of the *Faith's Law* package. *Faith's Law* is the entirety of Public Act 102-676, which closed significant legal loopholes related to combating grooming by: (1) broadening the definition of grooming prohibited by the Criminal Code of 2012 (720 ILCS 5/11-25, amended by P.A. 104-245, eff. 1-1-26); (2) authorizing the Ill. Dept. of Children and Family Services to investigate grooming allegations under the Abused and Neglected Child Reporting Act (325 ILCS 5/3); and (3) requiring the Ill. State Board of Education (ISBE) to develop and maintain a resource guide for students, parents/guardians, and teachers about sexual abuse response and prevention resources available in their community (105 ILCS 5/2-3.188). ISBE's *Sexual Abuse Response and Prevention Resource Guide* (Revised April 2024~~June 2023~~) is at: www.isbe.net/Documents/Faiths-Law-Resource-Guide.pdf. Districts must notify parents/guardians about the ISBE resource guide at the beginning of each school year and may do so through the student handbook. See sample exhibit 7:190-E2, *Student Handbook Checklist*. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh. A *Faith's Law* trailer bill, P.A. 102-702, further combats grooming by amending School Code provisions related to district and third-party contractor hiring practices, suspension and revocation of employee licenses, and criminal history records checks for prospective and current employees.

[2] Required by 105 ILCS 5/22-85.5(e)~~, added by P.A. 102-676~~. See sample exhibits 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, and 7:190-E2, *Student Handbook Checklist.* See the IPA MSH at: www.ilprincipals.org/msh/.

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and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct. [3]

The Superintendent or designee shall identify employee conduct standards[4] that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy. [5]
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and Board policies 2:265, *Title IX Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*. [6]
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to: [7]
    a. Transporting a student;
    b. Taking or possessing a photo or video of a student; and

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

[3] See 105 ILCS 5/22-85.5(b)~~, added by P.A. 102-676~~.

[4] Sample conduct standards are contained in administrative procedure 5:120-AP2, *Employee Conduct Standards*. These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them.

[5] 105 ILCS 5/22-85.5(d)(1)~~, added by P.A. 102-676~~; 23 Ill.Admin.Code Part 22. 105 ILCS 5/22-85.5(d)(1) requires boards to incorporate ISBE's *Code of Ethics for Illinois Educators* in their policies. Prior to this law requiring boards to incorporate the *Code* by reference, this policy incorporated it to demonstrate a board's commitment to the *Code's* principles, potentially allowing a board to enforce the *Code* independently from any action taken by the State Superintendent.

[6] 105 ILCS 5/22-85.5(d)(5)~~, added by P.A. 102-676~~, requires districts to reference required employee training related to child abuse and educator ethics in its employee professional conduct policy.

105 ILCS 5/10-22.39(b-35), added by P.A. 103-542, requires that ~~beginning 7-1-24, each board conduct~~ in-service training on educator ethics and responding to child sexual abuse and grooming behavior includ~~ing~~, but is not limited to, teacher-student conduct, school employee-student conduct, and evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in 105 ILCS 5/10-23.13 (a/k/a *Erin's Law*) for all teachers, administrators, and school support personnel. These trainings will be most effective when the in-service curriculum reflects local conditions and circumstances. While the School Code only requires the in-service, the requirement presents an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Each board may then want to have a conversation with the superintendent and direct him or her to develop a curriculum for the in-service that instructs all district employees to maintain boundaries and act appropriately, professionally, and ethically with students. See discussion in f/n 4 in 5:100, *Staff Development Program*. After its discussion of these issues, the board may have further expectations and may choose to reflect those expectations here.

105 ILCS 5/10-23.13(c)~~, amended by P.A. 102-610,~~ requires districts to provide evidenced-informed training for school personnel on preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior by no later than January 31 of each year. See sample policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, for further detail about the training requirements.

325 ILCS 5/4(j)~~, amended by P.A. 102-604,~~ requires district employees to complete mandated reporter training within three months of initial employment and at least every three years thereafter.

775 ILCS 5/2-109 requires districts to provide annual workplace sexual harassment prevention training to all employees. See f/n 4 in sample policy 5:20, *Workplace Harassment Prohibited,* for further detail about the training requirements.

[7] Required by 105 ILCS 5/10-23.13(b)~~, amended by P.A. 102-610~~; 105 ILCS 5/22-85.5(d)(3)~~, added by P.A. 102-676~~. Sample expectations and guidelines are contained in sample exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*.

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c. Meeting with a student or contacting a student outside the employee's professional role.

4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*. [8]
5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following: [9]
   a. Violates expectations and guidelines for employee-student boundaries. [10]
   b. Sexually harasses a student. [11]
   c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/),[12] Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), or the Elementary and Secondary Education Act (20 U.S.C. § 7926). [13]
   d. Engages in grooming as defined in 720 ILCS 5/11-25. [14]
   e. Engages in grooming behaviors. Prohibited grooming behaviors[15] include, at a minimum, *sexual misconduct*. *Sexual misconduct*[16] is any act, including but not limited

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[8] Required by 105 ILCS 5/22-85.5(d)(4), added by P.A. 102-676. See also 105 ILCS 5/10-23.13(b), amended by P.A. 102-610.

[9] Required by 105 ILCS 5/22-85.5(f), added by P.A. 102-676.

[10] Sample expectations and guidelines are contained in sample exhibit 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries.* These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them.

[11] The Ill. Human Rights Act makes it a civil rights violation to fail to take remedial action, or to fail to take appropriate disciplinary action, against any employee when the district knows that the employee committed or engaged in sexual harassment of a student. 775 ILCS 5/5A-102, amended by P.A. 103-472. Sexual harassment (also known as sex-based harassment) of a student is also prohibited by sample policies 2:265, *Title IX Grievance Procedure*, and 7:20, *Harassment of Students Prohibited*. Sexual harassment of an employee is also prohibited by sample policies 2:265, *Title IX Grievance Procedure*, and 5:20, *Workplace Harassment Prohibited*.

[12] 325 ILCS 5/4(a)(4); 105 ILCS 5/10-23.12(c) (all district employees); 105 ILCS 5/21B-75(b) (teachers), amended by P.A.s 102-552 and 102-702.

[13] Required by 105 ILCS 5/22-85.5(d)(4), added by P.A. 102-676.

[14] 720 ILCS 5/11-25(a), amended by P.A. 104-245, eff. 1-1-26P.A. 102-676, defines *grooming* as follows: "A person commits grooming when, being 5 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, he or she knowingly: (1) uses a computer on-line service, Internet service, local bulletin board service, or any other device capable of electronic data storage or transmission, performs an act in person or by conduct through a third party, or uses written communication to seduce, solicit, lure, or entice, or attempt to seduce, solicit, lure, or entice, a child, a child's guardian, or another person believed by the person to be a child or a child's guardian, to commit any sex offense as defined in Section 2 of the Sex Offender Registration Act, to distribute photographs depicting the sex organs of the child, or to otherwise engage in any unlawful sexual conduct with a child or with another person believed by the person to be a child; or (2) engages in a pattern of conduct that seduces, solicits, lures, or entices, or attempts to seduce, solicit lure, or entice, a child to engage or participate in unlawful sexual conduct that is for the purpose of sexual gratification or arousal of the victim, the accused, or another." A s used in this Section, '*child*' means a person under 17 years of age and *pattern* means two or more instances of conduct. Id. at (a-5), added by P.A. 104-245, eff. 1-1-26."

[15] Required by 105 ILCS 5/10-23.13(b), amended by P.A. 102-610.

[16] Required by 105 ILCS 5/22-85.5(d)(2), added by P.A. 102-676. This definition of *sexual misconduct* is adapted from 105 ILCS 5/22-85.5(c), added by P.A. 102-676. It results from collaboration to implement some recommendations of the *Make Sexual and Severe Physical Abuse Fully Extinct (Make S.A.F.E.) Taskforce* and was endorsed by Stop Educator Sexual Abuse Misconduct & Exploitation (S.E.S.A.M.E.), a national organization working to prevent sexual exploitation, abuse, and harassment of students by teachers and other school staff. See www.sesamenet.org/ for further information.

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to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:

i. A sexual or romantic invitation.
ii. Dating or soliciting a date.
iii. Engaging in sexualized or romantic dialog.
iv. Making sexually suggestive comments that are directed toward or with a student.
v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
vi. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Ill. Governmental Ethics Act: [17]

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the District's agent, is responsible for negotiating one or more contracts, including collective bargaining agreement(s), in the amount of $1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees.[18] Students shall not be used in any manner for promoting a political candidate or issue.

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with 105 ILCS 5/22-5, "no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of

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[17] 5 ILCS 420/4A-101.5. See 5 ILCS 420/4A-102~~, amended by P.A.s 102-664 and 102-813,~~ for economic interests of an employee's spouse or any other party that is considered the employee's interests if the employee constructively controls them. Any county clerk may use a mandatory system of Internet-based filing of economic interest statements; if done, the clerk must post the statements, without the addresses, of the filers, on a publicly accessible website. 5 ILCS 420/4A-108~~, amended by P.A. 102-664~~.

[18] The SOEEA prohibits State employees from engaging in certain political activities and accepting certain gifts. 5 ILCS 430/. It requires all school districts to adopt an *ordinance or resolution* "in a manner no less restrictive" than the Act's provisions. See sample policy 2:105, *Ethics and Gift Ban.*

Districts may not inhibit or prohibit employees from petitioning, making public speeches, campaigning for or against political candidates, speaking out on public policy questions, distributing political literature, making campaign contributions, and seeking public office. 50 ILCS 135/, Local Governmental Employees Political Rights Act. An employee may not use his/her position of employment to coerce or inhibit others in the free exercise of their political rights or engage in political activities at work. Id.

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instructional materials listed with ISBE and adopted for use by the Board.[19] An employee having an interest in instructional materials must file an annual statement with the Board Secretary. [20]

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/) when the employee has a real or apparent conflict of interest.[21] A conflict of interest arises when an employee or any of the following individuals has a financial or other interest in or a tangible benefit from the entity selected for the contract:

1. A member of the employee's immediate family;
2. An employee's partner[22]; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above. [23]

Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or subcontracts.[24] Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*. [25]

School Counselor Gift Ban [26]

School counselors are prohibited from intentionally soliciting or accepting any gift from a *prohibited source* or any gift that would be in violation of any federal or State statute or rule. For school counselors, a *prohibited source* is any person who is (1) employed by an institution of higher education, or (2) an agent or spouse of or an immediate family member living with a person employed by an institution of higher education. This prohibition does not apply to:

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[19] This sentence quotes 105 ILCS 5/22-5 because the statute does not define important terms making it difficult to paraphrase. No appellate decision defines *school officer* or *apparatus,* or what is meant by *connected*. The statute was enacted in 1961, but earlier versions were in the School Code much longer. A violation of this prohibition is a Class A misdemeanor.

[20] Id.

[21] 2 C.F.R. §200.318(c)(1) prohibits employees, officers, or agents of a school district from participating in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent *conflict of interest*. The uniform federal rules on procurement standards in 2 C.F.R. Part 200 also apply to eligible State grants through the Grant Accountability and Transparency Act (GATA) (30 ILCS 708/). Authoritative sources and guidance regarding conflict of interest and financial disclosure are provided through the GATA Resource Library at https://gata.illinois.gov/. See also ISBE~~'s *Procurement and Purchasing Checklist*~~ resources at: www.isbe.net/Pages/Federal-and-State-Monitoring.aspx. See sample policy 2:100, *Board Member Conflict of Interest*, at f/n 6, for further discussion.

[22] See sample policy 2:100, *Board Member Conflict of Interest,* at f/n 7 for a discussion of the term *partner*.

[23] 2 C.F.R. §200.318(c)(1).

[24] Id.

[25] Id. The rule provides flexibility for school districts to "set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value," along with "disciplinary actions to be applied for violations." Referring to sample policy 2:105, *Ethics and Gift Ban*, for these standards provides clarity and consistency. Sample policy 2:105 refers to **Limitations on Receiving Gifts** in the Ethics Act at 5 ILCS 430/10-10 – 10-30, along with discussion of the specific penalties available under the Ethics Act at 5 ILCS 430/50-5 in its **Enforcement** subhead.

[26] This section is only for those districts with a high school. 105 ILCS 5/22-93, ~~added by P.A. 102-327, renumbered by P.A. 102-813, and~~ amended by P.A. 103-1020. *School counselor* means a person employed by a school district and working in a high school to offer students advice and assistance in making career or college plans. Id.

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1. Opportunities, benefits, and services available on the same conditions as for the general public.
2. Anything for which the school counselor pays market value.
3. A gift from a relative.
4. Anything provided by an individual on the basis of a personal friendship, unless the school counselor believes that it was provided due to the official position or employment of the school counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the school counselor must consider the circumstances in which the gift was offered, including any of the following:
    a. The history of the relationship between the individual giving the gift and the school counselor, including any previous exchange of gifts between those individuals.
    b. Whether, to the actual knowledge of the school counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
    c. Whether, to the actual knowledge of the school counselor, the individual who gave the gift also, at the same time, gave the same or a similar gift to other school district employees.
5. Bequests, inheritances, or other transfers at death.
6. Any item(s) during any calendar year having a cumulative total value of less than $100.
7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.
8. Travel, lodging, food, and beverage costs incurred by the school counselor and paid by an institution of higher education for attendance by the school counselor of an educational or military program at the institution of higher education. [27]

A school counselor does not violate this prohibition if he or she promptly returns the gift to the prohibited source or donates the gift or an amount equal to its value to a 501(c)(3) tax-exempt charity.

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

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[27] Id. Any costs paid for by the institution of higher education may not exceed the per diem rates for travel, gift, and car expenses set by the Internal Revenue Service (IRS) and referenced in the IRS's Publication 463 or a successor publication. Id.

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Incorporated

by reference: 5:120-E (Code of Ethics for Ill. Educators)

LEGAL REF.: U.S. Constitution, First Amendment.
2 C.F.R. §200.318(c)(1).
5 ILCS 420/4A-101, Ill. Governmental Ethics Act.
5 ILCS 430/, State Officials and Employee Ethics Act.
30 ILCS 708/, Grant Accountability and Transparency Act.
50 ILCS 135/, Local Governmental Employees Political Rights Act.
105 ILCS 5/10-22.39, 5/10-23.13, 5/22-5, 5/22-85.5, and 5/22-93.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.
775 ILCS 5/5A-102, Ill. Human Rights Act.
23 Ill.Admin.Code Part 22, Code of Ethics for Ill. Educators.
Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).
Garcetti v. Ceballos, 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 4:60 (Purchases and Contracts), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:200 (Terms and Conditions of Employment and Dismissal), 5:290 (Employment Termination and Suspensions), 7:20 (Harassment of Students Prohibited)

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General Personnel

Family and Medical Leave [1]

Leave Description

An eligible employee may use unpaid family and medical leave (FMLA leave), guaranteed by the federal Family and Medical Leave Act. The U.S. Department of Labor's rules (federal rules) implementing FMLA, as they may be amended from time to time, control FMLA leave.

An eligible employee may take FMLA leave for up to a combined total of 12 weeks each 12-month period, beginning September 1 and ending August 31 of the next year. [2]

During a single 12-month period, an eligible employee's FMLA leave entitlement may be extended to a total of 26 weeks of unpaid leave to care for a covered servicemember (defined in the federal rules) with a serious injury or illness. The "single 12-month period" is measured forward from the date the employee's first FMLA leave to care for the covered servicemember begins. [3]

While FMLA leave is normally unpaid, the District will substitute an employee's accrued compensatory time-off and/or paid leave for unpaid FMLA leave, provided such leave is available for use in

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All public (and private) school employers are covered by the FMLA without regard to their number of employees. 29 C.F.R. §§825.104 and 825.600. To be eligible for FMLA leave, however, an educational employee must be employed at a worksite where at least 50 employees are employed within 75 miles. 29 C.F.R. §825.600.

The U.S. Dept. of Labor (DOL), Wage & Hour Division, has a very helpful website containing forms, compliance guidance, posters, etc. (www.dol.gov/agencies/whd/fmla). It also contains a link to the complete FMLA rules, 29 C.F.R. Part 825.

[2] 29 C.F.R. §825.200 lists and explains the four methods boards may choose among for determining a 12-month period in which the 12-week entitlement occurs. The methods include: (1) the calendar year, (2) any fixed 12-month leave year, (3) the 12-month period measured forward from the date any employee's first FMLA leave begins, and (4) a "rolling" 12-month period measured backward from the date an employee uses any FMLA leave. While using a school year may be the easiest method to administer, **another method may be more suitable for the district**. Consult the board attorney for guidance. Before changing to a different method of calculating the 12-month period, an employer must first give all employees at least 60-days' notice of the intended change; the transition must take place in such a way that the employees retain the full benefit of their leave entitlement under whichever method affords the greatest benefit to the employee. If the district fails to select an option, the one that provides the most beneficial outcome for employees will be used.

[3] 29 C.F.R. §825.127. Section 585 of the National Defense Authorization Act for FY 2008, Pub. L. 110-181, added two types of family military leave – qualifying exigency leave and servicemember family leave. The latter leave extends the possible FMLA leave to 26 weeks in a *single 12-month period*. For more information, see f/n 6.

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accordance with Board policies and rules.[4] In addition, all policies and rules regarding the use of paid leave apply when paid leave is substituted for unpaid FMLA leave. Any substitution of paid leave for unpaid FMLA leave will count against the employee's FMLA leave entitlement. Use of FMLA leave shall not preclude the use of other applicable unpaid leave that will extend the employee's leave beyond 12 weeks, provided that the use of FMLA leave shall not serve to extend such other unpaid leave. Any full workweek period during which the employee would not have been required to work, including summer break, winter break and spring break, is not counted against the employee's FMLA leave entitlement. [5]

FMLA leave is available in one or more of the following instances: [6]

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[4] This paragraph presents only one of many possible alternatives. The FMLA permits an employee to choose to substitute paid leave for FMLA leave, and an employer to require an employee to substitute paid leave for FMLA leave (29 C.F.R. §825.207). Substitution of paid leave for FMLA purposes means that the unpaid FMLA leave and the paid leave run concurrently. The sample policy, in the interests of clarity and limiting absences, requires this substitution. For boards that do not allow for compensatory time-off and have not adopted policy 5:310, *Compensatory Time-Off*, delete ~~compensatory time-off and/or~~ from this sentence.

In order to substitute paid leave for FMLA, it must be available for use under the employer's normal leave policies. For example, under 105 ILCS 5/24-6 and sample board policies 5:250, *Leaves of Absence*, and 5:330, *Sick Day, Vacation, Holidays, and Leaves*, an employee may only substitute 30 days of sick leave for birth without providing a medical certification, even if the employee has 100 sick days accrued; only 30 of those days are available for use.

Once an eligible employee communicates a need to take leave for an FMLA-qualifying reason, a district may not delay designating the leave as FMLA leave, and neither the employee nor a district may decline FMLA protection for that leave, even when a collective bargaining agreement requires or allows for such a delay. Further, when a district requires employees to substitute accrued paid leave for FMLA leave, all the benefits and protections that would otherwise apply during the paid leave (such as accrual of seniority) must continue to apply when substituting for FMLA leave. See *DOL Wage and Hour Division Letter FMLA 2019-3-A* (9-10-19), at:

www.dol.gov/sites/dolgov/files/WHD/legacy/files/2019_09_10_3A_FMLA.pdf. Likewise, an employer may require an employee to substitute accrued comp time against the employee's FMLA leave entitlement. 29 C.F.R. §825.207(f). Sample policy 5:310, *Compensatory Time-Off*, addresses the acquisition and use of comp time. The FMLA rules also describe the interaction between FMLA leave and leave taken pursuant to a disability plan and workers' compensation leave. 29 C.F.R. §825.207(d) and (e).

If employees have not previously been required to substitute accrued paid leave, this requirement's implementation may give rise to a duty to bargain because it affects the mandatory bargaining subject of employee paid leave.

[5] 29 C.F.R. §825.200(h). If a holiday occurs within the week taken as FMLA leave, the week is still counted as a week of FMLA leave. However, if an employee is using FMLA leave in increments of less than one week, the holiday will not count against the employee's FMLA entitlement.

[6] 29 C.F.R. §§825.112 and 825.200. See §§825.120 and 825.121 for birth or placement for adoption or foster care. *Spouse* includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state (29 C.F.R. §§825.102 and 825.122(b)). See also Obergefell v. Hodges, 576 U.S. 644 (2015).

Leave for a qualifying exigency (reason number 5) is governed by 29 C.F.R. §§825.122 (definition) and 825.126.

Leave to care for a covered servicemember (reason number 6) is governed by 29 C.F.R. §§825.122 (definition) & 825.127. An eligible employee may take 26 weeks of leave in different ''single 12-month periods'' to care for multiple servicemembers or to care for the same servicemember with a subsequent serious injury or illness. 29 C.F.R. §825.127.

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1. The birth and first-year care of a son or daughter.
2. The adoption or foster placement of a son or daughter, including absences from work that are necessary for the adoption or foster care to proceed and expiring at the end of the 12-month period beginning on the placement date.
3. The serious health condition of an employee's spouse, child, or parent.
4. The employee's own serious health condition that makes the employee unable to perform the functions of his or her job.
5. The existence of a qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a military member on covered active duty or has been notified of an impending call or order to active duty, as provided by federal rules.
6. To care for the employee's spouse, child, parent, or next of kin who is a covered servicemember with a serious injury or illness, as provided by federal rules.

If spouses are employed by the District, they may together take only 12-weeks for FMLA leaves when the reason for the leave is 1 or 2, above, or to care for a parent with a serious health condition, or a combined total of 26 weeks for item 6 above. [7]

An employee may be permitted to work on an intermittent or reduced-leave schedule in accordance with federal rules. [8]

Eligibility [9]

To be eligible for FMLA leave, an employee must be employed at a worksite where at least 50 employees are employed within 75 miles. In addition, one of the following provisions must describe the employee:

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Attorneys disagree whether the Illinois ~~Family~~ Military Leave Act (IMLA), 820 ILCS 151/, amended by P.A. 104-78, applies to schools because its definition of employer does not specify school districts. A covered employer must allow a spouse, parent, child, or grandparent of a person called to military service to take an unpaid leave of 15 or 30 days, depending on the number of individuals employed by the employer. Id. at 151/10(a)-(b). The length of leave provided to an employee under State law because his or her spouse or child is called to military service is reduced by the number of days of leave provided under 29 U.S.C. §2612(a)(1)(E) because of any qualifying exigency arising out of the fact that the employee's spouse or child is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces. 820 ILCS 151/10(b). A covered employer must also provide paid leave for an employee to participate in a funeral honors detail for up to eight hours per month for a maximum of 40 hours per calendar year, or more if authorized by the employer or a collective bargaining agreement. 820 ILCS 151/12, added by P.A. 104-78. Consult the board attorney for guidance on the applicability of the IMLA to the district.

[7] 29 C.F.R. §§825.120(a)(3) (birth) and 825.121(a)(3) (adoption and foster care).

[8] 29 C.F.R. §§825.121(b), 825.202 - 825.205 and 825.601. See also DOL guidance available at: www.dol.gov/sites/dolgov/files/WHD/opinion-letters/FMLA/2023_02_09_01_FMLA.pdf.

[9] 29 C.F.R. §§825.110, 825.111, and 825.600; 105 ILCS 5/24-6.4, ~~added by P.A. 102-335~~. **The default policy language exceeds federal and State law requirements because it provides immediate eligibility to full-time classroom teachers.** A board may substitute the following to deny eligibility to classroom teachers who have not worked 12 months for the district, but it should first analyze collective bargaining consequences and seek its board attorney's advice:

To be eligible for FMLA leave, both of the following provisions must describe the employee:

1. The employee is employed at a worksite where at least 50 employees are employed within 75 miles; and
2. The employee has been employed by the District for at least 12 months and has been employed for at least 1,000 hours of service during the 12-month period immediately before the beginning of the leave. The 12 months an employee must have been employed by the District need not be consecutive. However, the District will not consider any period of previous employment that occurred more than 7 years before the date of the most recent hiring, except when the service break is due to fulfillment of a covered service obligation under the employee's Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 U.S.C. 4301, et seq., or when a written agreement exists concerning the District's intention to rehire the employee.

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1. The employee has been employed by the District for at least 12 months and has been employed for at least 1,000 hours of service during the 12-month period immediately before the beginning of the leave. The 12 months an employee must have been employed by the District need not be consecutive. However, the District will not consider any period of previous employment that occurred more than seven years before the date of the most recent hiring, except when the service break is due to fulfillment of a covered service obligation under the employee's Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 U.S.C. 4301, et seq., or when a written agreement exists concerning the District's intention to rehire the employee.
2. The employee is a full-time classroom teacher.

Requesting Leave [10]

If the need for the FMLA leave is foreseeable, an employee must provide the Superintendent or designee with at least 30 days' advance notice before the leave is to begin. If 30 days' advance notice is not practicable, the notice must be given as soon as practicable. The employee shall make a reasonable effort to schedule a planned medical treatment so as not to disrupt the District's operations, subject to the approval of the health care provider administering the treatment. The employee shall provide at least verbal notice sufficient to make the Superintendent or designee aware that he or she needs FMLA leave, and the anticipated timing and duration of the leave. Failure to give the required notice for a foreseeable leave may result in a delay in granting the requested leave until at least 30 days after the date the employee provides notice.

Certification [11]

Within 15 calendar days after the Superintendent or designee makes a request for certification for a FMLA leave, an employee must provide one of the following:

When the leave is to care for the employee's covered family member with a serious health condition, the employee must provide a complete and sufficient certificate signed by the family member's health care provider.

When the leave is due to the employee's own serious health condition, the employee must provide a complete and sufficient certificate signed by the employee's health care provider.

When the leave is to care for a covered servicemember with a serious illness or injury, the employee must provide a complete and sufficient certificate signed by an authorized health care provider for the covered servicemember.

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A service break due to fulfillment of covered service obligation is found in the *Glossary of Terms Used in FMLA* available at: webapps.dol.gov/elaws/whd/fmla/3.aspx?Glossary_Word=ELIGIBLE.

An employee's eligibility requires analysis of the information available in each case using the guidance in 29 C.F.R. §825.110. Any week during which an employee is maintained on the payroll, even if the employee does not work that week, is counted toward the 12-months' service requirement. Id. at ~~825.110~~(b)(3).

10 29 C.F.R. §§825.302-825.304 require an employee to notify the employer of the need for leave and to generally schedule leave for planned medical treatments in a way that the absences do not unduly disrupt the employer's operations. The policy's notice provisions are the shortest time frame allowable. 29 C.F.R. §825.302. The employee need not expressly request a leave under the FMLA. An employer may require that employees follow its usual and customary notice and procedural requirements for requesting leave.

11 Requests for medical certification, 2nd and 3rd opinions, and recertification are governed by 29 C.F.R. §§825.305-825.310. The appropriate certification forms are available at www.dol.gov/agencies/whd/fmla/forms. Districts must inform the employee of the medical certification requirement and of the consequences for failing to provide it.

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When the leave is because of a qualified exigency, the employee must provide: (a) a copy of the covered military member's active duty orders or other documentation issued by the military indicating that the military member is on active duty or call to active duty status, and the dates of the covered military member's active duty service, and (b) a statement or description, signed by the employee, of appropriate facts regarding the qualifying exigency for which FMLA leave is requested.

The District may require an employee to obtain a second and third opinion at its expense when it has reason to doubt the validity of a medical certification.

The District may require recertification at reasonable intervals, but not more often than once every 30 days. Regardless of the length of time since the last request, the District may request recertification when the, (1) employee requests a leave extension, (2) circumstances described by the original certification change significantly, or (3) District receives information that casts doubt upon the continuing validity of the original certification. Recertification is at the employee's expense and must be provided to the District within 15 calendar days after the request. The District may request recertification every six months in connection with any absence by an employee needing an intermittent or reduced schedule leave for conditions with a duration in excess of six months.

Failure to furnish a complete and sufficient certification on forms provided by the District may result in a denial of the leave request.

Continuation of Health Benefits [12]

During FMLA leave, employees are entitled to continuation of health benefits that would have been provided if they were working. Any share of health plan premiums being paid by the employee before taking the leave, must continue to be paid by the employee during the FMLA leave. A District's obligation to maintain health insurance coverage ceases if an employee's premium payment is more than 30 days late and the District notifies the employee at least 15 days before coverage will cease.

Changed Circumstances and Intent to Return [13]

An employee must provide the Superintendent or designee reasonable notice of changed circumstances (i.e., within two business days if the changed circumstances are foreseeable) that will alter the duration of the FMLA leave. The Superintendent or designee, taking into consideration all of the relevant facts and circumstances related to an individual's leave situation, may ask an employee who has been on FMLA leave for eight consecutive weeks whether he or she intends to return to work.

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[12] Required by 29 C.F.R. §825.209. The same health benefits means, for example, that if family member coverage is provided to an employee, family member coverage must be maintained during FMLA leave. If an employer provides a new health plan or benefits or changes health benefits or plans while an employee is on FMLA leave, the employee is entitled to the new or changed plan or benefits to the same extent as if the employee were not on leave. *Health benefits* do not include individual policies paid exclusively by the employee. Districts must provide an advance written description of how premium payments must be made. 29 C.F.R. §825.210. See f/n 1, above. Consult the board attorney about whether any existing collective bargaining agreements alter a district's obligation to continue health benefits even after exhaustion of FMLA.

If coverage lapses because an employee has not made required premium payments, the employer must still restore the employee to coverage and benefits when the employee returns from leave. 29 C.F.R. §825.212. 29 C.F.R. §825.213 governs how districts may recover premium payments if the employee fails to return to work after the leave entitlement is exhausted or expires. The board attorney must be consulted for the appropriate premium recovery method.

[13] This section is optional but allowed by 29 C.F.R. §825.311. Either or both sentences may be changed or omitted, provided the policy is applied uniformly.

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Return to Work

If returning from FMLA leave occasioned by the employee's own serious health condition, the employee is required to obtain and present certification from the employee's health care provider that he or she is able to resume work. [14]

An employee returning from FMLA leave will be given an equivalent position to his or her position before the leave, subject to: (1) permissible limitations the District may impose as provided in the FMLA or implementing regulations, and (2) the District's reassignment policies and practices. [15]

Classroom teachers may be required to wait to return to work until the next semester in certain situations as provided by the FMLA regulations. [16]

Implementation

The Superintendent or designee shall ensure that: (1) all required notices and responses to leave requests are provided to employees in accordance with the FMLA;[17] and (2) this policy is implemented in accordance with the FMLA. In the event of a conflict between the policy and the FMLA or its regulations, the latter shall control. The terms used in this policy shall be defined as in the FMLA regulations. [18]

LEGAL REF.: 29 U.S.C. §2601 et seq., Family and Medical Leave Act;
29 C.F.R. Part 825.
105 ILCS 5/24-6.4.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:250 (Leaves of Absence), 5:310 (Compensatory Time-Off), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

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[14] Requiring *fitness for duty* certification is optional but allowed by 29 C.F.R. §825.312. This sentence may be deleted or changed in accordance with the rule.

[15] 29 C.F.R. §§825.214––825.216 & 825.604. An equivalent position must have the same pay (including any unconditional pay increases), benefits, and working conditions and involve the same or substantially similar duties. 29 C.F.R. §825.215. Determining how an employee will be restored to an *equivalent position* is made on the basis of "established policies and practices" and collective bargaining agreements. 29 C.F.R. §825.604.

[16] Optional but allowed by 29 C.F.R. §825.602.

[17] School districts must provide employees a general notice explaining the FMLA and the process for filing complaints. 29 C.F.R. §825.300(a). This notice must also be provided to FMLA-covered employees; distribution may be accomplished electronically. A poster is available at www.dol.gov/agencies/WHD/fmla, The Family and Medical Leave Act Poster.

When an employee requests FMLA leave or when the employer acquires knowledge that an employee's leave may be for a FMLA-qualifying reason, the employer must provide the employee with a notice of eligibility (within five business days absent extenuating circumstances). 29 C.F.R. §825.300(b). At the same time, the employer must provide the employee with a notice of rights and responsibilities. 29 C.F.R. §825.300(c). Finally, the employer must notify the employee whether it has designated the leave as FMLA-qualifying. 29 C.F.R. §825.300(d). The federal rules contain specific requirements for each of these notices. Fortunately, a prototype for each of these required notices is available at www.dol.gov/agencies/WHD/fmla (*WH-381 Notice of Eligibility and Rights & Responsibilities* and *WH-382 Designation Notice*). Willfully failing to provide the notices can subject an employer to a monetary penalty.

[18] 29 C.F.R. §825.102.

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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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[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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[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

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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[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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	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

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

[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

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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[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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Instruction

School Year Calendar and Day [1]

School Calendar

The School Board, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays.[2] The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance. [3]

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[1] State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

[2] State-mandated school holidays are found in 105 ILCS 5/24-2, amended by P.A. ~~s 102-15 (2022 General Election Day), 102-14 and 102-334 (both establishing Juneteenth National Freedom Day), and~~ 103-467 (2024 General Election Day). See sample policy 5:330, *Sick Days, Vacation, Holidays, and Leaves*, for a holiday listing. The law allows a school board to hold school or schedule teachers' institutes, parent-teacher conferences, or staff development on five identified school holidays if: (1) the school board first holds a public hearing on the proposal; and (2) the person or persons honored by the holiday are recognized through instructional activities conducted on the school holiday or on the first school day preceding or following the school holiday. Districts must redo the public hearing process in the event they change plans for use of holidays. See Ill. State Board of Education (ISBE) guidance at: www.isbe.net/Documents/district-holiday-plans13.pdf. This is an item on which collective bargaining may be required, and a board that wishes to implement this law should consult its attorney.

A State mandated school holiday on *Good Friday* is unconstitutional according to Metzl v. Leininger, 57 F.3d 618 (7th Cir. 1995). Closing school on religious holidays may still be permissible for those districts able to demonstrate, e.g., through surveys, that remaining open would be a waste of educational resources due to widespread absenteeism. Also, districts may be able to close school on Good Friday by adopting a *spring holiday* rationale or ensuring that it falls within spring break. School districts should discuss all of these options, and collective bargaining implications with their board attorneys.

If the county board or board of election commissioners chooses a school to be a polling place, the school district must make the school available. 10 ILCS 5/11-4.1. For 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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[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

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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[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 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).

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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]

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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 5/27-1010~~9.1b~~, 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 5/27-1010~~9.1b~~.

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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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[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.

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

[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

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

Accelerated Placement Program [1]

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential.[2] The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP.[3] APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade.[4] Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented.[5] Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner. [6]

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s). [7]
2. Processes that provide a student's parent(s)/guardian(s) with: [8]
    a. Written notification when their child is eligible for enrollment in accelerated courses; and

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[1] State law requires this subject matter be covered by policy and controls its content. 105 ILCS 5/14A (the Accelerated Placement Act (APA)); 23 Ill.Admin.Code Part 227. Ill. State Board of Education (ISBE) rules require this policy to be posted on the district website, if available. 23 Ill.Admin.Code §227.60(a). ISBE rules also require districts to annually report, by July 31, demographic information regarding students participating in accelerated placement. 23 Ill.Admin.Code §227.60(c).

[2] Optional. Ensure this statement matches the board's current educational philosophy and objectives. See sample policy 6:10, *Educational Philosophy and Objectives*.

[3] 105 ILCS 5/14A-17, amended by P.A. 103-263; 23 Ill.Admin.Code §227.5.

[4] Id. For high school districts, delete "~~; and (c) early entrance to kindergarten or first grade~~" and insert the word "and" between (a) and (b).

Attorneys disagree whether the APA conflicts with 105 ILCS 5/10-20.12 (*School year – School age.*). The APA requires accelerated placement to include "early entrance to kindergarten or first grade." 105 ILCS 5/14A-17. 105 ILCS 5/10-20.12 *permits* districts to offer early entrance to kindergarten or first grade "based upon an assessment of the student's readiness to attend school." 105 ILCS 5/10-20.12 also states that students may enter first grade early when they: (1) are assessed for readiness; (2) have attended a non-public preschool and continued their education at that school through kindergarten; (3) were taught in kindergarten by an appropriately certified teacher; and (4) will attain the age of 6 years on or before December 31. Id. See sample policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*. **Consult the board attorney for guidance**.

[5] 105 ILCS 5/14A-32(a)(1); 23 Ill.Admin.Code §227.5.

[6] 105 ILCS 5/14A-25.

[7] 105 ILCS 5/14A-32(a)(2) requires that the accelerated placement policy include "a fair and equitable decision-making process that involves multiple persons and includes a student's parents or guardians" but does not specify what individuals are to be involved or limit those individuals to district employees. Amend this listing to align with the local board's preference.

[8] Id. at (a-25), added by P.A. 103-743, and (a)(3).

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b. Notification of a decision affecting their child's participation in the APP.

3. Assessment processes that include multiple valid, reliable indicators. [9]
4. The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows: [10]
    a. A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
    b. A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
    c. A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.
5. Waiver of a course completion requirement under Board policy 6:300, *Graduation Requirements*, if the District determines that the student has demonstrated mastery of or competency in the content of the course or unit of instruction. [11]

The Superintendent or designee shall annually notify the community, parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement, including strategies to reach groups of students and families who have been historically

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[9] Id. at (a)(4).

[10] Required only for districts with grades 9-12 by 105 ILCS 5/14A-32(a-5), amended by P.A.s ~~102-209 and~~ 103-743 and 104-261, eff. 1-1-26. Delete for elementary school districts. This provision originally applied to "a student who meets or exceeds State standards" but was amended by P.A.s 103-743 and 104-261, eff. 1-1-26, to only apply to "a student who ~~meets or~~ exceeds State standards." P.A. 103-743 also added new 105 ILCS 5/14A-32(a-10), requiring that by the beginning of the 2027-28 school year, districts with grades 9-12 state in their policy that "a student who meets State standards" will, in the following school term (the 2028-29 school year), be automatically enrolled in the next most rigorous level of advanced coursework offered by the high school. Nothing in the law prohibits districts from continuing to offer automatic enrollment to students who meet State standards before the 2028-29 school year. **Consult with the board attorney to determine whether to keep or strike "meets or" from Item #4 and its subsections (a)-(c).**

Though not set forth explicitly in the statute, ISBE asserts that 105 ILCS 5/14A-32(a-5), amended by P.A.s ~~102-209 and~~ 103-743 and 104-261, eff. 1-1-26, is limited to "[d]istricts with grades 9-12." See ISBE *Accelerated Placement Policy Guidance for Districts Frequently Asked Questions* (May 2024), at: www.isbe.net/Documents/Accelerated-Placement-Act-FAQ.pdf. The FAQ further explains that districts must "have the automatic enrollment policy in place prior to the start of the school year 2023-24 and districts will use scores from that school year to automatically enroll students during school year 2024-25." Id.

A district must provide the parents/guardians of a student eligible for automatic enrollment with the option to instead enroll in alternative coursework that better aligns with the student's postsecondary education or career goals. For a student entering grade 12, the next most rigorous level of advanced coursework in English language arts or mathematics must be a *dual credit course* (as defined in the Dual Credit Quality Act, 110 ILCS 27/5), an *Advanced Placement course* (as defined in the College and Career Success for All Students Act, 105 ILCS 302/10), or an International Baccalaureate course. The same is true for all other subjects, except that the next most rigorous level of advanced coursework may also include an honors class, an enrichment opportunity, a gifted program, or another program offered by the district. 105 ILCS 5/14A-32(a-15), ~~amended by P.A. 102-209 and~~ renumbered by P.A. 103-743. See sample administrative procedure 6:135-AP, *Accelerated Placement Program Procedures*.

For a description of State assessments, see www.isbe.net/Pages/Assessment.aspx.

[11] Optional and only for districts with grades 9-12. 105 ILCS 5/14A-32(a-20), added by P.A. 103-743 and amended by 104-261, eff. 1-1-26.

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underrepresented in accelerated placement programs and advanced coursework.[12] Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate. [13]

LEGAL REF.: 105 ILCS 5/14A.
23 Ill.Admin.Code Part 227, Gifted Education.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

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[12] Optional. 105 ILCS 5/14A-32(b)(1) permits, but does not require "procedures for annually informing the community at-large, including parents or guardians, community-based organizations, and providers of out-of-school programs, about the accelerated placement program and the methods used for the identification of children eligible for accelerated placement, including strategies to reach groups of students and families who have been historically underrepresented in accelerated placement programs and advanced coursework[.]"

[13] Optional. 105 ILCS 5/14A does not require this but it is a recommended best practice and aligns with sample policy 7:10, *Equal Educational Opportunities*.

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Instruction

Education of Homeless Children [1]

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A *homeless child* is defined as provided in the McKinney-Vento Homeless Assistance Act and the Education for Homeless Children Act.[2] [3] The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. [4]

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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 and federal law control this policy's content. This sample policy contains the basic requirements of the Education for Homeless Children Act (105 ILCS 45/), as well as the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11431 et seq.). Other policies that are relevant to the education of homeless children are listed in the Cross References, e.g., school admissions and immunizations.

105 ILCS 5/2-3.206, added by P.A. 104-302, eff. 1-1-26, requires districts to annually report to the Ill. State Board of Education (ISBE) on funding to serve homeless children and youth and how such funding was spent.

[2] For high school districts, delete "including a public pre-school education" at the end of the sentence.

[3] Under the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a(2)), *homeless children and youths* means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of 42 U.S.C. §11302(a)(1)) and includes:

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302(a)(2)(C));
(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

Note: Section §11434a(2) no longer includes children "awaiting foster care placement" within the definition of *homeless children and youths*.

Under the Education for Homeless Children Act (105 ILCS 45/1-5), *Homeless person, child, or youth* includes, but is not limited to, any of the following:

(1) An individual who lacks a fixed, regular, and adequate nighttime place of abode.
(2) An individual who has a primary nighttime place of abode that is:
(A) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing);
(B) an institution that provides a temporary residence for individuals intended to be institutionalized; or
(C) a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

See www.isbe.net/Pages/Homeless.aspx for helpful informational resources and training with regard to the education of homeless children in Illinois. See https://nche.ed.gov/legislation/mckinney-vento/ for the U.S. Dept. of Education's information about federal requirements.

[4] 42 U.S.C. §11432(g)(l)(J)(ii).

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A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. [5]

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.[6] Transportation shall be provided in accordance with the McKinney-Vento Homeless Assistance Act and State law.[7] The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school.[8] If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial.[9] Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law. [10]

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[5] 105 ILCS 45/1-10.

[6] The first two sentences in this paragraph are required by 42 U.S.C. §11432(g)(7). 410 ILCS 535/25.3 requires fees for certified copies of birth records be waived for individuals whose homeless status has been verified. A public school homeless liaison or school social worker may verify homeless status, in accordance with procedures established by the State Registrar of Vital Records. Id.

[7] 42 U.S.C. §11432(g)(l)(J)(iii), 42 U.S.C. §11432(g)(4)(A), and 105 ILCS 45/1-15. The School Code and Education for Homeless Children Act permit school districts to use their State transportation funds to provide financial assistance to children who are homeless or who qualify as *at risk of becoming homeless* when: (1) the financial assistance is not in excess of the district's actual costs for providing the transportation to the student, and (2) the district is not otherwise claiming the expenditures through another State or federal grant. 105 ILCS 5/29-5 (transportation reimbursement), amended by P.A. 102-539, and 105 ILCS 45/1-17 (homeless assistance). A child is considered *at risk of becoming homeless* if the child's parent/guardian, other person who enrolls the child, or unaccompanied minor provides documented evidence that the child's living situation will no longer be fixed, regular, and adequate within eight weeks, resulting in the child becoming homeless. 105 ILCS 45/1-17(d). Prior to providing such financial assistance, a district must enter into a written housing plan with the parent/guardian, person who enrolled the child, or unaccompanied minor. Id. at 1-17(c). Financial assistance may include: (1) mortgage or rental assistance that will allow a child to remain permanently in his/her living situation or obtain a new living situation; and/or (2) assistance with unpaid bills, loans, or other financial debts that results in housing being inadequate. Id. at 1-17(a). See sample administrative procedure 6:140-AP, *Education of Homeless Children*, f/n 1, for a discussion of issues that districts should consider in developing such plans.

[8] Required by 42 U.S.C. §11432(g)(7)(C).

[9] Required by 105 ILCS 45/1-25; 23 Ill.Admin.Code §1.241. ~~The Ill. State Board of Education's~~ISBE's *Homeless Dispute Resolution Procedures* (updated February 2024) are available at: www.isbe.net/Pages/Homeless.aspx.

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

[10] Optional. 105 ILCS 45/1-25(a-5). As an alternative, a school board may omit this sentence or change the word "shall" to "may." Any change required as a result of this review becomes effective at the close of the school year. Any person who knowingly or willfully presents false information in any review commits a Class C misdemeanor.

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LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.
105 ILCS 45/, Education for Homeless Children Act.
23 Ill.Admin.Code §1.241.

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

ADMIN. PROC.: 6:140-AP (Education of Homeless Children)

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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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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

Instructional Materials [1]

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and: [2]

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list or description of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material. [3]

Teachers are encouraged to use age-appropriate supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught. No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings. The Superintendent or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating. [4]

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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 some of this policy's content.

[2] A local board may customize these standards to be consistent with the board's mission, vision, and goals. See sample policy 6:260, *Complaints About Curriculum, Instructional Materials, and Programs*, at f/n 3, for discussion of accommodation of parent religious objections to instructional materials.

[3] This paragraph is optional; either or both sentences may be struck although the second sentence describes a right granted by statute. 105 ILCS 5/28-19.1. The requirement to provide the board with a list or description of texts and instructional material allows the board to monitor this policy's implementation. Moreover, as 105 ILCS 5/28-19.1 grants anyone the right to inspect texts and instructional materials, having an annual list of texts and instructional materials facilitates compliance with such a request. Because some instructional materials, e.g., Internet sites, are difficult to list, the sample policy permits a list or *description*. Federal law grants parents/guardians the right to inspect all instructional material that will be used for a survey, analysis, or evaluation. 20 U.S.C. §1232h. See sample policy 7:15, *Student and Family Privacy Rights*.

[4] This paragraph is optional. Its content is at the board's discretion. While allowing parents/guardians to opt their child out of viewing such material is not a legal requirement, it is a best practice.

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Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy.[5] The School Code governs the adoption and purchase of textbooks and instructional materials. [6]

LEGAL REF.: 105 ILCS 5/10-20.8 and 5/28-19.1.

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

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[5] An alternative provision:

The Superintendent shall recommend to the Board for consideration and adoption all textbooks and instructional materials and shall include the following information: (1) title, publisher, copyright dates, number of copies desired, and cost; (2) any texts being replaced; and (3) rationale for recommendation.

A board that does not have the capacity or desire to approve all instructional materials may use the following alternative:

The Superintendent shall recommend to the Board for consideration and adoption all textbooks and primary instructional materials and shall include the following information: (1) title, publisher, copyright dates, number of copies desired, and cost; (2) any texts being replaced; and (3) rationale for recommendation. The Superintendent shall approve the selection of all other instructional materials.

[6] 105 ILCS 5/28~~, amended by P.A. 101-17~~. The term *textbook* includes electronic or digital textbooks used for educational purposes. 105 ILCS 5/28-20. The term *instructional materials* means both print and non-print materials, including electronic textbooks being used in the educational process. Id.

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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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[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-~~4101~~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

Access to Electronic Networks [1]

Electronic networks are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication. [2]

The term *electronic networks* includes all of the District's technology resources, including, but not limited to:

1. The District's local-area and wide-area networks, including wireless networks (Wi-Fi), District-issued Wi-Fi hotspots, and any District servers or other networking infrastructure;
2. Access to the Internet or other online resources via the District's networks or to any District-issued online account from any computer or device, regardless of location;
3. District-owned or District-issued computers, laptops, tablets, phones, or similar devices.

The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s). [3]

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet.[4] Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource

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[1] State or federal law requires this subject matter be covered by policy. 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.

A policy on Internet safety is necessary to receive *E-rate* funds under the Elementary and Secondary Education Act, Student Support and Academic Enrichment Grants (20 U.S.C. §7131) and to qualify for universal service benefits under the Children's Internet Protection Act (CIPA) (47 U.S.C. §254(h) and (l)).

Generally, federal rules prohibit schools from soliciting or accepting gifts or other things of value exceeding $20 from Internet service providers that participate or are seeking to participate in the E-rate program. 47 C.F.R. §54.503. However, during the COVID-19 pandemic, the Federal Communications Commission (FCC) temporarily waived its rules prohibiting such gifts to enable service providers to support remote learning efforts without impacting school E-rate funding. See https://docs.fcc.gov/public/attachments/DA-20-1479A1.pdf.

[2] This goal is repeated in 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*.

[3] Topics for the implementation plan include integration of the Internet in the curriculum, staff training, and safety issues. The implementation plan can also include technical information regarding service providers, establishing Internet accounts, distributing passwords, software filters, menu creation, managing resources and storage capacity, and the number of access points for users to connect to their accounts. Another topic is investigation of inappropriate use.

[4] No system can guarantee to operate perfectly or to prevent access to inappropriate material; this policy statement attempts to absolve the district of any liability.

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center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response.[5] Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use. [6]

Acceptable Use [7]

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right.[8] Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the appropriate uses, ethics,

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[5] Required by 47 U.S.C. §254(h)(5)(B)(iii) and 47 C.F.R. §54.520(c)(i) only for districts that receive *E-rate* discounts for Internet access or plan to become participants in the *E-rate* discount program. All boards receiving an *E-rate* funding for Internet access were required to certify that they had updated their Internet safety policies. See, *FCC Report and Order 11-125* (8-11-11). This sentence is optional if the district only receives discounts for telecommunications, such as telephone service, unless the district plans to participate in the *E-rate* discount program.

[6] 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 network information resources are not a "public forum" open for general student use but are, instead, part of the curriculum.

It is an unfair labor practice (ULP) under the Ill. Educational Labor Relations Act (IELRA) for an employer to discourage employees from becoming or remaining members of a union. 115 ILCS 5/14(a)(10). In connection with that potential penalty, the IELRA requires employers to establish email policies in an effort to prohibit the use of its email system by outside sources. 115 ILCS 5/14(c-5). This policy aligns with IELRA requirements by clarifying the District's electronic network is not a public forum for general use by outside parties and by limiting use of the network to the purposes stated under the **Acceptable Use** subhead. However, districts are still prohibited under the First Amendment to the U.S. Constitution from suppressing messages based on viewpoint and may be subject to liability if they affirmatively block individual senders. See Lindke v. Freed, 601 U.S. 187 (2024); Perry Educ. Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37 (1983); People for the Ethical Treatment of Animals v. Tabak, 109 F.4th 627 (D.C. Cir. 2024). Consult the board attorney if the board wants to amend this policy to prohibit access by specific parties and/or before taking steps to "block" any specific party from the district's email system based on the content of the party's message.

[7] This paragraph provides general guidelines for acceptable use regardless of whether Internet use is supervised. In practice, many districts allow for incidental personal use of their networks during duty-free times. The specific rules are provided in 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* (see also f/n 1). This paragraph's application to faculty may have collective bargaining implications.

[8] The "privilege, not a right" dichotomy is borrowed from cases holding that a student's removal from a team does not require due process because such participation is a privilege rather than a right. The deprivation of a privilege typically does not trigger the Constitution's due process provision. Clements v. Bd. of Educ. of Decatur Public Sch. Dist. No. 61, 133 Ill.App.3d 531 (4th Dist. 1985). But see Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180. (2021). Use of the privilege concept in the context of district network access has not been tested. Increasing integration of 1:1 devices into school curriculum may impact the analysis. Consult the board attorney for guidance in this area. ~~Nevertheless~~Even if due process protections do not apply, before access privileges are revoked, the user should be notified and allowed to give an explanation.

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and protocol.[9] Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials. [10]

Internet Safety [11]

Technology protection measures shall be used on each District computer with Internet access.[12] They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee.[13] The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.[14] The

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[9] If students are allowed only supervised access and are not required to sign the *Authorization for Access to the District's Electronic Networks*, the provisions from the *Authorization* should be used as administrative procedures for covering student Internet use. See 6:235-AP1, *Acceptable Use of the District's Electronic Networks*. This is an optional sentence:

The Superintendent shall establish administrative procedures containing the appropriate uses, ethics, and protocol for Internet use.

The Harassing and Obscene Communications Act criminalizes harassing and obscene electronic communication. 720 ILCS 5/26.5.

[10] The Fourth Amendment to the U.S. Constitution protects individuals from searches only when the person has a legitimate expectation of privacy. This provision attempts to avoid Fourth Amendment protection for communications and downloaded material by forewarning users that their material may be read or searched, thus negating any expectation of privacy.

Email and computer files are "public records" as defined in the Ill. Freedom of Information Act (FOIA) if they are, as in this policy, "under control" of the school board. 5 ILCS 140/2. They may be exempt from disclosure, however, when they contain information that, if disclosed, "would constitute a clearly unwarranted invasion of personal privacy." 5 ILCS 140/7.

Alternatively, a school board may believe that making email semi-private enhances its educational value. The following grants limited privacy to email communications and can be substituted for the sample policy's sentence preceding this footnote:

School officials will not intentionally inspect the contents of email without the consent of the sender or an intended recipient, unless as required to investigate complaints regarding email that is alleged to contain material in violation of this policy or the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*.

[11] See f/n 1.

[12] While it is best practice to do so, neither CIPA nor the rules for the E-Rate program specifically address whether school-owned computers or other mobile computing devices must be filtered when using a non-school Internet connection. Consult the board attorney for guidance on this issue.

[13] This sample policy language is broader than the requirements in federal law (20 U.S.C. §7131, 47 U.S.C. §254, and 47 C.F.R. §54.520(c)(i)). It does not distinguish between minors (children younger than 17) and non-minors. The terms, *minor*, *obscene*, *child pornography*, and *harmful to minors* have not changed, but are now explicitly referred to in the regulations at 47 C.F.R. §54.520(a). Federal law defines *harmful to minors* as:

…any picture, image, graphic image file, or other visual depiction that–(i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The Federal Communications Commission specifically declined to find that access to social networking websites are per se *harmful to minors*. However, the U.S. Dept. of Health and Human Services issued a Surgeon General's Advisory stating there is not enough evidence to conclude that social media is safe for children. See www.hhs.gov/surgeongeneral/reports-and-publications/youth-mental-health/social-media/index.html. School officials have discretion about whether or not to block access to these and similar sites. See ~~supra~~ f/n 3, above.

[14] Permitted by 20 U.S.C. §7131(c). The policy's provision for prior approval is not in the law and may be omitted. The entire sentence may be eliminated if a board does not want the filtering device to be disabled.

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Superintendent or designee shall include measures in this policy's implementation plan to address the following: [15]

1. Ensure staff supervision of student access to online electronic networks, [16]
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Use of Artificial Intelligence (AI)-Enabled Tools [17]

The Board recognizes that AI-enabled tools are important to enhance student learning, educator effectiveness, and school operations. The use of AI-enabled tools in the District shall be implemented in a safe, ethical, and equitable manner and in accordance with Board policies 1:30, *School District Philosophy*, and 7:345, *Use of Educational Technologies; Student Data Privacy and Security*.

To implement the use of AI-enabled tools in the District, the Superintendent or designee shall:

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[15] In order to qualify for universal service benefits under the federal Children's Internet Protection Act (CIPA), the district's Internet safety policy must address the items listed in the sample policy. 47 U.S.C. §254(l). The sample policy accomplishes this task by requiring these items be addressed in the policy's implementation plan or administrative procedure.

Note that federal law required school boards to hold at least one hearing or meeting to address the *initial* adoption of the Internet safety policy. Later revisions of the existing policy need not follow the public notice rule of CIPA, though a board will still need to follow its policy regarding revisions and the mandates of FOIA.

CIPA also requires this policy and its documentation to be retained for at least five years after the last day of service delivered in a particular funding year. This means the five-year retention requirement begins on the last day of service delivered under E-rate, not from the day the policy was initially adopted. Consult the board attorney about this requirement and the best practices for your individual board.

[16] Monitoring the online activities of *students* is broader than the requirement in federal law to monitor *minors*. The definition of minor for this purpose is "any individual who has not attained the age of 17 years." See 47 C.F.R. §54.520(a)(4)(i). The use of the word *students* is a best practice.

[17] Optional. Artificial intelligence is a rapidly evolving and complex technology that implicates many unsettled legal and ethical issues. This content 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.

A Statewide Generative AI and Natural Language Processing Taskforce issued a report to the General Assembly in December 2024 (https://doit.illinois.gov/content/dam/soi/en/web/doit/meetings/ai-taskforce/reports/2024-gen-ai-task-force-report.pdf) that recommended the Ill. State Board of Education (ISBE) provide guidance on the use of AI in schools, best practices, and educator training. 105 ILCS 5/2-3.118a, added by P.A. 104-399, eff. 1-1-26, requires ISBE to develop statewide guidance by 7-1-26 on the use of AI in K-12 education in nine different areas, and it empowers ISBE to convene a statewide council as needed to develop further guidance, resources, or other support. The U.S. Dept. of Education released a toolkit to assist education leaders with the safe, ethical, and equitable integration of AI within education systems, available at: http://downloads.microscribepub.com/il/press/federal_resources/FINAL-ED-OET-EdLeaders-AI-Toolkit-10.29.24_20250221.pdf. Note: This resource may no longer be available on a federal government website but is being maintained at **PRESS** Online to provide consistent subscriber access. Additional resources are also available through the Learning Technology Center of Illinois, at: www.ltcillinois.org/focus/ai/ and www.ltcillinois.org/anticipating-il-ai/.

Adopting policy language that addresses AI provides (a) a way for boards to monitor how this technology is being used in the district, and (b) an opportunity for the board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Before adoption of this subhead, the board may want to have a conversation with the superintendent to determine how local conditions, resources, and current practices will support the full implementation of a policy that addresses AI and its goals. The use of AI will be most effective when the policy reflects local conditions and circumstances. Consult the board attorney about these issues. See sample administrative procedure 6:235-AP3, *Development of Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*, for a suggested framework for developing an AI plan and guidelines.

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1. Develop a District-wide AI Plan that addresses the District's approach to the integration of AI;
2. Based on the District-wide AI Plan, establish AI Responsible Use Guidelines to address the responsible use of AI in the District by students and staff;
3. Ensure that AI-enabled tools comply with State and federal law;
4. Ensure that staff receive training and students receive instruction on the use of AI, as appropriate; and
5. Review the District's AI Plan and AI Responsible Use Guidelines on an annual basis and update them as needed.

Authorization for Electronic Network Access [18]

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use. [19]

Confidentiality

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

Violations

The failure of any user to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

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[18] The District's administrative procedure, 6:235-AP1, *Acceptable Use of the District's Electronic Networks*, rather than this board policy, specifies appropriate conduct, ethics, and protocol for Internet use. This is consistent with the principle that detailed requirements are not appropriate for board policy; instead, they should be contained in separate district documents that are authorized by board policy. Keeping technical rules specifying acceptable use out of board policy will allow for greater flexibility, fewer changes to the policy manual, and adherence to the belief that board policy should be confined to governance issues and the provision of guidance on significant district issues. This sample policy only requires staff and students to sign the *Authorization*; however, all users of the District's Electronic Networks, including board members and volunteers, are bound by this policy and its implementing procedure and should be familiar with their content.

[19] The Superintendent's implementation plan should describe appropriate supervision for students on the Internet who are not required, or refuse, to sign the *Authorization*.

The use of personal electronic communication devices owned by students but used to gain Internet access that has been funded by *E-rate* is not addressed yet.

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LEGAL REF.: 20 U.S.C. §7131, Elementary and Secondary Education 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.
115 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.
720 ILCS 5/26.5.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:310 (Restrictions on Publications; Elementary Schools), 7:315 (Restrictions on Publications; High Schools), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

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

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Instruction

Field Trips [1]

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives. [2]

All field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the School Board.[3] The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip:[4] educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs. [5]

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip; and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for a fee waiver under Board policy 4:140, *Waiver of Student Fees*. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them. [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.

[1] This is an optional policy. The following is an optional section for including recreational class trips; add to the bottom of the policy and add "and Recreational Class Trips" to the policy's title.

> Recreational Class Trips
>
> Recreational class trips are permissible provided they do not interfere with the District's educational program. The provisions in this policy concerning field trips, except those regarding educational value, are also applicable to recreational class trips.

[2] As an alternative, substitute the verb "encouraged" for "permissible." State law also permits educational tours as a course supplement but does not authorize the use of school funds for such tours. 105 ILCS 5/10-22.29b.

[3] According to 105 ILCS 5/29-3.1, "[t]he school board may provide transportation for pupils on bona fide field trips in Illinois or adjacent states." The superintendent or designee is delegated the responsibility to approve field trips after considering the factors in the policy.

105 ILCS 5/29-6.3, amended by P.A. 104-367, eff. 1-1-26, allows districts to transport students in multi-function school activity buses (MFSABs) for school sponsored activities. The use of an MFSAB for curriculum-related or career-related activities is subject to certain conditions. 625 ILCS 5/11-1414.1, amended by P.A.s 104-256, eff. 7-1-26, and 104-367, eff. 1-1-26.

[4] These are at the local board's discretion.

[5] Transportation fees are permitted by 105 ILCS 5/29-3.1. Such fees cannot exceed the cost of transportation but may include a reasonable allowance for vehicle depreciation. Id.

[6] This paragraph is optional. It seeks to distinguish privately arranged trips from those that are controlled and sponsored by the district and provides a disclaimer.

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LEGAL REF.: 105 ILCS 5/29-3.1.

CROSS REF.: 4:140 (Waiver of Student Fees), 6:10 (Educational Philosophy and Objectives), 7:10 (Equal Educational Opportunities), 7:270 (Administering Medicines to Students)

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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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[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

Guidance and Counseling Program [1]

The School District provides a guidance and counseling program for students.[2] The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by school counselors or licensed educators with a school support personnel endorsement in the area of school counseling. [3]

[For Elementary and Unit Districts]

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

[For High School and Unit Districts]

The guidance program will assist students to identify career options consistent with their abilities, interests, and personal values. Students shall be encouraged to seek the help of counselors to develop specific curriculum goals that conform to the student's career objectives. High school juniors and seniors will have the opportunity to receive career-oriented information. Representatives from colleges and universities, occupational training institutions and career-oriented recruiters, including the military,

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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] School boards may employ school counselors. 105 ILCS 5/10-22.24a~~, amended by P.A. 102-894~~. 105 ILCS 5/10-22.24b, amended by P.A.s ~~102-876,~~ 103-542, ~~and~~ 103-780, and 104-353 provides an extensive but non-exhaustive list of permissible school counseling services, including but not limited to providing: educational opportunities for students, teachers, and parents on mental health issues; academic, social-emotional, and college and career supports to all students irrespective of special education or Section 504 status; and collaborating as a team member in Multi-Tiered Systems of Support and other school initiatives. These services must be provided to address the needs of all students regardless of their citizenship status. Id. See www.oneclickadmit.org/ for more information.

All districts must conduct a comprehensive needs assessment to determine the scope of pupil needs in the areas of guidance and counseling, psychological, social work, and health. 23 Ill.Admin.Code §1.420(q).

The Children's Mental Health Act requires districts to develop protocols for responding to students with social, emotional, or mental health needs that impact learning. 405 ILCS 49/~~, amended by P.A. 102-899~~. See f/n 3 in sample policy 6:65, *Student Social and Emotional Development*, for further information. See sample policy 7:250, *Student Support Services*, and sample administrative procedure 7:250-AP2, *Protocol for Responding to Students with Social, Emotional, or Mental Health Needs*.

[3] Optional. 105 ILCS 5/10-22.24b, amended by P.A.s ~~102-876,~~ 103-542, and 103-780, provides that school counselors as defined in 105 ILCS 5/10-22.24a or individuals who hold a Professional Educator License with a school support personnel endorsement in the area of school counseling under 105 ILCS 5/21B-25 may provide school counseling services. The following optional sentence recognizes the importance of interventions; however, it creates duties that are not present in law. This is a classic "who, gets what, for how much" issue.

> The counseling program will assist students with interventions related to academic, social and/or personal issues. Students shall be encouraged to seek academic, social, and/or personal assistance.

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may be given access to the school campus in order to provide students and parents/guardians with information. [4]

LEGAL REF.: 105 ILCS 5/10-22.24a and 5/10-22.24b.
23 Ill.Admin.Code §1.420(q).

CROSS REF.: 6:50 (School Wellness), 6:65 (Student Social and Emotional Development), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:250 (Student Support Services), 7:290 (Suicide and Depression Awareness and Prevention)

ADMIN. PROC.: 7:340-AP1 (School Student Records), 7:340-AP1, E1 (Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records), 7:340-AP1, E3 (Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information)

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

[4] A district must provide military recruiters and state public institutions of higher education access to students if it has provided such access to persons or groups who tell students about educational or occupational opportunities. 105 ILCS 5/10-20.5a, amended by P.A. 103-204 and 104-15. By 1-1-24, districts were to make student directory information electronically accessible through a secure centralized data system for official recruiting representatives of the armed forces and for State public institutions of higher education. Id. Beginning 7-1-26 and on 7-1 each year after that, schools must make student directory information and student direct admission information for students graduating within the next year, available to the Ill. Student Assistance Commission (ISAC) through a centralized data system of ISAC to carry out the Public University Direct Admissions Program Act. 105 ILCS 5/10-20.5a, amended by P.A. 104-15.

Such access must be consistent with the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g). Id. Parents or students who are age 18 or older must sign an opt-in form to release student direct admission information, which includes a student's name, home address, birth date, telephone number, email address, cumulative grade point average, and high school, to ISAC. 105 ILCS 5/10-20.5a, amended by P.A. 104-15.

Another federal law requires a secondary school to grant military recruiters and institutions of high learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the parents/guardians request that the information not be disclosed without prior written consent. 20 U.S.C. §7908. See also sample administrative procedure 7:340-AP1, *School Student Records*, and sample exhibit 7:340-AP1, E1, *Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records*.

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Instruction

Grading and Promotion [1]

The Superintendent or designee shall establish a system of grading and reporting academic achievement to students and their parents/guardians.[2] The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, and performance on the standardized tests required by the Ill. State Board of Education (ISBE) and/or other assessments.[3] A student shall not be promoted based upon age or any other social reason not related to academic performance.[4] The administration shall determine remedial assistance for a student who is not promoted. [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 law requires districts to have a school board policy containing the reasons for which a grade may be changed and prohibiting social promotion. 105 ILCS 5/10-20.9a. State law controls this policy's content.

If a district uses weighted grades for classes by degree of difficulty, it must be reflected in the affected students' class ranking and permanent records. 105 ILCS 5/27-27.

[2] Absent a court order to the contrary, upon the request of either parent of a student whose parents are divorced, copies of report cards, along with other notices and records, must be furnished to both parents by the district. If a student is in the legal custody of the Ill. Dept. of Children and Family Services (DCFS), copies must be furnished to the DCFS Office of Education and Transition Services. 105 ILCS 5/10-21.8~~, amended by P.A. 102-199~~.

[3] 105 ILCS 5/10-20.9a, amended by P.A. 104-391. Each board may determine its own promotion criteria and augment the statute's criteria. ~~105 ILCS 5/10-20.9a(c) 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. Given potential different interpretations, the exact date on which this law expires is unclear; consult the board attorney for guidance on this issue. See also 105 ILCS 5/28-19.2, which prohibits student punishment of any kind, including the lowering of grades, if a parent/guardian is unable to pay school fees.~~ **Note:** P.A. 104-391 purported to both amend and repeal 105 ILCS 5/10-20.9a. It is IASB's understanding that the repeal of this provision was in error and will be addressed if needed; it is therefore retained in this sample policy.

105 ILCS 5/2-3.64 contained the State assessment program until it was repealed by P.A. 98-972.

105 ILCS 5/2-3.25a, amended by P.A. 103-175, requires ISBE to "develop standards for student performance, such as proficiency levels on State assessments." 105 ILCS 5/2-3.64a-5(b) requires ISBE to "establish the academic standards that are to be applicable to students who are subject to State assessments." It contains the schedule for assessing students by calendar year and grade. ISBE selects standardized tests for the State assessment and accountability measure. In House Joint Resolution 54 (2015), members of the Ill. House and Senate encouraged school districts to not use results of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) test for the 2014-2015 through the 2017-2018 school years "as a determining factor for making decisions about a student's educational opportunities, the evaluation of educators, and the allocation of resources based on educational achievement on this assessment." Starting in 2019, PARCC was no longer used by ISBE.

105 ILCS 5/2-3.64a-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. 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(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; however, the scores must still be placed in the student's permanent record. See also 23 Ill.Admin.Code §375.10.

[4] 105 ILCS 5/10-20.9a(b).

[5] Id.

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Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher.[6] Reasons for changing a student's final grade include:

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/2-3.64a-5, 5/10-20.9a, 5/10-21.8, and 5/27-27.

CROSS REF.: 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:300 (Graduation Requirements), 6:340 (Student Testing and Assessment Program), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

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[6] The specific reasons and procedure for changing a grade are at the local board's discretion; however, State law provides that no grade may be changed without notification to the teacher concerning the nature and reason for the change. 105 ILCS 5/10-20.9a(a). The person making the change must assume all responsibility and must initial the change. Id.

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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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[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.

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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.

[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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[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

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

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

[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 Students in Grade 7 or 8 [1]

The Superintendent or designee may investigate, coordinate, and implement a program for students in grades 7 and 8 to enroll in a course required for a high school diploma.

[*The next two paragraphs are only for unit and high school districts; the final paragraph is only for elementary districts.*]

If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma when the course is offered by the high school that the elementary student would attend and ~~either~~ one of the following is satisfied: (1) the student participates in the course at the high school and the elementary student's enrollment in the course would not prevent a high school student from being able to enroll, or (2) the student participates in the course where the student attends school as long as the student passes the course and the end-of-course examination given at the high school granting the credit for the same course, demonstrating proficiency at the high school level, or (3) the course is taught by a teacher who holds a professional educator license with an endorsement for the grade level and content area of the course. [2]

A student who successfully completes a course required for a high school diploma while in grades 7 and 8 shall receive academic credit for the course.[3] That academic credit shall satisfy the requirements of ~~Section 27-22 of the School Code~~105 ILCS 5/27-615 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.[4] The student's grade in the course shall also be included in the student's grade point average. [5]

[*Elementary school districts only*]

If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma. Students in grades 7 and 8 who successfully complete a course required for a high school

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[1] While State law controls this policy's content, districts are not required to implement it. The board of any district that maintains any grades 9-12 may adopt a policy for students enrolled in grade 7 or 8 to enroll in a course required for high school graduation. 105 ILCS 5/27-~~22.10~~615(a), amended by P.A. 104-267, eff. 1-1-26, and renumbered by P.A. 104-391; 23 Ill.Admin.Code §1.440(c)(3). The first sentence recognizes that this policy's implementation requires cooperation between school districts, superintendents, building principals, and other administrators.

[2] A high school board may choose the following alternative if it believes condition (2) would be difficult to manage because its students come from multiple districts having been taught by multiple non-district teachers:

> If a program is available, students in grades 7 and 8 may enroll in a course required for a high school diploma when the course is offered by the high school that the elementary student would attend when the student participates in the course at the high school and the elementary student's enrollment in the course would not prevent a high school student from being able to enroll.

[3] 105 ILCS 5/27-~~22.10~~615(c), amended and renumbered by P.A. 104-391.

[4] Id. ~~at (c).~~

[5] Id. at (d), renumbered by P.A. 104-391.

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diploma will receive academic credit if permitted by, and in accordance with, the policy of the district where the elementary student will attend high school.

LEGAL REF.: 105 ILCS 5/10-22.43 and 5/27-615~~22.10~~.
23 Ill.Admin.Code §1.460.

CROSS REF.: 6:135 (Accelerated Placement Program), 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:320 (High School Credit for Proficiency)

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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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7:150-AP Administrative Procedure - Managing Agency and ~~Police~~ Law Enforcement ~~Interviews~~Requests

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7:160 Student Appearance

7:165 School Uniforms

7:170 Vandalism

7:180 Prevention of and Response to Bullying, Intimidation, and Harassment

7:180-AP1 Administrative Procedure - Prevention, Identification, Investigation, and Response to Bullying

7:180-AP1, E1 Exhibit - Resource Guide for Bullying Prevention

7:180-AP1, E2 Exhibit - Be a Hero by Reporting Bullying

7:180-AP1, E3 Exhibit - Memo to Staff Regarding Bullying

7:180-AP1, E4 Exhibit - Memo to Parents/Guardians Regarding Bullying

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7:180-AP1, E5 Exhibit - Report Form for Bullying

7:180-AP1, E6 Exhibit - Interview Form for Bullying Investigation

7:180-AP1, E7 Exhibit - Response to Bullying

7:185 Teen Dating Violence Prohibited

7:185-E Exhibit - Memo to Parents/Guardians Regarding Teen Dating Violence

7:190 Student Behavior

7:190-AP1 Student Handbook - Hazing Prohibited

7:190-AP2 Student Handbook - Gang Activity Prohibited

7:190-AP3 Administrative Procedure - Guidelines for Reciprocal Reporting of ~~Criminal~~ Offenses Committed by Students

7:190-AP4 Administrative Procedure - Use of Isolated Time Out, Time Out, and Physical Restraint

7:190-AP5 Student Handbook - Electronic Devices

7:190-AP6 Administrative Procedure - Guidelines for Investigating Sexting Allegations

7:190-AP7 Administrative Procedure - Student Discipline Guidelines

7:190-AP8 Administrative Procedure - Student Re-Engagement Guidelines

7:190-AP9 Administrative Procedure - Administrative Transfer to Regional Safe School Program

7:190-E1 Exhibit - Aggressive Behavior Reporting Letter and Form

7:190-E2 Exhibit - Student Handbook Checklist

7:190-E3 Exhibit - Memorandum of Understanding

7:190-E4 Exhibit - Acknowledgement of Receiving Student Behavior Policy and Student Conduct Code

7:200 Suspension Procedures

7:200-E1 Exhibit - Short Term Out-of-School Suspension (1-3 Days) Reporting Form

7:200-E2 Exhibit - Long Term Out-of-School Suspension (4-10 Days) Reporting Form

7:210 Expulsion Procedures

7:210-E1 Exhibit - Notice of Expulsion Hearing

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7:220 Bus Conduct

7:220-AP Administrative Procedure - Electronic Recordings on School Buses

7:230 Misconduct by Students with Disabilities

7:240 Conduct Code for Participants in Extracurricular Activities

7:240-AP1 Administrative Procedure - Code of Conduct for Extracurricular Activities

7:240-AP2 Administrative Procedure - Extracurricular Drug and Alcohol Testing Program

7:240-AP2, E1 Exhibit - Consent to Participate in Extracurricular Drug and Alcohol Testing Program

Welfare Services

7:250 Student Support Services

7:250-AP1 Administrative Procedure - Measures to Control the Spread of Head Lice at School

7:250-AP2 Administrative Procedure - Protocol for Responding to Students with Social, Emotional, or Mental Health Needs

7:255 Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

7:255-AP1 Administrative Procedure - Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

7:255-AP2 Administrative Procedure - Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence

7:260 Exemption from Physical Education

7:270 Administering Medicines to Students

7:270-AP1 Administrative Procedure - Dispensing Medication

7:270-AP2 Administrative Procedure - Checklist for District Supply of Undesignated Medication(s)

7:270-E1 Exhibit - School Medication Authorization Form

7:270-E2 Exhibit - School Medication Authorization Form - Medical Cannabis

7:275 Orders to Forgo Life-Sustaining Treatment

7:280 Communicable and Chronic Infectious Disease

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7:280-AP Administrative Procedure - Managing Students with Communicable or Infectious Diseases

7:280-E1 **OPEN**

7:280-E2 Exhibit - Reporting and Exclusion Requirements for Common Communicable Diseases

7:280-E3 Exhibit - Preventing Staphylococcal Infections for Schools

7:285 Anaphylaxis Prevention, Response, and Management Program

7:285-AP Administrative Procedure - Anaphylaxis Prevention, Response, and Management Program

7:285-AP, E Administrative Procedure - Allergy and Anaphylaxis Emergency Plan

7:290 Suicide and Depression Awareness and Prevention

7:290-AP Administrative Procedure - Resource Guide for Implementation of Suicide and Depression Awareness and Prevention Program

Activities

7:300 Extracurricular Athletics

7:300-E1 Exhibit - Agreement to Participate

7:300-E2 Exhibit - Certificate of Physical Fitness for Participation in Athletics

7:300-E3 Exhibit - Authorization for Medical Treatment

7:305 Student Athlete Concussions and Head Injuries

7:305-AP Administrative Procedure - Program for Managing Student Athlete Concussions and Head Injuries

7:310 Restrictions on Publications; Elementary Schools

7:310-AP Administrative Procedure - Guidelines for Student Distribution of Non-School Sponsored Publications; Elementary Schools

7:315 Restrictions on Publications; High Schools

7:315-AP Administrative Procedure - Guidelines for Student Distribution of Non-School Sponsored Publications; High Schools

7:320 **OPEN**

7:325 Student Fundraising Activities

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7:325-E Exhibit - Application and Procedures to Involve Students in Fundraising Activities

7:330 Student Use of Buildings - Equal Access

7:330-E Exhibit - Application for Student Groups that Are Not School Sponsored to Request Free Use of School Premises for Meetings

Records

7:340 Student Records

7:340-AP1 Administrative Procedure - School Student Records

7:340-AP1, E1 Exhibit - Notice to Parents/Guardians and Students of Their Rights Concerning a Student's School Records

7:340-AP1, E2 Exhibit - Using a Photograph or Video Recording of a Student

7:340-AP1, E3 Exhibit - Letter to Parents and Eligible Students Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information

7:340-AP1, E4 Exhibit - Frequently Asked Questions Regarding Military Recruiter Access to Students and Student Information

7:340-AP1, E5 Exhibit - Biometric Information Collection Authorization

7:340-AP2 Administrative Procedure - Storage and Destruction of School Student Records

7:340-AP2, E1 Exhibit - Letter Containing Schedule for Destruction of School Student Records

7:345 Use of Educational Technologies; Student Data Privacy and Security

7:345-AP Administrative Procedure - Use of Educational Technologies; Student Data Privacy and Security

7:345-AP, E1 Exhibit - Student Covered Information Reporting Form

7:345-AP, E2 Exhibit - Student Data Privacy; Notice to Parents About Educational Technology Vendors

7:345-AP, E3 Exhibit - Parent Notification Letter for Student Data Breach

7:345-AP, E4 Exhibit - Notice of Parent Rights Regarding Student Covered Information

7:345-AP, E5 Exhibit - Parent Request Form for Student Covered Information

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7:345-AP, E6 Exhibit - Parent Request Form for Correction of Student Covered Information

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Students

Equal Educational Opportunities [1]

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race,[2] national 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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[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

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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[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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[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]

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[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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[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

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

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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[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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[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

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.

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[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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[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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[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

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~~ese~~ policy~~ies~~ prohibits students from and provides."

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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 5/10-2~~2~~0.33(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 Support Services [1]

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools. [2]

The following student support services may be provided by the School District: [3]

1. Health services supervised by a qualified school nurse.[4] The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.

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[1] State or federal law controls this policy's content. The Children's Mental Health Act requires all districts to have a policy for incorporating social and emotional development into its educational program. 405 ILCS 49/15(b). The policy must address two areas: (1) teaching and assessing social and emotional skills; and (2) protocols for responding to children with social, emotional, or mental health problems, or a combination of such problems, that impact learning ability. Id. Sample policy 6:65, *Student Social and Emotional Development*, addresses the first required area and this sample policy addresses the second required area.

[2] Required by 105 ILCS 5/10-20.59. See f/n 16 in sample policy 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, for liaison responsibilities and requirements. Professional development and resources for educators supporting adoptive, foster, and kinship students are available through the nonprofit iCare 4 Adoptive And Foster Families, at: https://icare4aaff.org/.

[3] All districts are required to conduct a comprehensive needs assessment to determine the scope of student personnel services needs in the areas of: (1) guidance and counseling needs; (2) psychological needs; (3) social work needs; and (4) health needs. 23 Ill.Admin.Code §1.420(q). Endorsement requirements for various types of school support personnel are referenced in f/ns 3 through 6 below, and further information is available at: www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx. Until 6-20-26, an individual who fails to meet the necessary qualifications for a specific school support personnel endorsement, but holds another professional license or certification approved by ISBE, may seek short-term approval for assignment to a position in situations where an unforeseen vacancy occurs. 23 Ill.Admin.Code §25.48. Short-term approvals are valid for three full fiscal years. 23 Ill.Admin.Code §25.432.

105 ILCS 5/2-3.147~~, added by P.A. 95-558 and repealed by P.A. 99-30~~, created the Ensuring Success in School Task Force. 105 ILCS 5/26A-15, added by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law,* and scheduled to be repealed on 12-1-25, created a subsequent Ensuring Success in School Task Force. See f/n 1 in sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, for further information.

[4] School districts may employ non-professional-educator-licensed *registered professional nurse*s to perform professional nursing services. 105 ILCS 5/10-22.23; 23 Ill.Admin.Code §1.760(c). A *registered professional nurse* means any nurse who is licensed to practice professional nursing in Illinois under the Nurse Practice Act (225 ILCS 65/) and whose license is active and in good standing with the Ill. Dept. of Financial and Professional Regulation. 23 Ill.Admin.Code §1.760(b).

A *school nurse* means any registered professional nurse who also holds a professional educator license endorsed for school support services in school nursing, or any registered professional nurse who does not hold the professional educator license but was employed in the school district of current employment before 7-1-76. 23 Ill.Admin.Code §1.760(c).

105 ILCS 5/10-22.23 provides that any nurse first employed on or after 7-1-76, whose duties require teaching or the exercise of instructional judgment or educational evaluation of students, must be licensed under 105 ILCS 5/21B-25.

A school nurse may hold a Professional Educator License with a school support personnel endorsement. 105 ILCS 5/21B-25(2)(G); 23 Ill.Admin.Code §§1.760(c), 23.120, 25.245.

Health services may also be available through school based/linked health centers implemented by the Ill. Dept. of Public Health. 105 ILCS 129/; 77. Ill.Admin.Code Part 641. For further information, see: https://dph.illinois.gov/topics-services/life-stages-populations/maternal-child-family-health-services/school-health#resources.

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2. Educational and psychological testing services and the services of a school psychologist[5] as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker.[6] A student's parent/guardian must consent to regular or continuing services from a social worker.
4. School counseling[7] services. The Superintendent or designee shall annually inform all school personnel and students 12 years of age and older, in writing, of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550. [8]

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability.[9] The District, however, assumes no liability for preventing, identifying, or treating such needs.

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[5] A *school psychologist* means a psychologist who holds a Professional Educator License with a school psychologist endorsement per 105 ILCS 5/21B-25 and either: (1) has graduated with a master's degree or higher degree in psychology or educational psychology from an institution of higher education that maintains equipment, courses of study, and standards of scholarship approved by the Ill. State Board of Education (ISBE), has had at least one school year of full-time supervised experience in the delivery of school psychological service approved by the State Superintendent of Education, and has such additional qualifications as may be required by ISBE; or (2) holds a valid Nationally Certified School Psychologist credential. 105 ILCS 5/14-1.09. School psychologists hold a Professional Educator License with a school support personnel endorsement. 105 ILCS 5/21B-25(2)(G); 23 Ill.Admin.Code §§1.760(a), 23.130, 25.235. The scope of school psychological services is described in 105 ILCS 5/14-1.09.1.

[6] A *school social worker* means a social worker who has graduated from an accredited graduate school of social work and has such additional qualifications as may be required by ISBE and who holds a Professional Educator License with a school support personnel endorsement for school social work per 105 ILCS 5/21B-25. 105 ILCS 5/14-1.09a. See 105 ILCS 5/10-22.24a and 5/21B-25(2)(G); 23 Ill.Admin.Code §§1.760(a), 23.140, 25.215. School social workers may not provide services outside of their district employment to any student(s) attending school in the district. 105 ILCS 5/14-1.09a. The *School Social Work Best Practice Guide* (2020) published by ISBE and the Ill. Association of School Social Workers is available at: www.isbe.net/Documents/ISBE-IASSW-School-Social-Work-Guide.pdf.

School marriage and family therapists are another type of school support personnel; they hold a Professional Educator License with a school support personnel endorsement. 105 ILCS 5/21B-25(2)(G); 23 Ill.Admin.Code §§23.150, 25.260. The scope of school social worker services is described in 105 ILCS 5/14-1.09.2.

[7] *School counselors* hold a Professional Educator License with a school support personnel endorsement. 105 ILCS 5/21B-25(2)(G); 105 ILCS 5/10-22.24a; 23 Ill.Admin.Code §§1.760(a), 23.110, 25.225. *School counselors* refers to district employees that work in high schools to offer students advice and assistance in making career or college plans. 105 ILCS 5/22-93, amended by P.A. 103-1020. School counseling services shall address the needs of all students, regardless of citizenship status, and may include, but are not limited to, the numerous services detailed in 105 ILCS 5/10-22.24b, amended by P.A.s 103-542, ~~and~~ 103-780, and 104-353.

In contrast, *professional counselors* and professional counseling practice in Illinois are governed by the Professional Counselor and Clinical Professional Counselor Licensing and Practice Act and its implementing regulations. 225 ILCS 107/; 68 Ill.Admin.Code Part 1375. The Mental Health and Developmental Disabilities Code, 405 ILCS 5/, provides that minors 12 years of age or older may request and receive up to eight 90-minute sessions (previously five 45-minute sessions) of professional counseling services or psychotherapy (provided by a clinical psychologist) without the consent of the minor's parent, guardian, or person in loco parentis. 405 ILCS 5/3-550. Most school districts do not regularly provide *professional* counseling or *clinical* psychological services to students. Instead, most districts provide *school counseling* or *school psychological* services to students, and Illinois law does not specify any limits on the number of school counseling or school psychological sessions which a minor may have before obtaining parent/guardian permission. If your district seeks to regularly provide *professional counseling* or *clinical psychological* services to students, consult with your board attorney about potential changes to board policies and administrative procedures, as well as collective bargaining issues.

[8] 105 ILCS 5/26A-40(h), added by P.A. 102-466, a/k/a *ESS Law*~~, eff. 7-1-25~~.

[9] Required by 405 ILCS 49/15(b).

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Erin's Law Counseling Options, Assistance, and Intervention [10]

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

Article 26A Domestic or Sexual Violence and Parenting Resource Personnel [11]

The Superintendent or designee will ensure that at least one staff member in each school building is designated as a resource person (Article 26A Resource Person) for students who are parents, expectant parents, or victims of domestic or sexual violence and offers those services required by 105 ILCS 5/26A. See Board policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. The Article 26A Resource Person may be a member of the building's Student Support Committee.

The Superintendent shall ensure that this policy is implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq., and that it is respectful of student privacy, including that student records are maintained and their confidentiality protected in accordance with Board policy and District procedures. [12]

LEGAL REF.: 105 ILCS 5/10-23.13(b), 5/10-20.59, 5/21B-25(G), and 5/26A.
405 ILCS 5/, Mental Health and Developmental Disabilities Code.
405 ILCS 49/, Children's Mental Health Act.
740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease), 7:340 (Student Records)

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[10] Required by *Erin's Law,* 105 ILCS 5/10-23.13(b)(2), (3), and (5). See sample policy 5:90, *Abused and Neglected Child Reporting*, and sample administrative procedure 5:90-AP1, *Coordination with Children's Advocacy Center*, for more information on Children's Advocacy Centers.

[11] Required by 105 ILCS 5/26A-35, 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 sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

[12] This policy text is based on recommendations of the second ESS Task Force. See pp. 13-14 of the June 2024 ESS Task Force final report, at: www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf.

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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

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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[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~~-110~~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 5/22-1107 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; 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).

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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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[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).

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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

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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[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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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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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. 104-3917 ~~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

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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ISSUE 120
October 2025

Update Memo

Please distribute to board members and appropriate staff.

PRESS

Policy Reference Education Subscription Service

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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**."

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

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.

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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

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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. 324

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*~~.	☐

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17. Approval of Kitchen-Patrick Leahy Farm to School Program 336

Real Food Collective x Proviso Township High Schools

Farm to School Grant Concept Proposal: Community Mobile Farmers Market Initiative

Proviso Township High Schools (District 209) Food & Nutrition Services is exploring a partnership with the Real Food Collective (RFC) to apply for the USDA Farm to School Grant (https://grants.gov/search-results-detail/360548). This collaborative project aims to establish a community- and school-operated mobile farmers market that connects local farms, students, and families through fresh, regionally sourced foods and hands-on nutrition education.

This initiative will serve as a living classroom for students, fostering leadership, entrepreneurship, and culinary innovation while expanding equitable access to healthy, local food throughout the Proviso Township community.

Project Goals

1. Expand Local Food Access
   - Launch a mobile farmers market that produces goods from local and regional farms, bringing fresh, nutritious food directly to school campuses and community spaces.
   - Create a model that can serve as a local food hub for Proviso Township, supporting families with limited access to fresh produce.

2. Student Engagement and Workforce Development
   - Engage students in planning, managing, and operating the mobile market, covering logistics, marketing, customer service, and food preparation.
   - Offer experiential learning opportunities across departments (e.g., Culinary Arts and Health Education).

3. Farm to School Integration
   - Strengthen the district's Farm to School program by connecting the farmers market with existing cafeteria operations.
   - Introduce student-led recipe development using seasonal produce from the market for cafeteria taste tests and menu integration.

4. Nutrition Education and Community Outreach
   - Promote nutrition as a cornerstone of student wellness through:
     - On-site nutrition education sessions at market events.
     - Cooking demonstrations highlight healthy meal preparation using seasonal produce.

Student and School Involvement

Students will play a central role in every stage of the project:

- Culinary Students: Develop and test recipes, lead demos, and educate peers on healthy eating.
- Marketing/Business Students: Design promotional materials, manage social media, and handle basic accounting and inventory systems.
- Science and Environmental Clubs: Explore sustainability practices such as composting, reducing food waste, and promoting local agriculture.
- Leadership Groups (Student Council, NHS, etc.): Support community events and outreach.

Expected Outcomes

- Increased student participation in nutrition and sustainability initiatives.
- Improved community access to locally grown foods.
- Integration of student-tested recipes into school meals, reinforcing healthy and culturally relevant choices.
- Strengthened relationships between local farmers, schools, and families.
- A replicable model for other Illinois school districts interested in community-based farm-to-school programs.

Partnership and Support

The Real Food Collective (RFC) brings expertise in farm-to-school programming, regional food system development, and local food distribution. Together with Proviso Township High Schools, RFC will help design a scalable model that aligns with USDA and ISBE wellness priorities and supports student-centered learning through food.

Proviso Township High Schools Food & Nutrition Services will assist overseeing program coordination, student engagement, and integration of market products into the school meal program.

Next Steps

- Confirm district interest and leadership participation.
- Collaborate with RFC on the Farm to School Grant application submission

Link: Patrick Leahy Farm to School Grant Program - Snapshot of the FY 2026 RFA | Food and Nutrition Service

18. Approval of Early Childhood Real Care Baby Purchase 340

Proviso Township High School District 209

To: Proviso Township High School District 209 Board of Education

From: Krish Mohip, Superintendent
Alexander Aschoff, Deputy Superintendent of Academics

Agenda Topic: Purchase of RealCare Babies for West Early Childhood Program

Expected Outcome: Action

Staff Contacts: Alexander Aschoff, Deputy Superintendent of Academics; Dr. Rubi Ortiz, Coordinator of CTE; Early Childhood Education Teachers

Title: Early Childhood Real Care Baby Purchase

Purpose: The purpose of this item is to seek approval for the purchase of 20 RealCare Babies and charging cart for West Proviso's Early Childhood program. This ensures equitable access for all students at West to have a more well-rounded experience.

Background:
Proviso Township High Schools District 209 is committed to providing students with access to rigorous academic opportunities. The Early Childhood Education curriculum is designed to prepare students for careers in childcare, teaching, and family services. A critical component of this program is teaching students the realities and responsibilities of infant care. While classroom instruction provides theoretical knowledge, experiential learning is essential for developing empathy, responsibility, and practical skills.

Administration Analysis:
The purchase of the RealCare Babies allows for several benefits to our students. The West Early Childhood program last purchased in SY17, with verification of arrival and use on December 13, 2016.

They provide hands-on experiences for our students:

Hands-On Experience

- Simulators replicate real infant behaviors such as crying, feeding, and diaper changes, offering students a realistic caregiving experience without the risks associated with real infants.

Skill Development

- Students learn time management, problem-solving, and nurturing skills, which are vital for careers in early childhood education and parenting education.

Accountability & Assessment

- RealCare Babies track care data (feeding, soothing, neglect), allowing instructors to objectively assess student performance and provide targeted feedback.

Prevention & Awareness

- Research shows that realistic infant simulators help teens understand the challenges of parenting, reducing misconceptions and promoting informed decision-making.

Alignment with Standards

- The use of simulators supports state and national standards for Career and Technical Education (CTE) in Early Childhood pathways.

Equity Impact: The purchase of RealCare Babies expands equitable opportunities for students enrolled in the Early Childhood Education program at Proviso West. Because the program's current simulators were last purchased in 2016 and are now outdated, not all students have had consistent access to working devices that support hands-on learning. This investment ensures every student—regardless of background or prior experience—can engage in high-quality, experiential practice aligned to CTE Early Childhood pathway standards. Additionally, updated equipment helps remove inequities between campuses and ensures the West program remains comparable to similar programs in surrounding districts, giving Proviso students equal access to industry-aligned learning tools.

Student Impact: Students will benefit from realistic, immersive learning experiences that strengthen both academic and career-aligned competencies. RealCare Babies simulate authentic infant behaviors, allowing students to practice caregiving, decision-making, and time-management skills in a structured, safe environment. This experiential learning enhances students' understanding of early childhood development, builds empathy, and deepens their readiness for careers in childcare, teaching, family services, and human development. Because care data is captured electronically, students also receive clear, measurable feedback that supports reflection and continuous improvement—an instructional approach aligned with Ambitious Instruction within the 5Essentials framework.

Staff Impact: Early Childhood Education teachers will have improved capacity to deliver rigorous, standards-aligned instruction using modern equipment that supports real-time data tracking, student assessment, and personalized feedback. Updated simulators reduce the instructional burden caused by malfunctioning or aging devices, allowing staff to focus more fully on high-quality instruction, student monitoring, and integrating experiential learning into their curriculum. Teachers will also be able to strengthen alignment across the Early Childhood pathway by incorporating consistent, measurable performance expectations for all students.

Financial Impact: The total cost of the purchase, including 20 RealCare Baby Simulators and a secure charging/storage cart, is $37,476.40, inclusive of shipping and handling. This investment will be fully funded through the Perkins Grant, resulting in no impact to local District funds. The District was able to secure a cost-saving promotion ("Buy 3 packs of 5, get one free"), maximizing the value of the grant funds while purchasing from a sole-source vendor specializing in Early Childhood simulation equipment. Given that the previous set was purchased nearly a decade ago (2016), the long replacement cycle reflects prudent fiscal planning and responsible stewardship of grant resources.

Communication: Upon Board approval, the District will communicate the purchase and instructional benefits to students, parents, and staff through the CTE department, course syllabus updates, program information sessions, and school-based communication channels. The new equipment will also be highlighted during CTE recruitment events, open houses, and pathway exploration activities to help students and families understand the hands-on learning opportunities available within the Early Childhood Education program. Additionally, teachers will receive training and implementation support to ensure smooth integration of the updated equipment into classroom instruction.

Statute, Administrative Policy or Board Rules Statement:
This purchase aligns with Board Policy 4:60 – Purchases and Contracts, which requires Board approval for the procurement of supplies, equipment, and services that exceed established purchasing thresholds. Because the RealCare Baby Simulators and charging cart represent a single purchase greater than $25,000 and involve a sole-source vendor, the District is required to bring this item to the Board for formal approval. Policy 4:60 further directs the Superintendent to ensure that all purchases comply with state law, maintain quality, and reflect responsible fiscal stewardship. This action item fulfills those requirements and ensures transparency and compliance in the District's purchasing practices.

Superintendent's Recommendation: That the Board of Education of Proviso Township High School District 209 approve the Superintendent's recommendation for the purchase of 20 RealCare Babies and charging cart for West Proviso's Early Childhood program.

Date of Board Action: January 13, 2026

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- 30 infant care schedules based on real infant activities
- Simulated feeding at Baby's mouth using a bottle or breastfeeding device that responds to an internal computer and makes real feeding noises
- Burping the infant simulator after some feedings by patting Baby's back
- The necessity to periodically rock Baby to calm or care for it
- The necessity to periodically change Baby's diapers (computer detects the difference between the 2 diapers)
- Simulated play time using a toy
- Temperature sensor designed to record and report Baby's internal temperature during the simulation
- Clothing with embedded sensors to report which articles of clothing are on Baby during the simulation and frequency of changes
- Electronics designed to prevent tampering
- Electronics that differentiate between rough handling and shaken baby syndrome
- Sensor detects when Baby is on its stomach for tummy time
- Mic that detects when caregivers talk to Baby and whether Baby is exposed to dangerously loud sounds (does not record audio)
- Wireless electronic ID specifically programmed to individual infant simulators
- 7 realistic sounds including fussing, crying, cooing, coughing, giggling, babbling, and burping
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- 6-ft long custom wiring harness
- Limited warranty

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CartZone1	**Freight shipping charge for 20-Baby Storage Cart**	$515.00	1	$515.00
LiftGateFee	**Location requires lift-gate delivery truck**	$145.00	1	$145.00
10168100	**RealCare Cart - 20 Baby**	$8,469.00	1	$8,469.00
11577104	**PROMO RealCare Baby 4 with 5-year warranty and Accessories – Buy3Get1Free ($1,265 Value)**	$5,151.00	5	$25,755.00
	Infant Car Seat/Carrier		20	
	Charger Single 12VDC 1.0A 5ft 2.1		20	
	Diaper Bag		20	
	Tummy Time Blanket- RCB4		20	
	*** Please specify gender & skin tone for RCB4 ***		20	

Subtotal	$34,884.00
Shipping and Handling	$2,592.40
Tax	$0.00
Total	$37,476.40
Terms	Net 30

19. Approval of Summer Curriculum Writing 2026 348

Proviso Township High School District 209

To: Proviso Township High School District 209 Board of Education

From: Krish Mohip, Superintendent of Schools
Alexander Aschoff, Deputy Superintendent of Academics

Agenda Topic: Summer Curriculum Writing Projects for 2026

Expected Outcome: Action

Staff Contacts: Alexander Aschoff, Deputy Superintendent of Academics; Angela Marino, Director of Curriculum; Jim Kallieris, Director of Multilingual Programs & World Languages; Dr. Rubi Ortiz, Coordinator of CTE

Title: Summer Curriculum Writing 2026

Purpose: To approve curriculum writing for selected staff members to ensure a guaranteed, viable curriculum for specific courses.

Background:
A thorough review of course offerings is ongoing after careful examination of previous enrollment, success rates, and the Curriculum Management Audit performed by Insight Education Group in April of 2023. Conversations with building and district administration, counselors, and teachers provides invaluable feedback on course offerings with a focus on equity. We have also reviewed Illinois State Board of Education (ISBE) requirements for high school graduation to ensure compliance and preparation for all Proviso students. This process ensures that students' academic and socioemotional needs are met through educational programs and student support services.

In Summer 2025, ten curriculum projects took place in which teachers from different campuses wrote curriculum for specific courses that did not have curriculum or needed to be re-written or revised. Curriculum templates were updated to align to Backwards Design (UBD) and Gradual Release of responsibility (GRR). Teachers explored resources, wrote learning objectives, developed a standards-aligned scope and sequence, and mapped out major units of study. Curriculum was posted on Sharepoint for teacher access and resources were purchased based on curricular decisions during the writing process.
Alignment to Strategic Plan: Curriculum writing aligns with the district's strategic plan under Goal 1, Systemic Alignment/Culture of Excellence, which measures alignment of curriculum to priority learning standards and curriculum evaluation/renewal.

Administration's Analysis:

Updating curriculum ensures that students receive high quality instruction with a guaranteed, viable curriculum aligned to standards with rigor that is written by teachers who can tailor the curriculum and instructional resources for Proviso students Each curriculum project is reviewed by district administration and collaboration encouraged. The focus for Summer Curriculum Writing 2026 is full year and semester courses without a curriculum on file or ones that have not been revisited since 2018. These courses are listed below with their corresponding schools that offer the course.

The current stipend structure per the CBA is $4,820 for a full year course; $2,410 for a semester course. Full includes examination of resources, textbooks, digital platforms, physical material, and other curricular items to consider for instruction. Full includes a new curriculum map, scope and sequence, and unit plans. Revision includes an updated curriculum map, scope and sequence, and unit plans.

Equity Impact: Keeping curriculum up to date and providing a guaranteed, viable curriculum aligned to Illinois Learning Standards ensures that all students have access to an equitable education in all of our courses.

Student Impact: Keeping curriculum up to date and providing a guaranteed, viable curriculum aligned to Illinois Learning Standards provides for a more engaging, relevant learning experience for all students.

Staff Impact: Having staff directly involved in curriculum writing ensures that their voices are heard and applied to standards-aligned curriculum with rigorous expectations. Teachers become internal experts on the subject matter and become an invaluable resource for collaboration and articulation across classrooms and courses.

Financial Impact: Grant funds would be utilized with a total investment of $99,710. For Title I, an allocation of $32,800 and for Title II, an allocation of $67,360 have been designated for district-wide stipends to compensate teachers participating in summer initiatives that promote literacy and numeracy across core content areas. This equates to $100,160 which would support summer curriculum writing with a differential of $450 leftover which could be utilized for hourly curriculum work at $40/hour for 11.25 hours.

Communication: Summer Curriculum Writing positions would be posted on Frontline in February/March for teachers to apply. Interviews would take place in March/April with recommendations in April/May for selected candidates. District administration would communicate with those teachers selected, provide training on curriculum writing with templates and samples, and engage in ongoing review and collaboration throughout the curriculum writing process in June and July with a deadline of August 3, 2026. Teachers would be notified of approval of their curriculum work in writing and the Business Office would be notified to release stipends according to their payroll cycle.

Please see below for the proposed list of courses for summer curriculum work based on the district's Curriculum Renewal Cycle.

PROPOSED SUMMER CURRICULUM WRITING PROJECTS 2026

COURSES	TYPE	STIPEND
Mastery of Metals – Manual Mill & Lathe (West)	Full	$4820
Mastery of Metals – CNC (West)	Full	$4820
Advanced Studio Art (East/West)	Revise	$960
Web & Media Development 2 (East/West)	Full	$4820
WBL – Business (East/West)	Full	$4820
WBL – FCS (East/West)	Full	$4820
IH Creative Writing (PMSA) – semester	Full	$2410
Journalism/IH (All) - semester	Revise	$480
Film (East/West) - semester	Revise	$480
Multicultural Literature (East/West) - semester	Revise	$480
IM3-S (East/West)	Full	$4820
College Algebra/IH (All)	Full	$4820
Math Studies (East/West)	Full	$4820
Probs & Stats (East/West)	Full	$4820
Music History/Appreciation/IH (All)	Revise	$960
IH Research Core - Science (PMSA)	Full	$4820
IH Research Mentorship (PMSA)	Full	$4820
Astronomy (East/West)	Full	$4820
Biology/IH (All)	Full	$4820
Human Genetics/IH (All)	Revise	$960
Issues in America (East/West)	Full	$4820
Latin American History (East/West) – semester	Full	$2410
Law & Society (East/West) – semester	Revise	$480
Psychology/IH (All) – semester	Full	$2410
Sociology/IH (All) – semester	Full	$2410
Adv Theatre/IH (All)	Revise	$960
Theatre (East/West)	Revise	$960
Intro to Aquatics (East/West) - semester	Revise	$480
Drivers Ed: Classroom (East/West) – semester	Revise	$480
Freshman PE (East/West) - semester	Full	$2410
Health/IH Health (All) - semester	Revise	$480
Lifetime Fitness (East/West)	Full	$2410
Junior/Senior PE (East/West) - semester	Full	$2410
Sophomore PE (East/West) - semester	Revise	$480
IH Wellness 1 (PMSA)	Revise	$960
IH Wellness 2 (PMSA)	Revise	$960
IH Wellness 3/4 (PMSA)	Revise	$960
Spanish 1 (East/West)	Revise	$960
Spanish 1 Immersion (East/West)	Revise	$960
Spanish 2 (East/West)	Revise	$960
Spanish 2 Immersion (East/West)	Revise	$960

	TOTAL	**$99,710**

Statute, Administrative Policy or Board Rules Statement:
School Board Policy 6:40 regarding curriculum development and academic programs requires that the Board of Education approve curriculum projects.

Superintendent's Recommendation:
That the Board of Education of Proviso Township High Schools District 209 accepts the Superintendent's recommendation and approve curriculum writing for selected staff members to ensure a guaranteed, viable curriculum for specific courses.

Date of Board Action: January 13, 2025

20. Approval of December 9, 2025, Minutes 353

Proviso Township High Schools
Board of Education Regular Meeting

Official Minutes of the Board of Education of Proviso Township High Schools District 209 at Proviso Math & Science Academy, Forest Park, IL 60130 on Tuesday, December 9, 2025 at 5:32p.m.

PRESENT – Board Members:
Ms. Molinaro
Mrs. Hixson
Dr. Fisher
Ms. Barbahen
Ms. Morris

PRESENT – Administration:
Mr. Krish Mohip, Superintendent of Schools
Mr. Alex Aschoff, Deputy Superintendent of Educational Services
Dr. Elizabeth Alvarez, Deputy Superintendent of Operations
Dr. Jen Kirmes, Deputy Superintendent of School Improvement
Dr. Deborah Watson-Hill, Deputy of Finance
Mr. Bill Breisch, Human Resources

Legal:
Mr. Adam Dauksas, Attorney, Franczek P.C.
Superintendent's Office:
Ms. Janessa Enriquez

Executive Session Board of Education

It was moved by Dr. Fisher and seconded by Ms. Hixson that the Board of Education of the Proviso Township High Schools District 209 retire to executive session at approximately 5:33p.m. for the purpose of discussing items as listed on the agenda.

A. Litigation, when an action against, affecting or on behalf of the particular public body. 5 ILCS 120/2(c) (11).

B. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the public body or legal counsel for public body. 5 ILCS 120/2(c)(1).

C. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees 5 ILCS 120/2(c) (2).

D. Matters related to individual students per Section 2(c)(10)
Upon roll call, the following members voted:
5 Ayes: Ms. Molinaro, Mrs. Hixson, Ms. Morris, Dr. Fisher, Ms. Barbahen,
0 Nays: None
0 Abstain: None
2 Absent: Ms. Smith, Mr. Ocampo

MOTION PASSED

Reconvene the Regular Meeting
It was moved by Dr. Fisher and seconded by Ms. Hixson that the Board of Education of Proviso Township High Schools District 209 reconvened the Regular Meeting at approximately
7:35PM.
Upon roll call, the following members voted:

6 Ayes: Ms. Molinaro, Mrs. Hixson, Ms. Morris, Dr. Fisher, Ms. Barbahen, Mr. Ocampo
0 Nays: None
0 Abstain: None
1 Absent: Ms. Smith

MOTION PASSED

Pledge of Allegiance
Ms. Barbahen led those present in the Pledge of Allegiance.

PTHS D209 Vision Statement
Dr. Fisher read the D209 Vision Statement into the record.

Public Comments
Arbdella Patterson - urged the district to be more mindful of credit card expenditures and reported conference attendance, and also questioned the "Board Member Removal" action item, noting that such removals are not included in current policy guidelines.

Recognitions
The principals recognized students/staff from each school for their outstanding performance and exemplary behavior.

Presidents Report
Expressed gratitude to Superintendent Krish for taking on the role under unorthodox circumstances, building a strong leadership team, and guiding the district toward positive change in his first year. Appreciation was also shared for NHS at Proviso East for the beloved Santa Breakfast event and for the joy it brings to the community. The Board extended holiday thanks to students, staff, administrators, families, and

community partners, wishing everyone a restful holiday season and a hopeful, successful new year.

Superintendents Report

Information Items Overview

a) FY25 Audit Presentation by Baker Tilly
b) Policy 2:60 Board Member Removal from Office– 1st Reading
c) Student Board Member Revisions
d) Press Plus Issue 120 – 1st Reading
e) Kitchen-Patrick Leahy Farm to School Program
f) Proviso East Tennis Courts
g) Early Childhood Real Care Baby Purchase
h) Summer Curriculum Writing 2026

Consent Agenda

Ms. Barbahen made a motion to approve consent agenda **#12 Approval of AED Machine Proviso East and Proviso West**
Moved by Ms. Morris second by Mr. Ocampo.

Upon roll call, the following members voted:

6 Ayes:	Ms. Molinaro, Mrs. Hixson, Ms. Morris, Dr. Fisher, Ms. Barbahen, Mr. Ocampo
0 Nays:	None
0 Abstain:	None
1 Absent:	Ms. Smith

MOTION PASSED

Ms. Barbahen made a motion to approve consent agenda **#13 Approval of Read 180.** Moved by Ms. Morris second by Ms. Hixson.
Upon roll call, the following members voted:

6 Ayes:	Ms. Molinaro, Mrs. Hixson, Ms. Morris, Dr. Fisher, Ms. Barbahen, Mr. Ocampo
0 Nays:	None
0 Abstain:	None
1 Absent:	Ms. Smith

MOTION PASSED

Ms. Barbahen made a motion to approve consent agenda **#14 Possible Action Concerning Dismissal of Educational Support Personnel Employee.** Moved by Dr. Fisher second by Ms. Barbahen.

Upon roll call, the following members voted:

6 Ayes:	Ms. Molinaro, Mrs. Hixson, Ms. Morris, Dr. Fisher, Ms. Barbahen, Mr. Ocampo
0 Nays:	None
0 Abstain:	None
1 Absent:	Ms. Smith

MOTION PASSED

Ms. Barbahen made a motion to approve consent agenda **#15 Approval of Recognition of MSA Graduates.** Moved by Ms. Hixson second by Ms. Morris.

Upon roll call, the following members voted:

6 Ayes:	Ms. Molinaro, Mrs. Hixson, Ms. Morris, Dr. Fisher, Ms. Barbahen, Mr. Ocampo
0 Nays:	None
0 Abstain:	None
1 Absent:	Ms. Smith

MOTION PASSED

Ms. Barbahen made a motion to approve **#16 Approval of November 12, 2025, Minutes**. Moved by Ms. Morris second by Dr. Fisher.
Upon roll call, the following members voted:

6 Ayes:	Ms. Molinaro, Mrs. Hixson, Ms. Morris, Dr. Fisher, Ms. Barbahen, Mr. Ocampo
0 Nays:	None
0 Abstain:	None
1 Absent:	Ms. Smith

MOTION PASSED

Ms. Barbahen made a motion to approve **#17 Approval of Bill List.** Moved by Ms. Hixson second by Ms. Morris.
Upon roll call, the following members voted:

6 Ayes:	Ms. Molinaro, Mrs. Hixson, Ms. Morris, Dr. Fisher, Ms. Barbahen, Mr. Ocampo
0 Nays:	None
0 Abstain:	None
1 Absent:	Ms. Smith

MOTION PASSED

Ms. Barbahen made a motion to approve **#18 Personnel Report.** Moved by Ms.Morris second by Ms. Hixson.
Upon roll call, the following members voted:

6 Ayes:	Ms. Molinaro, Mrs. Hixson, Ms. Morris, Dr. Fisher, Ms. Barbahen, Mr. Ocampo
0 Nays:	None
0 Abstain:	None
1 Absent:	Ms. Smith

MOTION PASSED

FOIA
FOIA report read into record by Ms. Smith along with status updates.

Old Business
None

New Business
None

Adjourn
8:25 PM

21. Approval of Bill List 359

Action Item

Subject: Bill List

Rationale: (see attached)

Recommendation:

That the Board of Education of Proviso Township High Schools, District 209, approves the Superintendent's recommendation to release payment for bills as presented.

BILL LIST DATED 01/13/2026

01/13/26

Voucher Detail Listing

Voucher Batch Number: 1213 **01/13/2026**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
323 Sports LLC						
Check Group:						
ESports		15	262526	28588 12/20/2025	10.5.1501.491.0000.003.0036.0000 Uniforms	$525.00
					Check #: 0	
					PO/InvoiceTotal:	$525.00
					Vendor Total:	$525.00
ACME AUTO LEASING LLC	352779					
Check Group:						
(4) LEASES 2014 FORD FUSION S LEASE PERIOD 12/01/25-12/31/25		1	262561	25120288 12/31/2025	40.5.2550.320.0000.003.4000.0000 Repairs & Maintenance	$1,196.00
(1) LEASE 2016 FORD FUSION S LEASE PERIOD 12/01/25 TO 12/31/25		1	262561	25120288 12/31/2025	40.5.2550.320.0000.003.4000.0000 Repairs & Maintenance	$299.00
(1) LEASE 2020 NISSAN ALTIMA 2.5 S LEASE PERIOD 12/01/25 TO 12/31/25		1	262561	25120288 12/31/2025	40.5.2550.320.0000.003.4000.0000 Repairs & Maintenance	$450.00
					Check #: 0	
					PO/InvoiceTotal:	$1,945.00
					Vendor Total:	$1,945.00
ALPHA BAKING COMPANY						
Check Group:						
Payment		1	260095	250004321016 12/2/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$62.60
Payment		1	260095	250004325010 12/2/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$71.50
Payment		1	260095	250004335016 12/10/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$425.86
Payment		1	260095	250004335017 12/1/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$169.88

Voucher Detail Listing

Voucher Batch Number: 1213 **01/13/2026**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260095	250004336011 12/10/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$179.92
Payment		1	260095	250004338016 12/10/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$221.98
Payment		1	260095	250004339013 12/10/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$95.13
Payment		1	260095	250004339014 12/10/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$120.23
Payment		1	260095	250004342018 12/10/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$150.24
Payment		1	260095	250004342019 12/10/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$14.30
Payment		1	260095	250004342020 12/10/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$100.16
Payment		1	260095	250004349014 12/15/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$8.58
Payment		1	260095	250004349015 12/15/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$62.60
					Check #: 0	
					PO/InvoiceTotal:	$1,682.98
					Vendor Total:	$1,682.98
Amanda Ross						
Check Group:						
Hotel refund		1	262783	INV262783 1/7/2026	10.5.2210.312.0000.002.4300.0002 Professional Employee Training and Development	$237.69
					Check #: 0	
					PO/InvoiceTotal:	$237.69
					Vendor Total:	$237.69
AMAZON	360995					
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 1213 **01/13/2026**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ZOHAN Kids Ear Protection 2 Pack,Kids Noise Canceling Headphone for Concerts		10	261034	1XPX-3W76-6DXY 9/15/2025	10.5.1200.411.0000.001.4620.0002 Educational Supplies	$179.50
206X 206A Toner Cartridges 4 Pack High Yield M283fdw M255dw Set		1	261034	1XPX-3W76-6DXY 9/15/2025	10.5.1200.411.0000.001.4620.0002 Educational Supplies	$79.67
Diagnostic and Statistical Manual of Mental Disorders, Text Revision Dsm-5		1	261034	1XPX-3W76-6DXY 9/15/2025	10.5.1200.411.0000.001.4620.0002 Educational Supplies	$136.00
					Check #: 0	
					PO/InvoiceTotal:	$395.17
Check Group:						
Clipboards		1	261206	11F1-3TXL-DDY9 9/23/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$37.95
Storage bins		1	261206	11F1-3TXL-DDY9 9/23/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$113.45
					Check #: 0	
					PO/InvoiceTotal:	$151.40
Check Group:						
The ELL Teacher's Toolbox 2.0: Hundreds of Practical Ideas to Support Your Students (The Teacher's Toolbox Series) 2nd Edition		17	261302	1X74-FDGN-6131 10/1/2025	10.5.2210.420.0000.001.0010.0000 Textbooks	$408.00
					Check #: 0	
					PO/InvoiceTotal:	$408.00
Check Group:						
Silver Wreath Hangers Adjustable Christmas door		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$9.99
Marble Test Gold Office Chair cover		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$21.99

Voucher Detail Listing

Voucher Batch Number: 1213 **01/13/2026**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Jacquard Dinning bench cover		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$20.23
Jacquard Dinning Bench Cover		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$21.88
ARTSO Large Mouse Pad		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$21.99
Sparkle Welcome Sign		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$9.66
Inspirational Wall Stickers		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$6.99
Sabary 8pcs Blue Pen with Holder		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$13.99
Croncon Gemstones Tree Feng		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$28.99
End Tables		0	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$2.90
Book Stack Perfume wall plaque		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$22.10
Command large hanging strip		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$23.63
8.10 picture frames		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$22.79
You Are Braver		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$17.95

Voucher Detail Listing

Voucher Batch Number: 1213 **01/13/2026**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
60pcs Pampas Grass		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$14.99
3pieces Teal Wall Decor		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$9.49
Cheerland Butterfly Wall Decor 3D		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$5.99
Small Round Decorations Mirrors Pack of 3		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$15.99
Wooden Wall Clock		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$24.46
Area Rug for office		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$43.99
6piece Wall Hanging Plaque		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$9.99
6inch Plant pot indoor flowers pots		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$16.99
4x6 Picture Frame blue set		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$15.49
Black crystal tree authentic gemstones		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$9.99
Oluartz Healing Crystral tree		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$8.90
3Sheets Vinyl Quotes		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$7.19

Voucher Detail Listing

Voucher Batch Number: 1213 **01/13/2026**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
11x14 Picture Frame		1	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$7.89
shipping and discount		0	261492	1NQ1-FGH1-VHLT 10/13/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$12.87
					Check #: 0	
					PO/InvoiceTotal:	$449.30
Check Group:						
Primens Insulated Disposable Coffee Cups with Lids & Straws 12 oz, 100 Packs - Paper Cups for Hot Beverage Drinks To Go Tea Coffee Home Office Car Coffee Shop Party (Black)		2	261526	1JY3-WY7Q-YLDP 10/14/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$68.38
Nestle Coffee mate Creamer Singles Variety Pack, Original, French Vanilla, Hazelnut, Non Dairy, No Refrigeration, 0.375 fl oz Tubs, 150 Count (Pack of 50 Per Flavor)		2	261526	1JY3-WY7Q-YLDP 10/14/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$60.92
MaxWorks 50830 Collapsible Black Rolling Folding Dolly Cart for Teachers - Multi-Functional Teacher Dolly with Extra Storage, Durable Wheels, and Easy-to-Fold Design for Classroom, Office, Shopping		1	261526	1JY3-WY7Q-YLDP 10/14/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$31.99
Hongri Small Plastic Clipboard, Fashion Design A5 Memo Clip Board for Students, Kid, Women, Office, Home, Low Profile Clip, Cute Pattern, Mini Size 6 x 9 in, Gray Gold		2	261526	1JY3-WY7Q-YLDP 10/14/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$12.90
Mead Writing Pads, Wide Ruled Paper, 8-1/2" x 11", 70 Sheets, Memo Pads, Note Pads, Steno Pads, Yellow (59880)		2	261526	1JY3-WY7Q-YLDP 10/14/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$17.84
VEVOR Utility Cart, 300 lbs Load Capacity, 3-Tier Utility Plastic Cart with 360° Swivel Wheels (2 with Brakes), 24.4 x 16.1-inch Food Service Cart for Warehouse, Office, Home, Restaurant, Kitchen		1	261526	1JY3-WY7Q-YLDP 10/14/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$67.46

Voucher Detail Listing

Voucher Batch Number: 1213 **01/13/2026**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Brother P-Touch, PTD210, Easy-to-Use Label Maker Bundle (4 Label Tapes Included), White, Small		1	261526	1JY3-WY7Q-YLDP 10/14/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$69.99
				Check #: 0		
					PO/InvoiceTotal:	$329.48
Check Group:						
Amazon Basics AAA Alkaline High-Performance Batteries, 1.5 Volt, 10-Year Shelf Life, 20 count (Pack of 1)		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$8.90
Amazon Basics 20-Pack AA Alkaline High-Performance Batteries, 1.5 Volt, 10-Year Shelf Life		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$9.99
Mexican Party Banners (5 Pack with 10 Plastic Flags per Banner) - Papel Picado Mexicano Para Fiesta - Plastic Papel Picado - Fiesta Themed Party Decorations - Mexican Decor		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$24.99
Ikosora 20 Pcs Fake Fruit Pack, Artificial Fruit for Decoration Party, Realistic Fake Fruits Table Centrepieces Decoration Home Kitchen, Lifelike Faux Fruits Apple Bananas		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$20.99
Noveread 60 Set Certificate Kit Includes 60 Certificate Holders 60 8.5 x 11' Papers 60 Gold Foil Award Seal Seals, Diploma Cover for Certificates Award (Purple)		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$35.99
HOWAF 24 Pcs Day of The Dead Food Trays Sugar Skull Paper Food Boats for Mexican Dia De Los Muertos Decoration Supplies, Mexican Fiesta Disposable Tray Halloween Food		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$9.99
RattanView 2 Pcs Day of The Dead Nutcracker 14 Inch Mexican Fiesta Theme Party Figures Wooden Sugar Skull Nutcracker Decor for Holiday Tables Desktop Fireplace		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$30.99
Oudain 6 Pcs Fiesta Tablecloth 108 x 54 Inch Plastic Tablecover Mexican Waterproof Tablecloth Disposable Table Cover for Taco Night Festive Mexican Fiesta		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$19.99

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
12PCS Artificial Biscuits Fake Cookies Simulation Realistic Dessert Crackers for Home Kitchen Decor Display Props Model12PCS Artificial Biscuits Fake Cookies Simulation Realistic Dessert Crackers for Home Kitchen Decor Display Props Model		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$5.99
Framendino, 4 Pack Artificial Pancake Taco Fake Burrito Dessert Simulated Food Model Lifelike Props for Display Photography		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$17.09
Simulation Food PU Fake Bread Model 8 Pieces		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$22.90
Amyhill 8 Pcs Day of The Dead Table Decorations Dia De Los Muertos Altar Wooden Centerpiece Dancing Couple Sugar Skull Decor Day of The Dead Decor Mexican Tablet		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$20.99
Yookeer 6 Pcs Day of the Dead Photo Frames Fits 4x6 Pictures, Sugar Skull Wooden Picture Frame with Stand for Tabletop Display Dia De Los Muertos Altar Decor Mexican…		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$33.99
Homemory 24Pack Flickering Flameless Votive Candles,200+Hour Electric Fake Candles,Battery Operated LED Tealight		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$9.99
Day of The Dead Sugar Skull Tablecloth Plastic - 3 Pack, 54 X 108 inch for Dia De Los Muertos Party Decoration		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$9.98
Dia De Los Muertos Decor Day of The Dead Decorations Dia De Los Muertos Sign Day of The Dead Decor Sugar Skull Cutouts Halloween Party Supplies, Set of 25		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$9.49
Hxezoc 3 Pack Day of The Dead Tablecloths, Disposable Plastic Skull Table Cover for Dia De Los Muertos Party Mexican Festival Holiday Decorations Outdoor Indoor Party SuppliesHxezoc 3 Pack Day of The Dead Tablecloths, Disposable Plastic Skull Table Cover for Dia De Los Muertos Party Mexican Festival Holiday Decorations Outdoor Indoor Party Supp		2	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$14.98

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
codree 4 PCS Large Day of The Dead Sugar Skull Hanging Decorations-39x8.6 Inch Dia De Los Muertos Hanging Decorations for Day of The Dead Halloween Party Home Outdoor		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$9.99
Halloween Decorations Indoor Dia De Los Muertos/Day of The Dead Decorations Lighted Porch Signs Banners Outdoor Wall Door Decor (Not Batteries Included)		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$13.99
KatchOn, Day of the Dead Backdrop - XLarge, 72x44 Inch | Mexican Halloween Banner for Day of the Dead Decorations | Dia De Los Muertos Backdrop, Dia De Los Muertos Decorations, Halloween DecorationsKatchOn, Day of the Dead Backdrop - XLarge, 72x44 Inch | Mexican Halloween Banner for Day of the Dead Decorations | Dia De Los Muertos Backdrop, Dia De Los Muertos Decor		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$9.49
Dia De Los Muertos Table Runner Cinco de Mayo Rustic Linen Mexican Sugar Skull Day of The Dead Altar Decoration for Home Kitchen Dining Room (13" x 72")		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$7.90
GOMALL 5Pcs Marigold Garland for Decoration,5 Feet Artificial Marigold Flowers Diwali Decorations for Home,Orange Artificial Marigold Heads for Diwali Party,Indian Weddings,Halloween,WreathGOMALL 5Pcs Marigold Garland for Decoration,5 Feet Artificial Marigold Flowers Diwali Decorations for Home,Orange Artificial Marigold Heads for Diwali Party,Indian Weddin…		1	261619	1YQT-44QY-F9L6 10/16/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$12.34
					Check #: 0	
					PO/InvoiceTotal:	$360.94
Check Group:						
Covetree 7 Pack Small Storage Bins Plastic Storage Container		6	261679	11MF-WRGC-HLFW 10/28/2025	10.5.2230.410.0000.001.0008.0000 General Supplies	$155.94
WeLiu Sticky Notes 3x3 in 3600 Sheets 48 Pads Yellow		2	261679	11MF-WRGC-HLFW 10/28/2025	10.5.2230.410.0000.001.0008.0000 General Supplies	$37.98

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Qeeenar 15 Pack Journal Notebook Bulk A5 Hardcover Notebook		3	261679	11MF-WRGC-HLFW 10/28/2025	10.5.2230.410.0000.001.0008.0000 General Supplies	$140.97
The Art of Coaching Teams:		40	261679	11MF-WRGC-HLFW 10/28/2025	10.5.2230.410.0000.001.0008.0000 General Supplies	$811.60
Arise: The Art of Transformational Coaching by Elena Aguilar		40	261679	11MF-WRGC-HLFW 10/28/2025	10.5.2230.410.0000.001.0008.0000 General Supplies	$960.00
ZEBRA PENS bulk pack of 48 ink pens, Z-Grip Retractable		2	261679	17FT-9HPD-K96G 10/26/2025	10.5.2230.410.0000.001.0008.0000 General Supplies	$51.98
ZEBRA PENS bulk pack of 48 ink pens, Z-Grip Retractable		4	261679	17FT-9HPD-K96G 10/26/2025	10.5.2230.410.0000.001.0008.0000 General Supplies	$67.96
BIC Brite Liner Highlighters, Chisel Tip, 5-Count Pack		40	261679	17FT-9HPD-K96G 10/26/2025	10.5.2230.410.0000.001.0008.0000 General Supplies	$94.80
Paper Mate Flair Felt Tip Pens, Medium Point (0.7mm), Assorted Colors, 12 Count		40	261679	17FT-9HPD-K96G 10/26/2025	10.5.2230.410.0000.001.0008.0000 General Supplies	$379.60
					Check #: 0	
					PO/InvoiceTotal:	$2,700.83
Check Group:						
Mattel Games Pictionary Family Board Game for Kids, Adults and Game Night for 2 Teams with Erasable Markers, Boards and Sand TimerMattel Games Pictionary Family Board Game for Kids, Adults and Game Night for 2 Teams with Erasable Markers, Boards and Sand Timer		1	261779	1FJ1-GX3F-CMYN 10/27/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$21.52
Jenga Game		1	261779	1FJ1-GX3F-CMYN 10/27/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$9.39
Hasbro Gaming Connect 4 Classic Grid,4 in a Row Game,Strategy Board Games for Kids,2 Player .for Family and Kids,Ages 6 and Up		1	261779	1FJ1-GX3F-CMYN 10/27/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$8.89

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
OREO Original, OREO Golden, CHIPS AHOY! & Nutter Butter Cookie Snacks Variety Pack, 56 Snack Packs (2 Cookies Per Pack)		1	261779	1FJ1-GX3F-CMYN 10/27/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$25.74
Welch's Fruit Snacks, Mixed Fruit & Berries N Cherries Variety Pack, Great for School Lunches, Bulk Pack, Halloween Treats, Individual Single Serve Bags, 0.8 oz (Pack of 60)		1	261779	1FJ1-GX3F-CMYN 10/27/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$13.77
Frito-Lay Variety Packs, Party Mix, Single Serve Bags (40 Pack)		1	261779	1FJ1-GX3F-CMYN 10/27/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$20.63
Frito-Lay Flamin' Hot Mix, Variety Pack (Pack of 40), Packaging May Vary		2	261779	1FJ1-GX3F-CMYN 10/27/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$47.58
UNO - Classic Colour & Number Matching Card Game - 112 Cards - Customizable & Erasable Wild - Special Action Cards Included		2	261779	1FJ1-GX3F-CMYN 10/27/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$13.86
PartySticks Ultra Bright Glow Sticks Bulk Party Supplies 100 Pack - 8" Glow in the Dark Light Up Halloween Party Favors, Glow Decorations, Neon Party Necklaces and Bracelet…		2	261779	1FJ1-GX3F-CMYN 10/27/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$17.98
600 WristCo Neon Red Tyvek Wristbands for Events - Tamper-Proof Design & Fluorescent Color Prevent Reuse Premium-Grade Bracelets for Hospital & Medical ID, Party & VIP Id…		1	261779	1FJ1-GX3F-CMYN 10/27/2025	10.5.2410.410.0000.004.0011.0000 General Supplies	$8.88
				Check #: 0	PO/InvoiceTotal:	$188.24
Check Group:						
BIC Wite-Out EZ Correct Correction Tape, Tear-Resistant and No Dry Time, 18-Count Pack in White		3	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$68.34
Sharpie Pocket Style Highlighters, Chisel Tip, Assorted Fluorescent, 12 Count - Quick Dry, Perfect For Studying, No…		4	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$27.56

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Command 4 lb Small Picture Hanging Strips 18 Pairs (36 Command Strips), Damage-Free Hanging Picture Hangers,…		2	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$19.88
Command 20 lb XL Heavyweight Picture Hanging Strips 16 Pairs (32 Command Strips), Damage-Free Hanging Picture H		2	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$25.66
EXPO Dry Erase Markers, Low Odor Ink, Assorted Colors, Chisel Tip, 36 Count - Whiteboard, Calendar, Organization,		4	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$80.48
GuassLee Desk Calendar 2026-2027 - 18 Monthly Desktop Calendar 17" x 11.5" Runs from January. 2026-June. 2027 w		2	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$17.10
Inspirational Canvas Painting Wall Art -EPHANY ART,Mindset Quotes Prints, Success Framed Entrepreneur Poster Positive Quotes Wall Poster for Home Office Workplace (M-3pcs,12x16inchx3pcs)Inspirational Canvas Painting Wall Art -EPHANY ART,Mindset Quotes Prints, Success Framed Entrepreneur Poster Positive…		1	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$27.99
TRUEplus® Glucose Tablets, Assorted Flavor (Grape, Raspberry, Orange) - 50ct Bottle - 6 Pack		1	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$41.99
Ziploc Sandwich and Snack Bags with EasyGuide Texture, Plastic Storage Bags with Grip n Seal Technology, 105 Bags…		3	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$11.61
VIZ-PRO Magnetic Dry Erase White Board, 36 X 24 Inches, Black Aluminium Frame		1	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$29.00
(15 Pads) Lined Sticky Notes 4x6 in Post, 7 Bright Colors with Lines Self-Stick Note Pad it, Strong Adhesive, Big Rectangular Sticky Pads for Office, Home, School, Meeting(15 Pads) Lined Sticky Notes 4x6 in Post, 7 Bright Colors with Lines Self-Stick Note Pad it, Strong Adhesive, Big Rectangul…		4	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$33.12

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Post-it Super Sticky Notes, 4x6 in, 5 Pads, 2X The Sticking Power, Canary Yellow, Recyclable		2	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$23.84
Bostitch Office QuietSharp Executive Heavy Duty Electric Pencil Sharpener for 65% Faster Sharpening and 6X Longer Cutter Life - Colored Pencil Compatible, BlackBostitch Office QuietSharp Executive Heavy Duty Electric Pencil Sharpener for 65% Faster Sharpening and 6X Longer		1	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$18.37
45 Pieces Whiteboard Magnets Round Refrigerator Magnets Dry Board Mini Fridge Teacher Supplies for Home Offices(Cl…		2	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$24.58
Sharpie Permanent Markers, Fine Point, Black, 40 Count		2	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$50.08
Index Cards 3x5 Bulk, (2400 Cards), Notecards, Flashcards, Notecards 3x5 lined, Blank on Back, Flashcards for School H…		1	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$32.29
Enday Bulk Ballpoint Pens Black (240 Pack) Ink pens bulk, Medium Point 1.0mm, office, Smooth Writing black ink pen…		1	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$28.70
File Folder, RAZCC 150 Pack 1/3 Cut Tab Colored File Folders, File Folder Letter Size for Office Classroom Use, Assorted 5 Colors Folders with TabsFile Folder, RAZCC 150 Pack 1/3 Cut Tab Colored File Folders, File Folder Letter Size for Office Classroom Use, Assorted 5…		12	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$305.88
Lazybug studio Masking Tape 1 inch 12 Pack, Adhesive Painting Tape Bulk for General Purpose Use, 1 inch x 55 Yar		1	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$18.98
MJUNM 12 Rolls Transparent Tape Refills Rolls 3/4-Inch x 1000 inch, 1 inch Core, Clear Gift Wrapping Tape Refill Roll		4	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$38.12

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(18 Pads) Pop Up Sticky Notes 3x3 Refills, Strong Adhesive Memo Pad Bulk with 9 Bright Colors, Suitable for Home, Off…		4	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$33.12
Ykimok 240-Pack Mini Binder Clips in 4 Colors (Blue, Yellow, Red, Green), 15mm/0.6-Inch Small Paper Clips for Home, Sc		4	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$31.00
Deli Stapler, 12 Pack Staplers with 12000 Staples and 12 Staple Removers, Staplers for Desk, 25 Sheet Capacity, Black		2	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$92.14
Mastervision Cork Push Pin Bulletin Board, 24" x 36", Pine Wood Frame, Wall Mount Kit Included		1	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$13.10
Office Depot Index Cards, Ruled, 5in. x 8in., White, Pack Of 300, OD10003		1	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$7.71
Scotch Heavy Duty Shipping Packing Tape, Clear, Packing Tape for Moving Boxes and Packaging Supplies, 1.88 in. x 2		1	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$13.99
Juvale Blank Puzzles to Draw On - Craft Blanks & DIY Crafts - Make Your Own Puzzle & Custom Designs in Bulk - 36-Pack,…		1	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$15.88
Swingline Staples, 10 Pack, Standard Staples for Desktop Staplers, 1/4" Length, 210/Strip, 5000/Box (35111)Swingline Staples, 10 Pack, Standard Staples for Desktop Staplers, 1/4" Length, 210/Strip, 5000/Box (35111)		4	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$94.16
Crayola Colored Pencils Classpack (240ct), Bulk Colored Pencils for Kids, 12 Colors, Coloring Supplies, Must Have Te		1	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$34.98
Bostitch Office Premium 3 Hole Punch, 12 Sheet Capacity, Metal, Rubber Base, Easy-Clean Tray, Silver		1	262013	1K7M-H0VG-XDN 1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$8.00

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Swingline Stapler Value Pack, 20 Sheet Capacity, Jam Free, includes Standard Stapler, 5000 Staples and Staple Remove…		2	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$23.98
X-ACTO Pencil Sharpener, Mighty Mite Electric Pencil Sharpener, With Pencil Saver®, SafeStart® Motor, Black, 1 C…		1	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$16.89
BIC Xtra Smooth Mechanical Pencil with 0.7 mm Medium Point, Refillable and Retractable, 40-Count Pack		3	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$29.64
Oxford 31EE Ruled Index Cards, 3" x 5", White, 1,000 Cards (10 Packs of 100) (31)Oxford 31EE Ruled Index Cards, 3" x 5", White, 1,000 Cards (10 Packs of 100) (31)		5	262013	1K7M-H0VG-XDN1 11/15/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$45.05
Juvale Blank Puzzles to Draw On - Craft Blanks & DIY Crafts - Make Your Own Puzzle & Custom Designs in Bulk - 36-Pack,…		1	262013	1KX1-Y74M-LWJV 12/18/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$20.49
					Check #: 0	
					PO/InvoiceTotal:	$1,403.70
Check Group:						
Avery file labels 1500pk size 5366		1	262027	1D7N-1NKJ-FNPY 11/24/2025	10.5.1200.411.0000.001.4620.0002 Educational Supplies	$28.01
DSM-5 Books for school psychs		4	262027	1D7N-1NKJ-FNPY 11/24/2025	10.5.1200.411.0000.001.4620.0002 Educational Supplies	$544.00
					Check #: 0	
					PO/InvoiceTotal:	$572.01
Check Group:						
Farberware 0.7 Cu. Ft. Countertop Microwave Oven – 700 Watts Power, Auto Cook Settings, Defrost, Easy Clean and C		1	262194	1YRH-PRNH-LMFW 11/24/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$84.99

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BELLE KR® Black Certificate Holders 8.5 x 11, 100 Pcs - Used as Award Certificate Folders with Gold Foil Border for Letter Size 8.5" x 11" Certificates, Awards, Documents and DiplomasBELLE KR® Black Certificate Holders 8.5 x 11, 100 Pcs - Used as Award Certificate Folders with Gold Foil Border for Letter…		5	262194	1YRH-PRNH-LMFW 11/24/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$239.95
BELLE KR® Red Certificate Holders 8.5 x 11, 100 Pc - Used as Award Certificate Holders with Gold Foil Border for Letter Si…		5	262194	1YRH-PRNH-LMFW 11/24/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$229.95
					Check #: 0	
					PO/InvoiceTotal:	$554.89
Check Group:						
10-Piece Kwanzaa Kinara Set - 3 Red, 3 Green, 1 Black Candles - Double-Sided Wooden Candle Holder - Kwanzaa Celebration Decorations10-Piece Kwanzaa Kinara Set - 3 Red, 3 Green, 1 Black Candles - Double-Sided Wooden Candle Holder - Kwanzaa Celebration Decorations		1	262198	1RMV-G4V4-CYJ9 11/24/2025	10.5.2640.390.0000.001.0325.0000 Other Purchased Services	$31.98
Zion Judaica Mini LED Hanukkah Menorah Battery or USB Operated - Multiple Light Settings On The Go Hanukkiah for Chanukah Decorations (Blue)		1	262198	1RMV-G4V4-CYJ9 11/24/2025	10.5.2640.390.0000.001.0325.0000 Other Purchased Services	$12.49
					Check #: 0	
					PO/InvoiceTotal:	$44.47
Check Group:						
Amazon Basics 5-blade razor hands 12 cartridges		2	262234	1XMR-QTVX-4LQ4 11/27/2025	10.5.1250.410.0000.001.4300.0002 General Supplies	$35.20
Convenience Kits International Women's Kit, Multicolor		20	262234	1XMR-QTVX-4LQ4 11/27/2025	10.5.1250.410.0000.001.4300.0002 General Supplies	$249.80
Always Radiant Teen Pads, Size 1, Regular, with Wings, Unscented, 42 Count		1	262234	1XMR-QTVX-4LQ4 11/27/2025	10.5.1250.410.0000.001.4300.0002 General Supplies	$10.32

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Suave Moisturizing Body Wash, with Ocean Breeze Scent and Vitamin E Extract, No Parabens, No Phtahaltes, 18 Oz Pack of 6		1	262234	1XMR-QTVX-4LQ4 11/27/2025	10.5.1250.410.0000.001.4300.0002 General Supplies	$17.82
Convenience Kits International Men's Super Deluxe, 16-Piece Kit with Travel Size TSA Compliant Essentials in Reusable Zippered Toiletry Bag		10	262234	1XMR-QTVX-4LQ4 11/27/2025	10.5.1250.410.0000.001.4300.0002 General Supplies	$117.90
Skintimate Skin Therapy Dry Skin Shave Gel for Women, 6 Pack | Skintimate Shaving Cream for Women, Womens Shaving Cream, Shaving Foam, Womens Shave Gel,		2	262234	1XMR-QTVX-4LQ4 11/27/2025	10.5.1250.410.0000.001.4300.0002 General Supplies	$35.94
					Check #: 0	
					PO/InvoiceTotal:	$466.98
Check Group:						
red pizza cutter		12	262278	1LFR-HHWG-R9W4 12/6/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$161.88
neer 4 Pair protective arm sleeves		3	262278	1YVX-WC69-R6XG 12/13/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$44.97
					Check #: 0	
					PO/InvoiceTotal:	$206.85
Check Group:						
SFAIH White Liquid Chalk Markers for Blackboard, Glass - [Wet Wipe No Residue] 8 Pack- (4x) 2mm/4mm Reversible		2	262292	1YFF-YJDD-9RKL 12/4/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$18.98
					Check #: 0	
					PO/InvoiceTotal:	$18.98
Check Group:						
The four Agreements: A practical Guide to Personal Freedom		20	262688	14GW-DFTN-F7YF 12/10/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$141.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
RainbowPana 120 Pack Christmas Luxury Twist Tie Bows		3	262688	14GW-DFTN-F7YF 12/10/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$55.47
Odseciran Clear Bags with Handles shopping bags for small business		3	262688	1NV3-TC3L-DQ3R 12/16/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$89.97
AIMUDI Black Bows for Gift Wrapping 3.5 small satin Premade Twist Tie Bows		3	262688	1NV3-TC3L-DQ3R 12/16/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$44.97
Whaline 120 sheet Christmas Plaid Tissue Paper Snowflake Red Black Buffalo Plaids		5	262688	1NV3-TC3L-DQ3R 12/16/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$64.95
					Check #: 0	
					PO/InvoiceTotal:	$396.36
Check Group:						
The Study of Language by George Yule		18	262708	1CY3-DR3H-7JWF 12/17/2025	10.5.2210.420.0000.001.0010.0000 Textbooks	$553.68
					Check #: 0	
					PO/InvoiceTotal:	$553.68
					Vendor Total:	$9,201.28
Anne Lokken						
Check Group:						
Anne Lokken- Investigator Fees		13.1	262660	PROV002 12/5/2025	10.5.2640.390.0000.001.0325.0000 Other Purchased Services	$2,292.50
					Check #: 0	
					PO/InvoiceTotal:	$2,292.50
					Vendor Total:	$2,292.50
April Senase						
Check Group:						
Uber/Lyft Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for April Senase		1	262765	INV262765 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$119.15

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Airline Bag Check Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for April Senase		1	262765	INV262765 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$80.00
Meal Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for April Senase		1	262765	INV262765 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$281.47
					Check #: 0	
					PO/InvoiceTotal:	$480.62
					Vendor Total:	$480.62
AT & T	354654					
Check Group:						
ACCOUNT NUMBER: 831-001-5444 989		1	262421	9175360117 12/1/2025	10.5.2660.340.0000.001.0014.0000 Communications	$8,018.14
					Check #: 0	
					PO/InvoiceTotal:	$8,018.14
					Vendor Total:	$8,018.14
AT&T MOBILTY	350465					
Check Group:						
AT&T BILL ACCOUNT NUMBER 287335623365		1	262358	2873355623365X110820 10/31/2025	10.5.2660.340.0000.001.0014.0000 Communications	$981.24
					Check #: 0	
					PO/InvoiceTotal:	$981.24
Check Group:						
AT&T BILL ACCOUNT NUMBER 287335623365		1	262359	287341515061X11227 12/14/2025	10.5.2660.340.0000.001.0014.0000 Communications	$332.01
					Check #: 0	
					PO/InvoiceTotal:	$332.01
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ACCOUNT NUMBER 287267727336		1	262360	287267727336X1124 11/16/2025	10.5.2660.340.0000.001.0014.0000 Communications	$2,762.30
					Check #: 0	
					PO/InvoiceTotal:	$2,762.30
					Vendor Total:	$4,075.55
BAILEY, LAURA H						
Check Group:						
Consession		3	262623	INV262623 12/10/2025	10.5.1501.310.0000.003.0036.0000 Professional & Technical Services	$120.00
					Check #: 0	
					PO/InvoiceTotal:	$120.00
					Vendor Total:	$120.00
BARNES & NOBLE	356644					
Check Group:						
Please see attached Quote McEllistrim East		1	261734	4689626 10/30/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$1,382.70
					Check #: 0	
					PO/InvoiceTotal:	$1,382.70
Check Group:						
Accidental Death of an		35	261798	4690794 11/3/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$340.20
					Check #: 0	
					PO/InvoiceTotal:	$340.20
Check Group:						
Please see attachment		1	262078	4694650 11/18/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$2,253.13
Please see attachment		1	262078	4699078 12/4/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$246.53

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Please see attachment		1	262078	4700415 12/9/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$136.35
					Check #: 0	
					PO/InvoiceTotal:	$2,636.01
Check Group:						
Please see attachment		1	262094	4698261 12/2/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$227.15
					Check #: 0	
					PO/InvoiceTotal:	$227.15
Check Group:						
Please see attachemnt		1	262213	4697376 11/28/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$1,090.00
					Check #: 0	
					PO/InvoiceTotal:	$1,090.00
Check Group:						
Quote 1778199		1	262235	4700841 12/10/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$2,140.47
					Check #: 0	
					PO/InvoiceTotal:	$2,140.47
Check Group:						
Please see attached invoice		1	262406	4705167 12/31/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$7,599.32
					Check #: 0	
					PO/InvoiceTotal:	$7,599.32
					Vendor Total:	$15,415.85
BIOZONE	366593					
Check Group:						
ISBN: 978-1-99-101410-8		30	262408	INV-16698 12/11/2025	10.5.3700.410.0000.013.4300.0002 General Supplies	$1,498.50

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Shipping		1	262408	INV-16698 12/11/2025	10.5.3700.410.0000.013.4300.0002 General Supplies	$187.31
					Check #: 0	
					PO/InvoiceTotal:	$1,685.81
					Vendor Total:	$1,685.81
BLICK ART MATERIAL	350031					
Check Group:						
Please see attachment		1	262409	6928172 12/15/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$440.75
					Check #: 0	
					PO/InvoiceTotal:	$440.75
					Vendor Total:	$440.75
Bob's Dairy						
Check Group:						
Payment		1	260096	358218 6/16/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$71.65
Payment		1	260096	359476 7/14/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$74.45
Payment		1	260096	367160 1/7/2026	10.5.2560.410.0000.004.0800.0000 Food Purchases	$420.60
Payment		1	260096	368659 10/23/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$149.40
Payment		1	260096	370440 11/10/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$683.85
Payment		1	260096	371746 11/20/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$213.30
Payment		1	260096	372345 12/1/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$556.75
Payment		1	260096	372346 12/1/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$535.30

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260096	372457 12/2/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$301.95
Payment		1	260096	372867 12/4/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$400.25
Payment		1	260096	373010 12/5/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$412.30
Payment		1	260096	373190 12/8/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$511.60
Payment		1	260096	373323 12/9/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$535.70
Payment		1	260096	373708 12/11/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$317.00
Payment		1	260096	373805 12/12/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$538.70
Payment		1	260096	373983 12/15/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$477.50
Payment		1	260096	373984 12/15/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$523.25
Payment		1	260096	374061 12/16/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$125.40
					Check #: 0	
					PO/InvoiceTotal:	$6,848.95
					Vendor Total:	$6,848.95
Brumfield, Michelle C						
Check Group:						
Uber/Lyft Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Michelle Brumfield		1	262766	INV262766 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$96.66
Meal Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Michelle Brumfield		1	262766	INV262766 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$39.95

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Mileage Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Michelle Brumfield		1	262766	INV262766 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$22.12
					Check #: 0	
					PO/InvoiceTotal:	$158.73
					Vendor Total:	$158.73
BULK BOOKSTORE						
Check Group:						
Walther		1	262780	221741 12/17/2025	10.5.3700.410.0000.011.4300.0002 General Supplies	$862.92
					Check #: 0	
					PO/InvoiceTotal:	$862.92
					Vendor Total:	$862.92
Care Solace, Inc						
Check Group:						
Navigation system		1	262707	2025-13413 1/10/2026	10.5.2230.390.0000.001.0008.0000 Other Purchased Services	$5,934.00
					Check #: 0	
					PO/InvoiceTotal:	$5,934.00
					Vendor Total:	$5,934.00
CAROLINA BIOLOGICAL SUPPLY	350044					
Check Group:						
MICRO-SLIDE-VIEWER		60	261782	53204084RI 10/31/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$1,054.20
CELL DIVISION CHART SET		1	261782	53204084RI 10/31/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$56.95
SURGE SCISSOR, SS, S/B., 5IN, SET		4	261782	53204084RI 10/31/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$272.64
SURGE SCISSOR, SS, S/S, 5IN, STR		4	261782	53204084RI 10/31/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$279.88

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
WFP SEED, ASTROPLANTS, 200		1	261782	53204084RI 10/31/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$36.57
FREIGHT AND HANDLING		1	261782	53204084RI 10/31/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$153.00
FORENSIC INSECTS BIORAMA		1	261782	53209318RI 11/5/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$78.37
					Check #: 0	
					PO/InvoiceTotal:	$1,931.61
Check Group:						
Please see attachment		1	262170	53224155 RI 11/24/2025	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$222.17
Please see attachment		1	262170	53225286 RI 11/25/2025	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$1,209.21
					Check #: 0	
					PO/InvoiceTotal:	$1,431.38
					Vendor Total:	$3,362.99
DANIEL, ROBERTO						
Check Group:						
Mileage Reimbursement for Rob Daniel (October 21, 2025, to November 17, 2025)		1	262393	INV262393 11/17/2025	10.5.1402.332.0000.001.0046.0000 Travel & Mileage (In State)	$83.86
					Check #: 0	
					PO/InvoiceTotal:	$83.86
					Vendor Total:	$83.86
Dream Academy Foundation						
Check Group:						
els leadership 10wk		1	262373	16 2/4/2026	10.5.1100.310.0000.001.4400.0002 Professional & Technical Services	$8,500.00
					Check #: 0	
					PO/InvoiceTotal:	$8,500.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$8,500.00
FIRST STUDENT	352702					
Check Group:						
Payment		1	260072	12082219 11/3/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$67,383.26
Payment		1	260072	12083995 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$228,946.92
Payment		1	260072	12084948 11/12/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$271,140.24
Payment		1	260072	12089439 12/3/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$164,601.98
Payment		1	260072	12089447 12/3/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$20,672.39
Payment		1	260072	12089448 12/3/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$41,399.34
Payment		1	260072	12089450 12/3/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$20,119.10
Payment		1	260072	12095151 12/30/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$176,873.02
Payment		1	260072	29580 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$230.45
Payment		1	260072	435.60 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$435.60
Payment		1	260072	629567 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$802.63
Payment		1	260072	629568 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$265.51
Payment		1	260072	629569 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$405.01
Payment		1	260072	629570 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$237.16

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	629571 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$531.83
Payment		1	260072	629572 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$833.90
Payment		1	260072	629573 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629574 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$276.70
Payment		1	260072	629575 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$264.02
Payment		1	260072	629576 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$405.76
Payment		1	260072	629577 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$342.35
Payment		1	260072	629578 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$293.11
Payment		1	260072	629579 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$510.20
Payment		1	260072	629581 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$634.78
Payment		1	260072	629582 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$293.11
Payment		1	260072	629583 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$254.32
Payment		1	260072	629584 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$448.96
Payment		1	260072	629585 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$280.43
Payment		1	260072	629586 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	629587 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$537.80
Payment		1	260072	629589 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$355.03
Payment		1	260072	629590 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$259.54
Payment		1	260072	629591 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$722.00
Payment		1	260072	629592 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629593 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629594 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$516.91
Payment		1	260072	629595 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$721.25
Payment		1	260072	629596 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629597 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$401.28
Payment		1	260072	629598 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$305.05
Payment		1	260072	629599 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$886.79
Payment		1	260072	629600 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$410.98
Payment		1	260072	629601 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$392.33
Payment		1	260072	629602 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$745.12

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	629603 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$230.45
Payment		1	260072	629604 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$306.54
Payment		1	260072	629605 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$522.88
Payment		1	260072	629606 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$355.03
Payment		1	260072	629607 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$301.32
Payment		1	260072	629608 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$282.67
Payment		1	260072	629609 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$735.42
Payment		1	260072	629610 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$463.88
Payment		1	260072	629611 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$323.70
Payment		1	260072	629612 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$690.99
Payment		1	260072	629613 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$375.92
Payment		1	260072	629614 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$937.59
Payment		1	260072	629615 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629616 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$653.43
Payment		1	260072	629617 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$690.73

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Voucher Batch Number: 1213 **01/13/2026**

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	629618 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$833.90
Payment		1	260072	629620 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$862.31
Payment		1	260072	629634 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$1,003.98
Payment		1	260072	629635 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$519.15
Payment		1	260072	629636 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629637 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629638 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629639 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629640 12/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$1,571.36
Payment		1	260072	629641 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$991.23
Payment		1	260072	629646 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$349.06
Payment		1	260072	629647 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629648 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$360.25
Payment		1	260072	629649 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$2,020.32
Payment		1	260072	629650 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$386.36

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Voucher Batch Number: 1213 **01/13/2026**

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	629651 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$398.30
Payment		1	260072	629652 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$584.80
Payment		1	260072	629653 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$634.78
Payment		1	260072	629654 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$481.85
Payment		1	260072	629655 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$498.26
Payment		1	260072	629656 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$597.48
Payment		1	260072	629657 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$535.56
Payment		1	260072	629658 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$893.64
Payment		1	260072	629659 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$446.04
Payment		1	260072	629660 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$373.68
Payment		1	260072	629661 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$373.68
Payment		1	260072	629662 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$899.54
Payment		1	260072	629663 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$375.92
Payment		1	260072	629664 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$728.03
Payment		1	260072	629665 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	629666 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$311.76
Payment		1	260072	629667 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$367.71
Payment		1	260072	629668 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$444.55
Payment		1	260072	629669 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$840.61
Payment		1	260072	629670 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$249.10
Payment		1	260072	629671 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$367.71
Payment		1	260072	629672 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$896.56
Payment		1	260072	629673 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$495.28
Payment		1	260072	629675 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$760.11
Payment		1	260072	629676 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$299.08
Payment		1	260072	629677 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$274.46
Payment		1	260072	629678 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$543.70
Payment		1	260072	629679 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$375.92
Payment		1	260072	629680 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$392.33
Payment		1	260072	629681 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$858.58

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	629682 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$728.03
Payment		1	260072	629683 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629684 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$281.92
Payment		1	260072	629685 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$299.08
Payment		1	260072	629686 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$475.88
Payment		1	260072	629687 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$269.24
Payment		1	260072	629688 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$460.96
Payment		1	260072	629689 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$299.08
Payment		1	260072	629690 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$560.86
Payment		1	260072	629691 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$448.96
Payment		1	260072	629692 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$392.33
Payment		1	260072	629693 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629694 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629695 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$392.33
Payment		1	260072	629696 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$567.64

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	629697 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$531.83
Payment		1	260072	629698 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$622.10
Payment		1	260072	629699 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$531.83
Payment		1	260072	629700 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$410.98
Payment		1	260072	629701 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$263.27
Payment		1	260072	629702 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$610.16
Payment		1	260072	629703 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$405.01
Payment		1	260072	629704 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$578.83
Payment		1	260072	629705 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$535.56
Payment		1	260072	629706 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$340.11
Payment		1	260072	629707 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$640.75
Payment		1	260072	629708 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$392.33
Payment		1	260072	629709 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$526.61
Payment		1	260072	629710 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$280.43
Payment		1	260072	629711 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$323.70

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	629712 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$343.84
Payment		1	260072	629713 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$399.79
Payment		1	260072	629714 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$252.08
Payment		1	260072	629715 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$311.76
Payment		1	260072	629716 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$287.89
Payment		1	260072	629717 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$825.69
Payment		1	260072	629718 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629719 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629720 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$1,182.28
Payment		1	260072	629721 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$734.00
Payment		1	260072	629722 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$491.55
Payment		1	260072	629723 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$737.66
Payment		1	260072	629724 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629725 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629726 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$657.16

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	629727 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$255.81
Payment		1	260072	629784 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$291.62
Payment		1	260072	629816 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$315.49
Payment		1	260072	629892 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	629926 11/7/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$529.53
Payment		1	260072	638651 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$734.00
Payment		1	260072	638652 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$479.61
Payment		1	260072	638653 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$673.44
Payment		1	260072	638654 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$405.01
Payment		1	260072	638655 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$342.35
Payment		1	260072	638656 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$367.71
Payment		1	260072	638657 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$377.41
Payment		1	260072	638658 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	638659 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$366.22
Payment		1	260072	638660 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$448.96

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	638661 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$387.11
Payment		1	260072	638662 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	638663 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$501.99
Payment		1	260072	638664 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	638666 1/6/2026	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$904.02
Payment		1	260072	638667 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	638668 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	638669 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$435.60
Payment		1	260072	638670 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$327.43
Payment		1	260072	638671 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$815.31
Payment		1	260072	638672 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$877.23
Payment		1	260072	638673 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$448.96
Payment		1	260072	638674 12/6/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$377.41
Payment		1	260072	638675 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$429.63
Payment		1	260072	638676 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$440.82

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	638677 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$282.67
Payment		1	260072	638678 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$311.76
Payment		1	260072	638679 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$230.45
Payment		1	260072	638680 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$375.17
Payment		1	260072	638681 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$246.86
Payment		1	260072	638682 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$640.00
Payment		1	260072	638683 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	638684 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$498.26
Payment		1	260072	638685 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$300.57
Payment		1	260072	638688 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$280.43
Payment		1	260072	638689 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	638690 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$319.97
Payment		1	260072	638691 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$280.43
Payment		1	260072	638692 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$249.10
Payment		1	260072	638693 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	638694 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$413.22
Payment		1	260072	638695 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$342.35
Payment		1	260072	638696 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$299.08
Payment		1	260072	638697 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$431.87
Payment		1	260072	638698 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	638699 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	638700 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$429.63
Payment		1	260072	638701 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$691.41
Payment		1	260072	638702 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$286.40
Payment		1	260072	638703 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$342.35
Payment		1	260072	638704 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$479.61
Payment		1	260072	638705 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$345.33
Payment		1	260072	638706 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$224.48
Payment		1	260072	638708 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$443.06
Payment		1	260072	638709 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$483.34

Voucher Detail Listing

Voucher Batch Number: 1213 **01/13/2026**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260072	638710 12/5/2025	40.5.2550.330.0000.001.4000.0000 Transportation Services-Contract	$595.92
					Check #: 0	
					PO/InvoiceTotal:	$1,082,687.95
Check Group:						
Payment		1	260073	12082221 11/3/2025	40.5.2550.395.0000.001.4000.0000 Transportation-To&Fr Sped	$29,696.56
Payment		1	260073	12082224 11/3/2025	40.5.2550.395.0000.001.4000.0000 Transportation-To&Fr Sped	$27,305.17
Payment		1	260073	12082226 11/3/2025	40.5.2550.395.0000.001.4000.0000 Transportation-To&Fr Sped	$9,056.27
Payment		1	260073	12082228 11/3/2025	40.5.2550.395.0000.001.4000.0000 Transportation-To&Fr Sped	$22,484.02
Payment		1	260073	12082230 11/3/2025	40.5.2550.395.0000.001.4000.0000 Transportation-To&Fr Sped	$11,060.27
Payment		1	260073	12082233 11/3/2025	40.5.2550.395.0000.001.4000.0000 Transportation-To&Fr Sped	$4,170.98
Payment		1	260073	12089444 12/3/2025	40.5.2550.395.0000.001.4000.0000 Transportation-To&Fr Sped	$58,998.73
Payment		1	260073	12089446 12/3/2025	40.5.2550.395.0000.001.4000.0000 Transportation-To&Fr Sped	$63,790.18
Payment		1	260073	12089453 12/3/2025	40.5.2550.395.0000.001.4000.0000 Transportation-To&Fr Sped	$9,234.88
Payment		1	260073	638665 12/5/2025	40.5.2550.395.0000.001.4000.0000 Transportation-To&Fr Sped	$286.40
					Check #: 0	
					PO/InvoiceTotal:	$236,083.46
					Vendor Total:	$1,318,771.41
Fischer, Brian J						
Check Group:						

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Voucher Batch Number: 1213 **01/13/2026**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
travel to Indiana University		240	262767	INV262767 7/11/2025	10.5.2210.312.0000.001.0010.0000 Professional Employee Training & Development Servi	$160.80
travel back from Indiana University		240	262767	INV262767 7/11/2025	10.5.2210.312.0000.001.0010.0000 Professional Employee Training & Development Servi	$160.80
7.8.25 - Dagwood's Deli/Sub Shop		1	262767	INV262767 7/11/2025	10.5.2210.312.0000.001.0010.0000 Professional Employee Training & Development Servi	$9.76
7.9.25 - Nick's English Pub		1	262767	INV262767 7/11/2025	10.5.2210.312.0000.001.0010.0000 Professional Employee Training & Development Servi	$27.58
					Check #: 0	
					PO/InvoiceTotal:	$358.94
					Vendor Total:	$358.94
FLINN SCIENTIFIC, INC	350107					
Check Group:						
ACID-BASE TEST KIT II-REACTIONS OF ACIDS AND BASES-SUPER - VALUE LABORATORY KIT		1	260421	3199885 10/8/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$136.35
					Check #: 0	
					PO/InvoiceTotal:	$136.35
Check Group:						
Bromthymol		1	261924	3209083 11/3/2025	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$11.63
Flin Sci Hot plate		6	261924	3225732 12/23/2025	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$2,063.88
					Check #: 0	
					PO/InvoiceTotal:	$2,075.51
Check Group:						
Fingerprint ID		1	261951	3209199 11/4/2025	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$99.30
Fuming Fingertip		1	261951	3209199 11/4/2025	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$54.48
					Check #: 0	

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Voucher Batch Number: 1213 **01/13/2026**

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$153.78
Check Group:						
SKU: FB1787 Soil Ecology Lab Manual		1	262079	3218031 12/1/2025	10.5.1250.411.0000.001.4300.0002 Educational Supplies	$28.49
SKU: FB2206 Carbon Cycle Adventure—Super Value Activity Kit		1	262079	3218031 12/1/2025	10.5.1250.411.0000.001.4300.0002 Educational Supplies	$22.23
SKU: AP9940 Earth's Climate—NewPath Science Flip Chart Set		6	262079	3218031 12/1/2025	10.5.1250.411.0000.001.4300.0002 Educational Supplies	$223.98
Shipping		1	262079	3218031 12/1/2025	10.5.1250.411.0000.001.4300.0002 Educational Supplies	$97.86
SKU: P0284 PolySnow, 100 g		2	262079	3218031 12/1/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$23.76
SKU: S0004 Sand, White, 2 kg		1	262079	3218031 12/1/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$15.20
SKU: AP3105 Filter Paper, Qualitative, 15 cm		5	262079	3218031 12/1/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$60.50
SKU: I0021 Isopropyl Alcohol, 70%, Laboratory Grade, 500 mL		3	262079	3218031 12/1/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$25.59
SKU: M0001 Magnesium Metal Ribbon, 25 g, Approx. 90 Feet		5	262079	3218031 12/1/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$78.65
SKU: H0013 Hydrochloric Acid Solution, 1 M, 500 mL		3	262079	3218031 12/1/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$21.63
SKU: H0038 Hydrogen Peroxide 3%, Laboratory Grade, 3.8 L		2	262079	3218031 12/1/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$57.34
SKU: AP6567 Counterfeit Money Detector Pen		4	262079	3218031 12/1/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$39.96
SKU: AP7675 Water Cycle Adventure—Super Value Kit		1	262079	3218031 12/1/2025	10.5.1250.411.0000.001.4300.0002 Educational Supplies	$16.57

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 0	
					PO/InvoiceTotal:	$711.76
Check Group:						
Please see attachment		1	262172	3215672 11/21/2025	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$986.12
					Check #: 0	
					PO/InvoiceTotal:	$986.12
Check Group:						
bottle, dropping		12	262173	3218043 12/1/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$34.56
bottle dropping screw		48	262173	3218043 12/1/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$171.35
osmosis		2	262173	3218043 12/1/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$100.24
					Check #: 0	
					PO/InvoiceTotal:	$306.15
					Vendor Total:	$4,369.67
Follett Content Solutions						
Check Group:						
IB Graduation Tassel (10-pk)-FLR		2	262722	587227F 5/20/2025	10.5.2410.410.0000.003.0011.0000 General Supplies	$50.00
					Check #: 0	
					PO/InvoiceTotal:	$50.00
					Vendor Total:	$50.00
Follett Higher Education Group, LLC #109						
Check Group:						
Tiny Humans, Big Emotions: How to Navigate Tantrums, Meltdowns, and Defiance to Raise Emotionally Intelligent Children		20	262602	1308837 12/31/2025	10.5.2210.420.0000.001.0010.0000 Textbooks	$579.80
					Check #: 0	

Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$579.80
					Vendor Total:	$579.80
FOREST PRINTING	355253					
Check Group:						
Signage for Step Into Summer Event		1	260052	127722 6/26/2025	10.5.2633.340.0000.001.0340.0000 Communications	$341.40
					Check #: 0	
					PO/InvoiceTotal:	$341.40
Check Group:						
WeAreProviso Branded Advertisment Materials		1	262608	127740 7/14/2025	10.5.2633.350.0000.001.0340.0000 Advertising	$1,667.00
					Check #: 0	
					PO/InvoiceTotal:	$1,667.00
					Vendor Total:	$2,008.40
FRANCZEK P.C.						
Check Group:						
General School Law		1	262781	245328 12/19/2025	10.5.2310.318.0000.001.0000.0000 Legal Services	$15,682.99
PTAB		1	262781	245328 12/19/2025	10.5.2310.318.0000.001.0000.0000 Legal Services	$144.00
IELRB 2026-CA-0029-C Anthony Harris		1	262781	245328 12/19/2025	10.5.2310.318.0000.001.0000.0000 Legal Services	$598.50
					Check #: 0	
					PO/InvoiceTotal:	$16,425.49
					Vendor Total:	$16,425.49
Generation 3, Inc.						
Check Group:						
program book		1	262538	108788 12/14/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$743.00
					Check #: 0	

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$743.00
					Vendor Total:	$743.00
GOPHER SPORT	350125					
Check Group:						
volleyballs		1	260271	IN457946 7/22/2025	10.5.1501.700.0000.003.0036.0000 Non-Capitalized Equipment	$714.13
					Check #: 0	
					PO/InvoiceTotal:	$714.13
					Vendor Total:	$714.13
Gordon Food Service, Inc.						
Check Group:						
Payment		1	260094	2002967420 11/19/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	($7.64)
Payment		1	260094	9029694721 12/1/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$5,531.64
Payment		1	260094	9029694730 12/1/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$62.44
Payment		1	260094	9029694732 12/1/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$349.58
Payment		1	260094	9029694743 12/1/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$3,430.04
Payment		1	260094	9029694749 12/1/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$1,132.39
Payment		1	260094	9029696602 12/1/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$3,511.83
Payment		1	260094	9029696605 12/1/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$1,096.80
Payment		1	260094	9029773871 12/3/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$3,766.54

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260094	9029773922 12/3/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$6,334.78
Payment		1	260094	9029802274 12/3/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$6,361.61
Payment		1	260094	9029955178 12/8/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$3,692.83
Payment		1	260094	9029956606 12/8/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$4,674.47
Payment		1	260094	9029956609 12/8/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$4,488.45
Payment		1	260094	9030047363 12/10/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$4,292.18
Payment		1	260094	9030047381 12/10/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$2,356.65
Payment		1	260094	9030047395 12/10/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$819.49
Payment		1	260094	9030072951 12/10/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$4,778.34
Payment		1	260094	9030072960 12/10/2025	10.5.2560.410.0000.003.0800.0000 Food Purchases	$323.16
Payment		1	260094	9030223263 12/15/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$1,488.44
Payment		1	260094	9030223265 12/15/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$283.02
Payment		1	260094	9030225303 12/15/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$3,209.07
					Check #: 0	
					PO/InvoiceTotal:	$61,976.11
Check Group:						
Gordon Food Service PAPER		1	260910	9029694751 12/1/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$285.36

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Gordon Food Service PAPER		1	260910	9029696606 12/1/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$226.81
Gordon Food Service PAPER		1	260910	9029773876 12/3/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$364.26
Gordon Food Service PAPER		1	260910	9029773926 12/3/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$440.98
Gordon Food Service PAPER		1	260910	9029802282 12/3/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$338.64
Gordon Food Service PAPER		1	260910	9029955181 12/8/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$389.82
Gordon Food Service PAPER		1	260910	9029956614 12/8/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$538.68
Gordon Food Service PAPER		1	260910	9029956620 12/8/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$523.21
Gordon Food Service PAPER		1	260910	9029956622 12/8/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$90.76
Gordon Food Service PAPER		1	260910	9030047367 12/10/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$290.46
Gordon Food Service PAPER		1	260910	9030072963 12/10/2025	10.5.2560.410.0000.001.0800.0000 General Supplies	$241.34
					Check #: 0	
					PO/InvoiceTotal:	$3,730.32
Check Group:						
Gordon BUTTER PRINT UNSLTD GRD AA 36 x 1LB		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$114.97
Dairy MILK WHT 2% ESL 6 x 0.5GAL		2	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$91.76
Arroy BLEACH GERMICIDAL LIQ 6x1GAL		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$26.61
Brookline CUP BAKING TULIP LRG 4 x 250co		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$184.53

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Dixie CUP PPR HOT 8Z 20x50co		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$117.85
Dawn DETRGNT POT & PAN ORIG 4x1GAL		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$90.86
Gordon GLOVE VNYL MED PWDFR 100x100co		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$45.33
Gordon GLOVE VNYL XL PWDFR 10x100ct		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$45.73
Kool-Aid MIX DRINK TROP PNCH PWD 15x21.2oz		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$97.83
Array SCRUBBER S/S H/D 12x1ea		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$30.97
Array SPONGE SCRUBBING YEL/GRN 8x5ct		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$33.97
Pioneer SUGAR POWDERED 10X 12x2lb		1	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$29.17
Trader SPICE CINNAMON GRND 12x2lb		4	262527	9029773886 12/3/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$38.76
					Check #: 0	
					PO/InvoiceTotal:	$948.34
Check Group:						
Gordon BREAD TX TST SLCD WHT 3/4" 12x22oz		3	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$125.43
Perdue SAUSAGE LNK TURKEY 16/# 1x10lb		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$48.52
Jennie O SAUSAGE PTY TKY CKD 160x1oz		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$50.03
Gordon BAG RECLOSABLE FRZER GAL 6x90ct		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$68.94
Gordon BEAN KIDNEY RED DARK 6x10csz		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$41.22

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Gordon BOWL PPR 12Z ASPIRE 8x125ct		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$156.80
Ortega CHILIES GREEN DCD 12x26oz		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$96.30
Gordon FLOUR H&R A/P 1x50lb		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$19.63
Smuckers JAM STRAWB PKT 200x0.5oz		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$21.90
Hunt's SAUCE TOMATO 6x10csz		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$52.55
Gordon SPOON PLAS HWT WHT POLY 1000x1ea		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$119.36
Gordon SUGAR CANE GRANUL 1x50lb		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$49.07
Mrs. Butterworth's SYRUP PANCK MAPL 4x1gal		2	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$94.84
Gordon TOMATO DCD I/JCE 6x102oz		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$30.76
Empress TOWEL ROLL NAT KTCH PERF 8X11" 1x12ct		2	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$70.44
Gordon WATER SPRNG 6x1gal		2	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$22.66
Clabbe BAKING POWDER 6x5lb		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$22.11
Trade SPICE CHILI POWDER HOT 1x17oz		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$12.31
Halper BEEF GRND 80/20 GRSFD CASE: 80460448703 WEIGHT: 10.25 CASE: 80460448704 WEIGHT: 10.20 TOTAL WEIGHT: 20.45		2	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$169.94

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Gordon BUTTER PRINT SLTD GRD AA 36x1lb plus fuel charge $4.70		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$106.67
Gordon CHEESE CREAM WHPD TUB 12x12oz		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$29.28
Kitchen CHEESE MOZZ IMIT SHRD FTHR 4x5lb		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$70.32
Packer CHIX BRST BNLS SKNLS ABF 6Z CASE: 80460448728 WEIGHT: 20.00 TOTAL WEIGHT: 20.00		2	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$125.60
Gordon EGG SHL LRG A GRD 6x30ct		2	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$85.46
Italia GARLIC MINCED IN WTR 6x32oz		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$36.75
Region MILK WHT WHL 4x1gal		3	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$73.89
Markon ONION YELLOW JUMBO 1x10lb		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$14.53
Markon PEPPERS GREEN LRG 1x5lb		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$14.18
Markon PEPPERS JALAPENO 1x10lb		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$18.76
Double BEEF STEW MEAT DCD 2x5lb		1	262528	9029802312 12/3/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$103.81
					Check #: 0	
					PO/InvoiceTotal:	$1,952.06
Check Group:						
Region MILK WHT WHL 4x1gal		1	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$24.63
Pactiv FORK PLAS MED/HWT WHT 1000x1ea		1	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$66.77

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Kitchen PASTA ELBOW MACAR 2x10lb		3	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$64.83
Skippy PEANUT BUTTER CRMY 6x4lb		2	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$123.60
Kitchen PEANUT BUTTER CRMY 10x100ct		3	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$61.98
Array TOWEL ROLL NAT 7.85"X350' 12x350ft		1	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$35.82
Gordon EXTRACT VANILLA PURE 1x1pr		1	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$38.59
Gordon CHEESE CHED SHRP YEL 2x5lb		1	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$34.43
Land O Lakes CHEESE SPRD GLDN VLVT LOAF 6x5lb		1	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$107.22
DairyP CREAM WHIP 40% HVY FRSH 16x1qt		1	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$69.78
Land O LAkes CREAMER HLF & HLF TRAD 12x1qt		1	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$50.53
Gordon EGG SHL LRG A GRD 6x30ct		1	262530	9029956645 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$42.73
					Check #: 0	
					PO/InvoiceTotal:	$720.91
Check Group:						
Gordon BUTTER PRINT UNSLTD GRD AA 36x1lb		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$114.97
Gordon EGG SHL LRG A GRD 6x30ct		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$42.73
Region MILK WHT WHL 4x1gal		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$24.63
Gordon BAG RECLOSABLE FRZER QT 6x120ct		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$68.98

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Gold Medal FLOUR H&R GOLD MEDAL 14317 2x25lb		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$21.04
Pam PAN COAT SPRAY GRILL&SAUTE 6x17oz		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$31.45
Packer SUGAR BROWN LT 12x2lb		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$30.77
Gordon SUGAR POWDERED 6X 1x25lb		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$25.09
Gordon COCOA PWD BAKING 6x5lb		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$50.71
Gordon EXTRACT VANILLA PURE 1x1pt		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$38.59
Fuel Charge		1	262531	9029956643 12/8/2025	10.5.1100.411.0000.003.0176.0000 Educational Supplies	$4.70
					Check #: 0	
					PO/InvoiceTotal:	$453.66
Check Group:						
Gordon BUTTER PRINT UNSLTD GRD AA 36x1lb		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$114.97
Gordon CHEESE CREAM LOAF 10x3lb		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$76.75
Gordon CREAM WHIP 40% HVY ESL 12x1qt		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$63.76
Papett EGG SHL LRG A GRD PAST 6x30ct		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$69.24
Pillsbury SHELL POT PIE CRUST DGH 6.75" 1x48ct		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$39.84
Nilla COOKIE VANILLA WAFER 12x11oz		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$63.19
Gordon FLOUR H&R A/P 2x25lb		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$18.86

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Gordon PUDDING MIX VAN INST 12x24oz		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$92.53
Gordon SUGAR BROWN MED 1x25lb		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$29.44
Gordon SUGAR CANE GRANUL 1x25lb		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$28.15
Clabbe BAKING SODA 6x5lb		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$8.41
Gordon COLORING FOOD RED 1x1qt		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$19.51
Gordon HONEY 4x6lb		1	262532	9029956596 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$36.34
					Check #: 0	
					PO/InvoiceTotal:	$660.99
Check Group:						
Jell-O PUDDING MIX FREN VAN INST 24x96 G		1	262701	9030033909 12/9/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$52.72
					Check #: 0	
					PO/InvoiceTotal:	$52.72
Check Group:						
Dairy MILK WHT 2% ESL 6 x 0.5gal		1	262702	9029956598 12/8/2025	10.5.1100.411.0000.002.0176.0000 Educational Supplies	$45.88
					Check #: 0	
					PO/InvoiceTotal:	$45.88
					Vendor Total:	$70,540.99
HODGES LOIZZI EISENHAMMER RODRICK KOHN	367038					
Check Group:						
2024 PTABS w.Hillside 93 & Village of Hillside		1	262609	67878 12/26/2025	10.5.2310.326.0000.001.0050.0000 PTAB	$80.83
					Check #: 0	

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$80.83
Check Group:						
2024 PTABS w Hillside 93 & Village of Hillside		1	262610	67560 10/31/2025	10.5.2310.326.0000.001.0050.0000 PTAB	$168.96
					Check #: 0	
					PO/InvoiceTotal:	$168.96
					Vendor Total:	$249.79
IGS (GAS)						
Check Group:						
Payment		1	260093	471953/7800380000 10/20/2025	20.5.2540.465.0000.003.2000.0000 Natural Gas	$3,639.95
Payment		1	260093	471953/8494108207 10/20/2025	20.5.2540.465.0000.004.2000.0000 Natural Gas	$2,483.21
Payment		1	260093	471953/9176580000 10/20/2025	20.5.2540.465.0000.002.2000.0000 Natural Gas	$628.57
					Check #: 0	
					PO/InvoiceTotal:	$6,751.73
					Vendor Total:	$6,751.73
ILLINOIS DIGITAL EDUCATION ALLIANCE						
Check Group:						
Admin Academy #3838 - Felicia Lee		1	262336	IDEA26-0010-0318 12/1/2025	10.5.2210.328.0000.001.4400.0002 Digital Licenses	$101.00
Live attendance		1	262336	IDEA26-0010-0318 12/1/2025	10.5.2210.328.0000.001.4400.0002 Digital Licenses	$263.20
					Check #: 0	
					PO/InvoiceTotal:	$364.20
					Vendor Total:	$364.20

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INTERNATIONAL BACCALAUREATE	365188					
Check Group:						
Subject fee (per candidate)		77	262600	INV000250545 11/16/2025	10.5.2210.390.0000.001.0010.0000 Other Purchased Services	$9,548.00
Payment - 24/11/2025 - REF 2098017322		1	262600	INV000250545 11/16/2025	10.5.2210.390.0000.001.0010.0000 Other Purchased Services	($4,674.00)
					Check #: 0	
					PO/InvoiceTotal:	$4,874.00
					Vendor Total:	$4,874.00
IT'S GREEK TO ME						
Check Group:						
pantherettes		1	262731	101734042 2/12/2025	10.5.1501.491.0000.003.0036.0000 Uniforms	$693.84
					Check #: 0	
					PO/InvoiceTotal:	$693.84
Check Group:						
Cheers		1	262732	101745036 4/9/2025	10.5.1501.491.0000.003.0036.0000 Uniforms	$341.00
					Check #: 0	
					PO/InvoiceTotal:	$341.00
Check Group:						
cheer		1	262733	101729667 1/17/2025	10.5.1501.491.0000.003.0036.0000 Uniforms	$727.00
					Check #: 0	
					PO/InvoiceTotal:	$727.00
					Vendor Total:	$1,761.84
Johnson, Toni J						
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Uber/Lyft Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Toni Johnson		1	262768	INV262768 12/12/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$125.65
Airline Bag Check Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Toni Johnson		1	262768	INV262768 12/12/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$40.00
Meal Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Toni Johnson		1	262768	INV262768 12/12/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$117.71
					Check #: 0	
					PO/InvoiceTotal:	$283.36
					Vendor Total:	$283.36
Kaleidoscope Education Solutions, Inc.						
Check Group:						
Glover, Lyntina		1	262465	3055335 11/18/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Yanes, Reyna		1	262465	3055335 11/18/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Gonzalez, Iliana		1	262465	3055335 11/18/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,906.52
Guzman-Perez, Aidan		1	262465	3055335 11/18/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,906.52
Pena, Kevin		1	262465	3055335 11/18/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,168.44
Macias, Areli		1	262465	3055335 11/18/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Boateng, Brianna		1	262465	3055335 11/18/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Wallace. Veleda		1	262465	3055335 11/18/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Rueda, MIllie		1	262465	3055335 11/18/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 0	
					PO/InvoiceTotal:	$12,677.48
Check Group:						
Glover, Lyntina		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Finley, Rodney		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,743.75
Jones, Kayla		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,077.12
Yanez, Reyna		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Guzman-Perez, Aidan		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,906.52
Pena, Kevin		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,168.44
Macias, Areli		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Boateng, Brianna		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$837.00
Wallace, Veleda		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Rueda, Millie		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$837.00
Gonzalez, Iliana		1	262466	3055961 12/16/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,906.52
					Check #: 0	
					PO/InvoiceTotal:	$14,940.35
Check Group:						
Ledezma, Estefania		1	262467	3056126 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$837.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Lekkas, Harry		1	262467	3056126 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$3,000.00
Hernandez, Stephanie		1	262467	3056126 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Favela, Tanahri		1	262467	3056126 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,368.00
Mena, Citlali		1	262467	3056126 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Skanes, Kejuan		1	262467	3056126 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$963.00
Alvarez, Dylan		1	262467	3056126 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Fraziier, Tianza		1	262467	3056126 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
					Check #: 0	
					PO/InvoiceTotal:	$11,748.00
Check Group:						
Munoz, Adelaida		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$837.00
Clark. Montinease		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Glover, Lyntina		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Finley, Robert		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,906.25
Jones, Kayla		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Yanes, Reyna		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Gonzalez, Iliana		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,352.40

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Guzman- Perez, Aidan		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,383.15
Pena, Kevin		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,168.44
Macias, Areli		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Boateng, Brianna		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Wallace, Veleda		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Rueda, Millie		1	262468	3056127 12/23/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
					Check #: 0	
					PO/InvoiceTotal:	$21,528.24
Check Group:						
Ledezma, Estefania		1	262583	3056436 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,116.00
Lekkas, Harry		1	262583	3056436 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$3,000.00
Hernandez, Stephanie		1	262583	3056436 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Favela, Tanahri		1	262583	3056436 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,107.00
Mena, Citlali		1	262583	3056436 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$837.00
Skanes, Kejaun		1	262583	3056436 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$909.00
Alvarez, Dylan		1	262583	3056436 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Frazier, Tianza		1	262583	3056436 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00

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					Check #: 0	
					PO/InvoiceTotal:	$11,154.00
Check Group:						
Munoz, Adelaida		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Clark, Montinease		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Glover, Lyntina		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Finley, Robert		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,906.25
Jones, Kayla		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Yanes, Reyna		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Gonzalez, Iliana		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,383.15
Guzman Perez, Aidan		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,383.15
Pena, kevin		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,710.55
Macias, Areli		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Boatenfg Brianna		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Wallace, Veleda		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Rueda, MIllie		1	262584	3056437 1/6/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
					Check #: 0	

Voucher Detail Listing

Voucher Batch Number: 1213 **01/13/2026**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$22,938.10
Check Group:						
Lekkas, Harry		1	262735	3056593 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$3,000.00
Hernadez, Stephanie		1	262735	3056593 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Favela, Tanahri		1	262735	3056593 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Mena, Citlali		1	262735	3056593 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Skanes, Kejuan		1	262735	3056593 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$729.00
Alvarez, Dylan		1	262735	3056593 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Frazier, Tianza		1	262735	3056593 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
					Check #: 0	
					PO/InvoiceTotal:	$10,704.00
Check Group:						
Munoz, Adelaida		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Clark, Montinease		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Glover, Lyntina		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Finley, Robert		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,906.25
Jones, Kayla		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$837.00

Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Yanes, Reyna		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Gonzlaez, Iliana		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,244.77
Guzman, Perez Aidan		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,383.15
Pena, Kevin		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,710.55
Macias, Araceli		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Boateng, Brianna		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Wallace, Veleda		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$1,395.00
Rueda, MIllie		1	262756	3056594 1/13/2026	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$837.00
					Check #: 0	
					PO/InvoiceTotal:	$21,683.72
					Vendor Total:	$127,373.89
Keshanna Ransom-Scott						
Check Group:						
Lunch Fees remainder for SY26 for student		1	262785	INV/RANSOM-SCOTT 5/27/2025	10.5.1912.670.0000.001.0394.0000 Tuition- OOD- Private	$775.43
					Check #: 0	
					PO/InvoiceTotal:	$775.43
					Vendor Total:	$775.43
Kristina Sauter						
Check Group:						
American College of Education		1	262734	INV262734 12/10/2025	10.5.2640.230.0000.001.0325.0000 Tuition Reimbursement	$817.00

Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 0	
					PO/InvoiceTotal:	$817.00
					Vendor Total:	$817.00
MIDLAND PAPER	351424					
Check Group:						
8.5 X 11 10M (20) 74GSM WHITE 99B MAESTRO MP 5000SH/CT RSACS (012212		120	262201	IN02579432 12/1/2025	10.5.2410.410.0000.002.0011.0000 General Supplies	$5,332.80
					Check #: 0	
					PO/InvoiceTotal:	$5,332.80
					Vendor Total:	$5,332.80
MSC INDUSTRIAL SUPPLY CO.	366537					
Check Group:						
1/4" Diameter 25/Box Combination Repair Unit		2	261482	651900200 11/14/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$101.22
					Check #: 0	
					PO/InvoiceTotal:	$101.22
					Vendor Total:	$101.22
NASCO	350232					
Check Group:						
Surebonder Specialty Series Cordless Dual-Temp 40-Watt Glue Gun		3	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$39.60
Surebonder All-Temperature Regular-Size Glue Sticks - Pkg.s of 20		10	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$33.60
Pacon Super Colossal Pipe Cleaners of Pack of 24		2	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$36.00
Chenille Stems/Pipe Cleaners		2	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$4.16
Pacon Pounds of Poms - 1lb.		2	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$40.80

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Felt Pieces - Pkg. of 25 - 9 in x 12 in		2	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$17.04
Felt Pieces - Pkg. 25 - 9 in x 12 in		2	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$17.04
Hygloss Kolorstix Round Wood Craft Sticks - 4 in L - 100 pieces		1	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$3.96
Pony Beads - 6mm x 9mm - Multicolored Opaque		1	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$4.88
Pacon Wiggly Eyes Assortment - Pkg. of 500		1	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$17.60
WonderFoam Sheets 5.5 in x 8.5 in - Pack of 40		4	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$30.40
Embroidery Floss Jumbo Pack - Pkg. of 105		1	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$12.16
Yam - Assorted Colors - 12 Pack		3	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$24.00
Latch Box Clear Storage Container - 15Qt.		5	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$30.20
Latch Box Clear Storage Container - 6Qt.		5	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$14.90
Pacon WonderFoam Geometric Foam Shapes - 8oz Tub		2	262188	887584 12/1/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$26.40
Colored Craft Sticks - Pkg. of 1000		1	262188	888970 12/8/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$10.52

Check #: 0

PO/InvoiceTotal: $363.26

Vendor Total: $363.26

NATIONAL RESTAURANT ASSOC. SOLUTIONS LLC 366167

Check Group:

Voucher Detail Listing

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
5 Copies of Teacher Edition of Foundations of Restaurant Management and Culinary Arts, Level 1, 3rd Edition		5	262265	16N10212763 12/8/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$895.00
					Check #: 0	
					PO/InvoiceTotal:	$895.00
Check Group:						
Foundations of Restaurant Management and Culinary Arts 3rd Edition, Level 1 Textbook & Lab Manual		30	262332	16N10215724 12/10/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$3,353.40
Foundations of Restaurant Management and Culinary Arts 3rd Edition, Level 1 Online Exam		30	262332	16N10215724 12/10/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$660.00
Shipping & Handling		1	262332	16N10215724 12/10/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$172.96
					Check #: 0	
					PO/InvoiceTotal:	$4,186.36
Check Group:						
Foundations of Restaurant Management and Culinary Arts 3rd Edition, Level 1 Online Exam		30	262333	16N10215725 12/10/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$660.00
Foundations of Restaurant Management and Culinary Arts 3rd Edition, Level 1 Textbook & Lab Manual		30	262333	16N10215725 12/10/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$3,353.40
Shipping & Handling		1	262333	16N10215725 12/10/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$172.96
					Check #: 0	
					PO/InvoiceTotal:	$4,186.36
					Vendor Total:	$9,267.72
NCS PEARSON, INC._366661	366661					
Check Group:						
(LearnKey) CCS ecourses, up to 35 User License K12/WFD (GMetrix Platform)		1	262130	30339915 12/19/2025	10.5.1400.328.0000.002.4745.0002 Digital Licenses	$595.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
(LearnKey) IC3 Digital Literacy ecourses, up to 35 User License K12/WFD (GMetrix Platform)		1	262130	30339915 12/19/2025	10.5.1400.328.0000.002.4745.0002 Digital Licenses	$595.00
(LearnKey) IT Specialist ecourse Individual License, Single Title (GMetrix platform)		3	262130	30339915 12/19/2025	10.5.1400.328.0000.002.4745.0002 Digital Licenses	$225.00
CCS Add-on Site License + up to 500-user CertPrep Practice Test Site License		1	262130	30339915 12/19/2025	10.5.2230.328.0000.002.4745.0002 Digital Licenses	$1,099.00
IC3 Digital Literacy 3 Vouchers + 3 Retakes with CertPREP Individual user license		19	262130	30339915 12/19/2025	10.5.2230.328.0000.002.4745.0002 Digital Licenses	$2,565.00
IT Specialist Voucher + Retake + CertPrep Practice Test		3	262130	30339915 12/19/2025	10.5.2230.328.0000.002.4745.0002 Digital Licenses	$327.00
MOS Bundle: 30 Seat/300 User GMetrix and Exam Site Licenses - K12 - Illinois only		1	262130	30339915 12/19/2025	10.5.2230.328.0000.002.4745.0002 Digital Licenses	$4,785.00
					Check #: 0	
					PO/InvoiceTotal:	$10,191.00
Check Group:						
(LearnKey) CCS ecourses, up to 35 User License K12/WFD (GMetrix Platform)		1	262199	30378099 12/31/2025	10.5.1400.328.0000.002.4745.0002 Digital Licenses	$595.00
ACU Classroom License with 500-user CertPREP Practice Test License - K12/WFD (NOAM)		1	262199	30378099 12/31/2025	10.5.2230.328.0000.002.4745.0002 Digital Licenses	$3,895.00
CCS Add-on Site License + up to 500-user CertPrep Practice Test Site License		1	262199	30378099 12/31/2025	10.5.2230.328.0000.002.4745.0002 Digital Licenses	$1,099.00
MOS Bundle: 30 Seat/300 User GMetrix and Exam Site Licenses - K12 - Illinois only		1	262199	30378099 12/31/2025	10.5.2230.328.0000.002.4745.0002 Digital Licenses	$4,785.00
					Check #: 0	
					PO/InvoiceTotal:	$10,374.00
					Vendor Total:	$20,565.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ORKIN NATIONAL ACCOUNTS	366908					
Check Group:						
Payment		1	260083	0142543025334 1/29/2026	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$240.00
					Check #: 0	
					PO/InvoiceTotal:	$240.00
					Vendor Total:	$240.00
ORKIN PEST CONTROL	365544					
Check Group:						
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	283288817 9/29/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$1,100.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	283288827 10/30/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$1,100.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	284198766 9/25/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$381.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	284201459 9/25/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$250.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	284619991 9/25/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$1,000.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	285759848 10/16/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$381.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	285759849 10/23/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$141.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	285762439 10/16/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$250.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	285762440 10/23/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$250.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	285762441 10/30/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$250.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	287276042 11/6/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$381.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	287276043 11/13/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$381.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	287278679 11/6/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$250.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	287278680 11/13/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$250.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	287278681 11/20/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$250.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	287278682 11/25/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$250.00
DISTRICT--COST TO COVER WEEKLY EXTERMINATOR SERVICES AT ALL 3 SCHOOLS		1	261214	290858702 9/25/2025	20.5.2540.390.0000.001.2000.0000 Other Purchased Services	$395.00
					Check #: 0	
					PO/InvoiceTotal:	$7,260.00
					Vendor Total:	$7,260.00
P. A. E. C. CENTER	350255					
Check Group:						
PAEC Ed Fund Dec		1	262743	14570 1/15/2026	10.5.4220.670.0000.001.0342.0000 Tuition- PAEC	$412,707.00
PAEC Operations & Maint Fund Dec		1	262743	14570 1/15/2026	20.5.4120.670.0000.001.0342.0000 Tuition	$87,828.00
PAEC Transport Dec		1	262743	14570 1/15/2026	40.5.4120.331.0000.001.0342.0000 SPED Transportation- PAEC	$15,322.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
% of related services		1	262743	14570 1/15/2026	20.5.4120.670.0000.001.0342.0000 Tuition	$4,731.00
% of student enrollment		1	262743	14570 1/15/2026	10.5.4220.670.0000.001.0342.0000 Tuition- PAEC	$70,155.00
					Check #: 0	
					PO/InvoiceTotal:	$590,743.00
					Vendor Total:	$590,743.00
Peerless Enterprises LLC						
Check Group:						
PMSA-- FENCING PANELS, POST AND HARDWARE TO REPLACE BROKEN FENCE SECTION AROUND SCHOOL		1	261573	136480 11/3/2025	20.5.2540.413.0000.004.2000.0000 Maintenance Supplies	$6,683.36
					Check #: 0	
					PO/InvoiceTotal:	$6,683.36
					Vendor Total:	$6,683.36
PEOPLE CAB COMPANY	351059					
Check Group:						
McKinney Vento transport for student		1	262778	32018 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$1,287.00
McKinney Vento Transport for student		1	262778	32019 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$661.50
McKinney Vento Transport for student		1	262778	32020 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$1,741.50
McKinney Vento Transport for student		1	262778	32021 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$2,563.75
McKinney Vento Transport for student		1	262778	32022 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$1,287.00
McKinney Vento Transport for student		1	262778	32023 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$546.75

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
McKinney Vento Transport for student		1	262778	32024 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$3,085.50
McKinney Vento Transport for student		1	262778	32025 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$147.00
McKinney Vento Transport for student		1	262778	32026 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$861.00
McKinney Vento Transport for student		1	262778	32027 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$451.50
McKinney Vento Transport for student		1	262778	32028 12/1/2025	40.5.2550.335.0000.002.4000.0000 Transportation -McKinney Vento	$196.00
					Check #: 0	
					PO/InvoiceTotal:	$12,828.50
					Vendor Total:	$12,828.50
Quadient Inc.						
Check Group:						
STANDARD MAINTENANCE AND METER RENTAL		1	262335	62322291 10/17/2025	10.5.2660.301.0000.001.0014.0000 Lease	$140.40
					Check #: 0	
					PO/InvoiceTotal:	$140.40
Check Group:						
STANDARD MAINTENANCE AND METE RENTAL		1	262395	62322290 10/17/2025	10.5.2660.301.0000.001.0014.0000 Lease	$140.40
					Check #: 0	
					PO/InvoiceTotal:	$140.40
Check Group:						
STANDARD MAINTENANCE AND METER RENTAL		1	262396	62322289 10/17/2025	10.5.2660.301.0000.001.0014.0000 Lease	$140.40
					Check #: 0	
					PO/InvoiceTotal:	$140.40
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 1213 **01/13/2026**

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
STANDARD MAINTENANCE AND METER RENTAL		1	262483	62322292 11/16/2025	10.5.2660.301.0000.001.0014.0000 Lease	$140.40
					Check #: 0	
					PO/InvoiceTotal:	$140.40
					Vendor Total:	$561.60
Quadient Leasing USA, Inc.						
Check Group:						
LEASE NO. N25071403 COVERAGE PERIOD 22-JAN-26 TO 21-APR-26		1	262770	Q2150662 1/22/2026	10.5.2660.301.0000.001.0014.0000 Lease	$1,069.14
					Check #: 0	
					PO/InvoiceTotal:	$1,069.14
					Vendor Total:	$1,069.14
RingCentral Inc.						
Check Group:						
CUSTOMER USER ID: 627985470008 SUBSCRIPTION, CHARGES, TAXES AND FEES		1	262752	CD_001305287 12/22/2025	10.5.2660.340.0000.001.0014.0000 Communications	$6,221.23
					Check #: 0	
					PO/InvoiceTotal:	$6,221.23
					Vendor Total:	$6,221.23
ROBERT HALF						
Check Group:						
Fields, Jacquilynn		1.5	262337	65650777 11/25/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$127.88
Fields, Jacquilynn		40	262337	65650777 11/25/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,273.20
					Check #: 0	
					PO/InvoiceTotal:	$2,401.08
					Vendor Total:	$2,401.08
Rubi Ortiz						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
Uber/Lyft Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Dr. Rubi Ortiz		1	262565	INV262565 12/16/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$143.09
Meal Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Dr. Rubi Ortiz		1	262565	INV262565 12/16/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$107.75
Mileage Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Dr. Rubi Ortiz		1	262565	INV262565 12/16/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$22.12
					Check #: 0	
					PO/InvoiceTotal:	$272.96
					Vendor Total:	$272.96
SHERRIA TONEY	365956					
Check Group:						
11 Events		5	262611	INV262611 12/6/2025	10.5.1501.390.0000.002.0036.0000 Other Purchased Services	$200.00
11 Events		6	262611	INV262611-1 12/13/2025	10.5.1501.390.0000.002.0036.0000 Other Purchased Services	$240.00
					Check #: 0	
					PO/InvoiceTotal:	$440.00
					Vendor Total:	$440.00
STAPLES ADVANTAGE	351890					
Check Group:						
Sharpie Flip Chart Tank Permanent Marker, Bullet Tip, Assorted, 8/Pack (22480) Item #: 429443 | MFR #: 22480 | CIN #: 429443		1	261890	6047276501 11/4/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$7.68
Sharpie Glam Pop Permanent Marker, Fine Tip, Assorted, 24/Pack (2185229) Item #: 569443 | MFR #: 2185229 | CIN #: 569443		1	261890	6047276501 11/4/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$16.43

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Sharpie Permanent Marker, Fine Tip, Black, 12/Pack (1812419) Item #: 371792 | MFR #: 1812419 | CIN #: 371792		1	261890	6047276501 11/4/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$11.07
Command Small Wire Toggle Hooks, 0.5 lb, White, 28/Pack (17067-MPESBU) Item #: 2070275 | MFR #: 17067MPES | CIN #: 2070275		1	261890	6047276501 11/4/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$13.09
Command Medium Decorative Hooks, 3 lb., White, 13/Pack (17081-13N) Item #: 24490014 | MFR #: 1708113NA		5	261890	6047276501 11/4/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$59.95
Safco Onyx Accessories Holder, Black (3611BL) Item #: 24074223 | MFR #: 3611BL		5	261890	6047276501 11/4/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$188.95
Plugable 25' 12-Outlet Power Strip with 2-Port USB Charger, Black (PS12-USB25) Item #: IM12GP896 | MFR #: PS12USB25		10	261890	6047276501 11/4/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$717.00
BIC Xtra Mechanical Pencils, #2 Lead, 60/Pack (WX7TG026-BLK) Item #: 24495176 | MFR #: WX7TG026BLK		1	261890	6047276501 11/4/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$22.29
Safco Onyx Accessories Holder, Black (3612BL) Item #: 24074224 | MFR #: 3612BL		5	261890	6047276501 11/4/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$216.45
					Check #: 0	
					PO/InvoiceTotal:	$1,252.91
Check Group:						
Bostitch Premium Standard Staples, 0.25" Leg Length, 5000 Staples/Box (SBS191/4CP)		10	261925	6047062249 11/1/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$10.30
Bostitch Booklet Desktop Stapler, 20-Sheet Capacity, Black (B440SB)		1	261925	6047062249 11/1/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$43.69

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
BIC Wite-Out EZ Correct Correction Tape, White, 18/Pack (WOTAP18-WHI) Item #: 24406019 | MFR #: WOTAP18WHI | CIN #: 24406019		1	261925	6047062249 11/1/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$21.38
Black & Decker 1500-Watt Portable Ceramic Electric Desk Heater, Black (BHDT118) Item #: 24616953 | MFR #: BHDT118		2	261925	6047062249 11/1/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$180.98
					Check #: 0	
					PO/InvoiceTotal:	$256.35
Check Group:						
Crayola Erasable Kid's Colored Pencils, Assorted Colors, 24/Box (68-2424)~#|#~EAA5B9C6-71F8-4750-8783C0965F31B462_sc7 Crayola Erasable Kid's Colored Pencils, Assorted Colors, 24/Box (68-2424)~#|#~624EE59B-2F56-46EA-8FB6866E14689CD6_sc7 Highlights View all details 3.3-mm AP certified nontoxic These pencils provide bright colors, smooth laydown, and easy sharpen ability Crayola Erasable Kid's Colored Pencils, Assorted Colors, 24/Box (68-2424)		10	261926	6047239253 11/2/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$62.00
					Check #: 0	
					PO/InvoiceTotal:	$62.00
Check Group:						
BarCharts, Inc. QuickStudy® Anatomy Advanced Reference Set (9781423230403)		1	261952	6047276499 11/4/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$40.89
BarCharts, Inc. QuickStudy® Anatomy & Nutrition's Easel Reference Set (9781423230502)		1	261952	6047276499 11/4/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$34.39
Teacher Created Resources® Burlap 10 Pocket File Storage Pocket Chart (TCR20840)		2	261952	6047276499 11/4/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$39.58
					Check #: 0	
					PO/InvoiceTotal:	$114.86
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Crayola Kid's Markers, Broad Line, Assorted Colors, 256/Carton (58-8201) Item #: 412804 | MFR #: 588201 | CIN #: 412804		5	261960	6047239249 11/2/2025	10.5.3700.410.0000.013.4300.0002 General Supplies	$316.10
Texas Instruments CBR2 Motion Sensor Adapter, Gray/Black (TICBR2) Item #: 905072 | MFR #: CBR2/PWB/1L1/A		2	261960	6047239249 11/2/2025	10.5.3700.410.0000.013.4300.0002 General Supplies	$233.58
Expo Tank Dry Erase Marker, Chisel Tip, Assorted Colors, 12/Pack (80699) Item #: 554359 | MFR #: 80699 | CIN #: 554359		4	261960	6047239249 11/2/2025	10.5.3700.410.0000.013.4300.0002 General Supplies	$48.72
					Check #: 0	
					PO/InvoiceTotal:	$598.40
Check Group:						
Texas Instruments TI-84 PLUS CAS Graphing Calculator, Black (TI84PLUS)		30	261961	6047239248 11/2/2025	10.5.3700.410.0000.013.4300.0002 General Supplies	$3,368.70
j5create USB-C Super Charger, Black (JUP2290)		10	261961	6047239248 11/2/2025	10.5.3700.410.0000.013.4300.0002 General Supplies	$399.90
Duracell Coppertop AAA Alkaline Batteries, 20/Pack (MN2400B20Z)		3	261961	6047239248 11/2/2025	10.5.3700.410.0000.013.4300.0002 General Supplies	$82.47
					Check #: 0	
					PO/InvoiceTotal:	$3,851.07
Check Group:						
Learning Resources Message Maker Recordable Button (LER5583) Item #: 24608047 | MFR #: LER5583 | CIN #: 24608047		10	262082	6047954534 11/14/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$119.90
Staples Steno Pads, 6" x 9", Gregg Ruled, Green, 80 Sheets/Pad, 72 Pads/Carton (TR57353CT)		4	262082	6047954534 11/14/2025	10.5.1250.411.0000.001.4300.0002 Educational Supplies	$603.32
					Check #: 0	
					PO/InvoiceTotal:	$723.22

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
Crayola Washable Super Tips Markers, 50/Pack		1	262104	6047954531 11/14/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$11.06
Crayola Pip-Squeaks Skinnies Washable Markers, Medium Point, Assorted Colors, 64/Box (58-8764)		1	262104	6047954531 11/14/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$12.77
Cyberpower Essential Series 6 Outlet Surge Protector, 6' Cord, 900 Joules (CSB606)		12	262104	6047954531 11/14/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$133.20
National Brand Polyvinyl Chloride Dry-Erase Whiteboard, 3' x 2' (24391)		3	262104	6047954531 11/14/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$114.57
					Check #: 0	
					PO/InvoiceTotal:	$271.60
Check Group:						
Please see attachment		1	262334	6049798412 12/4/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$351.50
					Check #: 0	
					PO/InvoiceTotal:	$351.50
Check Group:						
Please see attachment		1	262346	6050147589 12/9/2025	10.5.2300.410.0000.001.4300.0002 General Supplies	$496.69
					Check #: 0	
					PO/InvoiceTotal:	$496.69
Check Group:						
Please see attachment		1	262503	6050958017 1/19/2026	10.5.1250.411.0000.002.4300.0002 Office Supplies	$2,094.54
					Check #: 0	
					PO/InvoiceTotal:	$2,094.54
Check Group:						

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
PMSA Rosea Please see attachment		1	262779	6051456188 12/27/2025	10.5.1250.411.0000.004.4300.0002 Educational Supplies	$2,005.06
					Check #: 0	
					PO/InvoiceTotal:	$2,005.06
					Vendor Total:	$12,078.20
Staples Technology Solutions						
Check Group:						
HP Officejet Pro 9125e All-in-One Printer		2	261577	6047868001-1 11/12/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$419.98
					Check #: 0	
					PO/InvoiceTotal:	$419.98
					Vendor Total:	$419.98
THE CENTER/IRC	358858					
Check Group:						
Conference for D Kallieris		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for D Medina		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for M Lopez		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for M Serrano		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for L Navarro		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for K Saldana		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for M Castello		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for A Natschke		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Conference for L Oquendo		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for Z Spencer		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for M Arias		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for M Mendelsohn		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
Conference for I Castellanos		1	262118	33781 12/16/2025	10.5.2210.312.0000.001.4909.0002 Conferences	$585.00
					Check #: 0	
					PO/InvoiceTotal:	$7,605.00
					Vendor Total:	$7,605.00
The Common Market Great Lakes, Inc.						
Check Group:						
beans , green		6	262693	615367 11/21/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$161.28
peas, green		6	262693	615367 11/21/2025	10.5.2560.410.0000.002.0800.0000 Food Purchases	$191.52
					Check #: 0	
					PO/InvoiceTotal:	$352.80
Check Group:						
beans green		6	262694	615374 11/21/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$161.28
peas green		6	262694	615374 11/21/2025	10.5.2560.410.0000.004.0800.0000 Food Purchases	$191.52
					Check #: 0	
					PO/InvoiceTotal:	$352.80
					Vendor Total:	$705.60
TRACY SYKES	360576					

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
basketball game		1	262573	INV262573 12/10/2025	10.5.1501.310.0000.003.0036.0000 Professional & Technical Services	$120.00
					Check #: 0	
					PO/InvoiceTotal:	$120.00
Check Group:						
Number of Events		2	262612	INV262612 12/6/2025	10.5.1501.390.0000.002.0036.0000 Other Purchased Services	$80.00
Number of Events		6	262612	INV262612-1 12/13/2025	10.5.1501.390.0000.002.0036.0000 Other Purchased Services	$240.00
					Check #: 0	
					PO/InvoiceTotal:	$320.00
					Vendor Total:	$440.00
Treavon Burton						
Check Group:						
Roundtrip reimbursement for ISPA Conference 11/12/25		1	262484	INV262484/REIMBURS 12/4/2025	10.5.2210.312.0000.001.4620.0002 Conferences	$44.89
Roundtrip reimbursement for ISPA Conference 11/13/25		1	262484	INV262484/REIMBURS 12/4/2025	10.5.2210.312.0000.001.4620.0002 Conferences	$44.89
					Check #: 0	
					PO/InvoiceTotal:	$89.78
					Vendor Total:	$89.78
TRINITY CASTO						
Check Group:						
Uber/Lyft Reimbursement for ACTE for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Trinity Casto		1	262787	INV262787 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$60.62
Meal/Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Trinity Casto		1	262787	INV262787 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$295.72

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Airline Bag Check for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Trinity Casto		1	262787	INV262787 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$80.00
Mileage Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Trinity Casto		1	262787	INV262787 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$22.12
					Check #: 0	
					PO/InvoiceTotal:	$458.46
					Vendor Total:	$458.46
Village of Forest Park (Ambulance)						
Check Group:						
Ambulance Bill for Dr. Alvarez		1	262657	320-009852 11/25/2025	10.5.2640.390.0000.001.0325.0000 Other Purchased Services	$502.08
					Check #: 0	
					PO/InvoiceTotal:	$502.08
					Vendor Total:	$502.08
Village of Hillside.						
Check Group:						
Payment		1	260023	20251215 1/15/2026	10.5.2190.310.0000.003.0102.0000 Professional & Technical Services	$5,722.08
					Check #: 0	
					PO/InvoiceTotal:	$5,722.08
					Vendor Total:	$5,722.08
VILLAGE OF MAYWOOD POLICE DEPART						
Check Group:						
Payment		1	260024	102525 12/11/2025	10.5.2190.310.0000.002.0102.0000 Professional & Technical Services	$8,661.45
Payment		1	260024	110825 12/11/2025	10.5.2190.310.0000.002.0102.0000 Professional & Technical Services	$7,971.60
Payment		1	260024	112225 12/11/2025	10.5.2190.310.0000.002.0102.0000 Professional & Technical Services	$8,035.47

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Payment		1	260024	120625 12/15/2025	10.5.2190.310.0000.002.0102.0000 Professional & Technical Services	$7,665.00
					Check #: 0	
					PO/InvoiceTotal:	$32,333.52
					Vendor Total:	$32,333.52
WEX HEALTH INC.						
Check Group:						
FSA MONTHLY NOVEMBER 2025		23	262769	002274956-I N 11/30/2025	10.2.0481.000.0000.000.9970.0000 Flex Spending Payable	$86.25
LSA MONTHLY NOVEMBER 2025		499	262769	002274956-I N 11/30/2025	10.2.0481.000.0000.000.9970.0000 Flex Spending Payable	$748.50
					Check #: 0	
					PO/InvoiceTotal:	$834.75
					Vendor Total:	$834.75
WILLIE ROSS JR.						
Check Group:						
official timesheet		1	262423	INV262423 12/6/2025	10.5.1501.319.0000.003.0036.0000 Other Professional & Technical Services	$280.00
					Check #: 0	
					PO/InvoiceTotal:	$280.00
Check Group:						
basketball		1	262554	INV262554 12/17/2025	10.5.1501.310.0000.003.0036.0000 Professional & Technical Services	$80.00
					Check #: 0	
					PO/InvoiceTotal:	$80.00
Check Group:						
boys basketball table		1	262571	INV262571 12/13/2025	10.5.1501.310.0000.003.0036.0000 Professional & Technical Services	$160.00
boys basketball table		1	262571	INV262571-1 12/10/2025	10.5.1501.310.0000.003.0036.0000 Professional & Technical Services	$120.00

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Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 0	
					PO/InvoiceTotal:	$280.00
					Vendor Total:	$640.00
WINFIELD, SHAURAE						
Check Group:						
Meal Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Shurae Winfield		1	262764	INV262764 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$208.14
Uber/Lyft Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for		1	262764	INV262764 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$43.84
Event Parking for for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for for Shaurae Winfield		1	262764	INV262764 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$50.00
Airline Bag Check Reimbursement for ACTE VISION Conference (Dec. 9-12, 2025) in Nashville, TN, for Shaurae Winfield		1	262764	INV262764 12/9/2025	10.5.2210.312.0000.001.3220.0002 Conferences	$40.00
					Check #: 0	
					PO/InvoiceTotal:	$341.98
					Vendor Total:	$341.98
					Grand Total:	$2,356,207.99

End of Report

Voucher Detail Listing

Voucher Batch Number: 1202 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
TRS ILLINOIS						
Check Group:						
20 RETIREMENT COST/OTHER 30 PENAITIES 40 ADJUSTMENT 45 ADJ TO EARINGS THIS FUND		1	262541	323541 12/9/2025	10.5.2310.211.0000.001.0050.0000 Teachers Retirement Check #: 0	$2,680.72
					PO/InvoiceTotal:	$2,680.72
					Vendor Total:	$2,680.72
					Grand Total:	$2,680.72

End of Report

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ALAYNE PIERCE-COLLINS						
Check Group:						
HDT		1	262642	INV262642 12/30/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020369	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
Albert Hampton						
Check Group:						
12/19/2025		1	262556	INV262556 12/26/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$160.00
					Check #: 2098020370	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
ASHLEY LOGAN	364637					
Check Group:						
HDT basketball		1	262617	INV262617 12/29/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020371	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
Bernard Hughes						
Check Group:						
HDT basketball		1	262628	INV262628 12/27/2025	10.5.1501.390.0000.002.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020372	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
BOBBY GRANT	357528					
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
HDT BASKETBALL		1	262551	INV262551 12/26/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$80.00
					Check #: 2098020373	
					PO/InvoiceTotal:	$80.00
Check Group:						
HDT DJ		1	262638	MUSIC/TOURNMENT 12/30/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$500.00
					Check #: 2098020373	
					PO/InvoiceTotal:	$500.00
					Vendor Total:	$580.00
Chicago Youth Coalition						
Check Group:						
West Ted Talk		1	262536	CHGO YOUTH CO12/2025 12/12/2025	10.5.2210.312.0000.003.4300.0002 Professional Employee Training and Development	$2,400.00
					Check #: 2098020374	
					PO/InvoiceTotal:	$2,400.00
					Vendor Total:	$2,400.00
Clarence Rak						
Check Group:						
HDT basketball		1	262559	INV262559 12/30/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$80.00
					Check #: 2098020375	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
CORPORATE MASTERCARD	362919					
Check Group:						
Credit Card Bill Dec. Statement		1	262603	5525270000024640-JAN 1/1/2026	10.5.2520.399.0000.001.0012.0000 Credit Card	$64,770.52

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 2098020376	
					PO/InvoiceTotal:	$64,770.52
					Vendor Total:	$64,770.52
Danny Wafford						
Check Group:						
hdt		2	262655	INV262655 12/30/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020377	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
DARRYL SHELTON	352903					
Check Group:						
HDT basketball		1	262618	INV262618 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020378	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
DONNA MOBLEY						
Check Group:						
HDT basketball		1	262624	INV262624 12/29/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020379	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
Earl Norris						
Check Group:						
HDT basketball		2	262629	INV262629 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020380	

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
Frederick Riley						
Check Group:						
HDT Basketball		1	262555	INV262555 12/11/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$80.00
					Check #: 2098020381	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
George Courts.						
Check Group:						
HDT basketball		1	262626	INV262626 12/27/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020382	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
IGS (GAS)						
Check Group:						
Payment		1	260093	478114/7800380000 12/15/2025	20.5.2540.465.0000.003.2000.0000 Natural Gas	$14,906.81
Payment		1	260093	478114/8494108207 12/15/2025	20.5.2540.465.0000.004.2000.0000 Natural Gas	$4,422.05
Payment		1	260093	478114/9176580000 12/15/2025	20.5.2540.465.0000.002.2000.0000 Natural Gas	$12,812.07
					Check #: 2098020383	
					PO/InvoiceTotal:	$32,140.93
					Vendor Total:	$32,140.93
IGS ENERG (POWER)						

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
Payment		1	260089	25121806131C8C7F27 12/18/2025	20.5.2540.466.0000.003.2000.0000 Electricity	$25,584.64
					Check #: 2098020384	
					PO/InvoiceTotal:	$25,584.64
					Vendor Total:	$25,584.64
JOHN HODEL						
Check Group:						
HDT Basketball		1	262625	INV262625 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020385	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
John Scanlon						
Check Group:						
HDT Basketball		2	262632	INV262632 12/30/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020386	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
Johnny Jackson						
Check Group:						
HDT		1	262654	INV262654 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020387	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
Keith Langston						
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
VAR HDT		2	262627	INV262627 12/22/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020388	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
KEVIN WHITE	351471					
Check Group:						
HDT Basket bakll		2	262619	INV262619 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020389	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
LAWRENCE TUCKER						
Check Group:						
HDT Basketball		1	262658	INV262658 12/29/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$80.00
					Check #: 2098020390	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
MARCUS EVANS	366860					
Check Group:						
HDT basketball		3	262620	INV262620 12/27/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$240.00
					Check #: 2098020391	
					PO/InvoiceTotal:	$240.00
					Vendor Total:	$240.00
MARVIN SYKES						
Check Group:						
HDT Basketbay		1	262557	INV262557 12/26/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$240.00

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 2098020392	
					PO/InvoiceTotal:	$240.00
					Vendor Total:	$240.00
Melvin Robinson						
Check Group:						
HDT officials		1	262558	INV262558 12/11/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$80.00
					Check #: 2098020393	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
Michael Costello						
Check Group:						
HDT basketball		2	262641	INV262641 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020394	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
Michael Davis						
Check Group:						
HDT VAR		2	262635	INV262635 12/27/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020395	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
Michelle Gosa						
Check Group:						
HDT		1	262644	INV262644 12/27/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020396	

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
Milton Crayton						
Check Group:						
HDT		2	262643	INV262643 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020397	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
NICOR GAS	350248					
Check Group:						
Payment		1	260014	7800380006/1/20/2025 1/20/2026	20.5.2540.465.0000.003.2000.0000 Natural Gas	$4,313.28
Payment		1	260014	84941082079/1/20/202 1/20/2026	20.5.2540.465.0000.004.2000.0000 Natural Gas	$1,607.70
Payment		1	260014	91765800007/1/20/26 12/23/2025	20.5.2540.465.0000.002.2000.0000 Natural Gas	$3,807.28
Payment		1	260014	9702380002/1/20/25 1/20/2026	20.5.2540.465.0000.003.2000.0000 Natural Gas	$1,498.52
					Check #: 2098020398	
					PO/InvoiceTotal:	$11,226.78
					Vendor Total:	$11,226.78
PAMELA YOUNG	363252					
Check Group:						
HDT Basketball		1	262621	INV262621 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020399	
					PO/InvoiceTotal:	$80.00

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$80.00
PAUL MOSELEY						
Check Group:						
HDT Basketball		3	262630	INV262630 12/29/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$240.00
					Check #: 2098020400	
					PO/InvoiceTotal:	$240.00
					Vendor Total:	$240.00
PHYLLIS PEARSON	364675					
Check Group:						
HDT		1	262639	INV262639 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020401	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
PLCCA, Inc.						
Check Group:						
Shea		1	262543	10/24/2025 10/24/2025	10.5.2110.310.0000.003.4300.0002 Professional & Technical Services	$2,163.42
plcca		1	262543	10/24/2025-plcca 10/24/2025	10.5.2110.310.0000.003.4300.0002 Professional & Technical Services	$2,253.21
plcca		1	262543	11/11/2025 11/11/2025	10.5.2110.310.0000.003.4300.0002 Professional & Technical Services	$2,163.42
Shea		1	262543	11/14/2025 11/14/2025	10.5.2110.310.0000.003.4300.0002 Professional & Technical Services	$2,211.50
mykia		1	262543	11/21/2025 11/21/2025	10.5.2110.310.0000.003.4300.0002 Professional & Technical Services	$2,115.34
Shea		1	262543	11/27/2025 11/27/2025	10.5.2110.310.0000.003.4300.0002 Professional & Technical Services	$1,502.38

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
David		1	262543	11/28/25 11/28/2025	10.5.2110.310.0000.003.4300.0002 Professional & Technical Services	$2,127.36
shea		1	262543	11/6/2025 11/6/2025	10.5.2110.310.0000.003.4300.0002 Professional & Technical Services	$1,298.05
david		1	262543	11/7/2025 11/7/2025	10.5.2110.310.0000.003.4300.0002 Professional & Technical Services	$2,211.50
David		1	262543	12/5/2025 12/5/2025	10.5.2110.310.0000.003.4300.0002 Professional & Technical Services	$745.18
					Check #: 2098020402	
					PO/InvoiceTotal:	$18,791.36
					Vendor Total:	$18,791.36
REUBEN NORRIS						
Check Group:						
HDT Assignor		1	262631	INV262631 12/30/2025	10.5.1501.390.0000.002.0036.0000 Other Purchased Services	$1,000.00
					Check #: 2098020403	
					PO/InvoiceTotal:	$1,000.00
					Vendor Total:	$1,000.00
RODNEY HARRINGTON	360966					
Check Group:						
HDT Basketball		1	262552	INV262552 12/26/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$80.00
					Check #: 2098020404	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
Ronald Carter						
Check Group:						
HDT basketball		2	262633	INV262633 12/30/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020405	

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
Scott Trice						
Check Group:						
12/19/2025		1	262560	INV262560 12/30/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$240.00
					Check #: 2098020406	
					PO/InvoiceTotal:	$240.00
					Vendor Total:	$240.00
SHARIF WALKER	366437					
Check Group:						
HDT		1	262640	INV262640 12/10/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020407	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
TERRANCE ROBERTSON	366460					
Check Group:						
HDT basketball		3	262622	INV262622 12/30/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$240.00
					Check #: 2098020408	
					PO/InvoiceTotal:	$240.00
					Vendor Total:	$240.00
THEODORE GRANT						
Check Group:						
HDT Basketball		4	262634	INV262634 12/30/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$320.00
					Check #: 2098020409	
					PO/InvoiceTotal:	$320.00

Voucher Detail Listing

Voucher Batch Number: 1201 **12/23/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$320.00
TOTAL BODY WELLNESS & PERFORMANCE INC.						
Check Group:						
Athletic Trainer Service: Payment #3		1	262614	2010 11/17/2025	10.5.1501.310.0000.002.0036.0000 Professional & Technical Services	$25,675.00
					Check #: 2098020410	
					PO/InvoiceTotal:	$25,675.00
Check Group:						
12/22/25		1	262656	2021 11/22/2025	10.5.1501.310.0000.003.0036.0000 Professional & Technical Services	$25,675.00
					Check #: 2098020410	
					PO/InvoiceTotal:	$25,675.00
					Vendor Total:	$51,350.00
WANDA NORRIS	365160					
Check Group:						
HDT basketball		1	262553	INV262553 12/30/2025	10.5.1501.390.0000.001.0037.0000 Other Pur Srv Holiday Tournament	$160.00
					Check #: 2098020411	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
					Grand Total:	$212,484.23

End of Report

Voucher Detail Listing

Voucher Batch Number: 1186 **12/11/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ADDISON TRAIL HIGH SCHOOL	350851					
Check Group:						
Crossover Games		2	262363	EAST/BASKET/ 1/3/2026	10.5.1501.642.0000.002.0036.0000 Entry Fees	$700.00
					Check #: 2098020344	
					PO/InvoiceTotal:	$700.00
					Vendor Total:	$700.00
Amanda Ross						
Check Group:						
Classroom reimbursement for_Ross		1	261962	INV261962 12/10/2025	10.5.2410.410.0000.002.0011.0000 General Supplies	$235.98
					Check #: 2098020345	
					PO/InvoiceTotal:	$235.98
					Vendor Total:	$235.98
AMAZON	360995					
Check Group:						
mirco check ruuler		1	260958	1QKJ-HY11-4CX1 9/22/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$58.95
					Check #: 2098020346	
					PO/InvoiceTotal:	$58.95
Check Group:						
Teacher created resources cool for pink checkers		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$10.08
Teacher Brush Scalloped Rolled Border Trim 50ft.		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$5.20
Pastel Bulletin Board Borders		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$16.99

Voucher Detail Listing

Voucher Batch Number: 1186 **12/11/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Helping hands resources straight rolled		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$6.96
M&G Pink Electric Pencil Sharpner		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$21.96
Wireless mouse with usb		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$9.95
Accessory Orangzier Storage		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$17.20
Broom Dustpan for office		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$26.99
Pens Pink for Woman 6		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$7.27
200 Pieces Pink Push Pins Thumb Tack		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$8.99
Wood Sticky Note Holder. Post it Notes		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$9.95
Marribol Calendar Dry Erase Board		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$14.99
Tallew 4pcs Office Chair Covers Set		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$15.49
30 pcs Heart Decorative Push Pins		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$5.99
Desk Fan Pink		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$7.59

Voucher Detail Listing

Voucher Batch Number: 1186 **12/11/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Mr. Pen Gel Ink		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$6.75
Clipboard with storage		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$13.29
Empowerment Acrylic Sign 4x4		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$12.99
Artificial Plants		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$9.99
Office mouse pad with gel		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$6.99
Desk organizer mesh		1	261287	1WMM-HXLJ-PRRF 10/10/2025	10.5.1250.411.0000.004.4300.0001 Educational Supplies	$29.44
					Check #: 2098020346	
					PO/InvoiceTotal:	$265.05
Check Group:						
Encouragement Inspirational Motivational		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$13.99
Keyboard Wrist Rest Mouse Pad Wrist		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$13.29
MaxGear Large Cork Board Wall 36:24 Black Board		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$17.99
Joydeco 100% Black Roller Shades Cordless Blinds		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$37.99
Clipboard with Storage with Pen Holder, Folder		3	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$24.72

Voucher Detail Listing

Voucher Batch Number: 1186 **12/11/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Paper Clip holder ceramic		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$8.99
Desktop Dispenser Pink Weighted Nonskid Base		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$9.99
Chaos Coordinator Work Anniversary Funny Pink Desk Decor		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$8.99
Inspirational Quotes Canvas Wall Art		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$18.55
Desk Organizer and Accessories 4 Tier		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$24.99
Self Stick Notes Pad Holder		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$15.99
4x6 Double Hinged Frames 2 folding		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$9.29
Office Decor No Crisis Allowed This Week		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$8.99
Office Decor But Did You Document in Pink		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$12.99
Crocon Crystal Heart Base Tree LIfe Gifts		1	261397	1MVF-VXPY-34FM 10/11/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$29.89
					Check #: 2098020346	
					PO/InvoiceTotal:	$256.64
Check Group:						
shipping and discount		1	261492	1GN6-6Q4L-7G9H 10/23/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$7.79

Voucher Detail Listing

Voucher Batch Number: 1186 **12/11/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Desk Name Plate		1	261492	1GN6-6Q4L-7G9H 10/23/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$20.86
					Check #: 2098020346	
					PO/InvoiceTotal:	$28.65
Check Group:						
Motivational Sign Incorporated Gifts Just like The Lotus		1	261834	19CG-LFXK-XMC6 10/26/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$9.99
Mdbozli Chicago Throw Blanket		1	261834	19CG-LFXK-XMC6 10/26/2025	10.5.2510.410.0000.001.0140.0000 General Supplies	$53.96
					Check #: 2098020346	
					PO/InvoiceTotal:	$63.95
Check Group:						
Pisol Smash Burger Press, Hamburger Smasher Tool for Griddle, Stainless Steel Ham Patty Press with Anti-Scald Handle		7	262113	1FJR-HFQN-KPGD 11/19/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$62.86
Husfunov Stainless Steel Burger Press, 5.5 Inch Round Smasher, Non-Sticket Smooth Hamburger Press, Flat Bottom		3	262113	1FJR-HFQN-KPGD 11/19/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$20.97
Cuisinart AMB-9SP 9-Inch Chef's Classic Nonstick Bakeware Springform Pan, Silver		12	262113	1FJR-HFQN-KPGD 11/19/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$155.76
					Check #: 2098020346	
					PO/InvoiceTotal:	$239.59
					Vendor Total:	$912.83
COASTAL ENTERPRISES	358500					
Check Group:						
Bal on INVOICE# 39142 PO# 253751		1	260990	39142-1 10/6/2025	10.5.2900.490.0000.004.0376.0000 GYM UNIFORMS	$892.80
					Check #: 2098020347	

Voucher Detail Listing

Voucher Batch Number: 1186 **12/11/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					PO/InvoiceTotal:	$892.80
					Vendor Total:	$892.80
COMED						
Check Group:						
Payment-PMSA		1	260022	6459943000/1/13/26 1/13/2026	20.5.2540.466.0000.004.2000.0000 Electricity	$13,838.12
Payment-East		1	260022	7966743000 1/12/2026	20.5.2540.466.0000.002.2000.0000 Electricity	$16,567.86
					Check #: 2098020348	
					PO/InvoiceTotal:	$30,405.98
					Vendor Total:	$30,405.98
FRANCZEK P.C.						
Check Group:						
General School Law		1	262405	244604 11/25/2025	10.5.2310.318.0000.001.0000.0000 Legal Services	$28,638.50
Title IX Training		1	262405	244604 11/25/2025	10.5.2310.318.0000.001.0000.0000 Legal Services	$2,500.00
PTAB Matters		1	262405	244604 11/25/2025	10.5.2310.318.0000.001.0000.0000 Legal Services	$2,675.50
					Check #: 2098020349	
					PO/InvoiceTotal:	$33,814.00
					Vendor Total:	$33,814.00
ILLINOIS PRINCIPALS ASSOC	350166					
Check Group:						
Brandon IPA Membership		1	262216	DR.BRANDON 1/7/2026	10.5.2300.640.0000.001.4932.0002 Dues And Fees	$674.00
					Check #: 2098020350	
					PO/InvoiceTotal:	$674.00
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 1186 **12/11/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
NASSP AND IPA DUES AND FEES - OCT 1 2025 - SEPT 30 2026		1	262404	9002084436 9/1/2025	10.5.2210.500.0000.001.0010.0000 Dues And Fees Check #: 2098020350	$699.00
					PO/InvoiceTotal:	$699.00
					Vendor Total:	$1,373.00
MSC INDUSTRIAL SUPPLY CO.	366537					
Check Group:						
8LB Tire Mount Lube Cement, Cleaner, Sealer		1	261482	63559430 10/9/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$23.10
Hi Temperature Type 50PK Tire Valve Core		2	261482	63559430 10/9/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$26.12
1-1/4 Length for .453 Tire Valve 413		30	261482	63559430 10/9/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$20.10
12 Pack 9-Volt Energizer Batteries		2	261482	63559430 10/9/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$65.88
4 Pack AAA Energizer Batteries		2	261482	63559430 10/9/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$5.40
26PC 1" Tap Die & Drill Set		2	261482	63559430 10/9/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$123.16
1/16-1/2x64ths 29PC Triumph Mechanical Length Drill Set		2	261482	63559430 10/9/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$403.54
30PC SAE Metric and Torx Long Hex L Wrench Set		5	261482	63559430 10/9/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$194.55
CLR w/CLR HRD CTD Lens Pro Safe Cafety Glasses		50	261482	63559430 10/9/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$96.50
0-1" .0001 Ratchet Stop Spi Outside MIC		2	261482	63559430 10/9/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$45.60
8LB Tire Mount Lube Cement, Cleaner, Sealer		2	261482	63559440 10/8/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$46.20

Voucher Detail Listing

Voucher Batch Number: 1186 **12/11/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
1-1/2 Length For .453 Tire Valve TR414		30	261482	63559440 10/8/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$21.60
0-1" .0001 Ratchet Stop Spi Outside MIC		28	261482	63559440 10/8/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$638.40
40QT Bag Clay Granular Absorbent		2	261482	63559460 10/8/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$51.10
					Check #: 2098020351	
					PO/InvoiceTotal:	$1,761.25
					Vendor Total:	$1,761.25
NICOR GAS	350248					
Check Group:						
Payment		1	260014	57765800008/1/5/2026 12/10/2025	20.5.2540.465.0000.002.2000.0000 Natural Gas	$273.87
					Check #: 2098020352	
					PO/InvoiceTotal:	$273.87
					Vendor Total:	$273.87
REALITYWORKS,INC	358765					
Check Group:						
RealCare Baby Breastfeeding Dvice		5	262108	74314 11/26/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$110.00
RealCare Baby 10 Student IDs		1	262108	74314 11/26/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$105.00
RealCare Plastic Tamper Proof Wristbands (Qty 60)		1	262108	74314 11/26/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$49.00
Shipping and Handling		1	262108	74314 11/26/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$18.00
					Check #: 2098020353	
					PO/InvoiceTotal:	$282.00
					Vendor Total:	$282.00

Voucher Detail Listing

Voucher Batch Number: 1186 **12/11/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ROBERT HALF						
Check Group:						
Fields, Jacquilynn Week End 10/31/25		40	262371	65581012 11/5/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$2,273.20
OVT		2.5	262371	65581012 11/5/2025	10.5.2640.303.0000.001.0325.0000 Professional Services - (Temp Agencies)	$213.13
					Check #: 2098020354	
					PO/InvoiceTotal:	$2,486.33
					Vendor Total:	$2,486.33
Sophia Hamilton						
Check Group:						
presentation for parents		1	262349	INV262349 11/24/2025	10.5.3700.312.0000.013.4932.0002 Conferences	$300.00
					Check #: 2098020355	
					PO/InvoiceTotal:	$300.00
					Vendor Total:	$300.00
Staples Technology Solutions						
Check Group:						
HP Officejet Pro 9125e All-in-One Printer		1	261577	6047868001 12/10/2025	10.5.1400.411.0000.002.3220.0002 Educational Supplies	$209.99
					Check #: 2098020356	
					PO/InvoiceTotal:	$209.99
Check Group:						
HP Officejet Pro 9125e All-in-One Printer		1	261958	6048281756 12/19/2025	10.5.1400.411.0000.003.3220.0002 Educational Supplies	$209.00
					Check #: 2098020356	
					PO/InvoiceTotal:	$209.00
					Vendor Total:	$418.99
T.F. NORTH HIGH SCHOOL	359856					
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 1186 **12/11/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Bob Hambric Shootout		1	262347	EAST/BASKETBALL 1/10/2026	10.5.1501.642.0000.002.0036.0000 Entry Fees	$75.00
					Check #: 2098020357	
					PO/InvoiceTotal:	$75.00
					Vendor Total:	$75.00
Trafera, LLC						
Check Group:						
google workspace		300	262348	20251031-085501903 12/24/2025	10.5.3700.410.0000.011.4300.0002 General Supplies	$1,800.00
					Check #: 2098020358	
					PO/InvoiceTotal:	$1,800.00
					Vendor Total:	$1,800.00
WARDS NATURAL-SCI ESTAB	350395					
Check Group:						
COW LONGITUDINAL SECTION OF BONE		5	261915	8820372793 11/3/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$66.10
CHART EYE TEST 22 X 10 3/4 SNELLEN		3	261915	8820372793 11/3/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$38.13
MODEL MUSCLE ACTION DEMO		1	261915	8820372793 11/3/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$89.49
DR MED* Suture Pad Module		6	261915	8820372794 11/3/2025	10.5.2210.411.0000.001.0010.0000 Educational Supplies	$499.56
					Check #: 2098020359	
					PO/InvoiceTotal:	$693.28
					Vendor Total:	$693.28
					Grand Total:	$76,425.31

End of Report

Voucher Detail Listing

Voucher Batch Number: 1203 **12/29/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
ALLEN DANTE						
Check Group:						
HDT		1	262753	INV262753 12/29/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020412	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
ANDREW T WILLIAMS	350808					
Check Group:						
HDT		1	262744	INV262744 12/29/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020413	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
Anthony Cianciolo						
Check Group:						
HDT		3	262750	INV262750 12/29/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$240.00
					Check #: 2098020414	
					PO/InvoiceTotal:	$240.00
					Vendor Total:	$240.00
CAROLINA BIOLOGICAL SUPPLY	350044					
Check Group:						
Please see attachment		1	262509	53239324RI 12/15/2025	10.5.1250.411.0000.002.4300.0002 Office Supplies	$452.00
					Check #: 2098020415	
					PO/InvoiceTotal:	$452.00
					Vendor Total:	$452.00
Chris S. Head						
Check Group:						

Voucher Detail Listing

Voucher Batch Number: 1203 **12/29/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
hdt		2	262751	INV262751 12/30/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020416	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
EDDIE O'NEAL	366901					
Check Group:						
HDT		2	262745	INV262745 12/27/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020417	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
Elev8ed Consulting LLC						
Check Group:						
partnership proposal		1	262723	CONTRACT/262723 12/15/2025	10.5.2210.312.0000.001.4932.0002 Conferences	$6,600.00
					Check #: 2098020418	
					PO/InvoiceTotal:	$6,600.00
					Vendor Total:	$6,600.00
IGS ENERG (POWER)						
Check Group:						
Payment		1	260089	2512230609F7345910 1/12/2026	20.5.2540.466.0000.004.2000.0000 Electricity	$18,382.29
Payment		1	260089	2512260617788BH897 12/26/2025	20.5.2540.466.0000.002.2000.0000 Electricity	$34,286.81
					Check #: 2098020419	
					PO/InvoiceTotal:	$52,669.10
					Vendor Total:	$52,669.10

Voucher Detail Listing

Voucher Batch Number: 1203 **12/29/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
JAMILA WILSON						
Check Group:						
HDT		2	262749	INV262749 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$160.00
					Check #: 2098020420	
					PO/InvoiceTotal:	$160.00
					Vendor Total:	$160.00
JEFFREY RUTLEDGE						
Check Group:						
HDT		1	262748	INV262748 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020421	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
JOSEPH PONSETTO	365884					
Check Group:						
HDT		1	262746	INV262746 12/27/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020422	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
Mahoning Valley Sojoum to the Past						
Check Group:						
Presentation on Tuesday, October 14, 2025 to students, staff on the Sojourn to the Past journey to Civil Rights sites in the South. Minnijean Brown Trickey, one of the Little Rock Nine, will also speak about her experiences when she and eight other students integrated Central High School in Little Rock in 1957.		1	260967	MAHONING/8-20-2025 8/20/2025	10.5.2320.312.0000.001.0001.0000 Professional Employee Training & Development Servi	$6,147.90
					Check #: 2098020423	
					PO/InvoiceTotal:	$6,147.90

Voucher Detail Listing

Voucher Batch Number: 1203 **12/29/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Vendor Total:	$6,147.90
Miguel Curl						
Check Group:						
12/23/2025		1	262755	INV262755 12/27/2025	10.5.1501.100.0000.003.0036.0000 Athletics	$80.00
					Check #: 2098020424	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
Miles Baggett						
Check Group:						
HDT		1	262757	INV262757 12/29/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020425	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
MITCHELL HICKS JR						
Check Group:						
HDT		1	262754	INV262754 12/26/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020426	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
RACHELLE RICHMOND						
Check Group:						
official pay		1	262540	INV262540 2/21/2025	10.5.1501.310.0000.003.0036.0000 Professional & Technical Services	$208.00
					Check #: 2098020427	
					PO/InvoiceTotal:	$208.00
					Vendor Total:	$208.00
STAPLES ADVANTAGE	351890					

Voucher Detail Listing

Voucher Batch Number: 1203 **12/29/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Check Group:						
exas Instruments TI-84 Plus CE 10-Digit Graphing Calculator, Black		14	262370	6050656978 1/15/2026	10.5.3700.410.0000.014.4300.0002 General Supplies	$2,093.28
Texas Instruments Charging Station for TI-84 Plus CE Graphing Calculator, Gray (TI84PLSCECHARGE)		2	262370	6050656978 1/15/2026	10.5.3700.410.0000.014.4300.0002 General Supplies	$209.98
					Check #: 2098020428	
					PO/InvoiceTotal:	$2,303.26
Check Group:						
Please see attachment		1	262410	6050656980 1/15/2026	10.5.2300.410.0000.001.4400.0002 General Supplies	$837.93
					Check #: 2098020428	
					PO/InvoiceTotal:	$837.93
Check Group:						
Avery Laser/Inkjet Multipurpose Labels, 3" x 5", White, 3 Labels/Sheet, 100 Sheets/Pack (94213-RMP100)		1	262501	6050656979 1/15/2026	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$99.49
Avery Laser/Inkjet Rectangle Multipurpose Labels, 5" x 7", White, 200 Labels/Box (94258)		1	262501	6050656979 1/15/2026	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$85.09
JAM Paper Gift Boxes, Clear, 25/Pack (CB-PB76NH)		8	262501	6050656979 1/15/2026	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$87.60
Staples Double Ticket Roll, 2000/Roll (19163)		1	262501	6050656979 1/15/2026	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$10.76
Staples Pre-Printed Monthly Leatherette Index, Black (13551/11484)		50	262501	6050656979 1/15/2026	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$106.50
Business Source 3-Hole Punched Poly Portfolios, Letter, 50 Sheet Capacity, 3 x Prong Fasteners, 2 Pockets, Poly, Red, 1 Each		50	262501	6050656979 1/15/2026	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$82.50
Staples Small Composition Notebook, 5" x 7", College Ruled, 80 Sheets, Black (ST24429)		50	262501	6050656979 1/15/2026	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$39.50

Voucher Detail Listing

Voucher Batch Number: 1203 **12/29/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
					Check #: 2098020428	
					PO/InvoiceTotal:	$511.44
Check Group:						
Please see attachment		1	262502	6050656977 1/15/2026	10.5.1250.411.0000.003.4300.0002 Educational Supplies	$1,343.08
					Check #: 2098020428	
					PO/InvoiceTotal:	$1,343.08
					Vendor Total:	$4,995.71
TERRY MURPHY	352541					
Check Group:						
12/23/2025		1	262747	INV262747 12/27/2025	10.5.1501.390.0000.003.0036.0000 Other Purchased Services	$80.00
					Check #: 2098020429	
					PO/InvoiceTotal:	$80.00
					Vendor Total:	$80.00
VILLAGE OF MAYWOOD WATER DERPART	350391					
Check Group:						
Payment		1	260018	3194252/1/15/2026 1/15/2026	20.5.2540.370.0000.002.2000.0000 Water/Sewer Service	$2,049.55
Payment		1	260018	722DF3A/1/15/2025 1/15/2026	20.5.2540.370.0000.002.2000.0000 Water/Sewer Service	$11.45
					Check #: 2098020430	
					PO/InvoiceTotal:	$2,061.00
					Vendor Total:	$2,061.00
					Grand Total:	$74,493.71

End of Report

Proviso Township High School District 209

Voucher Detail Listing

Voucher Batch Number: 1195 **12/16/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
P. A. E. C. CENTER	350255					
Check Group:						
Principal Amount		1	262512	14565-A 12/1/2025	10.5.4220.670.0000.001.4620.0002 Tuition- PAEC	$126,000.00
Interest Due		1	262512	14565-A 12/1/2025	10.5.4220.670.0000.001.4620.0002 Tuition- PAEC	$5,882.75
					Check #: 2098020366	
					PO/InvoiceTotal:	$131,882.75
					Vendor Total:	$131,882.75
THE MIDWEST CLINIC	366763					
Check Group:						
Seals Clinic		1	262534	INV-49336 12/19/2025	10.5.2210.312.0000.002.4300.0002 Professional Employee Training and Development	$230.00
					Check #: 2098020367	
					PO/InvoiceTotal:	$230.00
					Vendor Total:	$230.00
TP3 Education Consulting LLC						
Check Group:						
Professioanl Development - Providing Executivices Coaching Service		1	262533	ECP109-01 11/25/2025	10.5.2230.390.0000.001.0008.0000 Other Purchased Services	$3,118.75
Professioanl Development - Providing Executivices Coaching Service		1	262533	ECP109-02 12/25/2025	10.5.2230.390.0000.001.0008.0000 Other Purchased Services	$3,118.75
					Check #: 2098020368	
					PO/InvoiceTotal:	$6,237.50
					Vendor Total:	$6,237.50
					Grand Total:	$138,350.25

End of Report

Voucher Detail Listing

Voucher Batch Number: 1212 **12/30/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
Health Care Service Corporation						
Check Group:						
Claims and Administration fee		1	262763	469073207778-1 10/31/2025	10.5.2310.380.0000.001.0050.0000 Insurance(Other Than Employee Benefits)	$13,000.00
					Check #: 2098020447	
					PO/InvoiceTotal:	$13,000.00
					Vendor Total:	$13,000.00
					Grand Total:	$13,000.00

End of Report

Proviso Township High School District 209

Voucher Detail Listing

Voucher Batch Number: 1211 **12/30/2025**

Fiscal Year: 2025-2026

Vendor Remit Name / Description	Vendor #	QTY	PO No.	Invoice / Invoice Date	Account	Amount
VILLAGE OF HILLSIDE	350389					
Check Group:						
Payment		1	260017	3194252/01/15 1/15/2026	20.5.2540.370.0000.003.2000.0000 Water/Sewer Service	$2,049.55
Payment		1	260017	722DF3A/01/15 1/15/2026	20.5.2540.370.0000.003.2000.0000 Water/Sewer Service	$11.45
					Check #: 2098020446	
					PO/InvoiceTotal:	$2,061.00
					Vendor Total:	$2,061.00
					Grand Total:	$2,061.00

End of Report

Reprint Check Listing

Fiscal Year: 2025-2026

Criteria:

Bank Account: Student Activity Account 2949428

From Date: 12/01/2025 **To Date:** 01/01/2026
From Check: **To Check:**
From Voucher: **To Voucher:**

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
2090003528	12/04/2025	SPIRIT PRODUCTS	$295.00	1002	Printed	Expense	☐		
2090003529	12/04/2025	SUPER CHEER & DANCE ASSOCIATION	$2,700.00	1002	Printed	Expense	☐		
2090003530	12/09/2025	Amazon Capital Services	$84.86	1003	Printed	Expense	☐		
2090003532	12/09/2025	SAM'S CLUB	$232.51	1004	Printed	Expense	☐		
2090003533	12/09/2025	SAM'S CLUB	$850.00	1004	Printed	Expense	☐		
2090003534	12/10/2025	Hildebrand Sporting Goods	$2,210.00	1005	Printed	Expense	☐		
2090003535	12/17/2025	MARIA VELAZQUEZ	$420.00	1006	Printed	Expense	☐		
		Total Amount:	$6,792.37						

End of Report

Vendor	Total
P. A. E. C. CENTER	$590,743.00
FIRST STUDENT	$271,140.24
FIRST STUDENT	$228,946.92
FIRST STUDENT	$176,873.02
FIRST STUDENT	$164,601.98
FIRST STUDENT	$67,383.26
FIRST STUDENT	$63,790.18
FIRST STUDENT	$58,998.73
FIRST STUDENT	$41,399.34
FIRST STUDENT	$29,696.56
FIRST STUDENT	$27,305.17
Kaleidoscope Education Solutions, I	$22,938.10
FIRST STUDENT	$22,484.02
Kaleidoscope Education Solutions, I	$21,683.72
Kaleidoscope Education Solutions, I	$21,528.24
FIRST STUDENT	$20,672.39
FIRST STUDENT	$20,119.10
FRANCZEK P.C.	$16,425.49
Kaleidoscope Education Solutions, I	$14,940.35
Kaleidoscope Education Solutions, I	$12,677.48
Kaleidoscope Education Solutions, I	$11,748.00
Kaleidoscope Education Solutions, I	$11,154.00
FIRST STUDENT	$11,060.27
Kaleidoscope Education Solutions, I	$10,704.00

NCS PEARSON, INC._366661	$10,374.00
NCS PEARSON, INC._366661	$10,191.00
FIRST STUDENT	$9,234.88
FIRST STUDENT	$9,056.27
VILLAGE OF MAYWOOD POLICE DE	$8,661.45
Dream Academy Foundation	$8,500.00
VILLAGE OF MAYWOOD POLICE DE	$8,035.47
AT & T	$8,018.14
VILLAGE OF MAYWOOD POLICE DE	$7,971.60
VILLAGE OF MAYWOOD POLICE DE	$7,665.00
THE CENTER/IRC	$7,605.00
BARNES & NOBLE	$7,599.32
Peerless Enterprises LLC	$6,683.36
Gordon Food Service, Inc.	$6,361.61
Gordon Food Service, Inc.	$6,334.78
RingCentral Inc.	$6,221.23
Care Solace, Inc	$5,934.00
Village of Hillside.	$5,722.08
Gordon Food Service, Inc.	$5,531.64
MIDLAND PAPER	$5,332.80
INTERNATIONAL BACCALAUREATE	$4,874.00
Gordon Food Service, Inc.	$4,778.34
Gordon Food Service, Inc.	$4,674.47
Gordon Food Service, Inc.	$4,488.45
Gordon Food Service, Inc.	$4,292.18

NATIONAL RESTAURANT ASSOC. SO	$4,186.36
NATIONAL RESTAURANT ASSOC. SO	$4,186.36
FIRST STUDENT	$4,170.98
STAPLES ADVANTAGE	$3,851.07
Gordon Food Service, Inc.	$3,766.54
Gordon Food Service, Inc.	$3,692.83
IGS (GAS)	$3,639.95
Gordon Food Service, Inc.	$3,511.83
Gordon Food Service, Inc.	$3,430.04
Gordon Food Service, Inc.	$3,209.07
PEOPLE CAB COMPANY	$3,085.50
AT&T MOBILTY	$2,762.30
PEOPLE CAB COMPANY	$2,563.75
IGS (GAS)	$2,483.21
ROBERT HALF	$2,401.08
Gordon Food Service, Inc.	$2,356.65
Anne Lokken	$2,292.50
BARNES & NOBLE	$2,253.13
BARNES & NOBLE	$2,140.47
AMAZON	$2,106.49
STAPLES ADVANTAGE	$2,094.54
FLINN SCIENTIFIC, INC	$2,063.88
FIRST STUDENT	$2,020.32
STAPLES ADVANTAGE	$2,005.06
Gordon Food Service, Inc.	$1,952.06

ACME AUTO LEASING LLC	$1,945.00
CAROLINA BIOLOGICAL SUPPLY	$1,853.24
PEOPLE CAB COMPANY	$1,741.50
BIOZONE	$1,685.81
FOREST PRINTING	$1,667.00
FIRST STUDENT	$1,571.36
Gordon Food Service, Inc.	$1,488.44
AMAZON	$1,383.21
BARNES & NOBLE	$1,382.70
PEOPLE CAB COMPANY	$1,287.00
PEOPLE CAB COMPANY	$1,287.00
STAPLES ADVANTAGE	$1,252.91
CAROLINA BIOLOGICAL SUPPLY	$1,209.21
FIRST STUDENT	$1,182.28
Gordon Food Service, Inc.	$1,132.39
ORKIN PEST CONTROL	$1,100.00
ORKIN PEST CONTROL	$1,100.00
Gordon Food Service, Inc.	$1,096.80
BARNES & NOBLE	$1,090.00
Quadient Leasing USA, Inc.	$1,069.14
FIRST STUDENT	$1,003.98
ORKIN PEST CONTROL	$1,000.00
FIRST STUDENT	$991.23
FLINN SCIENTIFIC, INC	$986.12
AT&T MOBILTY	$981.24

Gordon Food Service, Inc.	$948.34
FIRST STUDENT	$937.59
FIRST STUDENT	$904.02
FIRST STUDENT	$899.54
FIRST STUDENT	$896.56
NATIONAL RESTAURANT ASSOC. SO	$895.00
FIRST STUDENT	$893.64
FIRST STUDENT	$886.79
FIRST STUDENT	$877.23
BULK BOOKSTORE	$862.92
FIRST STUDENT	$862.31
PEOPLE CAB COMPANY	$861.00
FIRST STUDENT	$858.58
FIRST STUDENT	$840.61
WEX HEALTH INC.	$834.75
FIRST STUDENT	$833.90
FIRST STUDENT	$833.90
FIRST STUDENT	$825.69
Gordon Food Service, Inc.	$819.49
Kristina Sauter	$817.00
FIRST STUDENT	$815.31
FIRST STUDENT	$802.63
Keshanna Ransom-Scott	$775.43
FIRST STUDENT	$760.11
FIRST STUDENT	$745.12

Generation 3, Inc.	$743.00
FIRST STUDENT	$737.66
FIRST STUDENT	$735.42
FIRST STUDENT	$734.00
FIRST STUDENT	$734.00
FIRST STUDENT	$728.03
FIRST STUDENT	$728.03
IT'S GREEK TO ME	$727.00
STAPLES ADVANTAGE	$723.22
FIRST STUDENT	$722.00
FIRST STUDENT	$721.25
Gordon Food Service, Inc.	$720.91
GOPHER SPORT	$714.13
FLINN SCIENTIFIC, INC	$711.76
IT'S GREEK TO ME	$693.84
FIRST STUDENT	$691.41
FIRST STUDENT	$690.99
FIRST STUDENT	$690.73
Bob's Dairy	$683.85
FIRST STUDENT	$673.44
PEOPLE CAB COMPANY	$661.50
Gordon Food Service, Inc.	$660.99
FIRST STUDENT	$657.16
FIRST STUDENT	$653.43
FIRST STUDENT	$640.75

FIRST STUDENT	$640.00
FIRST STUDENT	$634.78
FIRST STUDENT	$634.78
IGS (GAS)	$628.57
FIRST STUDENT	$622.10
FIRST STUDENT	$610.16
STAPLES ADVANTAGE	$598.40
FIRST STUDENT	$597.48
FIRST STUDENT	$595.92
AMAZON	$594.34
FIRST STUDENT	$584.80
Follett Higher Education Group, LLC	$579.80
FIRST STUDENT	$578.83
AMAZON	$572.01
FIRST STUDENT	$567.64
FIRST STUDENT	$560.86
Bob's Dairy	$556.75
AMAZON	$554.89
AMAZON	$553.68
PEOPLE CAB COMPANY	$546.75
FIRST STUDENT	$543.70
Bob's Dairy	$538.70
Gordon Food Service, Inc.	$538.68
FIRST STUDENT	$537.80
Bob's Dairy	$535.70

FIRST STUDENT	$535.56
FIRST STUDENT	$535.56
Bob's Dairy	$535.30
FIRST STUDENT	$531.83
FIRST STUDENT	$531.83
FIRST STUDENT	$531.83
FIRST STUDENT	$529.53
FIRST STUDENT	$526.61
323 Sports LLC	$525.00
Bob's Dairy	$523.25
Gordon Food Service, Inc.	$523.21
FIRST STUDENT	$522.88
FIRST STUDENT	$519.15
FIRST STUDENT	$516.91
Bob's Dairy	$511.60
FIRST STUDENT	$510.20
Village of Forest Park (Ambulance)	$502.08
FIRST STUDENT	$501.99
FIRST STUDENT	$498.26
FIRST STUDENT	$498.26
STAPLES ADVANTAGE	$496.69
FIRST STUDENT	$495.28
FIRST STUDENT	$491.55
FIRST STUDENT	$483.34
FIRST STUDENT	$481.85

April Senase	$480.62
FIRST STUDENT	$479.61
FIRST STUDENT	$479.61
Bob's Dairy	$477.50
FIRST STUDENT	$475.88
AMAZON	$466.98
FIRST STUDENT	$463.88
FIRST STUDENT	$460.96
TRINITY CASTO	$458.46
Gordon Food Service, Inc.	$453.66
PEOPLE CAB COMPANY	$451.50
AMAZON	$449.30
FIRST STUDENT	$448.96
FIRST STUDENT	$448.96
FIRST STUDENT	$448.96
FIRST STUDENT	$448.96
FIRST STUDENT	$446.04
FIRST STUDENT	$444.55
FIRST STUDENT	$443.06
Gordon Food Service, Inc.	$440.98
FIRST STUDENT	$440.82
BLICK ART MATERIAL	$440.75
FIRST STUDENT	$435.60
FIRST STUDENT	$435.60
FIRST STUDENT	$431.87

FIRST STUDENT	$429.63
FIRST STUDENT	$429.63
ALPHA BAKING COMPANY	$425.86
Bob's Dairy	$420.60
Staples Technology Solutions	$419.98
FIRST STUDENT	$413.22
Bob's Dairy	$412.30
FIRST STUDENT	$410.98
FIRST STUDENT	$410.98
AMAZON	$408.00
FIRST STUDENT	$405.76
FIRST STUDENT	$405.01
FIRST STUDENT	$405.01
FIRST STUDENT	$405.01
FIRST STUDENT	$401.28
Bob's Dairy	$400.25
FIRST STUDENT	$399.79
FIRST STUDENT	$398.30
AMAZON	$395.17
ORKIN PEST CONTROL	$395.00
FIRST STUDENT	$392.33
FIRST STUDENT	$392.33
FIRST STUDENT	$392.33
FIRST STUDENT	$392.33
FIRST STUDENT	$392.33

Gordon Food Service, Inc.	$389.82
FIRST STUDENT	$387.11
FIRST STUDENT	$386.36
ORKIN PEST CONTROL	$381.00
ORKIN PEST CONTROL	$381.00
ORKIN PEST CONTROL	$381.00
ORKIN PEST CONTROL	$381.00
FIRST STUDENT	$377.41
FIRST STUDENT	$377.41
FIRST STUDENT	$375.92
FIRST STUDENT	$375.92
FIRST STUDENT	$375.92
FIRST STUDENT	$375.17
FIRST STUDENT	$373.68
FIRST STUDENT	$373.68
FIRST STUDENT	$367.71
FIRST STUDENT	$367.71
FIRST STUDENT	$367.71
FIRST STUDENT	$366.22
Gordon Food Service, Inc.	$364.26
ILLINOIS DIGITAL EDUCATION ALLIA	$364.20
AMAZON	$360.94
FIRST STUDENT	$360.25
Fischer, Brian J	$358.94
FIRST STUDENT	$355.03

FIRST STUDENT	$355.03
The Common Market Great Lakes, In	$352.80
The Common Market Great Lakes, In	$352.80
NASCO	$352.74
STAPLES ADVANTAGE	$351.50
Gordon Food Service, Inc.	$349.58
FIRST STUDENT	$349.06
FIRST STUDENT	$345.33
FIRST STUDENT	$343.84
FIRST STUDENT	$342.35
FIRST STUDENT	$342.35
FIRST STUDENT	$342.35
FIRST STUDENT	$342.35
WINFIELD, SHAURAE	$341.98
FOREST PRINTING	$341.40
IT'S GREEK TO ME	$341.00
BARNES & NOBLE	$340.20
FIRST STUDENT	$340.11
Gordon Food Service, Inc.	$338.64
AT&T MOBILTY	$332.01
AMAZON	$329.48
FIRST STUDENT	$327.43
FIRST STUDENT	$323.70
FIRST STUDENT	$323.70
Gordon Food Service, Inc.	$323.16

FIRST STUDENT	$319.97
Bob's Dairy	$317.00
FIRST STUDENT	$315.49
FIRST STUDENT	$311.76
FIRST STUDENT	$311.76
FIRST STUDENT	$311.76
FIRST STUDENT	$306.54
FLINN SCIENTIFIC, INC	$306.15
FIRST STUDENT	$305.05
Bob's Dairy	$301.95
FIRST STUDENT	$301.32
FIRST STUDENT	$300.57
FIRST STUDENT	$299.08
FIRST STUDENT	$299.08
FIRST STUDENT	$299.08
FIRST STUDENT	$299.08
FIRST STUDENT	$293.11
FIRST STUDENT	$293.11
FIRST STUDENT	$291.62
Gordon Food Service, Inc.	$290.46
FIRST STUDENT	$287.89
FIRST STUDENT	$286.40
FIRST STUDENT	$286.40
Gordon Food Service, Inc.	$285.36
Johnson, Toni J	$283.36

Gordon Food Service, Inc.	$283.02
FIRST STUDENT	$282.67
FIRST STUDENT	$282.67
FIRST STUDENT	$281.92
FIRST STUDENT	$280.43
FIRST STUDENT	$280.43
FIRST STUDENT	$280.43
FIRST STUDENT	$280.43
WILLIE ROSS JR.	$280.00
FIRST STUDENT	$276.70
FIRST STUDENT	$274.46
Rubi Ortiz	$272.96
STAPLES ADVANTAGE	$271.60
FIRST STUDENT	$269.24
FIRST STUDENT	$265.51
FIRST STUDENT	$264.02
FIRST STUDENT	$263.27
FIRST STUDENT	$259.54
STAPLES ADVANTAGE	$256.35
FIRST STUDENT	$255.81
FIRST STUDENT	$254.32
FIRST STUDENT	$252.08
ORKIN PEST CONTROL	$250.00
ORKIN PEST CONTROL	$250.00
ORKIN PEST CONTROL	$250.00

ORKIN PEST CONTROL	$250.00
ORKIN PEST CONTROL	$250.00
ORKIN PEST CONTROL	$250.00
ORKIN PEST CONTROL	$250.00
ORKIN PEST CONTROL	$250.00
FIRST STUDENT	$249.10
FIRST STUDENT	$249.10
FIRST STUDENT	$246.86
BARNES & NOBLE	$246.53
Gordon Food Service, Inc.	$241.34
ORKIN NATIONAL ACCOUNTS	$240.00
SHERRIA TONEY	$240.00
TRACY SYKES	$240.00
Amanda Ross	$237.69
FIRST STUDENT	$237.16
FIRST STUDENT	$230.45
FIRST STUDENT	$230.45
FIRST STUDENT	$230.45
BARNES & NOBLE	$227.15
Gordon Food Service, Inc.	$226.81
FIRST STUDENT	$224.48
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FIRST STUDENT	$224.48

FIRST STUDENT	$224.48
CAROLINA BIOLOGICAL SUPPLY	$222.17
ALPHA BAKING COMPANY	$221.98
Bob's Dairy	$213.30
SHERRIA TONEY	$200.00
AMAZON	$199.89
AMAZON	$196.47
PEOPLE CAB COMPANY	$196.00
AMAZON	$188.24
ALPHA BAKING COMPANY	$179.92
ALPHA BAKING COMPANY	$169.88
HODGES LOIZZI EISENHAMMER ROD	$168.96
AMAZON	$161.88
WILLIE ROSS JR.	$160.00
Brumfield, Michelle C	$158.73
FLINN SCIENTIFIC, INC	$153.78
AMAZON	$151.40
ALPHA BAKING COMPANY	$150.24
Bob's Dairy	$149.40
PEOPLE CAB COMPANY	$147.00
ORKIN PEST CONTROL	$141.00
Quadient Inc.	$140.40
Quadient Inc.	$140.40
Quadient Inc.	$140.40
Quadient Inc.	$140.40

BARNES & NOBLE	$136.35
FLINN SCIENTIFIC, INC	$136.35
Bob's Dairy	$125.40
ALPHA BAKING COMPANY	$120.23
BAILEY, LAURA H	$120.00
TRACY SYKES	$120.00
WILLIE ROSS JR.	$120.00
STAPLES ADVANTAGE	$114.86
MSC INDUSTRIAL SUPPLY CO.	$101.22
ALPHA BAKING COMPANY	$100.16
ALPHA BAKING COMPANY	$95.13
Gordon Food Service, Inc.	$90.76
Treavon Burton	$89.78
DANIEL, ROBERTO	$83.86
HODGES LOIZZI EISENHAMMER ROI	$80.83
TRACY SYKES	$80.00
WILLIE ROSS JR.	$80.00
CAROLINA BIOLOGICAL SUPPLY	$78.37
Bob's Dairy	$74.45
Bob's Dairy	$71.65
ALPHA BAKING COMPANY	$71.50
ALPHA BAKING COMPANY	$62.60
ALPHA BAKING COMPANY	$62.60
Gordon Food Service, Inc.	$62.44
STAPLES ADVANTAGE	$62.00

Gordon Food Service, Inc.	$52.72
Follett Content Solutions	$50.00
Gordon Food Service, Inc.	$45.88
AMAZON	$44.97
AMAZON	$44.47
AMAZON	$20.49
AMAZON	$18.98
ALPHA BAKING COMPANY	$14.30
FLINN SCIENTIFIC, INC	$11.63
NASCO	$10.52
ALPHA BAKING COMPANY	$8.58
Gordon Food Service, Inc.	($7.64)
	$2,356,207.99

PROVISO TOWNSHIP HIGH SCHOOLS DISTRICT 209

1/13/2026

EDUCATION	10	$893,846.99
O & M	20	$113,494.09
BOND & INTEREST	30	
TRANSPORTATION	40	$1,348,866.91
SITE CONSTRUCTION	60	
LIFE SAFETY	90	
GRAND TOTAL		**$2,356,207.99**
		$ -

Student Activity Checks	12/01/25 -12-31-25	$6,792.37	
Non Check Voucher	12/01/25 -12-31-25	$2,680.72	
Special Checks	12/01/25 -12-31-25	$516,814.50	
Gross Payrolls	12/01/25 -12-31-25	$4,364,391.90	
Board Share TRS	12/01/25 -12-31-25	$30,676.96	
Board Share THIS	12/01/25 -12-31-25	$21,751.14	
Board Share IMRF	12/01/25 -12-31-25	$38,743.73	
Grant Share Federal-TRS	12/01/25 -12-31-25	$0.00	
Board Share FICA-Social Security	12/01/25 -12-31-25	$0.00	
Board Share FICA-Medicare	12/01/25 -12-31-25	$0.00	
Ameritas Group Dental	12/01/25 -12-31-25	$15,005.20	$15,113.13
Blue Cross Blue Shield of IL	12/01/25 -12-31-25	$517,382.84	$519,228.11
TelaDoc	12/01/25 -12-31-25	$0.00	$0.00
TOTAL :		**$5,514,239.36**	

PAYROLL:

	Date	**Gross**	**Deductions**	**Net**
	12/5/2025	$2,334,259.00	$679,876.10	$1,654,382.90
	12/19/2025	$2,030,132.90	$521,541.20	$1,508,591.70
	SUB-TOTAL	$ 4,364,391.90	$ 1,201,417.30	$ 3,162,974.60

	# OF EMPLOYEES			
Central Office	60	$611,014.87		$474,446.19
Teachers	276	$1,352,961.49		$980,522.13
Support Staff	103	$960,166.22		$664,224.67
Operation/Maintenance	73	$654,658.79		$325,786.38
NJROTC	5	$130,931.76		$63,259.49
Other Contractual Staff	62	$654,658.79		$654,735.74
	579	$ 4,364,391.90		$ 3,162,974.60

THE UNDERSIGNED DO HEREBY CERTIFY THAT THE ACCOUNTS PAYABLE LISTING AND OTHER CLAIMS PRESENTED ABOVE IN THE AMOUNT OF $7,870,447.35 WERE APPROVED FOR PAYMENT AT THE MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT #209, COOK COUNTY, ILLINOIS HELD 01/13/2026 AND DO HEREBY AUTHORIZE THE SCHOOL TREASURER OF TOWNSHIP 39, RANGE 12 TO PAY THE SAME.

BUSINESS MANAGER

PRESIDENT

SECRETARY

Proviso Township High School District 209

Treasurer's Report

Treasurer's Report as of December 31, 2025

FINANCIAL REPORT FY2026 - DECEMBER (unaudited) - Six Months

	EDUCATION	OPERATIONS & MAINTENANCE	DEBT SERVICE*	TRANS-PORTATION	SOC SEC/ IMRF	CAPITAL PROJECTS*	WORKING CASH	TORT	FIRE & SAFETY*	ALL FUNDS
LOCAL SOURCES	$ 17,683,897	$ 6,297,130	$ 1,950,321	$ 1,325,178	$ 356,572	$ 149,878	$ 230,887	$ 24,130	$ 69,863	$ 28,087,855
FLOW THRU SOURCES	-	-	-		-	-	-	-	-	-
STATE SOURCES	7,667,487	-	-	4,604,657	-	-	-	-	-	12,272,144
FEDERAL SOURCES	2,286,245	-	-	-	-	-	-	-	-	2,286,245
ON-BEHALF PAYMENTS	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	27,637,628	6,297,130	1,950,321	5,929,835	356,572	149,878	230,887	24,130	69,863	42,646,244
FY2026 Proposed Budget	89,481,069	16,020,606	6,109,809	10,390,930	2,779,716	2,492,570	186,458	60,300	151,218	127,672,676
% of FY2026 Revenue/Budget	31%	39%	32%	57%	13%	6%		40%	46%	33%
EXPENDITURES										
SALARIES	19,607,698	2,140,457		72,252		-	-	-	-	21,820,407
BENEFITS	3,872,573	397,843		5,948	979,949	-	-	-	-	5,256,313
PURCHASED SERVICES	5,419,341	637,389	-	3,429,639	-	-	-	-	-	9,486,369
SUPPLIES & MATERIALS	1,849,467	1,184,788	-	-	-		-	-	-	3,034,255
CAPITAL OUTLAY	854,066	240,218	-	-	-	2,489,004	-	-	28,712	3,612,001
OTHER OBJECTS	7,060,746	664,048	4,693,388	-	-	-	-	-	-	12,418,182
NON CAPITALIZED ITEMS	74,753	71,041	-	-	-	-	-	-	-	145,794
TOTAL EXPENDITURES	38,738,644	5,335,784	4,693,388	3,507,839	979,949	2,489,004	-	-	28,712	55,773,320
FY2026 Proposed Budget	84,027,658	11,557,909	6,242,478	9,815,078	2,056,054	6,000,824		-	1,500,000	121,200,000
% of FY2026 Expenditure/Budge	46%	46%	75%	36%	48%	41%		0%	2%	46%
EXCESS (DEFICIENCY) OF REVENUE/EXPENDITURES	(11,101,016)	961,346	(2,743,066)	2,421,996	(623,377)	(2,339,126)	230,887	24,130	41,151	(13,127,076)
TRANSFERS										
ACTUAL FUND BALANCE - Beg.	36,984,231	16,384,384	4,119,667	2,261,024	3,337,208	7,772,018	4,342,335	1,062,088	3,286,186	79,549,141
ESTIMATED FUND BALANCE- End	$ 25,883,215	$ 17,345,729	$ 1,376,601	$ 4,683,020	$ 2,713,832	$ 5,432,892	$ 4,573,221	$ 1,086,218	$ 3,327,337	66,422,065

22. Approval of Personnel Report & Employee Count 498

A. Approval of Hiring of Administrative, Licensed and Non-Certified Staff, Approval of Transfers of Employees, Approval of Resignation and/or Terminations of Employees, Approval of Stipend and/or Extra-Duty Employment and Approval of Employee Leave

ACTION ITEM – PERSONNEL REPORT

Below you will find a list of recommended candidates that must be approved by the BOE before a contract or official agreement is legally binding. Pursuant to 105 ILCS 5/24-14, the Board reserves the right to rescind acceptance of certified staffs' mid-year resignation, in the event the certified employee accepts a position at a K-12 school during SY 24.

January 13, 2026 - Personnel Report

I. Proviso Teacher Union

A. Resignation - Proviso Teacher Union

1.) Klisiewicz, Kelly L — **Special Education Teacher, West**
Resignation Date: January 6, 2026

II. Custodial and Maintenance Union

A. Resignation - Custodial and Maintenance Union

1.) Aguilera Aguilar, Fermin E — **Tier II - Maintenance, West**
Resignation Date: January 2, 2026

III. Evening School

A. Employment - Evening School - District

1.) Owolabi, Babatunde — **Evening School Instructor, District**
Effective Date: January 14, 2026
Compensation: $40.00 / Hour

IV. Stipend

A. Proviso East Stipend

1.) Jeffers, Othyus — **Spring Trainer, East**
Compensation: $7,599.26

2.) Barnes, Adrianna N — **Dance Assistant (Pirateers), East**
Compensation: $3,017.27

3.) Mercado, Nia — **AP Facilitator, East**

Compensation: $2,581.25

4.) Spencer, Zacharia M — **After School Tutor (English, Math, Science, Social Studies, or World Languages), East**
Compensation: $40.00 / Hour

5.) Soria-Alvarez, Linda — **Credit Recovery Facilitator, East**
Compensation: $40.00 / Hour

6.) Bridges, Tonya — **Credit Recovery Facilitator, East**
Compensation: $40.00 / Hour

7.) Spain, Sydney E — **Saturday Tutor (English, Math, Science, Social Studies, or World Languages), East**
Compensation: $40.00 / Hour

8.) Green, Patricia E — **Teacher Leader for CTE, East**
Compensation: $2,581.25

B. Proviso West Stipend

1.) Ward, Antonio — **Boys Baseball - Assistant Coach (Freshman - Sophomore), West**
Compensation: $7,161.22

2.) Biniewicz, Daniel Michael — **Boys Tennis - Assistant Coach (Junior Varsity), West**
Compensation: $5,588.55

3.) Contractor, Satyam R — **Boys Tennis - Assistant Coach (Freshman A), West**
Compensation: $5,588.55

4.) Smith, Adam M — **Genealogy, West**
Compensation: $2,581.25

5.) Lackland, Nia — **Photography Club, West**
Compensation: $2,658.69

C. PMSA Stipend

1.) Zenteno, Alejandro V — **Math Club - Frosh/Soph, PMSA**
Compensation: $2,581.25

2.) Resnick, Rebecca A — **Math Club – Varsity, PMSA**

Compensation: $2,581.25

D. Reversal of Approval - Stipend

1.) Jeffers, Othyus — **Weight Training Coach, East**
Board Approval Date: September 30, 2025
Reversal Effective Date: September 30, 2025
Reason: *Reversal of approval based on a corrected recommendation from Proviso East (received 12/16/25): "Weight Training Coach" was submitted initially; Fall, Winter, and Spring Trainer stipends were intended.*

E. Retroactive Approval - Stipend

1.) Jeffers, Othyus — **Fall Trainer, East**
Compensation: $7,599.26

2.) Jeffers, Othyus — **Winter Trainer, East**
Compensation: $7,599.26

3.) Moss, David J — **Sixth Assignment - Semester (Q2 Only), East**
Compensation: $4,772.88* *(*Compensation shall be prorated to reflect a start date of October 20, 2025 - Beginning Q2, ending at the conclusion of Q2)*

4.) Radecki, Joseph C — **Sixth Assignment - Term (Q2-Q4), East**
Compensation: $9,545.75* *(*Compensation shall be prorated to reflect a start date of October 20, 2025 - Beginning Q2)*

5.) Rosado, Mayra — **Sixth Assignment - Term (Q2-Q4), East**
Compensation: $9,545.75* *(*Compensation shall be prorated to reflect a start date of October 20, 2025 - Beginning Q2)*

FY25 Employee Count Report - January 13, 2026

PROVISO TOWNSHIP HIGH SCHOOL DISTRICT 209

Office of Human Resources

KEY:
Names in red = VACANCY
Names in green = VACANCY filled pending BOE Approval

	Head Count				BOE Allocation	Allocations				Vacancies				Total Vacancies	Pending Approval	East	West	PMSA	District
	East	West	PMSA	District		East	West	PMSA	District	East	West	PMSA	District						
Special Payroll																			
Office of the Superintendent																			
Superintendent of Schools				1	*1*				1					*0*					Mohip, Krish
Deputy Superintendent of School Improvement				1	*1*				1					*0*					Kirmes, Jennifer L
Deputy Superintendent of Operations				1	*1*				1					*0*					Alvarez, Elizabeth
Deputy Superintendent of Academics				1	*1*				1					*0*					Aschoff, Alexander S
Deputy Superintendent of Finance				1	*1*				1					*0*					Watson-Hill, Deborah
Executive Assistant - Superintendent's Office and Board of Education				1	*1*				1					*0*					Enriquez, Janessa
School Improvement																			
Director of Multi-Tiered System of Supports, Counseling and Social Work				1	*1*				1					*0*					Mcintosh, Latoya A
Director of Instructional Framework and Support				1	*1*				1					*0*					Bahena, Olimpia
Director of Professional Development and Performance Management				1	*1*				1					*0*					Horaites, Athanasia
Coordinator of Alternative Learning Opportunities				1	*1*				1					*0*					Thomas, Debra D
Administrative Assistant - Deputy Superintendent of School Improvement				1	*1*				1					*0*					Hernandez, Jacqueline
Administrative Assistant - Coordinators and Directors of School Improvement				1	*1*				1					*0*					Lucas, Johnnie R 501
Director of Communication				1	*1*				1					*0*					Vandenbroek, Kristine A
Digital Specialist for Public and Community Relations				1	*1*				1					*0*					Lackland, Nia
Parent Advocate and Engagement Specialist	1	1			*3*	1	1	1				1		*1*		Hobbs, Cori	Hibbler, Gail	VACANCY (FY26 Budgeted)	
Finance																			
Coordinator I - Accounting and Finance				1	*1*				1					*0*					Turner, Cassandra
Coordinator I - State and Federal Programs				1	*1*				1					*0*					Walker, Shaylon M
Coordinator II - Payroll				1	*1*				1					*0*					Geans, Jeanetta
Administrative Assistant - Office of Finance				1	*1*				1					*0*					Johnson, Carla D
Administrative Assistant for the Grants				1	*1*				1					*0*					Brooks-Lawrence, Tiffany
Coordinator II - Financial Generalist				1	*1*				1					*0*					Watson, Marcia S
Human Resources																			
Director - Human Resources					*1*				1				1	*1*					VACANCY (S Hadala)
Coordinator I - Human Resources				1	*1*				1					*0*					Breisch Jr, William C
Coordinator I - Employee Relations, Investigations and Recruitment					*1*				1				1	*1*					VACANCY (FY26 Budgeted)
Coordinator I - Benefits Specialist					*1*				1				1	*1*					VACANCY (FY26 Budgeted)
Coordinator II - Human Resources Generalist				1	*1*				1					*0*					Edwards, Michelle L
Administrative Assistant - Human Resources				1	*1*				1					*0*					Reyes, Lizett
Specialist - Benefits				1	*1*				1					*0*					Fields, Jacqulynn
Technology																			
Director of Technology				1	*1*				1					*0*					Swanson, Michael Scott
Coordinator I - Computer Solutions				1	*1*				1					*0*					Uddin, Faraz M
Coordinator I - Network Systems				1	*1*				1					*0*					Delgadillo, Diego
Coordinator II - Student Information System					*1*				1				1	*1*					VACANCY (D Moon)

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	Head Count				BOE Allocation	Allocations				Vacancies				Total Vacancies	Pending Approval	East	West	PMSA	District
	East	West	PMSA	District		East	West	PMSA	District	East	West	PMSA	District						
Coordinator II - Information Systems				3	3				3					0					Bennett, David L Bennett, Lamont D Chielo, Victor A
IT Intern				1	1				1					0					Huerta, David
Operations																			
Manager - Transportation				1	1				1					0					DeLeon Jr, Jose A
Bus Driver - Full Time				1	1				1					0					Hernandez, Claudia M
Bus Driver - Part Time				1	1				1					0					Walker, Jeffery
Director of Safety and Security				1	1				1					0					Peppers, Aaron
Director - Student Nutrition				1	1				1					0					Garza, Stephanie A
Assistant Manager of Food Services				1	1				1					0					Gonzalez, Roberto R
Kitchen Supervisor	1	1	1		3	1	1	1						0		Dixon, Letitia	Wachowski, Jennifer	Ratley, Joseph B Jr	
Director of Buildings and Grounds				1	1				1					0					Taylor, Lt Jr
Custodial and Maintenance Building Lead	1	1	1		3	1	1	1						0		Mcdonald, Alfred Jr	Perales, Jose L	House, Leon	
Administrative Assistant to Director of Buildings and Grounds				1	1				1					0					Chambers, Marchanne
Academics & Student Services																			
Director of CTE					1				1				1	1					VACANCY (A Brandon)
Coordinator of Dual Credit, Dual Degree, and Advanced Placement				1	1				1					0					Johnson, Toni
Coordinator I - CTE				1	1				1					0					Ortiz, Rubi Y
Director of Research, Assessment, and Data				1	1				1					0					Butler, Aaron
Research and Data Associate				1	1				1					0					Evans, Abigail
Coordinator I - Data and Assessment				1	1				1					0					Faull, Chase
Coordinator I - Data and Enrollment				1	1				1					0					Felder, Matsa
Director of Curriculum				1	1				1					0					Marino, Angela K
Coordinator I - Technology Integration				1	1				1					0					Lee, Felicia
Director of Multilingual Education				1	1				1					0					Kallieris, Dimitrios J
Coordinator II - English Language Learners				2	2				2					0					Burton, Leonor Lopez, Miguel Uribe
Director of Specialized Services				1	1				1					0					Schmitt, Vanessa C
Coordinator II - Specialized Services	2	2			4	2	2							0		Barone, Meghan Leigh Zjalic-Maksimov, Vera	Harris-Hughes, Beverly E Rowlen, Kelley M		
Administrative Assistant - Deputy Superintendent of Academics				1	1				1					0					Greenhow, Jonette M
Administrative Assistant - Coordinators of Educational Services				4	4				4					0					Barron, Sara Daniel, Roberto Molina, Melanie Stackhouse, Valencia
School Administration																			
Principal	1	1	1		3	1	1	1						0		Hull, Rodney	Christian, Jeremy E		
Assistant Principal	2	2	2		6	2	2	2						0		Garcia, Ricardo Lang, Kisha M	Brumfield, Michelle C Joseph, Jinu K	Mason, Erin M McElroy, Kim E	
Director of Athletics and Activities	1				2	1	1				1			1		Brandon, Alexander J	VACANCY (C Mcginnis)		
Dean	4	4			9	4	4	1				1		1		Birts, Sherrie L Lawrence, Daniel Martin, Angela M Moffett, Andre	Johnson, John D Milsap, Teresa Morrow, Kevin T Zak, Peter	VACANCY (A Carson)	
Administrative Assistant - Office of the Principal	1	1	1		3	1	1	1						0		Green, Karmen	Rodriguez, Angelica	Ramirez, Rosa I	
School Student Resources and Services																			
School Psychologist		2			3	1	2			1				1		VACANCY (G Washington)	Burton, Treavon T Ziyad-Nau, Taliah B		

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	East	West	PMSA	District	BOE Allocation	East	West	PMSA	District	East	West	PMSA	District	Total Vacancies	Pending Approval	East	West	PMSA	District
	Head Count					Allocations				Vacancies									
Permanent Building Substitute Teacher	2	4	2		10	4	4	2		2				2		Spears, Aaron D Upchurch, Derrick J VACANCY (M Pasquier) VACANCY (E Stith)	Gallegos, Fatima George, Regina N McLaren, Jane Naylor, Harriet Young, John	Fletcher, Leroy H Zenteno, Alejandro V	
NJROTC	3	2			5	3	2							0		Person, Darryl N Toombs, Mckinley Albert Velez, Alejandro	Hawley, Regina M Rushing, Felinquist R		
Special Payroll Count	19	21	8	56	115	22	22	10	61	3	1	2	5	11	0				

CONTINUED ON THE NEXT PAGE...

KEY:
Names in red = VACANCY
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	Head Count				BOE Allocation	Allocations				Vacancies				Total Vacancies	Pending Approval	East	West	PMSA	District
	East	West	PMSA	District		East	West	PMSA	District	East	West	PMSA	District						
Proviso Teachers WSTU, Local 571 AFT AFL-CIO																			
General Education																			
Art Teacher	6	4	3		*13*	**6**	**4**	**3**						*0*		Hill, Daphne A Kim, Marilyn Risch, Carinne Rose, Meghan E Sandoval, Ismael A Tomita Martin, Johannah C	Dolezal, Luke A Doyle, Daniel P Rozell, Alison D Shipley, Sean L	Cornelius, Jeannine Gerise La Porte, Marcia Schmidt, Grace E	
English Teacher	12	12	9		*32*	**11**	**12**	**9**						*0*		Blagojev, Kristina Clay, Courtney Blair Clayton-Taylor, Jordan Fischer, Brian J Glass, Donica L Gottlieb, Anne Harris, Lynn K Josephs, Catherine Muhammad, Nadia T Olson, Cole L Pak, Faith Y Wordlaw-Franklin, Tabitha L	Bates, Sherry D Bohne, Morgan Daniel, David M Gillespie, Carissa M Goel, Angda Hensel, Michaela R Roberts, Sierra L Ruggiero, Allison Marie Saulsberry, Amanda J Sears, Robin R Sigman, Jennifer L Wesolowski, Beata A	Beresheim, Courtney Ann Duran, Cassidy M Foti, Silvia V Helpley, Brooke A Markus, Robert A Ovalle, Kathryn Phifer, Robyn Grace Rutstein, Neal David Taylor, Shantel N	
Mathematics Teacher	10	11	9		*30*	**10**	**11**	**9**						*0*		Appelman, David T Domanski, Michelle Eng, Savannah M Hay, Michael T Kram, Daniel James Souza, Henry M Iv Thomas, Debra Ann Tran, Carisa C Walker, Ryan A Zabrodsky, Andre M	Aulakh, Parampreet Kaur Blood, David Brown, Keith A Collains, Clezeal Peoples, Christopher D Rosko, Jozsef Rupar, Jason S Saltzman, Jay A Sauter, Kristina Spires, Larry Douglas Targos, Melanie N	Birch, Nicholas P Bokar, Michael J Ferraro, Jessica L Huezo, Gloria T Nowak, Bradley J Resnick, Rebecca A Stompor, Jennifer J Walker, Kennedy Wolff-Klammer, Kurt	504
Music Teacher	2	2	1		*5*	**2**	**2**	**1**						*0*		Seals Jr, Cletis Darrell Severini, Marco R	Atcher, Samuel Watson, Salina E	Burkovskiy, Felicia F	
Physical Education Teacher	9	11	5		*25*	**9**	**11**	**5**						*0*		Analitis, Alexander C Donnelly, Melissa A Goslawski, Bennie J Lishka, Blake A Pennington, Robert J Romo, Rodolfo Rosado, Mayra Talley, Angela R Zuazo, Jose Angel	Barajas, Amanda M Bryant, Lamont Cox, Travis Mercedes Green, Michael J Ramirez Lona, Allan G Shriber, Emily A Skorupa, John F Spaulding, Randall J Struwing, Paula Williams, Brian A Zubeck, Joseph A	Mccormick, Tracy L Olivares, Ruben D Parker, Gina L Reich, Robert J Schaub, Jessica L	
Science Teacher	9	11	8		*28*	**9**	**11**	**8**						*0*		Choi, Thomas Crawford, Marianne Duffey, Siobhan Fisher, Brian P Mcallister, Crystal L Mcelhatton, Ann E Moore, Justin W Richards, Linea Solano, Anthony C	English, Danielle Delisa Gucciardo, Anjanette M Hendrickson, Jessica A Humphreys, Jeremy A Kjeldsen, Zachary A Laiq, Subuhee Lane, James W Lucas, Michelle E McCall, Daniel R Pilcher, Chad D Williams, Colin R	Beidas, Mahera Z Caldwell, Daniel S Demirlika, Eva Huels, Sarah Elizabeth Krejci, Christie Popadowski, Stacey Porter, Ethan A Wardisiani, John C	

KEY:
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	East	West	PMSA	District	BOE Allocation	East	West	PMSA	District	East	West	PMSA	District	Total Vacancies	Pending Approval	East	West	PMSA	District
	Head Count					Allocations				Vacancies									
Social Studies Teacher	12	11	8		31	12	11	8						0		Brouwer, Faith E Corso, Christine E Gibfried, Jonathan J Martin, Ryan Douglas Mcellistrim, Martina Mcculloch, Tyler O Mullen, Joshua Joseph Perry, Ralph B Piemonte, Jessica M Salazar, Omar F Sunner, Christopher S	Brakie, James E Butler, Danele Lee Emmanuel, Ashok V Gordon, Jennifer Hendrickson, Scott L Koziara, Thomas Levasseur, Margarita Anna Loulousis, Ekaterini Spiering, Victoria A Thomas, Rachel R Villanueva, Carlos L	Colwell, Steven J Ireland, Savannah C Kozma, Michael J Momney, Alexandra J Nyquist, Rex D O'Connell, Kelly M Petruzzi-Asselborn, Sarah C Schlesser, Rachael	
World Languages Teacher	7	5	5		17	7	5	5						0		Augustin, Sherly N Collins, Vanessa M Dominguez, Claudia Gonzalez, Hector J Greab, Anamaria Quito, Mercy L Spain, Sydney E	Cruz, Wanda R Dorleans, Jocelyn Ferraras Canario, Josefa Mcmanmon, Zoe C Otero, Bryan	Duvall, Amanda Kate Garcia, Pablo Gart, Audra D Hahn, Cory A Martinez, Alexandra	
English Learners (EL)																			
Bilingual Education English Teacher	3	4			7	3	4							0		Hayslett, Karen Jo Rodriguez, Jovana J Serrano, Melissa	Canton Herrero, Andrea Natschke, Adenike O Navarro Ruiz, Leydis Saldana Vasquez, Katherine		
ESL Education English Teacher	3	3	1		7	3	3	1						0		Bojalad-Baginski, Catherine M Gonzalez, Patricia E Rasul, Noreen	Costello, Michael S Serritella, Victoria Lynn Carey, Michael C	Mendelsohn, Mark	
Bilingual Education Mathematics Teacher	2	1			4	2	2				1			1		Ariton, Sorin Soca Matos, Dayelis	Perez, Damian VACANCY (KDSC-K Pena)		
ESL Education Mathematics Teacher	1	1			2	1	1							0		Pijut, Dale A	Gamino, Alexander D		
Bilingual Education Science Teacher	2	1			4	2	2				1			1		Arias, Maria C Castellanos-Guevara, Isabel C	Galvan, Jorge C VACANCY (KDSC-I Gonzales)		
ESL Education Science Teacher	3	1			4	3	1							0		Hillegonds, Cathy Dorothea Raceala, Veronica Marinela Razeq, Chadia Z	Klonowski, Joanne V		
Bilingual Education Social Studies Teacher	2	2			5	2	3				1			1		Oquendo Jr, Lucio Soto, Micaela	Calvanese, Antonio Medina-Olague, Diana M VACANCY (KDSC-A Guzman)		
ESL Education Social Studies Teacher	1	2			3	1	2									Spencer, Zacharia M	Hammoud, Karen B Wortel, Robert J		
Special Education																			
Special Education Teacher	17	19	1		41	19	21	1		2	2			4		Bishop, Danielle A Brecheisen, Lauren E Brockett, Neal R Buffa, Beth Burnside, Drewandria L Chikko, Dylan G Deady, Lauren E Hackett, Patrick J Josefek, Rebecca S Katz, Susan S Konstant, Janet Ann La Bash, Jennifer J Lodovico, Dean M Mayhan, Ann Moss, David J Radecki, Joseph C Sirota, Michelle E VACANCY (M Atcher) VACANCY (KDSC-H Kekkas)	Biniewicz, Daniel Michael Contractor, Satyam R Doyle, Colin T Ford, Steven R Gadau, Melissa B Green, Phyllis M Jackson, Alyssa L Kissel, Christopher S LeGrand, Lance Lira, Tina C Owolabi, Babatunde Powers, Emily E Renaud, Daniel J Shelby, Julius J Smith, Suzan A Valente, Tony Vassallo, David N Weldon, Caryn Joan Williams, Martha D VACANCY (KDSC-R Finley) VACANCY (K Klisiewicz)	Harney-Forde, Kathryn M	
Career Technical Education																			

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	Head Count				BOE Allocation	Allocations				Vacancies				Total Vacancies	Pending Approval	East	West	PMSA	District
	East	West	PMSA	District		East	West	PMSA	District	East	West	PMSA	District						
Business Education Teacher	3	4			7	3	4							0		Earl, Keisha A Pasquier, Monette Richards, Lamario A	Bivens, Natalia Mitchell Casto, Trinity D Walter, Herman Winfield, Shaurae		
Family and Consumer Sciences Teacher	4	3			7	4	3							0		Green, Patricia E Ibiloye, Maya I Morrow, Jasmine Thomas, Ryan C	Carter, Latonia Hampton, Glenida Riley, Margaret M		
Applied Technology Teacher	2	3	1		6	2	3	1						0		Jaimes, Robert Thomas, Timothy A	Fedele Jr, Carl S Ferguson, Mark Senase, April M	Syed, Abdur-Rehman	
Student Resources and Services																			
School Counselor	8	8	4		20	8	8	4						0		Bridges, Tonya Caballero, Jocelyn Gomez, Lauren A Kopf, Julie C Pappas, George A Martinez, Melissa N Mercado, Nia Tyus, Erica J	Soria-Alvarez, Linda Cuci, Cassandra Hooper, De Cora Nichole Oconnor, Nicole G Gonzalez, Antonio Gray-Jones, Hillary V Greenhow, Antony D Robertson, Lauren N	Jarmoc, Ninorta D Lugo, Melissa Maria Mejstrik, Nicole L Paprocki, Constance E	
College and Career Counselor	1	1	1		3	1	1	1						0		Korntheuer, John D	Spiridis-Skoupas, Anastasia	Paulus, Amy E	
School Social Worker	5	5	2		12	5	5	2						0		Johnson, Hannah M Liboy, Glenda Ross, Amanda Santino, Amy M Williams, Amanda C	Doran, Joseph S Franklin, Tramaine R Grady, Charlotte Hogan-Matthews, Jeri B Montoto Vega, Elsa J	Godinez, Ruben Watt, Tianna M	
Librarian	1	1	1		3	1	1	1						0		Adjetey, Patricia	Scott, Shannon M	Fiala, Shoshana E	
Reset Room Certified Teacher					0									0					
PTU Count	125	126	59	0	316	126	131	59	0	2	5	0	0	7	0				

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	Head Count				BOE Allocation	Allocations				Vacancies				Total Vacancies	Pending Approval	East	West	PMSA	District
	East	West	PMSA	District		East	West	PMSA	District	East	West	PMSA	District						
Proviso Support Staff Council of the WSTU, LOCAL 571 AFT																			
Ten (10) Month Support Staff																			
Grade Level I: Job Coach				1	*1*				1					*0*					Walker, Montese
Grade Level I: Administrative Assistant I	1	3			*5*	1	4				1			*1*		Garcia, Maria P	Hrobowski, Kya K Lindsey, Kim Leanna Rodriguez, Estephanie VACANCY (D Lambert)		
Grade Level II: Technical Support Aide					*0*									*0*					
Cafeteria Monitor	4	3	1		*9*	4	4	1			1			*1*		Cooper, Millison Griffin, Alfred L Jr Moore, Barbara Thomas, Betty J	Bailey, Laura H Neal, Valeria Nevins, Delania Y VACANCY (J Rodriguez)	Thomas, Beatrice	
Security (Full-Time)	20	27	9		*58*	22	27	9		2				*2*		Barker-McCottrell, Peaches C Bradford III, Richard L Burns, Daryl A Carroll, Destiny Diaz, Sofia Dodson Sr, Eric Douglass, Mary L Ford, Willard S Green, Liza R Harris, Lance Manzo, Elizabeth D Mayfield, Ronald Moore, Dionta Paxton Jr, Cornelius Pieranunzi, Frank J Polk, Justyn V Powell, Sharell L Robinson, Brian Jephunneh Tate, Derrinesha Walker, Titiana VACANCY (S Simon) VACANCY (C Loury) VACANCY (C Donaldson)	Akui, Jahwan El-Haj Gillespie, Robert L Greenhow, Devaughn J Grissom, Darnell E Haggans, Kyla D Harris, Anthony N Hill, Leticia A Howard, Christina C Howard, Qunnetti Johnson, Darien D Mackey, Lionel Metzger, Siatta Miller Sr, Renard Mitchell, Darryl Murphy, Ernest L Owens, Matthew Pruitt, Darryl Rodgers, Richard Saldivar, Ambrocio Singletary, Catrina G Smith, Adam M Stepter, Lavar J Swoope, Alexander F Thompson, D'Kartes Herron Washington, Khari Wilson, Racquel M Young, Keeshawn M	Curington, Quandalisa D Farries, Brody E Grant, Bobby D Johnson, Darius Powell, Patricia A Smith Banner, Tami D Simpson-Stigger, Shellsallan White, Anthony D Womack, Johnnie Jr	507
Security (Part-Time)	2	1	1		*4*	2	1	1						*0*		Horn, De Andre Thomas, Tamica L	Williams, William C	Russell, Billy	
Paraprofessional (Full-time)	6	5			*16*	8	8			2	3			*5*		Higgins, Angela S Johnson, Diana K Mcafee, Candice R Smith, Lincoln R Swinnie, Javon A Yates, Carla VACANCY (KDSC-K Skanes) VACANCY (KDSC-T Frazier)	Gomez, Kimberly Mazzulla, Ana K Norwood, Fatima L Parrott, Marco C Wilson, Keyuna P VACANCY (KDSC-L Glover) VACANCY (KDSC-B Boateng) VACANCY (KDSC-V Wallace)		
Paraprofessional (Full-time) - *Bilingual Spanish*		2			*11*	5	6			5	4			*9*		VACANCY (KDSC-C Mena) VACANCY (KDSC-D Alvarez) VACANCY (KDSC-J Rosales) VACANCY (KDSC-S Hernandez) VACANCY (KDSC-T Favela)	Mazon, Carolina A Tyler, Tiffany E VACANCY (KDSC-A Munoz) VACANCY (KDSC-A Macias) VACANCY (KDSC-M Rueda) VACANCY (KDSC-R Yanes)		
Paraprofessional (Part-time)	1	1			*2*	1	1							*0*		Westbrook, Richard Tyrone	Glass, Mia J		
Twelve (12) Month Support Staff																			

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	Head Count					Allocations				Vacancies									
Grade Level II: Administrative Assistant II	13	12		1	28	13	12	2	1			2		2		Boyce, Donald Brown, Keva Ann Coleman, Victoria Galarza Jr, Alvaro Jeffers, Othyus Mancilla, Jessica Mendoza, Gabriela Mata, Laura A McGrew, Andrea D Miller, Ashley M Negrete Luevano, Dolores Smith, Tatanisha V Torres, Angeles	Adams, Deanna M Batts De Diaz, Triniece F Braxton, Summer M Faleti, Pearl Garcia, Lynette Horton, Tara N Jackson, Barbara J Jacobo, Lorena Jenkins, Johnny N Johnson, Ashley Jones, Latanya Satterfield, Angela C	Esquivel, Elizabeth Garzon, Melanie A VACANCY (FY26 Budgeted) VACANCY (A Correa)	Jones, Marc
Grade Level II: Assistant to the Band Director	1	1			2	1	1							0		Johnson, Joseph	Ross, Timothy		
Grade Level II: Translator/Office Assistant	-1		-1	-1	1		1			1	1	1	1	4		VACANCY (FY26 Budgeted)	VACANCY (T Batts De Diaz)	VACANCY (FY26 Budgeted)	VACANCY (FY26 Budgeted)
Grade Level III: Administrative Assistant III	1	1			2	1	1							0		Washington, Joann	Walker, Daphene		
Grade Level IV: Accounts Payable and Receivable Agent				1	1				1					0					Mobley, Launa P
Grade Level IV: Business Office Liaison			2		2			2						0					Benion, Devaughn P Zollicoffer, Shardae
Grade Level IV: Procurement Agent				1	1				1					0					Courts, Diamond A
Grade Level IV: Registrar	1	1	1		3	1	1	1						0		White, Marion D	Magee, Shirley	Teruel, Wanda V	
Grade Level V: Nurse	1		1		3	1	1	1			1			1		Jacoby, James	VACANCY (L Rice)	Delgado, Maria Margarita	
Grade Level V: Assistant to the Director/Accounting and Payroll					1				1				1	1					VACANCY (FY26 Budgeted)
Grade Level V: Head Bookkeeping/Chief Cashier				1	1				1					0					Chester, Ida L 508
Grade Level V: Assistant to the Director of IT				1	1				1					0					Emory, Mariah
Food Services																			
Kitchen Lead	1	1	1		3	1	1	1						0		Draper, Infinite	Griffin, Deaja	Sanderson, Larhonda	
Food Service Worker (8 hours)	2	2	2		6	2	2	2						0		Jones-Graham, Annette Watson, James E	Watts, Kunta K Young, Twanna	Hart, Carolyn D Miller, CD	
Food Service Worker (6.5 hours)	2	2	1		5	2	2	1						0		Gillings, Jeanette O Miller, Charles W	Harris, Bertha A White, Stephanie M	Chavez, Emilia	
Food Service Worker (6 hours)	1	1	1		3	1	1	1						0		Lewis, Sandra	Adams, Brenda L	Hicks, Patricia	
Food Service Worker (4 hours)	3	1			6	3	3				2			2		Jefferson, Tanya Tankson, David R Williams, Cynthia	Perkins, Jackson III VACANCY (E Santos) VACANCY (B Harris)		
Support Staff Union Count	59	64	19	5	175	69	77	22	7	10	13	3	2	28	0				

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	East	West	PMSA	District		East	West	PMSA	District	East	West	PMSA	District						
Proviso Custodial And Maintenance Union SEIU Local 73, CTW																			
Tier I Custodial And Maintenance																			
Lead Fireman	1	1	1		*3*	1	1	1								Gluecklich, Steven E	Noyola, Sergio X	Johnson, Corey J	
Fireman	1	1			*2*	1	1									Edmond, Terry			
Maintenance I	6	4	2		*12*	6	4	2								Brown, Claude E Cozzi, Joseph E Donatille, Anthony John Pirozzoli, Vito Anthony Shelton, Woodrow A Sloan, Thomas	Echevarria, Martin R Good, Ronald A Ruiz, Roy Welch, Billy W	Taylor, Calvin K Zambole, Nicholas C	
Maintenance II	2	2	1		*5*	2	2	1								Murray, Danielle Lavon Straughter, Darrell R	Graham, Michael M Hughes, Leroy I	Madlock, Jeffrey	
Custodian (Day)	1	1	1		*3*	1	1	1								Craig, Terrase	Daniels Owens, Denise L	Mccarroll Wynn, Rayda L	
Custodian (Night)	1		1		*2*	1		1								Angelino, Elicelda		Velazquez, Ambrosio	
Tier II Custodial And Maintenance																			
Custodian (Day)	2	2	1		*5*	2	2	1								Alcarcel, Luis F Johnson, Reginald	Plomero, Javier Sotelo, Ofelia	Garcia, Ana Rosa	
Custodian (Night)	8	9	4		*25*	9	12	4		1	3			*4*		Davis, Lamar F Hayes, Jesse Johnson, Charlotte Joiner, Bryce M Mahmoud, Ahmad Ross, Nijel Q Velazquez, Juan C Washington, Shaquiel S VACANCY (E Dodson Jr)	Aguilera, Luis F Cano-Cantu, Alfredo J Hrobowski, Marcus Lopez De Gallegos, Yessica *A* Macias, Wenceslada Norwood, Shaundell J Plomero, Aricia Smith, Michael R Stafford, Larry L Jr VACANCY (R Jay) VACANCY (F Aguilera Aguilar) VACANCY (C Ross)	Enciso, Salvador Galvan, Jose L Robbins, Winston B Ross, Donovan F	509
Maintenance	2	2			*9*	3	5	1		1	3	1		*5*		Love, Demetre K Sr Taylor, William C VACANCY (E Watt)	Guerrero, Ernesto Tellez, Sergio VACANCY (J Perales OM) VACANCY (D Knapp) VACANCY (R Aguilar)	VACANCY (K Williams)	
Fireman		1			*3*	1	2			1	1			*2*		VACANCY (T Garner)	Rodas-Beltran, Dario Xavier Villalva, Luis A VACANCY (D Duncan)		
Custodial & Maintenance Union Count	**24**	**23**	**11**	**0**	*69*	**27**	**30**	**12**	**0**	**3**	**7**	**1**	**0**	*11*	*0*				

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	East	West	PMSA	District	BOE Allocation	East	West	PMSA	District	East	West	PMSA	District	Total Vacancies	Pending Approval
	Head Count					Allocations				Vacancies					
Employee Count Totals	227	234	97	61	*675*	244	260	103	68	18	26	6	7	*57*	*0*



East



West



PMSA



District

Proviso Township High School District 209 received the following ("FOIA") requests:

Status	Date Received	Time Received	Requester Name	Title	Organization Name	Request
Response Provided	December 05, 2025	11:46 AM	Rachel Esposito	IFT Field Service Director	Illinois Federation of Teachers	1. Any and all complaints, concerns, allegations, or reports submitted by students, parents/guardians, colleagues, administrators, or community members regarding or referencing [redacted]. This request includes, but is not limited to, complaints or concerns communicated through: Email correspondence Written letters or statements Phone calls (including any logs, summaries, notes, or recordings) In-person reports or statements Interviews conducted with students, parents, staff, or administrators Internal memos or notes regarding concerns or complaints Any investigation files, findings, summaries, or reports relating to such complaints Any disciplinary records, administrative reviews, or corrective action documentation related to the complaints Please provide records from October 2022 to December 5, 2025. These records should include any of the above involving, but not limited to, [redacted]. 2. Any and all video footage from October 20, 2025 to December 5, 2025 recorded showing [redacted] entering Rooms 425/427. Specifically, any footage from December 3, 2025 on or around 8th period.
Response Provided	December 31, 2025	9:30 AM	Owen Wang		West Cook News	Copies of all active full-time aide contracts/collective bargaining agreements.
In Process	January 01, 2026	9:03 AM	Owen Wang		West Cook News	Copies of all vendor contracts over $1,000 for the current school fiscal year.

Response Provided	January 05, 2026		Max Binnington		stopsecrecy.org	I am requesting the following records under the Illinois Freedom of Information Act, 5 ILCS 140, preferably in electronic format: Documents identifying the individuals (administrators, Title IX coordinators, or other personnel) responsible for investigating misconduct allegations directed at students from January 1, 2020 to present; Verified, unverified, substantiated, and/or unsubstantiated sexual abuse allegations against district employees, volunteers, or contractors from January 1, 2020 to present, including initial reports, investigative summaries, and final determinations; Substantiated and unsubstantiated sexual assault allegations involving students or minors on district property or at district-sponsored events from January 1, 2020 to present; Internal investigation reports related to sexual misconduct, sexual abuse, or sexual assault claims, whether reported or not from January 1, 2020 to present;
Response Provided	January 05, 2026		Max Binnington		stopsecrecy.org	We are requesting the following records under the Illinois Freedom of Information Act, 5 ILCS 140, preferably in electronic format: Pre-litigation settlements related to abuse, misconduct, discrimination, or harassment claims from January 1, 2020 to present; Settlement agreements resulting from litigation, including confidential settlements and releases of liability from January 1, 2020 to present; Demand letters, mediation summaries, or settlement negotiations from January 1, 2020 to present; Reports, spreadsheets, databases, or summaries showing uniform grievances and investigations conducted for the district by outside law firms, including the number of investigations, nature of allegations, and outcomes from January 1, 2020 to present; Claim files maintained by the district for incidents, including incident reports, witness statements, and investigative notes from January 1, 2020 to present; Documents related to Workers Compensation claims filed by district employees from January 1, 2020 to present.
Response Provided	January 05, 2026		Max Binnington		stopsecrecy.org	Any contracts and/or RFPs related to risk-management and/or liability insurance.
In Process	January 06, 2026	6:31 AM	Travis Ter Haar			I would like to request any paint order the school district has made that has exceeded $1000.00 if any, over the past 5 years.

In Process	January 08, 2026	8:00 AM	Sheri Reid		SmartProcure	SmartProcure is submitting a commercial FOIA request to the Proviso Township High School District No. 209 for any and all purchasing records from 9/19/2025 to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable. The specific information requested from your record keeping system is: 1. Purchase order number. If purchase orders are not used a comparable substitute is acceptable, i.e., invoice, encumbrance, or check number 2. Purchase date 3. Line item details (Detailed description of the purchase) 4. Line item quantity 5. Line item price 6. Vendor ID number, name, address, contact person and their email address

24. Old Business

25. New Business

26. Adjourn