



**REGULAR MEETING OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Room 251 & Virtual
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, September 21, 2020 - 7:00 PM**

AGENDA

The meeting will be held in person and remotely. Details to join the meeting and how to address the Board will be posted on the BOE Meeting Dates page on the District website.

- I. OPENING & ROLL CALL (7:00)**
- II. AGENDA APPROVAL/ORDER OF BUSINESS (7:00) 3**
- III. CLOSED SESSION (7:00)**
Recommended adjournment into Closed Session to discuss pending or probable litigation against, affecting or on behalf of the public body; collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees; and the appointment, employment, compensation, discipline, performance, or dismissal of a specific employee or legal counsel for the public body.
- IV. OPEN SESSION & PLEDGE (7:30)**
- V. PUBLIC HEARING ON THE LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 FY21 BUDGET (7:30) 4**
- VI. COMMUNICATIONS - Public Comment (7:35)**
- VII. STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION REPORT (Ms. Meehan) (7:40)**
- VIII. SUPERINTENDENT'S DISTRICT REPORT (7:45)**
 - A. National Merit Semifinalists
 - B. District Compensation Reports
 - C. Miscellaneous
 - D. FOIA Report
- IX. UNFINISHED BUSINESS (8:00)**
 - A. Action
 - 1. Adoption of Lyons Township High School District 204 FY21 Budget (Mr. Stachacz)
- X. NEW BUSINESS (8:10)**
 - A. Action
 - 1. Intergovernmental Agreement 2020-2021 between the West 40 Intermediate Service Center and the Board of Education, Lyons Township High School District 204, Cook County, Illinois (Dr. Kilrea, Dr. Waterman) 5
 - 2. Final Change Order South Campus Roof Replacement Project (Mr. Stachacz) 11
 - 3. District Policy Updates (PRESS Issues 103, 104 and 105) - 1st Reading (Mr. Piotrowski) 13
 - 4. 2020-2021 Textbook Change Requests (Final Update) (Mr. Eggerding) 74
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 - 6. 2021-2022 School Term Calendar - 1st Reading (Mr. Eggerding) 83
 - 7. 2021-2022 Curriculum Change Proposals - 1st Reading (Mr. Eggerding) 86
 - B. Information

1. Remote Learning Update (Mr. Eggerding)	
2. School Board Calendar for October 2020	
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2. Lyons Township High School - The financial statement for the month ending August 31, 2020, is presented for Board approval	122
3. LaGrange Area Department of Special Education (LADSE) - Approval is requested for payment of bills within various funds	125
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E. Bid Recommendation: Classroom Furniture (Mr. Stachacz, Ms. Moran)	152
XII. ADJOURNMENT (8:50)	

TO: Board of Education
FROM: Timothy B. Kilrea
DATE: September 21, 2020
RE: Agenda Approval/Order of Business

Suggested Motion

. . . that the Board of Education approves the agenda as presented, including the Closed Session, if applicable.

Certificate of the Publisher

La Grange Suburban Life

Description: TENTATIVE BUDGET
1807462



LYONS TOWNSHIP HIGH SCHOOL
100 S BRAINARD AVE
LAGRANGE IL 60525-2100

Shaw Media certifies that it is the publisher of the La Grange Suburban Life. The La Grange Suburban Life is a secular newspaper, has been continuously published weekly for more than fifty (50) weeks prior to the first publication of the attached notice, is published in the Village of Westchester, County of Cook, State of Illinois, is of general circulation throughout that county and surrounding area, and is a newspaper as defined by 715 ILCS 5/5.

A notice, a true copy of which is attached, was published 1 time(s) in the La Grange Suburban Life, namely one time per week for one successive week(s). Publication of the notice was made in the newspaper, dated and published on 08/20/2020

COPY

This notice was also placed on a statewide public notice website as required by 5 ILCS 5/2.1.

In witness, Shaw Media has signed this certificate by Laura Shaw, its publisher, at Westchester, Illinois, on 20th day of August, A.D. 2020

Shaw Media By:

Laura Shaw, Publisher

Account Number 10072759

Amount \$69.90

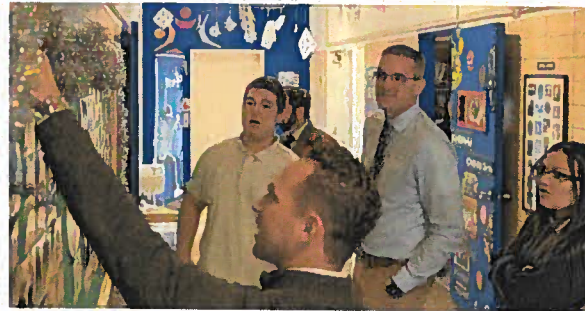
PUBLIC NOTICE
LEGAL NOTICE / PUBLIC NOTICE
 Notice is Hereby Given by the Board of Education of District Number 204, in the County of Cook, State of Illinois, that the tentative budget for School District 204 for the fiscal year beginning July 1, 2020 and ending on June 30, 2021 will be on file and conveniently available for public inspection at 100 South Brainard, LaGrange, IL, in this School District after 8:00 a.m. CDST, on the 20th day of August, 2020.
 Notice is Further Hereby Given that a public hearing on said budget will be held at 7:30 p.m., CDST, on the 21st day of September, 2020 at LaGrange, IL in this School District Number 204, Board Conference Room 103, 100 South Brainard, LaGrange, IL.
 /s/ Barbara J. Rosinsky
 Secretary, Board of Education Lyons Township High School District
 Number 204
 August 20, 2020
 (Published in LaGrange Suburban Life August 20, 2020) 1807462

May 29, 2020

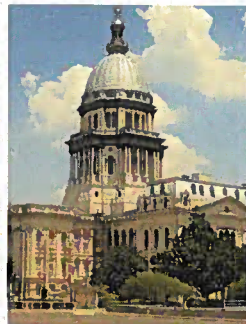
Dear Dr. Timothy B. Kilrea,

Thank you for another year of partnership to serve all kids!

It has been a year for our shared students to turn challenges into opportunities and trials into triumphs. Although there is no adequate way to communicate all the changes made or lessons learned, we did want to share a couple highlights that reflect the West40 Pride!



West40 Regional Safe School students welcomed State Superintendent Ayala, ISBE Deputy of Education Ruiz, Senator Lightford, Representative Willis, Representative Hernandez, Representative Welch, Representative Davis and members of ISBE Executive Board. Throughout the year, Safe School students met with Illinois politicians and Illinois State Board of Education representatives to discuss issues relevant to the needs of at-risk youth.



West40 students testify at the Illinois State Board of Education.

West40 students testified about their challenges, experiences and needs in front of the Illinois State Board of Education. These students spoke on behalf of thousands of young men and women who attend Regional Safe Schools throughout the State of Illinois.



West40 Regional Safe School students engage in academics, learning about healthy risk-taking and success! Whether celebrating the strengths of families at family nights, traversing the ropes course, talking to legislators or members of ISBE, or flying drones, West40 Regional Safe School students are asked to reclaim patterns that lead to success.





Thank you for another year of partnership and sharing these remarkable young men and women!

We are unsure what the challenges will be in FY 21. However, we are committed to walking with you as a partner in service to our most vulnerable youth.

Currently, our West40 Regional Safe Schools Program (RSSP) staff meets twice a day, via a virtual platform to focus on the ever-changing academic, social, emotional and physical needs of our youth and their families. Whether it is academics, food, housing or need for medical intervention, our staff is committed to the West40 mission:



We will meet you where you are.

We will be what you need.

We walk further with you.

We will stand strong with you.

Enclosed you will find the Intergovernmental Agreement for fiscal year 2021 between West40 ISC #2 and Lyons Township High School District for the purpose of transferring students into the West40 Regional Safe Schools Program (RSSP).

Please ensure a representative from your School Board signs both copies, and please return one to West40 ISC #2, 4413 W Roosevelt Road, Suite 104, Hillside, IL 60162 or you may email a copy to Karen Tiemann at ktiemann@west40.org.

We thank you for your continued partnership to serve all young people and families. We stand ready to serve as an extension of your mission and look forward to our continued walk with you in service.

Sincerely,

A handwritten signature in blue ink that reads "Karen Tiemann".

Karen Tiemann

West40 Regional Safe Schools Program Director



INTERGOVERNMENTAL AGREEMENT 2020-21

This Agreement is dated this first day of July, 2020, by and between the West40 Intermediate Service Center ("West 40") and Board of Education, Lyons Township High School District #204, Cook County, Illinois.

RECITALS

- A. In 1995, the Legislature adopted Article 13A of the Illinois School Code, the "Safe Schools Law" (SSL).
- B. Pursuant to Section 10 of SSL, West40 is responsible for administering SSL programs within the Intermediate Service Center No. 2 Region.
- C. West40 has submitted a "Regional Safe Schools Program Proposal for the West40 Intermediate Service Center No. 2 Region" (the "Proposal"). A description of the Regional Safe Schools Program is set forth on Exhibit "A" attached hereto and made a part hereof.
- D. Lyons Township High School District agrees to cooperate with West40 ISC #2 in making its claim for evidence-based funding so that funds will be properly appropriated to West40 for the services provided in this Agreement.
- E. All districts participating in "Regional Safe Schools Program" in the West40 ISC #2 Region shall pay tuition to West40 ISC #2 set forth on Exhibit "B" attached hereto and made a part hereof.
- F. West40 Regional Safe Schools Program operates as established by 105 ILCS 5/13A of the Illinois School Code.

Program capacity is determined by evaluating safety and instructional needs. The program standard is one classroom instructor for every ten students. If enrollment exceeds the acceptable instructor/student ratio or creates a safety concern, then a waiting list may be created.

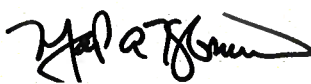
NOW, THEREFORE, IT IS HEREBY AGREED BY AND BETWEEN WEST40 AND DISTRICT #204, as follows:

Section 1: Incorporation of Recitals. The Recitals set forth herein above are incorporated herein.

Section 2: Agreement to Administrative Transfer of Students. District agrees to the Administrative Transfer of students to the West40 Regional Safe Schools Program for the duration of the students' enrollment in the Alternative Program.

Section 3: Term. This Agreement shall run for the 2020-2021 school term as determined by the West40 Regional Safe Schools Program calendar. Dated this first day of July, 2020.

West40 Intermediate Service Center No. 2

By: 

Board of Education, Lyons Township High District #204

By: _____



EXHIBIT "A"

West40 Intermediate Service Center #2 Regional Safe Schools Program

HARBOR Academy High School

The West40 Regional Safe School-High School, HARBOR Academy, provides academic instruction, academic and personal counseling, service-learning activities, physical education, and college and career directed instruction. These courses are created and taught by members of the West40 Regional Safe School team. Alternative Education Plans, or AEPs, are created by students, parents and HARBOR staff. Social Services are provided by West40 Regional Safe School staff and mental health partnership agencies.

West40 Regional Safe School-Middle School

The West40 Regional Safe School-Middle School serves students in sixth through eighth grade that fit the Regional Safe School guidelines. These students may be referred by any of the thirty elementary school districts and one unit district located in West Cook County. The West40 Regional Safe School-Middle School Program provides academic instruction, academic and personal counseling, service-learning activities, physical education, and career development instruction. These courses are created and taught by members of the West40 Regional Safe School team. Alternative Education Plans, or AEPs, are created by students, parents and Middle School staff. Social Services are provided by West40 Regional Safe School staff and mental health partnership agencies.



EXHIBIT "B"

West40 Intermediate Service Center Regional Safe Schools Program

Tuition Schedule 2020-2021

Tuition: \$115.00 per day after initial enrollment

- The 2020-2021 school year constitutes 9.5 months; two and a half weeks in August, one week in June and 9 full months (September through May) not to exceed 180 days.
- Tuition invoices will be calculated based on student enrollment dates.
- Tuition invoices will be sent on a monthly basis.

LYONS TOWNSHIP HIGH SCHOOL

DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
· Tel: (708) 579-6462 · Fax: (708) 579-6454 · Email: bstachacz@lths.net · Website: www.lths.net



Brian Stachacz
Director of Business Services

Memorandum

To: Dr. Tim Kilrea, Board of Education
From: Brian Stachacz
Date: 9/17/2020
Re: South Campus Roof Project Final Change Order

Information: Presented for review is the only and final Change Order associated with the A-Wing roofing replacement project at South Campus. A \$20,000 allowance was included in the project and you will notice that only \$2,895 of that amount was used for replacing roof drain strainers. The ultimate outcome of this Change Order is a credit to the district of \$17,105 which is the remaining amount of the unused allowance. The Board of Education will be asked to approve this Change Order during the regular September meeting.

Recommendation: The Board of Education approve the final Change Order with JL Adler Roofing & Sheet Metal as presented.

AIA Document G701™ – 2017

Change Order

PROJECT: <i>(Name and address)</i> Project 2019.068 - 2020 Roof Replacement at Lyons Township High School 4900 S. Willow Springs Rd. Western Springs, IL 60588	CONTRACT INFORMATION: Contract For: General Construction Date: February 19, 2020	CHANGE ORDER INFORMATION: Change Order Number: 001 Date: July 22, 2020
OWNER: <i>(Name and address)</i> Lyons Township High School District 204 100 S. Brainard Ave. LaGrange, IL 60525	ARCHITECT: <i>(Name and address)</i> DLA Architects, Ltd. Two Pierce Place Suite 1300 Itasca, IL 60143	CONTRACTOR: <i>(Name and address)</i> J.L. Adler Roofing & Sheet Metal 79 Joyce Rd. Joliet, IL 60436

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

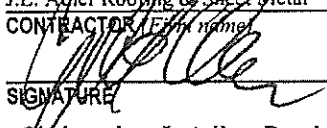
1. Replace a roof drain and three (3) roof drain strainers:	ADD	\$2,895.00
2. Allowance Monies:	DEDUCT	(\$20,000.00)
TOTAL THIS CHANGE ORDER		DEDUCT (\$17,105.00)

The original Contract Sum was	\$ 546,740.00
The net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 546,740.00
The Contract Sum will be decreased by this Change Order in the amount of	\$ 17,105.00
The new Contract Sum including this Change Order will be	\$ 529,635.00

The Contract Time will be increased by Zero (0) days.
The new date of Substantial Completion will be unchanged.

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

<u>DLA Architects, Ltd.</u> ARCHITECT <i>(Firm name)</i>	<u>J.L. Adler Roofing & Sheet Metal</u> CONTRACTOR <i>(Firm name)</i>	<u>Lyons Township High School District 204</u> OWNER <i>(Firm name)</i>
_____ SIGNATURE	 _____ SIGNATURE	_____ SIGNATURE
<u>Paul N. Gajda</u> PRINTED NAME AND TITLE	<u>Christopher J. Adler, President</u> PRINTED NAME AND TITLE	<u>Brian Stachacz, Dir. of Business Services</u> PRINTED NAME AND TITLE
_____ DATE	<u>July 31, 2020</u> DATE	_____ DATE

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LYONS TOWNSHIP HIGH SCHOOL



DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101
• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net

EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: September 21, 2020

RE: District Policy Updates (PRESS Issues 103, 104 and 105) – *1st Reading*

The District maintains its policies through the PRESS service provided by the Illinois Association of School Boards (IASB). We recently received several PRESS updates, and recommendations are outlined below. All policies to be reviewed are attached to this memorandum.

Section 1. The following policies include changes that are administrative in nature, including updates to legal references, terminology or the addition of new language as a result of amendments to existing laws. Such updates should not affect how the policies are interpreted.

Policy 2:125, Board Member Compensation; Expenses: The policy is updated in response to the Grant Accountability and Transparency Act. (PRESS 103)

Policy 5:60, Expenses: The policy is updated in response to the Grant Accountability and Transparency Act. (PRESS 103)

Policy 5:150, Personnel Records: Legal references are updated in response to the Freedom of Information Act. (PRESS 103)

Policy 8:110, Public Suggestions and Concerns: Legal references are updated in response to the Illinois Educational Labor Relations Act. (PRESS 103)

Policy 2:220, School Board Meeting Procedure: The policy and legal references are updated in response to amendments to the Open Meetings Act that allows participation of a quorum by audio or video during the issuance by the IDPH of a disaster declaration related to a public health emergency. (PRESS 104)

Policy 7:40, Nonpublic School Students: The policy is unchanged. Cross references are updated in response to a five-year review. (PRESS 104)

Policy 7:340, Student Records: Cross references are updated to include new Policy 7:345 (discussed below). (PRESS 104)

Policy 5:220, Substitute Teachers: Policy is updated to extend until June 30, 2021 the limit of days/hours a TRS annuitant can work as a substitute teacher in a school year. (PRESS 105)

Section 2. The following policies have been reviewed by our legal counsel, and the recommendations provided are excerpted from the September 4, 2020, memorandum provided by counsel.

Policy 7:90, Release During School Hours (PRESS 103): We recommend inclusion of the optional “voting” language so that the community has notice both of students’ right to the excusal and to the District’s ability to designate the appropriate times. For clarity, we recommend rephrasing the addition to state: “Any student entitled to vote in a general, primary, or special election or any election at which propositions are submitted to a popular vote in Illinois may be absent from school for a period of two hours during the school day to vote beginning the 15th day before such an election through the day of the election. The Superintendent or designee shall specify the hours during which eligible students may be absent to vote.” We also recommend adding the same language to the student handbook.

Policy 4:180, Pandemic Preparedness; Management; and Recovery (PRESS 104): The recommended revisions on the attached redlined version of the policy are as follows:

- The recommended change to the introductory paragraph more narrowly frames the District’s role in a pandemic.
- The recommended change to the second paragraph more closely follows the CDC definition of pandemic.
- The recommended change to the third paragraph focuses the expectation of the Superintendent or designee to learn about how the levels of government impact the District.
- The section “Board Meeting Procedure” refers to Policy 2:220 governing board meetings by video or audio conference without the physical presence of a quorum. (Note this policy is updated as outlined in Section 1, above.)

Policy 7:345, Protection of Student Personal Information Online (PRESS 104): This is a new policy to comply with amendments to the Student Online Personal Protection Act (SOPPA), which go into effect on July 1, 2021.

Section 3. The following policies relate to recent amendments to Title IX regulations (PRESS 105):

Policy 2:265, Title IX Sexual Harassment Grievance Procedure: This is a new policy to comply with Title IX implementing regulations. It is also recommended the administration review corresponding procedures to assist with implementation of this policy and compliance with new Title IX rules.

Changes to the following related policies are also recommended and are currently under review by legal counsel:

- **Policy 5:20, Workplace Harassment Prohibited**
- **Policy 7:20, Harassment of Students Prohibited**

In addition, the following policies are updated with minor language changes and references related to new Policy 2:265 noted above:

- **Policy 2:260, Uniform Grievance Procedure**
- **Policy 5:10, Equal Employment Opportunity and Minority Recruitment**
- **Policy 5:100, Staff Development Program**
- **Policy 7:10, Equal Educational Opportunities**
- **Policy 7:180, Prevention of and Response to Bullying, Intimidation and Harassment**
- **Policy 7:185, Teen Dating Violence Prohibited**

RECOMMENDATION

We recommend the District policies listed above and attached to this memorandum be considered and presented as a first reading.

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:125 Board Member Expenses

Board Member Compensation Prohibited

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

Roll Call Vote

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

Regulation of School District Expenses

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

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

Exceeding the Maximum Allowable Reimbursement Amount(s)

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

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

Advancements

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

1. Meetings sponsored by the Illinois State Board of Education or by the appropriate Intermediate Service Center;
2. County or regional meetings and the annual meeting sponsored by any school board association complying with [Article 23](#) of the School Code; and
3. Meetings sponsored by a national organization in the field of public school education.

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

Reimbursements and Purchase Orders

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

its regular bill process.

Credit and Procurement Cards

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

Standardized Expense Form(s) Required

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

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

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

1. Registration. When possible, registration fees will be paid by the District in advance.
2. Travel. The least expensive method of travel will be used, providing that no hardship will be caused to the Board member. Board members will be reimbursed for:
 - a. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form. [Q1](#)
 - b. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
 - c. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
 - d. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
 - e. Taxis, airport limousines, ride sharing or other local transportation costs.
3. Meals. Meals charged to the School District should represent mid-fare selections for the hotel/meeting facility or general area, consistent with the maximum allowable reimbursement amount set by the Board. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.
4. Lodging. Board members should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Board members should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.
5. Miscellaneous Expenses. Board members may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants [PRESSPlus1](#)

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

LEGAL REF.:

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

30 ILCS 708/ Government Accountability and Transparency Act

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

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

ADOPTED: February 20, 2018

Questions and Answers:

***Required Question 1. This optional language reflects the standard for expenses permitted for federal and State grants. 41 C.F.R. §301-12.2.

Does the Board reimburse baggage fees?

- Yes (default)
 - No (IASB will remove the sentence regarding checked bag reimbursement and the text "and baggage receipts.")
-

PRESSPlus Comments

PRESSPlus 1. Required by the Grant Accountability and Transparency Act (GATA), 30 ILCS 708/130. Boards are required to follow this subhead, policy 5:60's subhead Additional Requirements for Travel Expenses Charged to Federal and State Grants, and 5:60-AP (available at PRESS Online by logging in at www.iasb.com) when they use grant money to reimburse Board member travel expenses charged to federal pass-through grants and State grants covered by GATA.

Federal travel regulations state that requests for authorization for actual expense reimbursement should be made *in advance* of travel. 2 C.F.R. §301-11.302. 2:125-E2, *Board Member Estimated Expense Approval Form*, can be used as a form for pre-approval. See policy 5:60 and the **PRESS** Update Memo for more information.

Issue 103, March 2020

Document Status: Draft Update

General Personnel

5:60 Expenses

The Board regulates the reimbursement of all travel, meal, and lodging expenses by resolution. Money shall not be advanced or reimbursed, or purchase orders issued for: (1) the expenses of any person except the employee, (2) anyone's personal expenses, or (3) entertainment expenses. Entertainment includes, but is not limited to, shows, amusements, theaters, circuses, sporting events, or any other place of public or private entertainment or amusement, unless the entertainment is ancillary to the purpose of the program or event. The District is not responsible for losses due to an employee's own negligence, losses due to normal wear, or losses due to theft, unless the theft was a result of the District's negligence. Employees must submit the appropriate itemized, signed, standardized form(s) to support any requests for expense advancements, reimbursements, or purchase orders that show the following:

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

Advancements

The Superintendent may advance expenses to teachers and other licensed employees for the anticipated actual and necessary expenses to be incurred while attending meetings that are related to their duties and will contribute to their professional development, provided they fall below the maximum allowed in the Board's expense regulations.

Expense advancement requests must be submitted to the Superintendent or designee on the District's standardized estimated expense approval form for employees. After spending expense advancements, employees must use the District's standardized expense reimbursement form and submit to the Superintendent: (a) the itemized, signed advancement voucher that was issued, and (b) the amount of actual expenses by attaching receipts. Any portion of an expense advancement not used must be returned to the District. Expense advancements and vouchers shall be presented to the Board in its regular bill process.

Reimbursements and Purchase Orders

Expense reimbursements and purchase orders may be issued by the Superintendent or designee to employees, along with other expenses necessary for the performance of their duties, provided the expenses fall below the maximum allowed in the Board's expense regulations.

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

Use of Credit and Procurement Cards

Credit and procurement card usage is governed by policy 4:55, *Use of Credit and Procurement Cards*.

Exceeding the Maximum Allowable Expense Amount(s)

All requests for expense advancements, reimbursements, and purchase orders exceeding the maximum allowed in the Board's expense regulations may only be approved when:

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

Registration

When possible, registration fees will be paid by the District in advance.

Travel

The least expensive method of travel will be used, provided that no hardship will be caused to the employee. Employees will be reimbursed for:

1. Air travel at the coach or economy class commercial airline rate. First class or business class air travel will be reimbursed only if emergency circumstances warrant. The emergency circumstances must be explained on the expense form and Board approval of the additional expense is required. Fees for the first checked bag will be reimbursed. Copies of airline tickets and baggage receipts must be attached to the expense form. Q1
2. Rail or bus travel at actual cost. Rail or bus travel costs may not exceed the cost of coach airfare. Copies of tickets must be attached to the expense form to substantiate amounts.
3. Use of personal automobiles at the standard mileage rate approved by the Internal Revenue Service for income tax purposes. The reimbursement may not exceed the cost of coach airfare. Mileage for use of personal automobiles in trips to and from transportation terminals will also be reimbursed. Toll charges and parking costs will be reimbursed.
4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

Meals

Meals charged to the District should represent mid-fare selections for the hotel/meeting facility or general area. Tips are included with meal charges. Expense forms must explain the meal charges incurred. Alcoholic beverages will not be reimbursed.

Lodging

Employees should request conference rate or mid-fare room accommodations. A single room rate will be reimbursed. Employees should pay personal expenses at checkout. If that is impossible, deductions for the charges should be made on the expense form.

Miscellaneous Expenses

Employees may seek reimbursement for other expenses incurred while attending a meeting sponsored by organizations described herein by fully describing the expenses on the expense form, attaching receipts.

Additional Requirements for Travel Expenses Charged to Federal and State Grants [PRESSPlus1](#)

All grant-related travel expenses must be pre-approved by the Superintendent or designee.

Expenses for travel, including expenses for transportation, lodging, meals, and related items incurred by employees and charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act (30 ILCS 708/) must also meet the following requirements:

1. The participation of the employee is necessary to the award, and the costs are specifically related to the award.
2. Expenses must be permissible under the terms and conditions of the award.
3. Expenses must be reasonable and consistent with this policy.
4. The Board does not reimburse actual expenses or pay a per diem allowance unless the employee is on official travel status for more than 12 hours. However, employees remain eligible for mileage reimbursement (minus regular commuting mileage/costs) and other transportation expenses if on travel status less than 12 hours.
5. Expenses may be charged based on an actual cost basis or on a per diem basis in lieu of actual costs incurred; however, only one method may be applied per trip.
6. Commercial airfare costs in excess of the least expensive coach or economy class are prohibited except when such accommodations would: (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Qualifying circumstances must be explained on the expense form, and Board approval of the additional expense is required.
7. Per diem rates and actual reimbursement amounts for mileage, meals, and lodging may not exceed the rates established by the Governor's Travel Control Board or federal travel regulations, whichever is less. These limits do not apply when: (1) an employee stays in the lowest-priced room available at or near a hotel where a conference or seminar is located or in accommodations arranged by the conference/seminar organization, or (2) lodging at or below the established rate is unavailable. In those cases, the employee will be reimbursed for actual lodging expenses with prior approval, but in no case will the reimbursement exceed 300% of the applicable maximum per diem rate. If a conference fee includes a meal, the meal or per diem allowance will be reduced by the actual value of the meal or the applicable meal allowance.

whichever is less.

8. Employees must use the least expensive compact car available when using a rental car for travel, unless an exception is approved. The Board does not reimburse employees for collision damage waiver or theft insurance.
9. The Board will reimburse travel expenses not chargeable to an award from other District funds consistent with this policy.

LEGAL REF.:

2 C.F.R. §200.474.

30 ILCS 708/130. Grant Accountability and Transparency Act.

50 ILCS 150. Local Government Travel Expense Control Act.

105 ILCS 5/10-22.32.

820 ILCS 115/9.5. Ill. Wage Payment and Collection Act.

CROSS REF.: 2:125 (Board Member Compensation; Expenses), 2:240 (Board Policy Development), 4:50 (Payment Procedures), 4:55 (Use of Credit and Procurement Cards)

Adopted: February 19, 2019

Questions and Answers:

***Required Question 1. This optional language reflects the standard for expenses permitted for federal and State grants. 41 C.F.R. §301-12.2.

Does the Board reimburse baggage fees?

Yes (default)

No (IASB will remove the sentence regarding checked bag reimbursement and the text "and baggage receipts.")

PRESSPlus Comments

PRESSPlus 1. Required by the Grant Accountability and Transparency Act, 30 ILCS 708/130. Boards are required to follow this subhead and 5:60-AP (available at PRESS Online by logging in at www.iasb.com) when they use grant money to reimburse employee travel expenses charged to federal pass-through grants and State grants covered by GATA.

Federal travel regulations state that requests for authorization for actual expense reimbursement should be made *in advance* of travel. 2 C.F.R. §301-11.302. 5:60-E2, *Board Member Estimated Expense Approval Form*, can be used as a form for pre-approval. See the footnotes of policy 5:60, available at PRESS Online by logging in at www.iasb.com, and the PRESS Update Memo for more information.

Issue 103, March 2020

Document Status: Draft Update

General Personnel

5:150 Personnel Records

The Superintendent or designee shall manage the maintenance of personnel records in accordance with State and federal law and School Board policy. Records, as determined by the Superintendent, are retained for all employment applicants, employees, and former employees given the need for the District to document employment-related Decisions, evaluate program and staff effectiveness, and comply with government recordkeeping and reporting requirements. Personnel records shall be maintained in the District's administrative office, under the Superintendent's direct supervision.

Access to personnel records is available as follows:

1. An employee will be given access to his or her personnel records according to State law and guidelines developed by the Superintendent.
2. An employee's supervisor or other management employee who has an employment or business-related reason to inspect the record is authorized to have access.
3. Anyone having the respective employee's written consent may have access.
4. Access will be granted to anyone authorized by State or federal law to have access.

All other requests for access to personnel information are governed by Board policy 2:250, *Access to District Public Records*.

An employee will be given access to his or her personnel records according to State law and guidelines developed by the Superintendent. No one else may have access to an employee's personnel files and personal information except for: (1) a supervisor or management employee who has an employment or business-related reason to inspect the record, or (2) anyone who has the employee's written consent.

LEGAL REF.:

~~325 ILCS 5/4. Abused and Neglected Child Reporting Act~~ [PRESSPlus1](#)

745 ILCS 46/10. ~~Employment Record Disclosure Act~~.

820 ILCS 40/. ~~Personal Record Review Act~~.

[23 Ill.Admin.Code §1.660](#).

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

~~ADOPTED: January 21, 2014~~

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 103, March 2020**

Document Status: Draft Update

COMMUNITY RELATIONS

8:110 Public Suggestions and Concerns

The Superintendent shall be responsible for establishing procedures for responding promptly to questions and concerns by the public. The procedures shall include, but not be limited to, the identification of resource personnel whom citizens can call for the prompt answering of questions and the resolution of problems and a procedure for the resolution of questions and concerns when informal methods are not productive.

LEGAL REF.: [PRESSPlus1](#)

116 ILCS 5/14(c-5), Ill. Educational Labor Relations Act.

CROSS REF.: 2:140 (Communications To and From the Board), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board), 2:260 (Uniform Grievance Procedure), 3:30 (Chain of Command), 6:260 (Complaints About Curriculum, Instructional Materials and Programs), 8:10 (Connection with the Community)

ADOPTED: January 21, 2014

PRESSPlus Comments

PRESSPlus 1. The Legal References have been updated. **Issue 103, March 2020**

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:220 Board of Education Meeting Procedure

Agenda

The Board of Education President is responsible for focusing the Board meeting agendas on appropriate content. The Superintendent shall prepare agendas in consultation with the Board President. The agenda must set forth the general subject matter of any resolution or ordinance that will be the subject of final action at the meeting. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require extensive discussion before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration.

Any Board member may submit suggested agenda items to the Board President for his or her consideration. Items may be added to the agenda at the beginning of a regular meeting; no action will be taken on such items.

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

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

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. . A vote of "abstain" or "present," or a vote other than "yes" or "no," or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of "abstain" or "present," or a vote other than "yea" or "nay," or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated.

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

Minutes

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

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted "yes" and "no";
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act (OMA) authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

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

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

public release.

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

The official minutes are in the custody of the Board Secretary. Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member.

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

The Board's open meeting minutes shall be posted on the District website within 10 days after the Board approves them; the minutes will remain posted for at least 60 days.

Verbatim Record of Closed Meetings

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

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

Individual Board members may access verbatim recordings in the presence of the Recording Secretary, the Superintendent or designated administrator, or any elected Board member. Access to the verbatim recordings is available at the District's administrative offices or the verbatim recording's official storage location. Requests shall be made to the Superintendent or Board President. While a Board member is listening to a verbatim recording, it shall not be re-recorded or removed from the District's main office or official storage location, except by vote of the Board or by court order.

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

Quorum and Participation by Audio or Video Means

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

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

No Physical Presence of Quorum and Participation by Audio or Video: Disaster Declaration [PRESSPlus1](#)

The ability of the Board to meet in person with a quorum physically present at its meeting location may be affected by the Governor or the Director of the Ill. Dept. of Public Health issuing a disaster declaration related to a public health emergency. [PRESSPlus2](#) The Board President or, if the office is vacant or the President is absent or unable to perform the office's duties, the Vice President determines that an in-person meeting or a meeting conducted under the **Quorum and Participation by Audio or Video Means** subhead above, is not practical or prudent because of the disaster declaration. If neither the President nor Vice President are present or able to perform this determination, the Superintendent shall serve as the duly authorized designee for purposes of making this determination. [PRESSPlus3](#)

The individual who makes this determination for the Board shall put it in writing, include it on the Board's published notice and agenda for the audio or video meeting and in the meeting minutes. [PRESSPlus4](#) and ensure that the Board meets every OMA requirement for the Board to meet by video or audio conference without the physical presence of a quorum. [PRESSPlus5](#)

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use Robert's Rules of Order, Newly Revised (11th Edition), as a guide when a question arises concerning procedure.

Broadcasting and Recording Board Meetings

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

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

LEGAL REF.:

5 ILCS 120/2a, 120/2.02, 120/2.05, ~~and 120/2.06~~, and 120/7.

[105 ILCS 5/10-6](#), [5/10-7](#), [5/10-12](#), and [5/10-16](#).

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

Adopted: January 21, 2020

PRESSPlus Comments

PRESSPlus 1. 5 ILCS 120/2.01 and 120/7(e)(1)-(10), amended by P.A. 101-640. See also 105 ILCS 5/10-6 and 5/10-12. During the 2020 COVID-19 pandemic, Ill. Gov. Pritzker issued Executive Order (EO) 2020-07 pursuant to 20 ILCS 3305/7 (disaster proclamation due to public health emergency) that temporarily suspended OMA's physical quorum requirement. The Governor extended this OMA relief through subsequent Executive Orders as the crisis continued. See EOs 2020-18, 2020-33, and 2020-39. During the period covered by EO 2020-39, 5 ILCS 120/7(e), amended by P.A. 101-640 was enacted, immediately requiring public bodies to meet a number of conditions before suspending the physical quorum requirement.

Boards must remember that public comment is still required when a quorum is not physically present at the meeting location. See Public Comment section of the Ill. Atty. Gen.'s guidance entitled *Guidance to Public Bodies on the Open Meetings Act and the Freedom of Information Act During the COVID-19 Pandemic* on p. 5 at: www.foia.ilattorneygeneral.net/pdf/OMA_FOIA_Guide.pdf. **Issue 104, June 2020**

PRESSPlus 2. The phrase "due to public health emergency" aligns with Ill. Emergency Act (IEMA), 20 ILCS 3305/4 and 7, which provides the governor with the power to declare a disaster. 5 ILCS 120/7(e)(1), amended by P.A. 101-640, uses the phrase "related to public health concerns because [the governor has declared] a disaster" and while not aligning with IEMA text, means "public health emergency." For ease of understanding and alignment with IEMA, this policy uses "public health emergency."

To avoid confusion, note that the triggers under 5 ILCS 120/7(e), amended by P.A. 101-640, for when a school board may conduct its meetings by audio or video conference without the physical presence of a quorum are a bit more broad than the School Code's triggers to implement remote and/or blended remote learning days (RLD/BRLDs). OMA states (1) the "governor or the director of IDPH has issued a disaster declaration of a disaster as defined in 20 ILCS 3305/" This means that it is possible for the board to meet remotely if the director of IDPH declares a disaster under OMA, but that may not mean a district must implement RLD/BLRDs because the School Code states that the governor must declare the disaster. **Issue 104, June 2020**

PRESSPlus 3. 5 ILCS 120/7(e)(2), amended by P.A. 101-640 states "the head of the public body as defined in [the Freedom of Information Act (FOIA), 5 ILCS 140/2(e), FOIA]." FOIA defines *head of the public body* to mean the *president* or "such person's duly authorized designee." 5 ILCS 140/2(e). Policy 2:110, *Qualifications, Term, and Duties of Board Officers*, designates the vice president to perform the duties of the president if that office is vacant or he or she is absent or unable to perform the office's duties.

For practical purposes if a disaster is declared due to a public health concern, this policy designates the superintendent as "[the president or vice president's] duly authorized designee" pursuant to the authority of 5 ILCS 140/2(e) for the board to move forward with the required determination to meet by audio or video with no physical presence of a quorum. **Issue 104, June 2020**

PRESSPlus 4. While this phrase of the sentence is not required in OMA, many attorneys agree that transparency best practices

in this situation include the individual making the determination to: (1) put it in writing referring to the specific disaster declaration applicable to the board's jurisdiction and the public health concern/public health emergency that applies to not having an in-person meeting; and (2) include that written determination (a) on the board's published notice and agenda for the audio or video meeting, and (b) in the meeting minutes. **Issue 104, June 2020**

PRESSPlus 5. See 2:220-E9, *Requirements for No Physical Presence of Quorum and Participation by Audio or Video During Disaster Declaration*. Find this sample Board exhibit at your PRESS Plus dashboard under the Status **Draft Update - New**. **Issue 104, June 2020**

Document Status: 5-Year-Review - Needs Review

STUDENTS

7:40 Nonpublic School Students, Including Parochial and Home-Schooled Students

Part-Time Attendance

The District accepts nonpublic school students, including parochial and home-schooled students, who live within the District for part-time attendance in the District's regular education program on a space-available basis. Requests for part-time attendance must be submitted to the Building Principal. All requests for attendance in the following school year must be submitted before May 1.

A student accepted for partial enrollment must comply with all discipline and attendance requirements established by the school. He or she may participate in any co-curricular activity associated with a District class in which he or she is enrolled. The parent(s)/guardian(s) of a student accepted for partial enrollment must pay all fees, pro-rated on the basis of a percentage of full-time fees. Transportation to and/or from school is provided on regular bus routes to or from a point on the route nearest or most easily accessible to the nonpublic school or student's home. This transportation shall be on the same basis as the District provides transportation for its full-time students. Transportation on other than established bus routes is the responsibility of the parent(s)/guardian(s).

Students with a Disability

The District accepts for part-time attendance those children for whom it has been determined that special education services are needed, are enrolled in nonpublic schools, and otherwise qualify for enrollment in the District. Requests must be submitted by the student's parent/guardian. Special educational services shall be provided to such students as soon as possible after identification, evaluation, and placement procedures provided by State law, but no later than the beginning of the next school semester following the completion of such procedures. Transportation for such students shall be provided only if required in the child's individualized educational program on the basis of the child's disabling condition or as the special education program location may require.

Co-Curricular

Nonpublic school students who attend District 204 on a part-time basis may submit a written request to participate in a co-curricular activity to the Principal (or his/her designee). Students will be granted permission to participate in a co-curricular activity at the discretion of the Principal (or his/her designee) only if:

1. Participation in the activity is required for completion of a class in which the student is currently enrolled; or
2. The student is enrolled in the District for a minimum of 20 credit hours (four classes) of high school work per week both the semester prior to and the semester during co-curricular participation, and the student meets all other student eligibility criteria under Board Policy and Illinois High School Association (IHSA) bylaws. Verification of passing grades in private school courses may be required before permission to participate in a co-curricular activity will be granted.

Assignment When Enrolling Full-Time in a District School

Grade placement by, and academic credits earned at, a nonpublic school will be accepted if the school has a Certificate of Nonpublic School Recognition from the Illinois State Board of Education, or, if outside Illinois, if the school is accredited by the state agency governing education.

A student who, after receiving instruction in a non-recognized or non-accredited school, enrolls in the District will: (1) be assigned to a grade level according to academic proficiency, and/or (2) have academic credits recognized by the District if the student demonstrates appropriate academic proficiency to the school administration. Any portion of a student's transcript relating to such instruction will not be considered for placement on the honor roll or computation in class rank.

Notwithstanding the above, recognition of grade placement and academic credits awarded by a nonpublic school is at the sole discretion of the District. All school and class assignments will be made according to Board of Education policy 7:30, *Student Assignment*, as well as administrative procedures implementing this policy.

LEGAL REF.:

[105 ILCS 5/10-20.24](#) and [5/14-6.01](#).

CROSS REF.: 4:110 (Transportation), 6:170 (Title I Programs), 6:190 (Extracurricular and Co-Curricular Activities), 6:320 (High

Document Status: Draft Update

STUDENTS

7:340 Student Records

School student records are confidential. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction by a school employee, regardless of how or where the information is stored, except as provided in State or federal law as summarized below:

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

School student records are confidential and information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except for certain records kept in a staff member's sole possession; records maintained by law enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to ~~object to~~ ~~opt-out of~~ the release of ~~directory~~ information regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian. [PRESSPlus1](#)

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.

LEGAL REF.:

[20 U.S.C. §1232g, Family Educational Rights and Privacy Act, implemented by 34 C.F.R. Part 99.](#)

[50 ILCS 205/7.](#)

[105 ILCS 5/10-20.21b, 5/20.37, 5/20.40, and 5/14-1.01 et seq.](#)

[105 ILCS 10/, Ill. School Student Records Act.](#)

[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.](#)

[Onesso 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 \(1st Dist. 2002\).](#)

[Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill.App.3d 60 \(1st Dist. 2002\).](#)

~~Quasso I.S.D. No. 1011 v. Falvo, 534 U.S. 426 (2002);~~

~~Family Educational Rights and Privacy Act, 20 U.S.C. §1232g implemented by 34 C.F.R. Part 99;~~

~~Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/;~~

~~105 ILCS 5/10-20, 21b, 5/20, 37, 5/20, 40, and 5/14-1.01 et seq;~~

~~105 ILCS 10/, Illinois School Student Records Act;~~

~~60 ILCS 205/7;~~

~~750 ILCS 5/602.11;~~

~~23 Ill. Admin. Code Parts 226 and 375;~~

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), 7:345 (Use of Educational Technologies: Student Data Privacy and Security)

Adopted: May 21, 2018

PRESSPlus Comments

PRESSPlus 1. Updated with continuous improvement changes based on feedback from the Ill. Council of School Attorneys. **Issue 104, June 2020**

Document Status: Draft Update

Professional Personnel

5:220 Substitute Teachers

The Superintendent may employ substitute teachers as necessary to replace teachers who are temporarily absent.

A substitute teacher must hold either a valid teaching or substitute license and may teach in the place of a licensed teacher who is under contract with the Board of Education. There is no limit on the number of days that a substitute teacher may teach in the District during the school year, except as follows:

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Illinois Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year, but not more than 100 paid days in the same classroom. Beginning July 1, 2021, [PRESSPlus1](#) a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

The Board establishes a daily rate of pay for substitute teachers. Substitute teachers receive only monetary compensation for time worked and no other benefits.

Emergency Situations

A substitute teacher may teach when no licensed teacher is under contract with the Board if the District has an emergency situation as defined in State law. During an emergency situation, a substitute teacher is limited to 30 calendar days of employment per each vacant position. The Superintendent shall notify the appropriate Regional Office of Education within five business days after the employment of a substitute teacher in an emergency situation.

LEGAL REF.:

[105 ILCS 5/10-20.68](#), [5/21B-20\(2\)](#), [5/21B-20\(3\)](#), and [5/21B-20\(4\)](#).

[23 Ill.Admin.Code §1.790](#) (Substitute Teacher) and [§25.520](#) (Substitute Teaching License).

CROSS REF.: 5:30 (Hiring Process and Criteria)

Adopted: January 21, 2020

PRESSPlus Comments

PRESSPlus 1. Updated in response to 40 ILCS 5/16-118, amended by P.A. 101-645, extending until June 30, 2021, the limit of 120 paid days or 600 paid hours that a TRS annuitant can work as substitute teacher in a school year. **Issue 105, August 2020**

Document Status: Draft Update

STUDENTS

7:90 Release During School Hours

For safety and security reasons, a prior written or oral consent of a student's custodial parent/guardian is required before a student is released during school hours: (1) at any time before the regular dismissal time or at any time before school is otherwise officially closed, and/or (2) to any person other than a custodial parent/guardian.

Early Dismissal Announcement

The Superintendent or designee shall make reasonable efforts to issue an announcement whenever it is necessary to close school early due to inclement weather or other reason.

Voting^{Q1}

~~Any student entitled to vote in a general, primary, or special election or any election at which propositions are submitted to a popular vote in Illinois may be absent from school for a period of two hours during the school day to vote beginning the 15th day before such an election through the day of the election. The Superintendent or designee shall specify the hours during which eligible students may be absent to vote. The Superintendent or designee shall specify the hours during which students who are entitled to vote at a primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, may be absent from school for a period of two hours to vote. Students are entitled to be absent from school to vote beginning the 15th day before the primary, general, or special election, or any election at which propositions are submitted to a popular vote in Illinois, or on the day of such election.~~

LEGAL REF.:

10 ILCS 5/7-42(b) and 5/17-15(b), Election Code.

CROSS REF.: 4:170 (Safety)

ADOPTED: January 21, 2014

Questions and Answers:

*****Required Question 1.** 10 ILCS 5/7-42 and 10 ILCS 5/17-15, amended by P.A. 101-624, eff. 6-1-20, provide that beginning on the 15th day before a primary, general, or special election or on the day of any such election, any student who is eligible to vote is entitled to be absent for two hours during the school day to vote. Districts may specify the hours during which eligible students may be absent from their schools. See the footnotes of sample policy 7:90, available at **PRESS** Online by logging in at www.iasb.com, for more information.

Including this subhead aligns with best practice and serves several policy functions and purposes: ensuring legal compliance, directing or authorizing the superintendent or staff members, and/or providing information. However, including this information in policy is not required.

Has the Board adopted the Voting subhead?

- Yes (default)
- No (IASB will remove the Voting subhead and the Legal Reference to it from this policy, and the references to it from policy 7:70)

Document Status: Draft Update - Rewritten

OPERATIONAL SERVICES

4:180 Pandemic Preparedness, Management, and Recovery

Title has been updated. Original Title: Pandemic Preparedness

The School Board recognizes that the District will play an ~~essential~~ important role along with the local health department and emergency management agencies in protecting the public's community's health and safety during a pandemic. [PRESSPlus1](#)

A pandemic is a global outbreak of disease. Pandemics happen when a new virus emerges, which ~~to~~ infects individuals ~~people~~ easily and, because ~~there is~~ people have little to no pre-existing immunity against the new virus, it spreads efficiently and sustainably. [PRESSPlus2](#)

To prepare the School District community for a pandemic, the Superintendent or designee shall: (1) learn and understand how the roles that the federal, State, and local government ~~function~~ impact the District; (2) form a pandemic planning team consisting of appropriate District personnel and community members to identify priorities and oversee the development and implementation of a comprehensive pandemic school action plan; and (3) build awareness of the final plan among staff, students, and community.

Emergency School Closing [PRESSPlus3](#)

In the case of a pandemic, the Governor may declare a disaster due to a public health emergency that may affect any decision for an emergency school closing. Decisions for an emergency school closing will be made by the Superintendent in consultation with and, if necessary, at the direction of the Governor, Ill. Dept. of Public Health, District's local health department, emergency management agencies, and/or ~~Regional Office of Education~~ Intermediate Service Center. [Q1](#)

During an emergency school closing, the Board President and the Superintendent [Q2](#) may, to the extent the emergency situation ~~allows~~ requires, examine existing Board policies pursuant to Policy 2:240, *Board Policy Development*, and recommend to the Board for consideration any needed amendments or suspensions to address mandates that the District may not be able to accomplish or implement due to a pandemic. [PRESSPlus4](#)

Board Meeting Procedure; No Physical Presence of Quorum and Participation by Audio or Video [PRESSPlus5](#)

A disaster declaration related to a public health emergency [PRESSPlus6](#) may affect the Board's ability to meet in person and generate a quorum of members who are physically present at the location of a meeting. Policy 2:220, *School Board Meeting Procedure*, governs Board meetings by video or audio conference without the physical presence of a quorum.

Payment of Employee Salaries During Emergency School Closures [PRESSPlus7](#)

The Superintendent shall consult with the Board to determine the extent to which continued payment of salaries and benefits will be made to the District's employees, pursuant to Board policies 3:40, *Superintendent*, 3:50, *Administrative Personnel Other Than the Superintendent*, 5:35, *Compliance with the Fair Labor Standards Act*, 5:200, *Terms and Conditions of Employment and Dismissal*, and 5:270, *Employment At-Will, Compensation, and Assignment*, and consistent with: (1) applicable laws, regulations, federal or State or local emergency

declarations, executive orders, and agency directives; (2) collective bargaining agreements and any bargaining obligations; and (3) the terms of any grant under which an employee is being paid.

Suspension of In-Person Instruction; Remote and/or Blended Remote Learning Day Plan(s)^{PRESSPlus8}

When the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7, and the State Superintendent of Education declares a requirement for the District to use *Remote Learning Days* or *Blended Remote Learning Days*, the Superintendent shall approve and present to the Board for adoption^{PRESSPlus9} a Remote and/or Blended Remote Learning Day Plan (Plan) that:^{Q3}

1. Recommends to the Board for consideration any suspensions or amendments to curriculum-related policies to reduce any Board-required graduation or other instructional requirements in excess of minimum curricular requirements specified in School Code that the District may not be able to provide due to the pandemic;^{PRESSPlus10}
2. Implements the requirements of 105 ILCS 5/10-30; and
3. Ensures a plan for periodic review of and/or amendments to the Plan when ~~needed~~ warranted and/or required by statute, regulation, or State guidance.

LEGAL REF.:

105 ILCS 5/10-16.7, 5/10-20.5, 5/10-20.56, and 5/10-30.

5 ILCS 120/2.01 and 120/7(e), Open Meetings Act.

20 ILCS 2305/2(b), Ill. Dept. of Public Health Act (Part 1).

20 ILCS 3305/, Ill. Emergency Management Agency Act.

115 ILCS 5/, Ill. Educational Labor Relations Act.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:20 (Powers and Duties of the School Board; Indemnification), 2:220 (School Board Meeting Procedure), 2:240 (Board Policy Development), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:70 (Succession of Authority), 4:170 (Safety), 5:35 (Compliance with the Fair Labor Standards Act), 5:200 (Terms and Conditions of Employment and Dismissal), 5:270 (Employment At-Will, Compensation, and Assignment), 6:20 (School Year Calendar and Day), 6:60 (Curriculum Content), 6:300 (Graduation Requirements), 7:90 (Release During School Hours), 8:100 (Relations with Other Organizations and Agencies)

Questions and Answers:

*****Required Question 1.** Is your district served by an Intermediate Service Center rather than an ROE (suburban Cook County)?

- o No. (default)
- o Yes. (IASB will replace "Regional Office of Education" with "Intermediate Service Center")

*****Required Question 2.** This sample policy uses the board president and superintendent as the default text because during a pandemic, it may be difficult for a board policy committee to meet pursuant emergency executive orders that are issued, etc. See policies 2:150, *Committees*, and 2:240, *Board Policy Development*. Does the board prefer its policy committee to engage in this work?

- o No. (default)
- o Yes. (IASB will replace "Board President and the Superintendent" with "Board Policy Committee")

*****Required Question 3.** Remote Learning Days (RLDs) and Blended Remote Learning Days (BRLDs) are different from *e-learning days/e-learning programs*. RLD/BRLDs are for use when the governor declares a disaster under 20 ILCS 3305/ and the state superintendent has declared a requirement for the district to use them to provide remote instruction to pre-kindergarten through grade 12 that count as pupil attendance days under 105 ILCS 5/10-19.05(j-5), amended by P.A. 101-643. 105 ILCS 5/10-30(1), added by P.A. 101-643. BRLDs allow districts to utilize "hybrid models of in-person and remote instruction. E-learning days are part of an e-learning program that require a board to, among other things, hold a public hearing and obtain approval by the Regional Office of Education (or Intermediate Service Center) to allow the district to provide instruction to students electronically while they are not physically present due to inclement weather and other unexpected events. 105 ILCS 5/10-20.56(b), amended by P.As. 101-12 and 101-643. School districts with e-learning programs may adapt them for use during RLDs and BLRDs (105 ILCS 5/10-20.56(a), amended by P.As. 101-12 and 101-643, and 5/10-30(2), added by P.A. 101-643.

Has the board adopted an e-learning program pursuant to 105 ILCS 5/10-20.56, added by P.A. 101-12?

- o No. (default)
- o Yes. (IASB will add the following text to number two after 105 ILCS 5/10-30: "by adapting into a Plan the District's e-learning program implemented pursuant to 105 ILCS 5/10-20.56")

PRESSPlus Comments

PRESSPlus 1. This policy is renamed from *Pandemic Preparedness to Pandemic Preparedness; Management; and Recovery*. It is updated in response to the General Assembly, the Ill. State Board of Education (ISBE), Ill. Attorney General, and the U.S. Dept. of Education taking a number of actions and/or issuing guidance documents to address the ongoing COVID-19 pandemic as it affects public school operations and student learning. Its purpose is to establish board direction about pandemic preparedness, management, and recovery issues and inform the community about the board's role during a pandemic.

Certain subheads of this policy are required; see further PRESS Plus comments for more information.

A redlined version showing the changes and more information in the footnotes can be found at PRESS Online, accessed by logging in at www.iasb.com. **Issue 104, June 2020**

PRESSPlus 2. This paragraph embodies the CDC's pandemic definition. See www.cdc.gov/coronavirus/2019-ncov/cases-updates/summary.html. The **Illinois Pandemic Influenza Preparedness and Response Plan**, Version 5.0, May 2014, also defines pandemic at page 9; however, that definition is specific to influenza. The new COVID-19 coronavirus is not an influenza virus yet was characterized as a pandemic by the World Health Organization. At the time of publication during the 2020 COVID-19 pandemic, it was not clear whether this Illinois resource's definition will be amended. **Issue 104, June 2020**

PRESSPlus 3. In times of emergency, the functions of different levels of State and federal government often become cloudy, and determining what governmental entity has powers to take a particular action can be confusing. The concept of federalism, or the coexistence of federal and state governments with their own local powers, was utilized during the response to the 2020 COVID-19 pandemic. Federalism is premised on the Constitutional limits of federal power. See U.S. Const. Art. I, Sec. 8 (limiting powers of Congress providing only those powers enumerated). Generally, during the 2020 COVID-19 pandemic, Illinois and other states were left with these remaining powers of government to respond to the crisis. In general, President Trump's administration set broad national policy, particularly with respect to international travel and the approval of treatments, and suggested guidance that States could follow regarding mitigation measures. The states' governors and local leaders made other state-specific or locality-specific decisions based upon the local conditions in each community. Depending upon the federal administration in power at the time of a pandemic, the federal government may seek to play a greater or lesser role in the management of a pandemic.

During the 2020 COVID-19 pandemic, the Governor and ISBE issued many directives and/or guidance, including reliance upon the advice and recommendations of local public health departments. See www.isbe.net/Documents/ISBE-Guidance-to-School-Coronavirus.pdf. And see other 2020 COVID-19 guidance documents as follows:

- Ill. Gov. Pritzker, ISBE, Ill. Association of School Admin., Ill. Principals' Assoc., Ill. Ed. Assoc., and Ill. Fed. of Teachers Joint Statement: www.isbe.net/Documents/Joint-Statement-Updated%203-27-20.pdf.

- IDPH-ISBE joint schools guidance: www.dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/coronavirus/schools-guidance
- IDPH-ISBE joint workplace health and safety guidance: www.dph.illinois.gov/covid19/community-guidance/workplace-health-and-safety-guidance
- Restore Illinois Plan: www2.illinois.gov/dceo/Pages/RestoreILP3.aspx.

During the 2020 COVID-19 pandemic, several protests occurred and many lawsuits were filed challenging Ill. Gov. Pritzker's extensions of disaster declaration emergency power under IEMA, 20 ILCS 3305/7. See the 2020 COVID-19 Executive Orders (EO) at: coronavirus.illinois.gov/s/resources-for-executive-orders. Controversies existed across party and regional lines with all branches of government looking to balance the need to protect human life against the desire to preserve personal liberty. Gov. Pritzker's EOs faced unsettled challenges in both the courts of law and public opinion as a five-phased plan to re-open Illinois was also being introduced a/k/a *Restore Illinois Plan* (coronavirus.illinois.gov/s/restore-illinois-introduction). **Issue 104, June 2020**

PRESSPlus 4. Examples include, but are not limited to, policies 6:20, *School Year Calendar and Day*, 6:300, *Graduation Requirements*, 6:310, *High School Credit for Non-District Experiences*; *Course Substitutions*; *Re-Entering Students*. For Executive Orders addressing these issues, see the footnotes available at PRESS Online by logging in at www.iasb.com. **Issue 104, June 2020**

PRESSPlus 5. 5 ILCS 120/2.01 and 120/7(e), amended by P.A. 101-640. See also 105 ILCS 5/10-6 and 5/10-12. See policy 2:220 and Board exhibit 2:220-E9 for more information. **Issue 104, June 2020**

PRESSPlus 6. While 5 ILCS 120/7(e)(1), amended by P.A. 101-640, uses the phrase "related to public health concerns," the text "due to public health emergency" aligns with Ill. Emergency Act (IEMA), 20 ILCS 3305/4 and 7, the governing statute of disaster declarations. For ease of understanding and alignment with IEMA, this policy uses "public health emergency." **Issue 104, June 2020**

PRESSPlus 7. Required if a district wishes to continue to charge employee salaries and benefits to a grant during an extended school closure, depending upon the specific terms of government orders and/or guidance issued during a pandemic. 2 C.F.R. Part 200 (see www.whitehouse.gov/wp-content/uploads/2020/03/M-20-17.pdf, extended until 9-30-20 by www.whitehouse.gov/wp-content/uploads/2020/06/M-20-26.pdf) and 30 ILCS 708/.

During the 2020 COVID-19 pandemic, Gov. Pritzker and ISBE issued directives and/or guidance regarding payment of school district employees that may impact a board's decision regarding continued payment of employees during an extended closure. ISBE and the Governor suspended in-person learning and issued a Joint Statement (JS) with other school administrator and union groups, which purported to mandate that all school district employees on the district's payroll be paid as if districts were functioning normally and they were performing their normal work. See www.isbe.net/Documents/Joint-Statement-Updated%203-27-20.pdf. The JS cited no specific authority for the payment mandate. Additionally, changes to wages, hours, terms and conditions of employment, even when made during an extraordinary circumstance such as a pandemic, remain subject to collective bargaining obligations.

See sample procedure 4:180-AP3, *Grant Flexibility; Payment of Employee Salaries During a Pandemic*, and its footnotes, available at PRESS Online by logging in at www.iasb.com. **Issue 104, June 2020**

PRESSPlus 8. 105 ILCS 5/10-30(3), added by P.A. 101-643, requires the "[board] to adopt and the superintendent to approve" these plans upon the following statutory triggers: (1) the governor declaring a disaster pursuant to 20 ILCS 3305/, and (2) the state superintendent of education declaring a requirement for a school district, multiple school districts, a region, or the entire State.

See sample administrative procedure 6:20-AP, *Remote and/or Blended Remote Learning Day Plan(s)*, available at PRESS Online by logging in at www.iasb.com, for the specifics of implementing Remote Learning Days (RLDs) and/or Blended Remote Learning Days (BLRDs).

Implementing a plan under this subhead contains items on which collective bargaining may be required. Any policy that impacts wages, hours, or terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. This subhead of the policy concerns an area in which the law is unsettled. See 105 ILCS 5/10-30(7), added by P.A. 101-643 (stating that it does not increase or diminish any collective bargaining rights under existing law, and that aspects of the plan that impact the wages or other terms or conditions of employment will need to be bargained with the exclusive bargaining representative(s)).

To avoid confusion, note that the triggers under the Open Meetings Act (OMA), 5 ILCS 120/7, amended by P.A. 101-640, for when a school board may conduct its meetings by audio or video conference without the physical presence of a quorum are a bit more broad: (1) the "governor or the director of IDPH has issued a disaster declaration of a disaster as defined in 20 ILCS 3305/, and (2) all or part of the jurisdiction of the [school board] is covered by the disaster area. This means that it is possible for the board to meet remotely under OMA if the director of IDPH declares a disaster, but the School Code requires the governor to be the one to declare the disaster under 20 ILCSA 3305/ in order for the state superintendent of education to declare that a district implement RLD/BRLDs. **Issue 104, June 2020**

[PRESSPlus 9](#). 105 ILCS 5/10-30(3), added by P.A. 101-643 states "the district shall adopt a remote and blended remote learning day plan approved by the district superintendent." For ease of administration, to avoid confusion during implementation, and to align with the IASB Foundational Principles of Effective Governance (www.iasb.com/principles_popup.cfm), this policy assigns the duty to *adopt* the remote and blended remote learning day plan (plan) by "the district" to the board. In alignment with this policy, administrative procedure 6:20-AP, *Remote and/or Blended Remote Learning Day Plan(s)*, requires the superintendent to *approve* the plan and present it to the board for *adoption* prior to district-wide implementation and posting on the district's website. **Issue 104, June 2020**

[PRESSPlus 10](#). 105 ILCS 5/10-30(8), added by P.A. 101-643 does not excuse districts from completing all statutory and regulatory curricular mandates and offerings. **Issue 104, June 2020**

Students

Protection of Student Personal Information Online

As authorized by state and federal law, the District may outsource institutional services or functions that involve the disclosure of education records/school student records to contractors, consultants, volunteers, and other third parties acting as “school officials” as defined by the Illinois School Student Records Act (ISSRA) and the Family Educational Rights and Privacy Act (FERPA).

Such *school officials*:

- Perform institutional services or functions for which the District would otherwise use employees;
- Are under the direct control of the District with respect to the use and maintenance of education records;
- Only use personally identifiable information (PII) from education records for the purposes for which the disclosure was made and do not redisclose PII from education records without the District’s permission; and
- Meet the criteria specified in the District’s annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.

Some *school officials* and other technology vendors are operators of Internet websites, online services, online applications, or mobile applications that are designed, marketed, and primarily used for K-12 school purposes; these entities are defined as “operators” under the Illinois Student Online Personal Protection Act, 105 ILCS 85/ *et seq.* (SOPPA).

The use of such *operators’* services and technologies may involve the creation or sharing of “covered information,” as defined by SOPPA, which means student PII or information linked to PII in any media or format that is not publicly available and is any of the following:

- (1) created by or provided to an operator by a student or the student’s parent/guardian in the course of the student’s or parent/guardian’s use of the operator’s site, service or application;
- (2) created by or provided to an operator by an employee or agent of the District; or
- (3) gathered by an operator through the operation of its site, service, or application.

The sharing of *covered information* with *operators* must comply with all requirements of ISSRA, FERPA, and SOPPA.

The Board designates the Superintendent to serve as Privacy Officer, who shall ensure the District complies with the duties and responsibilities required of it under SOPPA, ISSRA, and FERPA, including, but not limited to, all requirements related to posting information about the use and disclosure of *covered information*, providing notice of a breach of *covered information*, and implementing and maintaining reasonable security procedures and practices.

The Privacy Officer designates which District employees are authorized to enter into written agreements with operators for those contracts that do not require separate Board approval. Such designation does not limit individual school employees outside of the scope of their employment from entering into agreements with operators on their own behalf and for non-“K through 12 school

purposes,” as that term is defined in SOPPA, provided that no *covered information* is provided to the operators. Any agreement or contract entered into for *K through 12 school purposes* by an employee without designation by the Privacy Officer is void and unenforceable as against public policy.

LEGAL REF.: 20 U.S.C. §1232g, Family and Educational Rights and Privacy Act, implemented by 34 C.F.R. Part 99.

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

105 ILCS 85/, Student Online Personal Protection Act.

CROSS REF.: 4:15 (Identity Protection), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks), 7:340 (Student Records)

Document Status: Draft Update - New

2:265 Title IX Sexual Harassment Grievance Procedure

New/Unpublished Section

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. As required by Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106), ~~t~~The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations (34 C.F.R. Part 106)^{PRESSPlus1} concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.^{PRESSPlus2}

Title IX Sexual Harassment Prohibited

Sexual harassment as defined in the Title IX implementing regulations ("*Title IX Sexual Harassment*") is prohibited. Any person, including a District employee or agent, or student, engages in *Title IX Sexual Harassment* whenever that person engages in conduct on the basis of an individual's sex that satisfies one or more of the following:^{PRESSPlus3}

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct;^{PRESSPlus4} or
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's educational program or activity; or
3. *Sexual assault* as defined in 20 U.S.C. §1092(f)(6)(A)(v), *dating violence* as defined in 34 U.S.C. §12291(a)(10), *domestic violence* as defined in 34 U.S.C. §12291(a)(8), or *stalking* as defined in 34 U.S.C. §12291(a)(30).^{PRESSPlus5}

Examples of *Title IX Sexual Harassment* ~~sexual harassment can~~ include, but are not limited to, touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, spreading rumors related to a person's alleged sexual activities, rape, sexual battery, sexual abuse, and sexual coercion.

Definitions from 34 C.F.R. §106.30

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Education program or activity includes locations, events, or circumstances where the District has substantial control over both the *Respondent* and the context in which alleged *Title IX Ssexual Hharassment* occurs.

Formal Title IX Sexual Harassment Complaint means a document filed by a *Complainant* or signed by the Title IX Coordinator alleging sexual harassment against a *Respondent* and requesting that the District investigate the allegation.

Respondent means an individual who has been reported to be the perpetrator of the conduct that could constitute *Title IX Ssexual Hharassment*.

Supportive measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the *Complainant* or the *Respondent* before or after the filing of a *Formal Title IX Sexual Harassment Complaint* or where no *Formal Title IX Sexual Harassment Complaint* has been filed.^{PRESSPlus6}

Title IX Sexual Harassment Prevention and Response

The District's Title IX Coordinator, identified in Board policy, or designee will~~Superintendent or designee~~
~~[DAK1] will oversee the District's efforts to prevent ensure that the District prevents and responds to allegations~~
of Title IX Sexual Harassment, which shall include the following, at minimum: as follows:

1. ~~The Ensures that the~~ District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, will incorporate (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. ~~The District will incorporate~~ education and training for school staff as required by law or, at the Superintendent and Title IX Coordinator's discretion, pursuant to policy 5:100, *Staff Development Program*, and as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, ^{Q1}Dean of Students, ^{Q2}or a Complaint Manager. PRESSPlus7
3. The District will ~~n~~Notify applicants for employment, students, parents/guardians, employees, and collective bargaining units of its nondiscrimination policy, this policy and and contact information for the Title IX Coordinator by, at a minimum, prominently displaying them on the District's website, if any, and in each handbook made available to such persons. PRESSPlus8

Making a Report

A person who wishes to make a report of under this Title IX Sexual Harassment grievance procedure may make a report is encouraged to do so to the Title IX Coordinator, ~~Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students/Assistant Principal, a Complaint Manager, or teacher~~ any employee with whom the person is comfortable speaking. PRESSPlus9 A person who wishes to make a report may choose to report to a person of the same gender and to any employee of the District.

School employees must promptly forward any report of Title IX ~~shall respond to incidents of Ssexual~~ Harassment by promptly making or forwarding the report to the Title IX Coordinator. An employee who fails to promptly make or forward a report may be disciplined, up to and including discharge.

Inquiries about Title IX, its implementing regulations, or any policy or procedure prohibiting Title IX Sexual Harassment may be directed to the Title IX Coordinator or to the U.S. Department of Education's Office for Civil Rights (OCR) at (312) 730-1560 or OCR.Chicago@ed.gov.

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. PRESSPlus10

Title IX Coordinator:

Name
Address
Email
Telephone

Any person may report sex discrimination under Title IX, including Title IX Sexual Harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination under Title IX or Title IX Sexual Harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Processing and Reviewing a Report or Complaint

Upon receipt of a report, the Title IX Coordinator and/or designee will promptly contact the *Complainant* to: (1) discuss the availability of supportive measures, (2) consider the *Complainant's* wishes with respect to *supportive measures*, (3) inform the *Complainant* of the availability of *supportive measures* with or without the filing of a *Formal Title IX Sexual Harassment Complaint*, and (4) explain to the *Complainant* the process for filing a *Formal Title IX Sexual Harassment Complaint*.^{PRESSPlus11}

Further, the Title IX Coordinator will analyze the report to identify and determine whether there is another or an additional appropriate method(s) for processing and reviewing it.^{PRESSPlus12} For any report received, the Title IX Coordinator shall review Board policies 2:260, *Uniform Grievance Procedure*; 5:20, *Workplace Harassment Prohibited*; 5:90, *Abused and Neglected Child Reporting*; 5:120, *Employee Ethics; Conduct; and Conflict of Interest*;^{PRESSPlus13} 7:20, *Harassment of Students Prohibited*; 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*; 7:185, *Teen Dating Violence Prohibited*; and 7:190, *Student Behavior*, to determine if the allegations in the report require further action under those policies.

Reports of alleged *Title IX Sexual Harassment* will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain an educational program or activity that is productive, respectful, and free of sexual harassment.

Formal Title IX Sexual Harassment Complaint Grievance Process

When a *Formal Title IX Sexual Harassment Complaint* is filed, the Title IX Coordinator, with oversight by the Superintendent, shall implement this Title IX Grievance Process ~~will investigate it or appoint a qualified person to undertake the investigation.~~^{PRESSPlus14}

~~The Superintendent or designee shall implement procedures to ensure that for all Formal Title IX Sexual Harassment Complaints, are which processed and reviewed according to a Title IX grievance process that fully complies with the Title IX implementing regulations, at 34 C.F.R. §106.45.~~^{PRESSPlus15}

The District's grievance process shall, at a minimum:

1. Require the Title IX Coordinator to investigate all Formal Title IX Sexual Harassment Complaints or appoint a qualified person to undertake the investigation.
- ~~1.2.~~ 2. Treat Complainants and Respondents equitably by providing remedies to a Complainant where the Respondent is determined to be responsible for sexual harassment, and by following a grievance process that complies with the Title IX implementing regulations, 34 C.F.R. §106.45, before the imposition of any disciplinary sanctions or other actions against a Respondent.
- ~~2.3.~~ 3. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a Complainant, Respondent, or witness.
- ~~3.4.~~ 4. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
 - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
 - b. Receive training on the definition of sexual harassment, the scope of the District's *education program or activity*, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
- ~~4.~~ 5. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
- ~~2.~~ 6. Require that any individual designated by the District as a decision-maker receive training on ^{Q3} issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.

3. 7. Include a presumption that the *Respondent* is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
4. 8. Include reasonably prompt timeframes for conclusion of the grievance process.
5. 9. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
6. 10. Base all decisions upon the *preponderance of evidence* standard.^{Q4}
7. 11. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
8. 12. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
9. 13. Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.^{PRESSPlus16}

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in *Title IX* s*Sexual H*harassment will be subject to disciplinary action up to and including discharge consistent with any applicable laws, policies, or agreements addressing procedures for implementing employee discipline. Any third party who is determined, at the conclusion of the grievance process, to have engaged in *Title IX* s*Sexual H*harassment 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 District student who is determined, at the conclusion of the grievance process, to have engaged in *Title IX* s*Sexual H*harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with any applicable laws, policies, or procedures addressing procedures for implementing student discipline. ~~student behavior policies.~~^{PRESSPlus17} Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action.

This policy does not increase or diminish the ability of the District or the parties to exercise any other rights under existing law.^{PRESSPlus18}

Retaliation Prohibited

The District prohibits any form of retaliation against anyone who, in good faith, has made a report or complaint, assisted, or participated or refused to participate in any manner in a proceeding under this policy. Any person should report claims of retaliation using Board policy 2:260, *Uniform Grievance Procedure*.^{PRESSPlus19}

Any person who retaliates against others for reporting or complaining of violations of this policy or for participating in any manner under this policy will be subject to disciplinary action, up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.:

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

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:100

(Staff Development Program), 5:120 (Employee Ethics; Conduct, and Conflict of Interest), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior)

Questions and Answers:

*****Required Question 1.** Does the District employ Assistant Principals?

- Yes (default)
- No (IASB will remove Assistant Building Principal references from the policy)

*****Required Question 2.** Does the District employ a Dean of Students?

- Yes (default)
- No (IASB will remove Dean of Students references from the policy)

*****Required Question 3.** 34 C.F.R. §106.45(b)(1) lists the basic requirements for a grievance process. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney if the board wants the district to use a live hearing in its grievance process.**

Will the District use a live hearing during the grievance process?

- No (default)
- Yes (IASB will amend #5 by inserting the following after "receive training on": "any technology to be used at a live hearing and on")

*****Required Question 4.** 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of evidence it will use to determine responsibility of the respondent. The standard of evidence selected must be applied "consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee." 85 Fed. Reg. 30373. This policy uses the *preponderance of the evidence* standard, not the *clear and convincing evidence* standard. *Preponderance of evidence* is a standard used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary, 11th ed. 2019*. *Preponderance of the evidence* is the standard used in sample policy 2:260, *Uniform Grievance Procedure*. *Clear and convincing* is a higher standard, requiring more than *preponderance of the evidence* but less than proof beyond a reasonable doubt. It means "evidence indicating that the thing to be proved is highly probable or reasonably certain." See *Black's Law Dictionary, 11th ed. 2019*. **Consult the board attorney regarding the appropriate standard for the district, as well as implications if a different standard is used in this policy than in 2:260, *Uniform Grievance Procedure*.** Ensure the same standard of evidence is used in the district's implemented administrative procedure 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*.

Which standard of proof has the Board adopted for policy 2:265?

- Preponderance of evidence (default)
- Clear and convincing evidence (IASB will replace "preponderance of" with "clear and convincing")

PRESSPlus Comments

PRESSPlus 1. The final Title IX regulations are eff. 8-14-20; however, their complexity and scope means that districts are unlikely to finalize policies until after the effective date. It is important for school officials to discuss Title IX requirements with their board attorneys, to ensure full implementation and to reduce risks based on Title IX's intersection with local and State laws and regulations. See the **PRESS Issue 105 Update Memo**, available at **PRESS Online** by logging in at www.iasb.com, for more information. **Issue 105, August 2020**

PRESSPlus 2. Title IX of the Education Amendments of 1972 (Title IX)(20 U.S.C. §1681 *et seq.*) requires this subject matter be covered by policy and 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. Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy and its companion policy 2:260, *Uniform Grievance Procedure*, are in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

For the sake of consistency and ease of administration, this policy addresses only Title IX sexual harassment grievances, except those contained in collective bargaining agreements. See the cross references for the policies referring to this Title IX sexual harassment grievance procedure policy.

A district must have at least one policy explicitly stating it does not discriminate on the basis of sex in its education programs or activities under Title IX and its implementation regulations (34 C.F.R. Part 106). 34 C.F.R. §106.8(b)(1). Title IX jurisdiction is geographically limited to discrimination against a person in the United States. 34 C.F.R. §106.8(d). Though all complaints of sexual harassment may not constitute sexual harassment under 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 in the United States – including applicants for employment, students, parents/guardians, any employee, and third parties. **Issue 105, August 2020**

PRESSPlus 3. 34 C.F.R. §106.30. The definition of *sexual harassment* in the policy and in Title IX includes *unwelcome* conduct. *Id.* However, case law does not always distinguish between *welcome* and *unwelcome* conduct. See *Mary M. v. North Lawrence Community Sch. Corp.*, 131 F.3d 1220 (7th Cir. 1997) (8th grade student did not need to show that a school employee's sexual advances were *unwelcome* in order to prove sexual harassment). **Issue 105, August 2020**

PRESSPlus 4. 34 C.F.R. §106.30. This behavior is commonly called *quid pro quo* sexual harassment. See 85 Fed. Reg. 30036, f/n 94. By using the term *individual*, Title IX regulations do not limit *quid pro quo* sexual harassment to situations where the provision of an aid, benefit or service by an employee is conditioned on a current *student's* participation in unwelcome sexual conduct. By way of example, *quid pro quo* Title IX sexual harassment involving an employee and an individual other than a current student may be implicated when: an employee tells a former student she can only get a letter of recommendation if she participates in unwelcome sexual conduct; an employee selects a volunteer for a coveted field trip chaperone position if he participates in unwelcome sexual conduct; or a supervisory employee subjects a subordinate employee to unwelcome sexual conduct in exchange for a promotion. **Issue 105, August 2020**

PRESSPlus 5. See sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, available at **PRESS Online** by logging in at www.iasb.com, for these definitions and other definitions of italicized terms in this policy. **Issue 105, August 2020**

PRESSPlus 6. See sample administrative procedure 2:265-AP1, *Title IX Sexual Harassment Response*, available at **PRESS Online** by logging in at www.iasb.com, for further discussion of supportive measures. **Issue 105, August 2020**

PRESSPlus 7. If the Board's policy 5:100, *Staff Development Program*, does not include the paragraphs listing trainings (from footnote 4 of sample policy 5:100), IASB will remove the phrase *pursuant to policy 5:100, Staff Development Program*, and. **Issue 105, August 2020**

PRESSPlus 8. A district must prominently display its Title IX non-discrimination policies (policy 2:260, *Uniform Grievance Procedure*, and this policy 2:265, *Title IX Sexual Harassment Grievance Procedure*) and contact information for its Title IX coordinator(s) on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at **PRESS Online** by logging in at www.iasb.com. **Issue 105, August 2020**

PRESSPlus 9. Using "or any employee with whom the Complainant is comfortable speaking" ensures Title IX compliance because Title IX deems "any employee" of an elementary or secondary school who has notice of sexual

harassment or allegations of sexual harassment to have *actual knowledge*. Therefore, a report to any employee triggers a district's duty to respond. 34 C.F.R. §106.30. This policy contains an item upon which collective bargaining may be required. Any policy that impacts 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. **Issue 105, August 2020**

PRESSPlus 10. Title IX regulations require districts to designate and authorize at least one employee to coordinate its efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX coordinator by name, office address, email address, and telephone number. A district's nondiscrimination coordinator often also serves as its Title IX coordinator. See 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. **Issue 105, August 2020**

PRESSPlus 11. Required by 34 C.F.R. §106.44(a) and (b) regardless of whether a formal Title IX sexual harassment complaint is filed. **Issue 105, August 2020**

PRESSPlus 12. See sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, available at **PRESS** Online by logging in at www.iasb.com, for a discussion of Title IX sexual harassment and non-Title IX sexual harassment. Consult the board attorney for further guidance. **Issue 105, August 2020**

PRESSPlus 13. See also sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, available at **PRESS** Online by logging in at www.iasb.com. **Issue 105, August 2020**

PRESSPlus 14. This policy gives Title IX coordinators the flexibility to appoint another qualified individual to conduct an investigation. This may be appropriate when the neutrality or efficacy of the Title IX coordinator is an issue, and/or where the district wishes to have the expertise that an in-house or outside attorney may afford to an investigation. Alternative appointments are often made in consultation with the superintendent or other district-level administrator (except in cases involving complaints about those individuals) and the board attorney. If a complaint involves the superintendent or other district-level administrator, alternative appointments are often made in consultation with the board and the board attorney. **Issue 105, August 2020**

PRESSPlus 15. See sample administrative procedures 2:265-AP1, *Title IX Sexual Harassment Response*, and 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*, available at **PRESS** Online by logging in at www.iasb.com. **Issue 105, August 2020**

PRESSPlus 16. Examples of legally-recognized privileges include attorney-client privilege, doctor-patient privilege, and spousal privilege. See 85 Fed. Reg. 30277. **Issue 105, August 2020**

PRESSPlus 17. See policies 7:190, *Student Behavior*, and 7:230, *Misconduct by Students with Disabilities*. See also policies 7:200, *Suspension Procedures*, and 7:210, *Expulsion Procedures*, for due process requirements when student suspension or expulsion is recommended following a determination of responsibility for Title IX sexual harassment. **Issue 105, August 2020**

PRESSPlus 18. Examples of rights the district or parties may exercise ancillary to this Title IX sexual harassment grievance procedure include, but are not limited to: disciplinary processes for suspensions and expulsions of students under 105 ILCS 5/10-22.6; tenured teacher dismissal proceedings under 105 ILCS 5/24-12; any other pre-termination process required by an applicable collective bargaining agreement, employment policy or procedure, or employment contract; and student appeal of a sex equity grievance decision under 23 Ill. Admin. Code §200.40 (see policy 7:10, *Equal Educational Opportunities*). **Issue 105, August 2020**

PRESSPlus 19. Retaliation complaints must be processed under policy 2:260, *Uniform Grievance Procedure*, because they are covered under the district's grievance procedure for resolving non-sexual harassment Title IX complaints. See 34 C.F.R. §106.8(c). Title IX sexual harassment regulations state that "[c]omplaints alleging retaliation may be filed according to the grievance procedures for sex discrimination required to be adopted under §106.8(c)." 34 C.F.R. §106.71. **Issue 105, August 2020**

Document Status: Draft Update

General Personnel

5:20 Workplace Harassment Prohibited

A learning and working environment that is free from discrimination, including harassment will be maintained. It will be a violation of policy for any member of the District staff or for any District student to harass any District staff member or student, through conduct or communications, on the basis of that individual's race, color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, disability, pregnancy, marital status, 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 status identified by District policy or procedure or State or federal law.

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

Sexual Harassment Prohibited [PRESSPlus1](#)

Sexual harassment prohibited by this policy includes verbal and written remarks and physical conduct. The terms intimidating, hostile and offensive include, but are not limited to, remarks or conduct which have the effect of humiliation, embarrassment or discomfort. Conduct will be evaluated in light of all circumstances to determine if it rises to the level of sexual harassment. The District provides annual sexual harassment prevention training in accordance with State law. [PRESSPlus2](#)

Sexual harassment consists of, but is not limited to, unwelcome sexual advances, requests for sexual favors and other inappropriate verbal or written remarks , physical, or other conduct of a sexual nature that constitutes sexual harassment under state or federal law, when:

1. Submission to such remarks or conduct is made either explicitly or implicitly a term or condition of an individual's employer or education;
2. Submission to or rejection of such remarks or conduct by an individual is used as the basis for employment or academic decisions; *or*
3. Such remarks or conduct have the purpose or effect of substantially interfering with an individual's professional or academic performance or if such remarks or conduct have the purpose or effect on a person of reasonable sensibilities of creating an intimidating, hostile or offensive employment or education environment.

Sexual harassment, as defined above, may include but is not limited to:

1. Sex oriented "kidding", abuse or harassment;
2. Pressure for sexual activity;
3. Repeated remarks to a person with sexual or demeaning implications;
4. Unwelcome touching such as patting, pinching or constant brushing against another's body; *and*
5. Suggestions or demands for sexual involvement accompanied by implied or explicit threats concerning one's grades, employment status or similar personal concerns.

Harassment on the basis of a person's race, religion, national origin, sexual orientation, age, citizenship status, disability or other protected status under state or federal law includes any intimidating, demeaning or threatening remarks or conduct made to a person as a result of that person's race, religion, national origin, sexual orientation, age, citizenship status, disability or other protected status under state or federal law. Religious harassment includes pressure to join or not to join a particular religion.

Making a Report or Complaint

Employees and *nonemployees* (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.

No aggrieved person is required to confront a person engaging in harassing behavior, however, and no negative inference shall be drawn by the failure to do so.

Employees should report claims of harassment to the Nondiscrimination Coordinator and/or use the Board policy 2:260, *Uniform Grievance Procedure*. Employees may choose to report to a person of the employee's same sex. There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

Whom to Contact with a Report or Complaint

An employee should report claims of harassment, including making a confidential report, to any of the following: his/her immediate supervisor, the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager. Employees may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. If a claim is reported using Board policy 2:260, then the Complaint Manager shall process and review the complaint claim according to that policy, in addition to any response required by this policy.

Students should report claims of sexual harassment to any adult staff member of the District, who should in turn report the harassment to the relevant building principal.

There are no express time limits for initiating complaints and grievances under this policy, and no negative inference shall be drawn by failure to immediately report harassment. However, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the School District's legal obligations and with the necessity to investigate allegations of harassment and to take corrective action when harassment has occurred.

Whom to Contact with a Report or Complaint

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. PRESSPlus3

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources

100 S. Brainard, LaGrange, IL 60525

Email

708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South

4900 S. Willow Springs Rd., Western Springs, IL 60558

slewis@lths.net

708/579-6500

Kevin Brown, Associate Principal - North

100 S. Brainard, LaGrange, IL 60525

Email

708/579-6300

Investigation Process

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

Reports and complaints of harassment will be confidential to the greatest extent practicable, subject to the District's duty to investigate and maintain a workplace environment that is productive, respectful, and free of unlawful discrimination, including harassment. The District shall investigate alleged workplace harassment when the Nondiscrimination Coordinator or a Complaint Manager becomes aware of an allegation, regardless of whether a written report or complaint is filed.

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 Nondiscrimination Coordinator or designee PRESSPlus4 shall consider whether action under policy 2:265, Title IX Sexual Harassment Grievance Procedure, should be initiated.

For any other alleged workplace harassment that does not require action under policy 2:265, Title IX Sexual Harassment Grievance Procedure, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under policy 2:260, Uniform Grievance Procedure, and/or 5:120, Employee Ethics, Conduct, and Conflict of Interest, PRESSPlus5 should be initiated, regardless of whether a written report or complaint is filed.

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel PRESSPlus6

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 policy 5:90, Abused and Neglected Child Reporting. In addition to reporting the suspected abuse, the complaint shall also be processed under policy 2:265, Title IX Sexual Harassment Grievance Procedure, or policy 2:260, Uniform Grievance Procedure.

Enforcement

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

Retaliation Prohibited

An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing ~~bona fide~~ complaints or providing information about harassment is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*), and 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 the Ill. Human Rights Act (775 ILCS 5/).

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

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

Recourse to State and Federal Fair Employment Practice Agencies

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

The Superintendent shall also use reasonable measures to inform staff members, 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.

LEGAL REF.:

Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq., implemented by 29 C.F.R. §1604.11.

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

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

Ill. Human Rights Act, 775 ILCS 5/2-101(E) 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.

56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.

Burlington Industries v. Ellerth, 524 U.S. 742 (1998).

Crawford v. Metro. Gov't of Nashville & Davidson County, 555 U.S. 271 (2009).

Faragher v. City of Boca Raton, 524 U.S. 775 (1998).

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

Harris v. Forklift Systems, 510 U.S. 17 (1993).

Jackson v. Birmingham Bd of Educ., 544 U.S. 167 (2005).

Meritor Savings Bank v. Vinson, 477 U.S. 57 (1986).

Oncale v. Sundowner Offshore Services, 523 U.S. 75 (1998).

Porter v. Erie Foods International, Inc., 576 F.3d 629 (7th Cir. 2009).

Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

Vance v. Ball State University, 133 S. Ct. 2434 (2013).

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

Adopted: January 21, 2020

PRESSPlus Comments

PRESSPlus 1. See policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, (Draft Update - New) for the definition of Title IX sexual harassment (20 U.S.C. §1681 *et seq.*), and see the Draft's PRESS Plus Comment 4 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. **Issue 105, August 2020**

PRESSPlus 2. For IDHR's online model program, see its *Model Sexual Harassment Prevention Training Program* page at: <https://www2.illinois.gov/dhr/Training/Pages/State-of-Illinois-Sexual-Harassment-Prevention-Training-Model.aspx>. **Issue 105, August 2020**

PRESSPlus 3. Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, see the **PRESS Plus** Question in policy 2:260. **Issue 105, August 2020**

PRESSPlus 4. "Nondiscrimination Coordinator or designee" is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then "Nondiscrimination Coordinator or a Complaint Manager or designee" is used. **Issue 105, August 2020**

PRESSPlus 5. See also sample administrative procedure 5:120-AP2, *Employee Conduct Standards*, available at **PRESS Online** by logging in at www.iasb.com. **Issue 105, August 2020**

PRESSPlus 6. Required for districts located within a county served by an accredited Children's Advocacy Center (CAC). 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531 (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*, available at **PRESS Online** by logging in at www.iasb.com.

If your school district is not within a county served by an accredited CAC, strike this subsection and select "Adopted with Additional District Edits" as the Save Status. **Issue 105, August 2020**

Document Status: Draft Update

STUDENTS

7:20 Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

No person, including a School District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service; sex; sexual orientation; gender identity; PRESSPlus1 gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, sexual, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, sexual violence, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Sexual Harassment Prohibited

The District shall provide an educational environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. Sexual harassment of students is prohibited. PRESSPlus2 See policies 2:265, Title IX Sexual Harassment Grievance Procedure, and 2:260, Uniform Grievance Procedure.

Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms *intimidating, hostile, and offensive* include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Making a Report or Complaint

Students are encouraged to promptly report claims or incidences of bullying, Intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member employee with whom the student is comfortable speaking. PRESSPlus3 A student may choose to report to a person of the student's same sex gender.

An allegation that a student was a victim of any prohibited conduct perpetrated by school personnel, including a school vendor or volunteer, shall be processed and reviewed according to policy 5:90, *Abused and Neglected Child Reporting*, in addition to any response required by this policy. Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. The Nondiscrimination Coordinator and/or Complaint Manager shall process and review the report according to the appropriate grievance procedure.

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. **PRESSPlus4**

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources
100 S. Brainard
LaGrange, IL 60525
708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South
4900 S. Willow Springs Rd.
Western Springs, IL 60558
slewis@lths.net
708/579-6500

Kevin Brown, Associate Principal - North
100 S. Brainard
LaGrange, IL 60525
708/579-6300

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

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

Investigation Process

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

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

The District shall investigate alleged harassment of students when the Nondiscrimination Coordinator or a Complaint Manager becomes aware of an allegation, regardless of whether a written report or complaint is filed.

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 Nondiscrimination Coordinator or designee **PRESSPlus5** shall consider whether action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, should be initiated.

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

Reports That Involve Alleged Incidents of Sexual Abuse of a Child by School Personnel **PRESSPlus6**

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 policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under policy

2:265, Title IX Sexual Harassment Grievance Procedure, or policy 2:260, Uniform Grievance Procedure any response required by this policy.

Enforcement

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

Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see policies 2:260, Uniform Grievance Procedure, and 2:265, Title IX Sexual Harassment Grievance Procedure).

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

LEGAL REF.:

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

[105 ILCS 5/10-20.12, 10-22.5, 5/27-1,](#) and [5/27-23.7.](#)

[775 ILCS 5/1-101 et seq.](#), Illinois Human Rights Act.

[23 Ill.Admin.Code §1.240](#) and [Part 200.](#)

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

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

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities)

Adopted: April 20, 2020

PRESSPlus Comments

PRESSPlus 1. Executive Order (EO) 2019-11, titled "Strengthening Our Commitment to Affirming and Inclusive Schools" established the Affirming and Inclusive Schools Task Force (Task Force) to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students. The Task Force delivered a report that served as the basis for two non-regulatory guidance documents entitled *Supporting Transgender, Nonbinary and Gender Nonconforming Students* and *Sample District Policy and Administrative Procedures* at www.isbe.net/supportallstudents. The Ill. State Board of Education (ISBE) hosts these documents on its website.

If the Board would like to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendation into this policy, see the **PRESS Plus** Question 1 for policy 7:10, *Equal Educational Opportunities*. **Issue 105, August 2020**

PRESSPlus 2. Two laws apply to sexual harassment of students in Illinois. Title IX of the Education Amendments of 1972 (Title IX) and the IHRA prohibit discrimination on the basis of sex and sexual harassment in any educational program or activity receiving federal financial assistance. 20 U.S.C. §1681. Title IX defines sexual harassment as conduct on the basis of sex that meets one or more of the following: (1) a district employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; (2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it denies a person equal access to the District's education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined in federal law. 34 C.F.R. §106.30. Consult the

board attorney to ensure the nondiscrimination coordinator and complaint managers are trained to appropriately respond to allegations of Title IX sexual harassment.

See policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, sample exhibit 2:265-E, *Title IX Sexual Harassment Glossary of Terms*, and sample procedures 2:265-AP1, *Title IX Sexual Harassment Response*, and 2:265-AP2, *Formal Title IX Sexual Harassment Complaint Grievance Process*, available at **PRESS** Online by logging in at www.iasb.com.

The IHRA prohibits any district employee or agent from sexually harassing a student, and defines sexual harassment as any unwelcome sexual advances or requests for sexual favors made to a student, or any conduct of a sexual nature toward a student, when: (1) such conduct has the purpose of substantially interfering with the student's educational performance or creating an intimidating, hostile or offensive educational environment; or (2) the district employee or agent either explicitly or implicitly makes the student's submission to or rejection of such conduct as a basis for making various enumerated education-related determinations. 775 ILCS 5/5A-201(E).

The Ill. Dept. of Human Rights investigates charges of sexual harassment in violation of the IHRA, and it is a civil rights violation when a district fails to take remedial or disciplinary action against an employee the district knows engaged in sexual harassment. 775 ILCS 5/5A-102. **Issue 105, August 2020**

PRESSPlus 3. Using "or any employee with whom the student is comfortable speaking" ensures compliance with Title IX regulations providing that "any employee" of an elementary or secondary school who has notice of sexual harassment or allegations of sexual harassment is deemed to have *actual knowledge* which triggers a district's duty to respond. 34 C.F.R. §106.30. By including "any employee" in this list, 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. **Issue 105, August 2020**

PRESSPlus 4. Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a), amended at 85 Fed. Reg. 30573. Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, see the **PRESS Plus** Question 1 in policy 2:260. **Issue 105, August 2020**

PRESSPlus 5. "Nondiscrimination Coordinator or designee" is used where Title IX is potentially implicated. In contrast, if Title IX is likely not implicated then "Nondiscrimination Coordinator or a Complaint Manager or designee" is used. **Issue 105, August 2020**

PRESSPlus 6. Required for districts located within a county served by an accredited Children's Advocacy Center (CAC). 105 ILCS 5/22-85 (final citation pending), added by P.A. 101-531 (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 fn 14 in sample policy 5:90, *Abused and Neglected Child Reporting*, available at **PRESS** Online by logging in at www.iasb.com.

If your school district is not within a county served by an accredited CAC, strike this subsection and select "Adopted with Additional District Edits" as the Save Status. **Issue 105, August 2020**

Document Status: Draft Update

SECTION 2 -BOARD OF EDUCATION

2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following: [PRESSPlus1](#)

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

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to this grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

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

A complaint may be filed with the Department of Education, Office for Civil Rights. The Illinois Regional Office for Civil Rights is located in Chicago at:

Chicago Office for Civil Rights
U.S. Department of Education
Citigroup Center
500 West Madison Street, Suite 1475

Chicago, IL 60661

Phone: 312/730-1560

Fax: 312/730-1576

TDD: 877/521-2172

Email: OCR.Chicago@ed.gov

Deadlines

All deadlines under this policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy. For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Complaint Manager shall process and review the complaint according to that policy, in addition to any response required by this policy. ~~2:260, Uniform Grievance Procedure.~~

Investigation Process

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

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days ~~or after~~ the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. The Superintendent will keep the Board informed of all complaints.

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

Decision and Appeal

Within five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

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

Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within five school business days ~~or after~~ the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall mail its written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. With regard to any review, deliberations, or determination by the Board of the Complaint Manager's or outside investigator's report and the related complaint, the Board

shall consider requiring the recusal of any board members who are parties or witnesses to the complaint.

This policy shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.^{Q1}

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

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers. The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District's Nondiscrimination Coordinator and Complaint Managers on an annual basis.

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources
100 S. Brainard
LaGrange, IL 60525
708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South	Kevin Brown, Associate Principal - North
4900 S. Willow Springs Rd.	100 S. Brainard
Western Springs, IL 60558	LaGrange, IL 60525
slewis@lths.net	
708/579-6500	708/579-6300

LEGAL REF.:

Age Discrimination in Employment Act, [29 U.S.C. §621 et seq.](#)
Americans With Disabilities Act, [42 U.S.C. §12101 et seq.](#)
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), [42 U.S.C. §2000e et seq.](#)
Equal Pay Act, [29 U.S.C. §206\(d\).](#)
Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff et seq.](#)
Immigration Reform and Control Act, [8 U.S.C. §1324a et seq.](#)
McKinney-Vento Homeless Assistance Act, [42 U.S.C. §11431 et seq.](#)
Rehabilitation Act of 1973, [29 U.S.C. §791 et seq.](#)
Title VI of the Civil Rights Act, [42 U.S.C. §2000d et seq.](#)
Title IX of the Education Amendments, [20 U.S.C. §1681 et seq.](#) [34 C.F.R. Part 106](#)
State Officials and Employees Ethics Act, [5 LCS 430/70-5\(a\).](#)

[105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-20.60, 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.](#)

Illinois Genetic Information Privacy Act, [410 ILCS 513/](#).

Illinois Whistleblower Act, [740 ILCS 174/](#).

Illinois Human Rights Act, [775 ILCS 5/](#).

Victims' Economic Security and Safety Act, [820 ILCS 180/](#), [56 Ill.Admin.Code Part 280](#).

Equal Pay Act of 2003, [820 ILCS 112/](#).

Employee Credit Privacy Act, [820 ILCS 70/](#).

[23 Ill.Admin.Code §§1.240 and 200-40](#).

CROSS REF.: 2:105 (Ethics and Gift Ban), [2:265 \(Title IX Sexual Harassment Grievance Procedure\)](#), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), [5:90 \(Abused and Neglected Child Reporting\)](#), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), [7:185 \(Teen Dating Violence Prohibited\)](#), 7:315 (Restrictions on Publications; High Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

Adopted: February 18, 2020

Questions and Answers:

***Required Question 1. A district must prominently display its Title IX non-discrimination policies (this policy 2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Sexual Harassment Grievance Procedure*) and contact information for its Title IX coordinator(s) on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at **PRESS** Online by logging in at www.iasb.com.

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.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. Does the District's Nondiscrimination Coordinator also serve as the Title IX Coordinator?

- The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. (default)
- The Nondiscrimination Coordinator does not serve as the District's Title IX Coordinator. (IASB will list the District's Title IX Coordinator separately in policies 2:260, 5:10, 5:20, 7:20, and 7:180 and make any other necessary changes to these policies.) The District's Title IX Coordinator's name, office address, email address, and telephone number are:

PRESSPlus Comments

PRESSPlus 1. The items listed are updated for continuous improvement and to explicitly direct any sexual harassment complaints involving Title IX to **NEW** policy 2:265, *Title IX Sexual Harassment Grievance Procedure*. **Issue 105, August 2020**

Document Status: Draft Update

General Personnel

5:10 Equal Employment Opportunity and Minority Recruitment

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

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager for the Uniform Grievance Procedure. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint at least two Complaint Managers, one of each gender. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator. [PRESSPlus1](#)

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Complaint Managers. A complaint manager may be designated as a Nondiscrimination Coordinator as needed.

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources

100 S. Brainard

LaGrange, IL 60525

708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South Kevin Brown, Associate Principal - North

4900 S. Willow Springs Rd.

100 S. Brainard

Western Springs, IL 60558

LaGrange, IL 60525

slewis@lths.net

708/579-6500

708/579-6300

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

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant

minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.:

[8 U.S.C. §1324a](#) *et seq.*, Immigration Reform and Control Act.

[20 U.S.C. §1681](#) *et seq.*, Title IX of the Education Amendments of 1972, implemented by [34 C.F.R. Part 106](#).

[29 U.S.C. §206\(d\)](#), Equal Pay Act.

[29 U.S.C. §621](#) *et seq.*, Age Discrimination in Employment Act.

[29 U.S.C. §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. §2000e](#) *et seq.*, Title VII of the Civil Rights Act of 1964, implemented by [29 C.F.R. Part 1601](#).

[42 U.S.C. §2000ff](#) *et seq.*, Genetic Information Nondiscrimination Act of 2008.

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

[42 U.S.C. §2000e\(k\)](#), Pregnancy Discrimination Act.

[42 U.S.C. §12111](#) *et seq.*, Americans with Disabilities Act, Title I.

[III. Constitution, Art. I, §§17, 18, and 19.](#)

[105 ILCS 5/10-20.7, 5/20.7a, 5/21.1, 5/22.4, 5/23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.](#)

[410 ILCS 130/40](#), Compassionate Use of Medical Cannabis Program Act.

[410 ILCS 513/25](#), Genetic Information Privacy Act.

[740 ILCS 174/](#), III. Whistleblower Act.

[775 ILCS 5/1-103, 5/2-102, 103, and 5/6-101](#), III. Human Rights Act.

[775 ILCS 35/5](#), Religious Freedom Restoration Act.

[820 ILCS 55/10](#), Right to Privacy in the Workplace Act.

[820 ILCS 70/](#), Employee Credit Privacy Act.

[820 ILCS 75/](#), Job Opportunities for Qualified Applicants Act.

[820 ILCS 112/](#), III. Equal Pay Act of 2003.

[820 ILCS 180/30](#), Victims' Economic Security and Safety Act.

[820 ILCS 260/](#), Nursing Mothers in the Workplace Act.

CROSS REF.: 2:260 (Uniform Grievance Procedure), [2:265 \(Title IX Sexual Harassment Grievance Procedure\)](#), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:40 (Communicable and Chronic Infectious Disease), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition), 5:70 (Religious Holidays), 5:180 (Temporary Illness or Temporary Incapacity), 5:200 (Terms and Conditions of Employment and Dismissal), 5:250 (Leaves of Absence), 5:270 (Employment, At-Will, Compensation, and Assignment), 5:300 (Schedules and Employment Year), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 7:10 (Equal Educational Opportunities), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

Adopted: January 21, 2020

PRESSPlus Comments

PRESSPlus 1. Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts

to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, see the **PRESS Plus** Question 1 in policy 2:260. **Issue 105, August 2020**

Document Status: Draft Update

General Personnel

5:100 Staff Development Program

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

The staff development program shall provide, at a minimum, at least once every two years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

The staff development program shall provide, at a minimum, once every two years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct.

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

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

LEGAL REF.:

20 U.S.C. §1681 et seq., Title IX of the Educational Amendments of 1972; 34 C.F.R. Part 106. [PRESSPlus1](#)

Healthy, Hunger-Free Kids Act of 2010; 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, 5/10-20.17a, 5/10-20.61, 5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/22-80(h), and 5/24-5.

105 ILCS 25/1.15, Interscholastic Athletic Organization Act.

105 ILCS 150/25, Seizure Smart School Act.

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

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

745 ILCS 49, Good Samaritan Act.

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

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

77 Ill.Admin.Code §527.800.

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

Adopted: January 21, 2020

PRESSPlus 1. Updated in response to Title IX regulations. The list of in-services that is optional to be adopted into this policy is also updated in response to Title IX training requirements; see footnote 4 of sample policy 5:100, available at **PRESS** Online by logging in at www.iasb.com. **Issue 105, August 2020**

Document Status: Draft Update

STUDENTS

7:10 Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, nationality, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender identity, ^{Q1} status of being homeless, immigration status, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board of Education policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using Board policy 2:260, *Uniform Grievance Procedure*.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the appropriate Intermediate Service Center (pursuant to [105 ILCS 5/3-10](#)) and, thereafter, to the State Superintendent of Education (pursuant to [105 ILCS 5/2-3.8](#)).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, who also serves as the District's Title IX Coordinator. ^{PRESSPlus1} The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures. ^{PRESSPlus2}

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources
100 S. Brainard
LaGrange, IL 60525
708/579-6456

Complaint Managers:

Shanna Lewis, Associate Principal - South	Kevin Brown, Associate Principal - North
4900 S. Willow Springs Rd.	100 S. Brainard
Western Springs, IL 60558	LaGrange, IL 60525
708/579-6500	708/579-6300

LEGAL REF.:

[20 U.S.C. §1681 et seq.](#), Title IX of the Education Amendments of 1972; implemented by [34 C.F.R. Part 106](#).

[29 U.S.C. §791 et seq.](#), Rehabilitation Act of 1973.

[42 U.S.C. §11431 et seq.](#), McKinney-Vento Homeless Assistance Act.

[Good News Club v. Milford Central Sch.](#), 533 U.S. 98 (2001).

Ill. Constitution, Art. I §18.

105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60 (P.A.s 100-29 and 100-163, final citations pending), 5/10-22.5, and 5/27-1.

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

775 ILCS 35/5, Religious Freedom Restoration Act.

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), 7:330 (Student Use of Buildings - Equal Access), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

Adopted: May 21, 2018

Questions and Answers:

***Required Question 1. Executive Order (EO) 2019-11, titled "Strengthening Our Commitment to Affirming and Inclusive Schools" established the Affirming and Inclusive Schools Task Force (Task Force) to identify strategies and best practices for ensuring welcoming, safe, supportive, and inclusive school environments for transgender, nonbinary, and gender nonconforming students. The Task Force delivered a report that served as the basis for two non-regulatory guidance documents entitled *Supporting Transgender, Nonbinary and Gender Nonconforming Students* and *Sample District Policy and Administrative Procedures* at www.isbe.net/supportallstudents. The Ill. State Board of Education (ISBE) hosts these documents on its website.

Does the Board want to incorporate ISBE's *Sample District Policy and Administrative Procedures* policy recommendation into this policy?

No (default)

Yes (IASB will replace "gender identity" with "gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression," add "or gender expression" to the first sentence under the Sex Equity subhead, and add the following sentence to that 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." In addition, the list of protected classifications in policy 7:20 will be amended to replace "gender identity" with "gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth);")

PRESSPlus Comments

PRESSPlus 1. The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, see the **PRESS Plus** Question in policy 2:260. **Issue 105, August 2020**

PRESSPlus 2. The Illinois Principals Association maintains a handbook service that coordinates with **PRESS** material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/resources/model-student-handbook. **Issue 105, August 2020**

Document Status: Draft Update

STUDENTS

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

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

1. During any school-sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a non school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non school-related activity, function, or program.

Definitions from 105 ILCS 5/27-23.7

Bullying includes *cyberbullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyberbullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District named officials or any staff member. The District named officials and all staff members are available for help with a bully or to make a report about bullying. Anonymous reports are also accepted.

Nondiscrimination Coordinator: [PRESSPlus1](#)

Ed Piotrowski, Director of Human Resources
100 S. Brainard
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Complaint Managers:

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4900 S. Willow Springs Rd.
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100 S. Brainard
LaGrange, IL 60525
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4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
 - 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 report of the 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 and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 2:265, Title IX Sexual Harassment Grievance Procedure. Any person may use this policy to complain about sexual harassment in violation of Title IX of the Education Amendments of 1972. [PRESSplus2](#)
 - c. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - d. 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.
 - e. 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.
 - f. 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).
 - g. 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.
 - h. 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.
 - i. 7:315, *Restrictions on Publications; High Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

[405 ILCS 49/](#) Children's Mental Health Act.

[105 ILCS 5/10-20,14, 5/24-24,](#) and [5/27-23.7.](#)

[23 Ill.Admin.Code §§1.240 and §1.280.](#)

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities),

7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:315 (Restrictions on Publications; High Schools)

Adopted: January 21, 2020

PRESSPlus Comments

PRESSPlus 1. Title IX regulations require districts to designate and authorize at least one employee to coordinate their efforts to comply with Title IX and to refer to that employee as the *Title IX Coordinator*. 34 C.F.R. §106.8(a). Districts must identify the Title IX Coordinator by name, office address, email address, and telephone number.

The Nondiscrimination and Title IX Coordinator(s) need not be the same person. If the district uses a separate Title IX Coordinator who does not also serve as the Nondiscrimination Coordinator, see the **PRESS Plus** Question 1 in policy 2:260. **Issue 105, August 2020**

PRESSPlus 2. Added in response to Title IX regulations at 34 C.F.R. Part 106. **Issue 105, August 2020**

Document Status: Draft Update

STUDENTS

7:185 Teen Dating Violence Prohibited

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

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

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, Uniform Grievance Procedure. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
 - b. 2:265, Title IX Sexual Harassment Grievance Procedure. This policy prohibits any person from engaging in sexual harassment in violation of Title IX of the Education Amendments of 1972. Prohibited conduct includes but is not limited to sexual assault, dating violence, domestic violence, and stalking. ^{PRESSPlus1}
 - c. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on the student's actual or perceived characteristics of sex; sexual orientation; gender identity; and gender-related identity or expression (this policy includes more protected statuses).
 - d. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. This policy prohibits students from engaging in bullying, intimidation, and harassment at school, school-related events and electronically. Prohibited conduct includes threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.
2. Encourages anyone with information about incidents of teen dating violence to report them to any of the following individuals:
 - a. Any school staff member. School staff shall respond to incidents of teen dating violence by following the District's established procedures for the prevention, identification, investigation, and response to bullying and school violence.
 - b. The Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 through 12, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

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

LEGAL REF.:

[105 ILCS 110/3.10](#).

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

Adopted: June 17, 2019

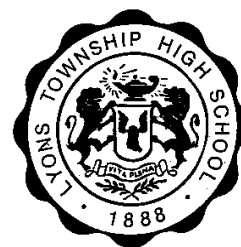
PRESSPlus Comments

PRESSPlus 1. Added in response to Title IX regulations at 34 C.F.R. Part 106. **Issue 105, August 2020**

LYONS TOWNSHIP HIGH SCHOOL

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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding

DATE: September 17, 2002

RE: 2020-21 Textbook/Instructional Material Change Requests (Final Update)

BACKGROUND

In January, textbook change requests were brought forward for initial review and in February they were approved by the Board. It was noted in January that an addition book or books would be brought forward for the Indiana University literature course that runs second semester, following the teachers attending summer training through Indiana University. That book, the Norton Anthology, is included here. We were also informed that an Embry Riddle University book had been dropped. Lastly, no book was proposed for the new Forensics class, an oversight that has been corrected with access to an electronic book. I include it here for approval.

While it is customary to hold two readings for textbook additions, given that the Indiana University book is a requirement of the course by Indiana University and the Forensics class already has access to the digital text, I request a waiver of the second reading and the adoption of the two texts at the September Board meeting.

RECOMMENDATION

I recommend that the Board approve the textbook change requests for 2020-21 as presented.

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2020-2021 Textbook/Core Reading/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 20, 3:00 p.m.
- Submit form electronically *and* hard copy.
- Nota Bene: examination copy of text/material must accompany request.
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Math/Science
Department	Science
Course Title	Forensic Science
Course Number(s)	SN7512
Course Level	Accel
Projected Enrollment for 2020-2021	7 Sections

II. ADD or DROP FOR YEAR		
	ADD	DROP
2020-21	X	
2021-22		
2022-23		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Forensic Science: Fundamentals & Investigations	
Author(s)	Bertino & Bertino	
Publisher	South-Western, a division of National Geographic/Cengage Learning	
Copyright Date/Edition	2020/3 rd Edition	
ISBN 13#	9780357361788 / 9780357490617 (6 yrs)	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	High School	
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book (6 years)	126
Hardback w/digital	25	CD Rom	
Paperback		Website/subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			2
Blackline Masters		Software	
Workbooks/Lab Manuals		CD Roms	
Wraparound Editions		E-book	2
Study Guides		Test Banks	2
Videos		Other	

VI. Comments (Box will expand as needed)
See Quote #4360002

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT = District purchase - student rental, CS = District purchase - class set, IL = State purchase - student rental, CN = Student purchase	
District (DT) Online Access (6 years)	\$88
District (CS)	\$118
State Textbook Loan Program IL	
Student (CN)	
Grant (specify)	
Total cost to student for course (CN above + other CN and fees for the course)	\$0

VIII. RATIONALE AND SIGNATURES	
A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)	
New course.	

B. Signatures Division chair signature indicates approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, it indicates assurances regarding the use of the stated instructional objectives and consistency and alignment with District level standards and expectations.	
--	--

1.	Teacher(s)	Serena Lerma			Date 5/20/2020
2.	Recommend	Do Not Recommend		Assistant Division Chair	Date
3.	Approved	Not Approved		Division Chair	Date
4.	Approved	Not Approved		Director of Curriculum/Instruction	Date

IX. FOR BOOKSTORE USE ONLY		
A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source	
B. Pending new editions (if known)	DT (District Rental)	
C. Out of print	CS (District Purchase)	
	IL (State Loan Program)	
	CN (Student Purchase)	

- cc: • Director of Curriculum & Instruction
 • Division Chair/Assistant Division Chair
 • Bookstore



For Fastest Order Processing and Fulfillment, please use our electronic order entry below, instead of fax or email.

Confidential Price Quote (4360002)

[Submit Customer Purchase Order Here](#)

8/17/2020

Pricing on this Proposal Guaranteed: **10/6/2020**

Presented To: Serena Lerma, slerma@lths.net

Prepared By: Lori Shumpert-Bazillion, (630) 800-9884, lori.bazillion@cengage.com

SHIP TO: Lyons Twp High School BILL TO: Lyons Twp High School Cengage Learning
 South South ATTN: Order Fulfillment
 Serena Lerma Serena Lerma 10650 Toeppen Drive
 4900 Willow Springs Rd 4900 Willow Springs Rd Independence, KY 41051
 Western Springs, IL 60558 Western Springs, IL 60558 (800) 354-9706
 USA USA <http://NGL.Cengage.com/CustomerSupport>

[View Quote in CAD](#)

Quoted Products: Science - Forensic Science 2020

Qty	Update Qty	Product	Price	Quoted Price	Total
126	<input type="checkbox"/>	Forensic Science: Fundamentals & Investigations MindTap (6-years) Bertino/Bertino 3rd Edition [K12, 2021] 9780357490617 / 0357490614	\$88.00	\$88.00	\$11,088.00
25	<input type="checkbox"/>	Bundle: Forensic Science: Fundamentals and Investigations, 3rd Student Edition + MindTap™ (6-year access) Bertino/Bertino 3rd Edition [K12, 2021] 9780357490594 / 0357490592	\$118.00	\$118.00	\$2,950.00
	<input type="checkbox"/>	3P-EBK: FORENSIC SCIENCE FUNDA MENTALS & INVESTIGATIONS Bertino 3rd Edition [K12, 2021]			
151	<input type="checkbox"/>	3P-EBK: FORENSIC SCIENCE FUNDA MENTALS & INVESTIGATIONS Bertino 3rd Edition [K12, 2021] 9780357361788 / 0357361784	\$52.99	\$0.00	FREE
2	<input type="checkbox"/>	Annotated Instructor's Edition and Working Teacher's Edition for Bertino/Bertino's Forensic Science: Fundamentals & Investigations, 3rd Bertino/Bertino 3rd Edition [K12, 2021] 9780357361726 / 0357361725	\$88.00	\$0.00	FREE
2	<input type="checkbox"/>	Instructor's Website for Bertino/Bertino's Forensic Science: Fundamentals & Investigations, 3rd Bertino/Bertino 3rd Edition [K12, 2021] 9780357361733 / 0357361733	\$0.00	\$0.00	FREE
2	<input type="checkbox"/>	Cengage Testing, powered by Cognero® for Bertino/Bertino's Forensic Science: Fundamentals & Investigations, Instant Access Bertino/Bertino 3rd Edition [K12, 2021] 9780357361801 / 0357361806	\$59.00	\$0.00	FREE

77

Sub-Total:	\$14,038.00
+ Estimated Shipping and/or Process Fee:	\$1,123.04

TOTAL: \$15,161.04
Total Savings: \$8,295.49

[Submit Customer Purchase Order Here](#)

Thank you for your interest in Cengage Learning products.

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LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2020-2021 Textbook/Core Reading/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 20, 3:00 p.m.
- Submit form electronically *and* hard copy.
- Nota Bene: examination copy of text/material must accompany request.
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies Division
Department	Applied Technology
Course Title	Drones: UAS
Course Number(s)	AT5171, AT5172, AT5176, AT 5177
Course Level	IV
Projected Enrollment for 2020-2021	

II. ADD or DROP FOR YEAR		
	ADD	DROP
2020-21		x
2021-22		
2022-23		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title		Foundations of Unmanned Aircraft Systems
Author(s)		Embry Riddle Aeronautical University
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback		Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters		Software	
Workbooks/Lab Manuals		CD Roms	
Wraparound Editions		E-book	
Study Guides		Test Banks	
Videos		Other	

VI. Comments (Box will expand as needed)

This book does not have an ISBN number because it was proprietary from Embry University. The book was an "on demand print" from the university. The university has abandoned this workbook.

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT = District purchase - student rental, CS = District purchase - class set, IL = State purchase - student rental, CN = Student purchase	
District (DT)	
District (CS)	
State Textbook Loan Program IL	
Student (CN)	
Grant (specify)	
Total cost to student for course (CN above + other CN and fees for the course)	

VIII. RATIONALE AND SIGNATURES

A. Rationale Provide a rationale for the textbook/core reading/instructional material change request. If the request is to add a textbook/core reading/instructional material prior to the end of the 5 year cycle, be sure to explain why. (Box will expand as needed.)

B. Signatures Division chair signature indicates approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, it indicates assurances regarding the use of the stated instructional objectives and consistency and alignment with District level standards and expectations.

1.	Teacher(s)	Dave Root	Date
2.	Recommend	Do Not Recommend	Date
3.	Approved	Not Approved	Date
4.	Approved	Not Approved	Date

(Handwritten signatures and dates are present in the original document, including a signature for Paul [unclear] and a date of 6-9-2020.)

IX. FOR BOOKSTORE USE ONLY

A. Projected lifespan of textbook/core reading/instructional material	D. Purchase Source
B. Pending new editions (if known)	DT (District Rental)
C. Out of print	CS (District Purchase)
	IL (State Loan Program)
	CN (Student Purchase)

- Director of Curriculum & Instruction
- Division Chair/Assistant Division Chair
- Bookstore

LYONS TOWNSHIP HIGH SCHOOL



CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

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- Fax: (708) 579-6036 • Website: www.lths.net

SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding

DATE: September 21, 2020

RE: 2020-2021 Calendar Update

BACKGROUND:

The Board will recall a number of changes to the Calendar upon adopting remote and hybrid models of instruction. At the time, we did not consider what parent teacher conferences might look like under remote learning. As we get closer to that model and as we consider the impact of the state-required day off for elections on November 3, we did not like the idea of having a Friday with no school, the following Monday with school, and Tuesday with no school again.

After much discussion, I would like to recommend adding the November 2nd day as an additional non-attendance day, thereby creating a five-day weekend rather than a three-day weekend followed by a Tuesday off. There was discussion at the committee level about moving the Friday October 30 day off to Monday, but given the lateness of the decision and the likelihood of people planning college visits or other trips, moving a day off at this time would be disruptive.

As we continue to determine how parent teacher conferences might be organized, we will use a portion of either October 30th or November 2nd as a time for teachers and faculty to meet since the non-attendance day is in exchange for teachers working the equivalent of a full day over two evenings for parent/teacher conferences.

Change: _____
Non-Attendance Day | November 2

This calendar has been shared with Joseph Maffey, President of the LTHS Faculty Association.

RECOMMENDATION:

Approve the 2020-2021 Updated Hybrid and Remote Learning Calendar as presented.



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204

Updated COVID-19 Phase IV 2020-2021 SCHOOL CALENDAR

Updated 9/18/20

August 2020

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					

September 2020

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			

October 2020

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

November 2020

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					

December 2020

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		

January 2021

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						

OPENING/CLOSING DAYS OF SCHOOL

- August 20 (A) First Day of School
- June 1 (Ω) Last Day of School

STUDENT NON-ATTENDANCE DAYS (✳)

- August 13 District Institute Day
- August 14, 17, 18, 19 Teacher Work Days
- September 7 Labor Day
- October 9 District Institute Day
- October 12 Non-Attendance Day
- October 14 SAT for Seniors, Asynchronous Learning
- October 30 Non-Attendance Day
- November 2 Non-Attendance Day
- November 3 Non-Attendance Day
- November 25 Non-Attendance Day
- November 26-27 Thanksgiving Holiday
- Dec. 21 – Jan. 1 Winter Break
- January 4 District Institute Day
- January 18 Dr. M.L. King, Jr. Day
- February 15 Presidents Day
- March 22-26 Spring Break
- April 2 Non-attendance Day
- April 13 SAT for Juniors, Seniors no school
- May 31 Memorial Day

GRADING PERIODS

- October 8 Q1 1st quarter
- December 18 S1 2nd quarter & End of 1st semester
- March 5 Q3 3rd quarter
- June 1 Ω 4th quarter & End of 2nd semester

COMMENCEMENT (☞)

- May 30 2:00 p.m. NC Fieldhouse

MISCELLANEOUS

- August 4-7, 10-12 ☞ Book Pick-up Days (By Appointment Only)
- June 14 Summer School Begins

February 2021

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						

March 2021

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			

April 2021

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	

May 2021

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					

June 2021

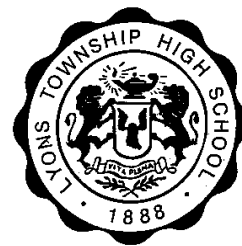
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021

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

☉ Emergency Days may be used as school days if school closes unexpectedly during the regular school year.

LYONS TOWNSHIP HIGH SCHOOL



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SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding *SE*

DATE: September 17, 2020

RE: 2021-2022 Calendar (First Reading)

BACKGROUND:

The attached draft calendar is the only one presented this year for a first consideration. The calendar follows our usual assumptions of starting sometime after August 17 and continuing the practice of ending the semester before winter break. Details include:

- 176 school days
- 83 days First Semester, 93 days Second Semester
- 183 teacher work days
- 187 total days, including emergency days

Significant Dates:

	Proposed Calendar
First day of school	August 19
Last day of Semester 1	December 22
First day of Semester 2	January 4
Spring Break	March 28-April 1
Last day of Semester 2	May 25
Teacher Work Day	May 26
Graduation	May 29

This draft calendar has been shared with the LTHS Faculty Association and will be shared with other constituent groups prior to any Board action. Following the Committee meeting, the calendar will be on public display via the website for community input. It will also be shared with Associate Schools.

For informational purposes, a chart with potential start/end dates for future years has also been included.

RECOMMENDATION:

No recommendation at this time.



LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204 2021-2022 DRAFT SCHOOL CALENDAR

Updated 9/11/2020

August 2021

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				

September 2021

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		

October 2021

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						

November 2021

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				

December 2021

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	

January 2022

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					

OPENING/CLOSING DAYS OF SCHOOL

- August 19, 2021 (A) First Day of School
- May 25, 2022 (Ω) Last Day of School

STUDENT NON-ATTENDANCE DAYS (*)

- August 17 District Institute Day
- August 18 Teacher Work Day
- September 6 Labor Day
- October 8 District Institute Day
- October 11 Columbus Day
- October 29 Non-Attendance Day
- November 24 Non-attendance Day
- November 25-26 Thanksgiving Holidays
- Dec. 20-31 Winter Break
- January 17 M.L. King, Jr. Day
- February 21 Presidents' Day
- February 28 District Institute Day
- March 28 - April 1 Spring Break
- April 15 Non-attendance Day
- May 26 Teacher Work Day
- May 30 Memorial Day

PARENT-TEACHER CONFERENCE DAYS (▲)

- October 27 5:00-9:00 p.m.
- October 28 5:00-8:30 p.m.

GRADING PERIODS

- Aug. 30 - Oct. 15 Q1 1st quarter
- Oct. 18 - Dec. 21 S1 2nd quarter & End of 1st semester
- Jan. 4 - Mar. 11 Q3 3rd quarter
- Mar. 14 - May 25 Ω 4th quarter & End of 2nd semester

COMMENCEMENT (☞)

- Sunday, May 29 2:00 p.m. NC Fieldhouse

MISCELLANEOUS

- August 11, 12, 13 ☞ Book Pick-up Days
- August 25 ⚡ Frosh Experience Day
- September 2 ☞ S. C. Open House
- September 9 ☞ N. C. Open House
- May 26, 27, 31 & June 1-2 ☉ Emergency Days
- June 6 Summer School Begins

LATE START DAYS - 8:45 A.M. START

TBD

Semester 1 = 83 days, Semester 2 = 93 days

February 2022

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					

March 2022

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		

April 2022

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

May 2022

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				

June 2022

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		

July 2022

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						

☉ Emergency Days may be used as school days if school closes unexpectedly during the regular school year.

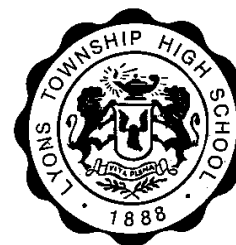
Year	Leap?		Start Date	Sem 1 End	Spring Break	Sem 2 End	Grad	1st Sem days	2nd Sem days	Total
2017-2018	N		8/21	12/22		5/31	6/3	83	93	176
2018-2019	N		8/20	12/21		5/30	6/2	83	93	176
2019-2020	Y		8/19	12/20		5/28	5/31	83	93	176
2020-2021	N		8/17	12/18	3/22-26	2/26	5/30	83	93	176
2021-2022	N		8/23	12/22	3/28-4/1	5/25	5/29	83	93	176
2022-2023	N	A	8/22	12/22	3/27-30	6/1	6/4	83	93	176
		B	8/15	12/16		5/24	5/28	84	93	177
2023-2024	Y		8/21	12/22	3/25-29	5/30	6/2	83	93	176
2024-2025	N		8/19	12/20	3/24-28	5/30	6/1	83	93	176

updated September, 2020

LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101

- Tel: (708) 579-6470
- E-mail: seggerding@lths.net
- Fax: (708) 579-6036
- Website: www.lths.net



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Tim Kilrea
Board of Education

FROM: Scott D. Eggerding *SE*

DATE: September 17, 2019

RE: 2021-22 Curriculum Change Proposals (First Reading)

Beginning last fall, the process for approving curricular changes was altered significantly to ensure more information was included in the proposals and provide multiple point along the way for input and feedback. A chart of the process is attached for reference.

The enclosed Curriculum Change Proposal report has 2 parts:

1. A list of proposals organized by division, including the vote tally from the Curriculum and Staff Development Team.
2. Copies of original requests which include division, department, course/program, nature of change, rationale/description, cost estimate, and presentation slides submitted for review.

As is our custom, all proposals that were submitted have been included for the first reading. A formal recommendation by the administration will be included prior to the second reading. Any further information required to make a decision will be gathered, shared with the Division Chair, deliberated by the CSD Team, reviewed by administration, and presented to the Board for a final decision.

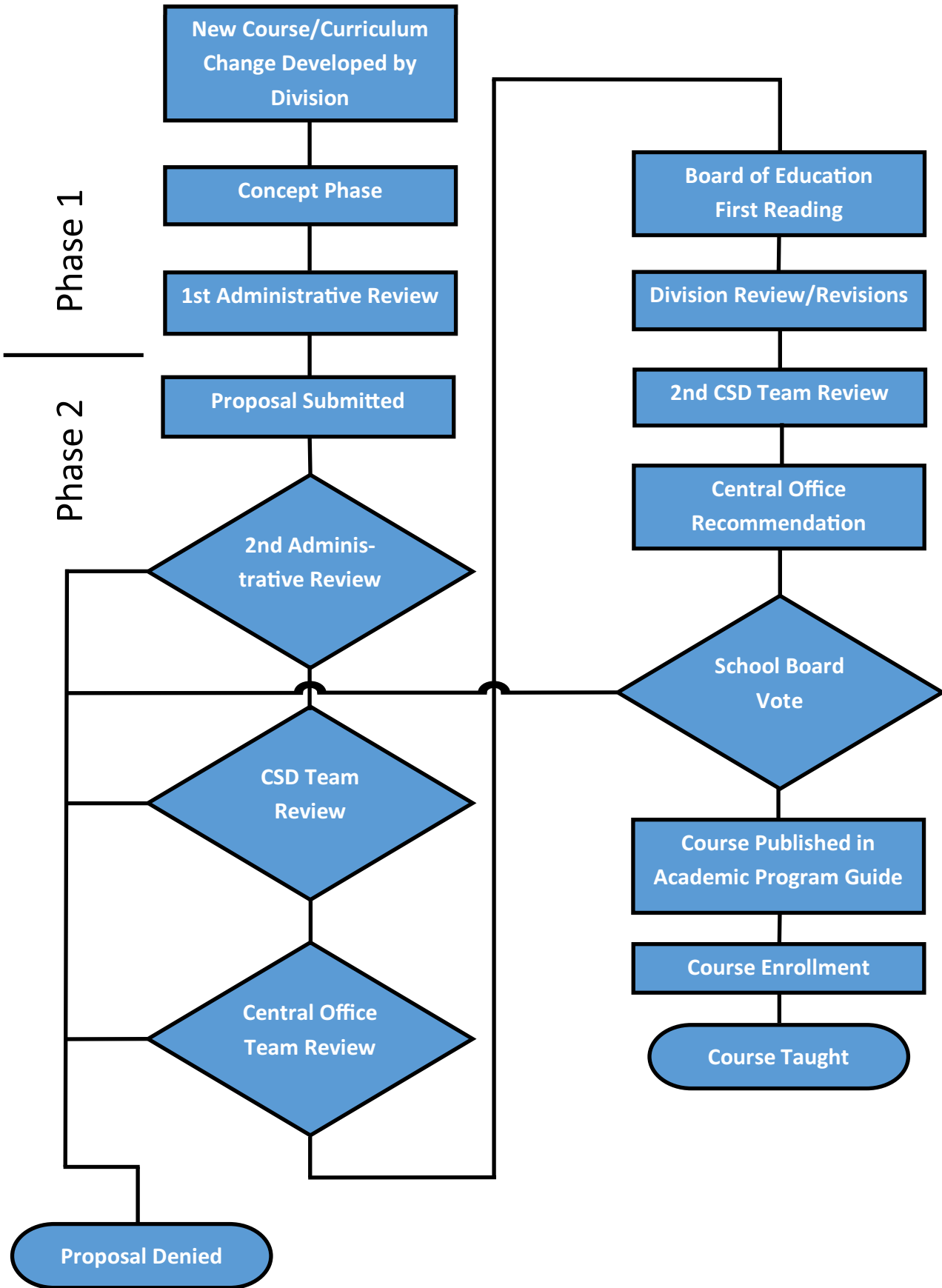
A few brief explanatory notes are also in order.

1. Proposals have been submitted from Physical Welfare (1), Special Education (1), Math Science (5), Fine Arts (1), and Language Arts (3).
2. Proposals were discussed within departments/divisions and then brought forward to the CSD Team for its consideration, debate, and vote. The CSD Team considered these proposals on September 10 and 11, 2020, with vote tallies noted in the attachment.
3. Estimated costs are included in the proposals, with the ability to obtain additional costs or impact to budget and facilities prior to a final vote.

RECOMMENDATION:

I recommend that the Board consider the 2021-2022 Curriculum Change Proposals for review and comment as submitted for first reading. No action is required by the Board at this time.

LTHS Process for New Course and Curriculum Change Proposals



2021-2022 Curriculum Proposals with CSD Team Votes

Division/Department	Course	Change	Vote
<i>Fine Arts</i>			
World Languages	Spanish for Heritage Speakers	Title	17 Ayes - 0 Nays - 3 Absent
<i>Special Education</i>			
	Social Awareness & Perspective Taking	Level Clarification	17 Ayes - 0 Nays - 3 Absent
<i>Physical Welfare</i>			
PE	Strength Training for Sophomores	New Course	19 Ayes - 0 Nays - 1 Absent
<i>Language Arts</i>			
English	English III Prep Literature & Composition	Year-long English Course	18 Ayes - 0 Nays - 1 Absent - 1 Abstain
	English IV Prep Composition	Move Comp to Senior Year	19 Ayes - 0 Nays - 1 Absent
	Multicultural American Literature	New Course	20 Ayes - 0 Nays
<i>Math/Science</i>			
Math	Financial Algebra	New Course	19 Ayes - 0 Nays - 1 Absent
	Probability & Chance	New Course	No Vote - Proposal Pulled
<i>Science</i>			
	Environmental Science	Offer as Annual Course	17 Ayes - 0 Nays - 3 Absent
	STEM Research	New Course	16 Ayes - 0 Nays - 4 Absent
	Sustainable Urban Agriculture	New Course	No Vote - Proposal Pulled

Curriculum Change Proposals for 2021-2022

Department/Division	Summary of Proposal	CSD Team Vote
FINE ARTS - World Languages		
Spanish for Heritage Speakers	As we are partners with COD for the dual credit, they have requested that we change the course name to match their title. This is a name change only proposal.	17 Ayes - 0 Nays - 3 Absent
SPECIAL EDUCATION		
Social Awareness & Perspective Taking	Students are currently receiving letter grades in SAPT and ASAPT that are weighted at the student's level of English class. The proposal is for both classes to be offered only at Level III credit.	17 Ayes - 0 Nays - 3 Absent
PHYSICAL WELFARE - PE		
Strength Training for Sophomores	<p>Sophomore Strength Training focuses on weight-training and conditioning in a learning environment that incorporates the formative practices and supports a number of SEL goals. The class is designed to allow students to achieve growth in their personal health, fitness, and social-emotional well-being. The class is structured around three core lifts that recruit all muscles of the human body to achieve maximum performance in a safe, supportive environment. The class structure is built upon three days in the weight room, one day in the gymnasium focused on body maintenance/functional movement, and one day in the classroom focused on the science and education of the human body, muscle growth, and program development.</p> <p>Sophomore Strength Training is an alternative to the current Sophomore Physical Education curriculum, allowing students the opportunity to centralize their focus within Physical Welfare. There is a strong desire for more options at the sophomore level as indicated by student surveys and this course provides the logical first step in an additional offering in PE during the Sophomore year. This course allows a student the resources to build upon both their personal fitness goals and desires, in addition to their knowledge of strength training, muscle growth, body maintenance, and program development.</p> <p>Sophomore Strength Training will utilize the formative practices in the physical setting. Grounded rubrics will assist in teaching advanced anaerobic exercises that require strict technique, in order to assist students in their journey with learning the proper movements, terminologies, and modifications. Peer and self-assessments will be regular aspects of the class. Data collection will assist students with understanding their personal progression and achievements, as well as represent the quantitative measures needed to assist in a student's growth mindset.</p> <p>Coursework and experiences will also directly correlate with all three Social Emotional Learning goals. The strength curriculum will encourage students to maintain positive attitudes, establish positive social interactions and behaviors, and improve personal and academic performance.</p> <p>Sophomore Strength Training is a course offered as an alternate to the current Sophomore Physical Education course. Sophomore Strength Training will require a minimal amount of additional resources from the school as virtually all equipment is currently in place for this course to move forward professionally and successfully.</p>	19 Ayes - 0 Nays - 1 Absent
LANGUAGE ARTS - English		

<p>English III Prep Literature & Composition</p>	<p>Currently, The LAD offers two semester Prep and Accel English options at the junior level to fulfill the annual graduation requirement (English III Lit and English III Comp). With the advent of the IU dual credit composition course entitled Reading, Writing, & Inquiry offered for senior students, there are now curricular concerns with our junior composition courses due to skill redundancy between the classes. The outcomes for both courses include a students' ability to</p> <ol style="list-style-type: none"> 1.employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers; 2.engage in substantial revision of drafts, as distinguished from editing and proofreading; 3.read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources for developing their own ideas and claims; 4.engage in inquiry-driven research, properly attributing and citing the language and ideas of others to avoid plagiarism; develop a focused thesis and link it to appropriate reasons and adequate evidence; 5.use genre conventions and structure in ways that serve the development and communication of information and ideas; 6.edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas. <p>Although the prompts, products, and rubrics are different between the courses, there are enough similarities in them to warrant a course flow revision; hence, we are proposing to combine the semester courses into a year-long option for junior students entitled English III American Lit. & Comp. that would be offered at the Prep and Accel levels. The new courses will be developed with current thinking regarding best practices in the teaching of language arts, including writing for a variety of audiences and purposes, more student choice in text selection, more opportunity for student-led inquiry and research, thematically designed units that promote curiosity and that answer essential questions, unit products that go beyond papers and traditional literary analysis, and texts that mirror diverse voices in the American experience. Additionally, students will benefit from having year-long relationships with their teachers and peers and will have more consistency with scheduling.</p>	<p>18 Ayes - 0 Nays - 1 Absent - 1 Abstain</p>
<p>English IV Prep Composition</p>	<p>Due to the new IU dual credit courses, the LAD would like to realign our curriculum to eliminate redundancy. This proposal is to move the English III Prep Composition course that is currently offered to juniors to the first semester of senior year so students who do not have the prerequisite to take the Level V dual credit composition course will still have a composition course from which to choose at the prep level that will help prepare them for college and career.</p>	<p>19 Ayes - 0 Nays - 1 Absent</p>
<p>Multicultural American Literature</p>	<p>In her TEDx Talk, "The Danger of a Single Story," Chimamanda Ngozi Adichie laments the stereotypical narrative of Africa that causes others to pity her. The pity, she says, prevents any possibility of connection as human equals. The goal of Perspectives in Multicultural American Literature is to foster an academic community that examines multiple voices in varied contexts in order to move beyond the single narrative that students often encounter – the narrative of enslavement or internment, of migrant work or immigration status, the narrative of struggle, inferiority. This course will honor and add to those stories. The course will allow students to weigh the impact of race, ethnicity and culture on our experiences without allowing those factors to outweigh the human experience. Students will hone critical thinking and empathy as they grapple with ideas from some of America's foremost established and contemporary writers.</p>	<p>20 Ayes - 0 Nays</p>

MATH/SCIENCE - Math		
Financial Algebra	<p>1.Students who have failed a semester of math could take this course rather than a staggered course.</p> <p>2.Seniors who have 3 years of math credit could take a high interest math course.</p> <p>3.Having an additional algebra based course will provide students with skill development and application prior to the SAT and/or college entrance exams.</p> <p>4.Math elective available to Juniors & Seniors</p> <p>5.Uses financial concepts and real world contexts to develop Algebra skills.</p> <p>6.An alternative to a semester of Algebra II or Geometry for students that don't want to follow the traditional pathway or have struggled.</p> <p>7.This class could also be a math elective for students seeking a fourth year of mathematics.</p> <p>8.A math class based on finance could spark the interest of many students.</p>	19 Ayes - 0 Nays - 1 Absent
Probability & Chance	<p>This is a new course which will serve multiple purposes.</p> <p>1.Students who have failed a semester of math could take this course rather than a staggered course.</p> <p>2.Seniors who have 3 years of math credit could take a high interest math course.</p> <p>3.Having an additional algebra based course will provide students with skill development and application prior to the SAT and/or college entrance exams.</p> <p>4.Math elective available to Juniors & Seniors</p> <p>5.Uses games and real world contexts to develop Algebra skills.</p> <p>6.An alternative to a semester of Algebra II or Geometry for students that don't want to follow the traditional pathway or have struggled.</p> <p>7.This class could also be a math elective for students seeking a fourth year of mathematics.</p> <p>8.A math class based on games could spark the interest of many students.</p>	No Vote - Proposal Pulled
MATH/SCIENCE - Science		
Environmental Science	<p>Environmental Science is currently a ½ credit course offered both semesters. This change would allow students to take the course 1st and 2nd semester for a full credit OR take only one semester.</p>	17 Ayes - 0 Nays - 3 Absent
STEM Research	<p>Students learn to perform scientific research with the help of a university or industrial mentor. Working with the library, students will be introduced to basic research techniques. They will identify questions within personal areas of interest and collect data to answer those questions. Students will be required to submit their research to at least one science fair or competition (e.g. Percy Julian @OPRF).</p>	16 Ayes - 0 Nays - 4 Absent
Sustainable Urban Agriculture	<p>Adding a high interest science elective to increase exposure to the science and engineering practices, which is in line with current Biology, Chemistry, Physics, and Mathematics concepts and methodologies. This course provides an overview of sustainable agriculture. The course will have a focus on the hands-on production of food crops. The course looks at the sustainability of food production from farm resources through the global level. Students will explore the environmental problems caused by conventional agriculture/horticulture and recognize the challenges to alternative forms of sustainable agriculture. A variety of topics such as ecological, social and economic will be discussed within the framework of sustainability.</p>	No Vote - Proposal Pulled

2021-2022 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 02/28/2020

Division: Fine Arts

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Spanish for Spanish Speakers	1.0		9-12	IV	WL 7201 7206	WL 7202 7207

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Spanish for Heritage Speakers	1.0		9-12	IV	WL 7201 7206	WL 7202 7207

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement		North Only		Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	X
Full Year	X	North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)		Lab-Based		CTE/Perkins		1st or 8th Pd. Option	X
Creative or Practical Art		Dual Credit*	X	Online Delivery		State/Federal Change	

*Dual Credit University Partner: College of DuPage

Provide a short name that can be used to reference this proposal:

Heritage Spanish

Provide a brief description of the proposal/change:

As we are partners with COD for the dual credit, they have requested that we change the course name to match their title. This is a name change only proposal.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

n/a

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

n/a

What metrics will be used to measure the success of the course addition or change?

n/a

How does the change address Board Goals or school initiatives?

n/a

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

n/a

(insert additional rows if necessary)

Provide an updated Course Description that will be included in the Academic Program Guide:

n/a

Who was involved in developing this course proposal?

Leonel Reyes, Paula Nardi

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2021-2022 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 1/14/20

Division: Special Education

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Social Awareness and Perspective-Taking	1.0	IEP Team Recommendation	9-10	Same as English	IP2396 IP2496 IP2596	IP2397 IP2497 IP2597
Advanced Social Awareness and Perspective-Taking	1.0	IEP Team Recommendation	11-12	Same as English	IP2391 IP2491 IP2591	IP2392 IP2492 IP2592

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Social Awareness and Perspective-Taking	1.0	IEP Team Recommendation	9-10	III	IP2396	IP2397
Advanced Social Awareness and Perspective-Taking	1.0	IEP Team Recommendation	11-12	III	IP2391	IP2392

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement		North Only		Interdisciplinary		Summer School	
Elective Credit	X	South Only		Title I		Duplicate Credit	X
Full Year	X	North & South	X	NCAA		Duplicate Credit Max	
Semester: 1, 2, B (oth)	B	Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Social Awareness and Perspective-Taking Level Change Proposal

Provide a brief description of the proposal/change:

Students are currently receiving letter grades in SAPT and ASAPT that are weighted at the student's level of English class. The proposal is for both classes to be offered only at Level III credit.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

Offering SAPT/ASAPT at Level III credit only will create consistency among the level of the course for all students, allow the team to create consistent expectations in order for students to receive credit for the course. Students' IEPs are meant to create equal access to education for students, not provide an unfair advantage. Giving students levelled credit for the class based on the level of their English class provides an unfair advantage, especially if students are taking higher level English classes. There have also been situations in which families request that a student remain in SAPT/ASAPT even when the IEP team does not feel it is needed in order for students to continue to get an additional Accel, Honors, or AP credit.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

N/A

What metrics will be used to measure the success of the course addition or change?

Teacher survey data and enrollment data.

How does the change address Board Goals or school initiatives?

Goal 1: Improve the Academic Achievement of All Students
Objective 1: Monitor, evaluate and revise structured supports for students to ensure that the supports continue to assist students in their learning
Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

The change directly addresses the Board Goals listed above by providing students with the level of support they need to have success at school and to learn the skills necessary to be independent after graduation. SAPT and ASAPT continue to instruct students in critical communication competencies.

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
N/A	N/A
(insert additional rows if necessary)	

Provide an updated Course Description that will be included in the Academic Program Guide:

No changes made to the course description other than the level change. Level should be changed to III in the course description for both courses. It currently states "Same as English class".

Who was involved in developing this course proposal?

Allyson Voss, Dan Singer

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2021-2022 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 12-5-2019

Division: Physical Welfare

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Sophomore Strength Training	½	None	10	III		

Concurrent Enrollment Info:

(fill only if necessary)					
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Check the Appropriate Features of the New Course:

Graduation Requirement		North Only		Interdisciplinary		Summer School	
Elective Credit		South Only	X	Title I		Duplicate Credit	
Full Year		North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner: None

Provide a short name that can be used to reference this proposal:

Sophomore Strength

Provide a brief description of the proposal/change:

Sophomore Strength Training focuses on weight-training and conditioning in a learning environment that incorporates the formative practices and supports a number of SEL goals. The class is designed to allow students to achieve growth in their personal health, fitness, and social-emotional well-being. The class is structured around three core lifts that recruit all muscles of the human body to achieve maximum performance in a safe, supportive environment. The class structure is built upon three days in the weight room, one day in the gymnasium focused on body maintenance/functional movement, and one day in the classroom focused on the science and education of the human body, muscle growth, and program development.

Sophomore Strength Training is an alternative to the current Sophomore Physical Education curriculum, allowing students the opportunity to centralize their focus within Physical Welfare. There is a strong desire for more options at the sophomore level as indicated by student surveys and this course provides the logical first step in an additional offering in PE during the Sophomore year. This course allows a student the resources to build upon both their personal fitness goals and desires, in addition to their knowledge of strength training, muscle growth, body maintenance, and program development.

Sophomore Strength Training will utilize the formative practices in the physical setting. Grounded rubrics will assist in teaching advanced anaerobic exercises that require strict technique, in order to assist students in their journey with learning the proper movements, terminologies, and modifications. Peer and self-assessments will be regular aspects of the class. Data collection will assist students with understanding their personal progression and achievements, as well as represent the quantitative measures needed to assist in a student's growth mindset.

Coursework and experiences will also directly correlate with all three Social Emotional Learning goals. The strength curriculum will encourage students to maintain positive attitudes, establish positive social interactions and behaviors, and improve personal and academic performance.

Sophomore Strength Training is a course offered as an alternate to the current Sophomore Physical Education course. Sophomore Strength Training will require a minimal amount of additional resources from the school as virtually all equipment is currently in place for this course to move forward professionally and successfully.

What qualitative and/or quantitative measures were used to determine the need for this change?

Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

The best piece of measure to support the need for Sophomore Strength is our current Academic Program Guide. Currently North Campus offers twelve different courses for students, while South campus only offers two. Page 120 of our Academic program guide states:

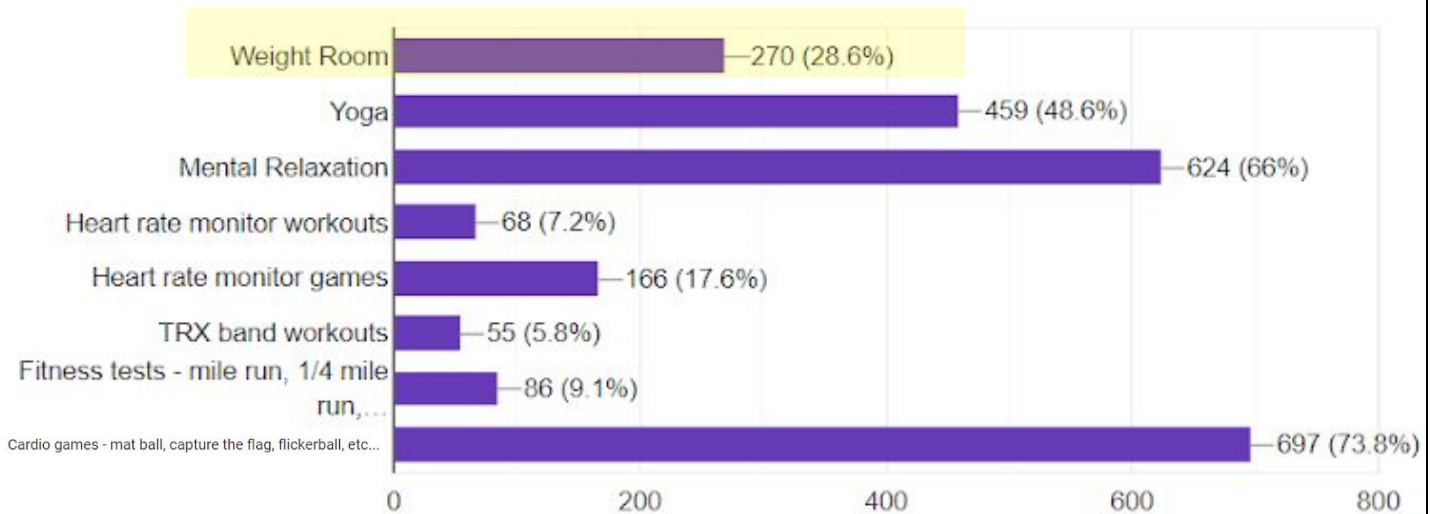
The philosophy of the Physical Education and Health Department is to fulfil the Mission Statement of Lyons Township High School which charges that our work will ...foster the full intellectual, physical, moral, and aesthetic growth of each student. The four-year required course of study will use a broad variety of activities that will emphasize the promotion of a healthy lifestyle and acquisition of skills that will be valuable beyond the school setting.

The Physical Welfare Department offers limited course options for our South Campus physical education students. With the offering of Sophomore Strength Training, we offer another valuable option for students who desire to centralize their focus, while supporting our mission of offering classes that foster the "full intellectual and physical growth of each student." Offering another course for South Campus students will

also provide experiences prior to their journey to North Campus, where they will be able to continue to centralize their focus on physical welfare courses that interest them, and allow them to learn skills that will be value to them well beyond their time in class. Learning is accelerated when a student is engaged in the curriculum based on interest, additional course offerings helps build and excite interest. Freshman students who completed their first semester of physical education were asked to complete a survey. Survey results were collected and analyzed. 941 students in total were surveyed. The following data came from the survey.

Choose which fitness activities you enjoy the most. Multiple choices can be made.

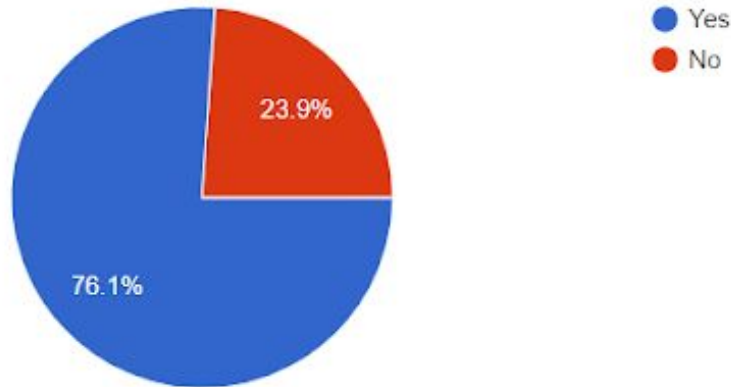
945 responses



270 (28.6%) of students surveyed stated that the weight room was an activity they enjoyed the most out of their physical education experience.

If you could, would you choose a non-traditional sophomore PE class? Our current PE classes are traditional classes.

945 responses



76.1% of student surveyed stated that they would choose a non-traditional sophomore PE class if given the choice.

32.1% of students surveyed stated that they would likely join a class that focuses on personal health and weight training.

We are currently surveying students to collect data specific to the questions we would anticipate as this course is being vetted. This data will be compiled in the coming weeks and will be offered as additional information during the CSD team curriculum change proposal meeting.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Courses that are focused on strength training are common at high schools throughout Illinois. It is important to note that this course is for all sophomore students who, regardless of gender, have an interest in body development and human performance. By offering this course we are meeting student interest by providing resources to make true growth with their personal journey of health, fitness, and social-emotional well-being.

The class is intended for Sophomores only, with the intent to offer a similar course at the North Campus when students move on to their Junior year (2022-2023). The Sophomore curriculum currently only contains one option for physical education students, offering additional courses for sophomores is common at other area high schools. Allowing students, the opportunity to focus their learning on what interests them assists in building a successful learning environment for all students.

High Schools currently offering strength training courses for their students include, but are not limited to; Morton, Stagg, Sandburg, Andrews, Elk Grove, Lincoln Way East, Libertyville, Oak Park River Forest, Hinsdale Central, Metea Valley, Neuqua Valley, Waubonsie Valley, Naperville North, Naperville Central Downers Grove South, Downers Grove North, Niles North.

What metrics will be used to measure the success of the course addition or change?

- Summative assessments
- Student performance data
- Exit surveys
- Class enrollment trends

How does the change address Board Goals or school initiatives?

Sophomore Strength Training will meet the following ISBE standard goals for a physical education student:

19.A.5a Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement, and work-related activities.

19.A.4b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.

19.B.5a Apply the principles of efficient movement to evaluate personal performance

9.B.5b Develop and implement a variety of movement concepts to enhance brain function.

20.A.5a Implement an individualized health related fitness plan which includes the principles of training.

20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.

20.B.5a Collect and interpret health-related fitness data over a period of time, with and without the use of technology.

20.C.4a Set realistic, short-term, health related fitness goals based on individual profiles.

21.A.4b Apply identified procedures and safe practices to all group physical activity settings.

21.B.4a Work cooperatively with others to achieve group goals in competitive and noncompetitive situations

Sophomore Strength Training will meet the following Board Goals:

Goal 2. Objective 1 Implement programs to assist students, staff and parents with mental health and social emotional issues to help reduce student stress and maintain a healthy learning environment.

Sophomore Strength will meet the following Social Emotional Goals:

1A.3b. Apply strategies to manage stress and to motivate successful performance.

1A.4b. Generate ways to develop more positive attitudes.

1C.3a. Set a short-term goal and make a plan for achieving it.

1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

Sophomore Strength Training will meet the school's initiative, *Vita Plena*. Our current physical welfare program enhances physical fitness and social-emotional wellness, while providing a range of structured experiences for students to continue beyond the classroom. In order to continue to offer our students challenging, life-long experiences, we need to meet the needs of our physical learners. Sophomore Strength Training will give our second-year physical education students the choice and resources to dive deeper into strength training and learn the physical, social, and emotional benefits that come along with it.

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

Movable weight rack x 2 (\$239/rack)	\$478.00
Urethane Bumper Plates – Set x 2 (\$1349/set)	\$2689.00
30 kg Olympic bars x 6 (\$289/bar)	\$1734.00

Provide an updated Course Description that will be included in the Academic Program Guide:

This semester course is designed for any sophomore student interested in strength training and body maintenance. No prior experience with strength training is required; the class is designed to meet individual student needs. The course is built around three core functional lifts that incorporate all muscles of the body. All techniques will be taught in a structured and safe environment. The course will spend three days a week in the weight room, one day in the classroom focused on the science of strength training, muscle growth and program development, and one day in the gym focused on body maintenance, body performance, and injury prevention. Expect to make strength gains and reach personal fitness goals throughout a semester-long, progressive strength training program. This course fulfills the physical education requirement.

Who was involved in developing this course proposal?

Kurt Johns, Bryan Bergman

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2021-2022 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 2/10/2020

Division: LAD

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
English III Prep Literature	1/2	Sophomore English	11	III	LA4431	LA4432
English III Prep Composition	1/2	Sophomore English	11	III	LA6201	LA6202
English III Accel Literature	1/2	Sophomore English	11	IV	LA7131	LA7132
English III Accel Composition	1/2	Sophomore English	11	IV	LA7891	LA7892

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
English III Prep Lit. & Comp.	1.0	Sophomore English	11	III		
English III Accel Lit. & Comp.	1.0	Sophomore English	11	IV		

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	X	North Only	X	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year	X	North & South		NCAA	X	Duplicate Credit Max	
Semester: 1, 2, B(oth)		Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Annual English Lit and Comp Course

Provide a brief description of the proposal/change:

Currently, The LAD offers two semester Prep and Accel English options at the junior level to fulfill the annual graduation requirement (English III Lit and English III Comp). With the advent of the IU dual credit composition course entitled *Reading, Writing, & Inquiry* offered for senior students, there are now curricular concerns with our junior composition courses due to skill redundancy between the classes. The outcomes for both courses include a students' ability to

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
2. engage in substantial revision of drafts, as distinguished from editing and proofreading;
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources for developing their own ideas and claims;
4. engage in inquiry-driven research, properly attributing and citing the language and ideas of others to avoid plagiarism; develop a focused thesis and link it to appropriate reasons and adequate evidence;
5. use genre conventions and structure in ways that serve the development and communication of information and ideas;
6. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

Although the prompts, products, and rubrics are different between the courses, there are enough similarities in them to warrant a course flow revision; hence, we are proposing to combine the semester courses into a year-long option for junior students entitled English III American Lit. & Comp. that would be offered at the Prep and Accel levels. The new courses will be developed with current thinking regarding best practices in the teaching of language arts, including writing for a variety of audiences and purposes, more student choice in text selection, more opportunity for student-led inquiry and research, thematically designed units that promote curiosity and that answer essential questions, unit products that go beyond papers and traditional literary analysis, and texts that mirror diverse voices in the American experience. Additionally, students will benefit from having year-long relationships with their teachers and peers and will have more consistency with scheduling.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

Analysis of the English sequences at the Prep and Accel levels at LT and the analysis of curriculum maps and syllabi.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Most schools offer year-long American Lit. & Comp. courses for juniors. Semester options are typically reserved for seniors.

What metrics will be used to measure the success of the course addition or change?

N/A

How does the change address Board Goals or school initiatives?

Although this proposal does not directly address a Board Goal, it is aligned with “improving the academic achievement of all students” by ensuring that students do not have redundant experiences.

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

None, other than the cost of new texts for the course.	
(insert additional rows if necessary)	

Provide an updated Course Description that will be included in the Academic Program Guide:

For the Level III Version: This course addresses skill development in reading, writing, listening, speaking, and research while exploring American themes and experiences present in fiction and nonfiction. The course emphasizes the analysis of poetry, literature, language, and the study of rhetoric in a variety of texts. This is a writing intensive course that develops narrative, analytical, argumentative, and research skills and develops student voice, purpose, and audience through a variety of papers, projects, and presentations.

For the Level IV Version: This course addresses reading, writing, listening, speaking, and research skills while exploring American themes and experiences present in fiction and nonfiction. The course emphasizes the analysis of poetry, literature, language, and the study of rhetoric in a variety of texts. This is a writing intensive course that develops narrative, analytical, argumentative, and research skills and develops student voice, purpose, and audience through a variety of papers, projects, and presentations. It moves at an accelerated pace. Foundational skills in all domains of discourse are expected. Tasks are challenging and focus on analysis, synthesis, and evaluation.

Who was involved in developing this course proposal?

Karen Raino initiated the proposal and the LAD unanimously approved it.

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2021-2022 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application:

Division:

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
English III Prep Composition	1/2	Sophomore English	11	III	LA6201	LA6202

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
English IV Prep Composition	1/2	Junior English	12	III	LA6201	LA6202

Concurrent Enrollment Info:

(fill only if necessary)					
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Check the Appropriate Features of the New Course:

Graduation Requirement	X	North Only	X	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I	X	Duplicate Credit	
Full Year		North & South		NCAA	X	Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

English IV Comp

Provide a brief description of the proposal/change:

Due to the new IU dual credit courses, the LAD would like to realign our curriculum to eliminate redundancy. This proposal is to move the English III Prep Composition course that is currently offered to juniors to the first semester of senior year so students who do not have the prerequisite to take the Level V dual credit composition course will still have a composition course from which to choose at the prep level that will help prepare them for college and career.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

The course flow chart and curriculum redundancy.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

N/A

What metrics will be used to measure the success of the course addition or change?

Course enrollment

How does the change address Board Goals or school initiatives?

This proposal addresses Goal One of the Board of Education goals – “Improve the achievement of all students” by providing a writing intensive English option for students who want to hone their skills before college or career.

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

What are the resources needed to implement this change? Include Textbook Info.	Estimated Cost
No additional resources are necessary than what students currently use. The cost of texts is the only expenditure for students and their families.	\$36.15
(insert additional rows if necessary)	

Provide an updated Course Description that will be included in the Academic Program Guide:

This class provides students the opportunity to develop their writing through a variety of skills, including but not limited to argumentation, research, and impromptu responses. Using a workshop format, this course focuses on writing as a process, with a strong emphasis on revision. Students will enhance their ability to read and analyze selected models of prose writing, as well as synthesize other authors’ ideas. Student progress is evaluated throughout the semester in a manner that authorizes students to take an active role in their learning.

Who was involved in developing this course proposal?

Karen Raino initiated this proposal and the LAD discussed it.

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2021-2022 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application: 2/10/2020

Division: LAD

Current Course Information: (skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Multicultural American Literature	½	Junior Year English	12	III		

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	X	North Only	X	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I	X	Duplicate Credit	
Full Year		North & South		NCAA	X	Duplicate Credit Max	
Semester: 1, 2, B (oth)	B	Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Multicultural Lit.

Provide a brief description of the proposal/change:

In her TEDx Talk, “The Danger of a Single Story,” Chimamanda Ngozi Adichie laments the stereotypical narrative of Africa that causes others to pity her. The pity, she says, prevents any possibility of connection as human equals. The goal of Perspectives in Multicultural American Literature is to foster an academic community that examines multiple voices in varied contexts in order to move beyond the single narrative that students often encounter – the narrative of enslavement or internment, of migrant work or immigration status, the narrative of struggle, inferiority. This course will honor and add to those stories. The course will allow students to weigh the impact of race, ethnicity and culture on our experiences without allowing those factors to outweigh the human experience. Students will hone critical thinking and empathy as they grapple with ideas from some of America’s foremost established and contemporary writers.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

The Language Arts Division has specifically identified the need for more diversity in texts as part of the curriculum review process. In order to address this need, Nikita Hulbert initiated this proposal to offer an American literature experience that further addresses contemporary and classic multicultural voices in the senior year. The percentage of students of color has increased throughout the years and according to the 2019 school report card, more than 25% of LT students identify as students of color (20.2% Hispanic, 3.5% Black, 2.2% Asian, 2% Two or more races. .1% Native American, 72% White). More than 372 students are identified as former English Learners and 88 are identified as current English Learners (approximately 12%), illustrating our linguistic and ethnic diversity as well. Literature provides a lens to see oneself and see the world, creating understanding and empathy. Although our current courses are examining ways to diversify texts, this course will provide another choice for seniors to delve deeper into multicultural literature.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

Multiple comparable districts/schools including Hinsdale, OPRF, York, and Naperville Central offer African American Literature, Latino Literature, and/or Multicultural Literature. A multicultural approach best fits our learning community due to our demographics and our Division goal to diversify texts. Every district/school offers the course to 11th and/or 12th graders. Hinsdale specifically notes in its academic program guide that the course is NCAA approved.

What metrics will be used to measure the success of the course addition or change?

Course enrollment

How does the change address Board Goals or school initiatives?

This proposal addresses the Board of Education Goal One which states. “Improve the academic achievement of all students” by focusing on Objective 6, “Ensure LT’s curriculum offerings prepare all students for college or career readiness upon graduation.” Perspectives in Multicultural American Literature will be a rich literacy experience, focusing on analytical reading, writing, and discussion skills.

Class sets of New Worlds of Literature: Writings from America's Many Cultures, 2nd Edition (or similar anthology)	\$45.00
Consumable - Student selected novel	\$10.00
(insert additional rows if necessary)	

Provide an updated Course Description that will be included in the Academic Program Guide:

Multicultural Literature exposes students to works by writers from diverse cultural backgrounds including African-American, Latinx, Asian-American and Native American. Students engage with a variety of literary genres in order to address questions of identity, representation, and other relevant themes.

Who was involved in developing this course proposal?

Nikita Hulbert and Karen Raino

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2020-2021 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application:

Division:

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Financial Algebra	.5	Algebra II or concurrent	11, 12	III		

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	x	North Only	x	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year		North & South		NCAA	X	Duplicate Credit Max	
Semester: 1, 2, B (oth)	B	Lab-Based		CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Financial Algebra

Provide a brief description of the proposal/change:

1. Seniors who have 3 years of math credit could take a high interest math course.
2. Having an additional algebra based course will provide students with skill development and application prior to the SAT and/or college entrance exams.
3. Math elective available to Juniors & Seniors
4. Uses financial concepts and real world contexts to develop Algebra skills.
5. An alternative to Pre-Calculus for students that don't want to follow the traditional pathway or have struggled.
6. This class could also be a math elective for students seeking a fourth year of mathematics.
7. A math class based on finance could spark the interest of many students.

What qualitative and/or quantitative measures were used to determine the need for this change?

Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

Teacher Initiation.

Our only math electives are PreCalc, AP Stats, AP Calc, and College Algebra. These courses are not appropriate for many of our students.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

See attached pages

What metrics will be used to measure the success of the course addition or change?

Enrollment

Graduation rate (change in number of students not graduating due to failure of math courses)

How does the change address Board Goals or school initiatives?

Goal / Objective 2: Improve standardized test scores annually.

Goal / Objective 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

Financial Algebra: Financial Algebra with Advanced Algebra 2nd edition (9781337271790) Robert Gerver and Richard Sgroi	\$87.75 each

Provide an updated Course Description that will be included in the Academic Program Guide:

Financial Algebra is a study of algebra and functions in a financial context. This course combines algebraic and graphical approaches with practical business and personal finance applications. Financial Algebra is an applications based learning approach to Algebra concepts. This course encourages students to be actively involved in applying mathematical ideas to their everyday lives.

Who was involved in developing this course proposal?

Math/Science Division leaders
Bill Lanspeary
Matt Ranft

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2020-2021 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application:

Division:

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Environmental Science	1/2	One Year of Science	11, 12	III	SN6011	SN6012

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
Environmental Science 1 & 2	.5 each sem.	One Year of Science	11, 12	III	SN6011	SN6012

Concurrent Enrollment Info:

(fill only if necessary)						
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Check the Appropriate Features of the New Course:

Graduation Requirement	X	North Only	x	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year	X	North & South		NCAA	X	Duplicate Credit Max	
Semester: 1, 2, B(oth)	B	Lab-Based	x	CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Environmental Science

Provide a brief description of the proposal/change:

Environmental Science is currently a ½ credit course offered both semesters. This change would allow students to take the course 1st and 2nd semester for a full credit OR take only one semester.

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

Students have expressed interest in taking more environmental science at the prep level. There is enough content for more than 2 distinct semesters of the existing course.

20% of students currently enrolled in Environmental Prep would take a 2nd semester of the course.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

D99 - Research Topics in Earth Science (Annual)
OPRF - Environmental Science (Annual)
ETHS - Geosciences and the Environment (Annual)

What metrics will be used to measure the success of the course addition or change?

Monitor full-year enrollments.

How does the change address Board Goals or school initiatives?

Improve Academic Achievement of All Students.

Goal I. Obj. 4: Ensure that LT's curricular offerings are designed to prepare all students for college and career readiness upon graduation.

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

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Provide an updated Course Description that will be included in the Academic Program Guide:

<i>We would remove the level change prohibition.</i>
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Who was involved in developing this course proposal?

Adam Roubitchek Eric Nuss Kevin Murphy
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Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

2020-2021 Curriculum Change Proposal Form

- The Division Chair is responsible for developing a complete proposal prior to March 1.
- The Division Chair must meet with the Director of Curriculum and Instruction in March.
- A final signed proposal must be submitted to the Curriculum Office by April 1.

Date of Application:

Division:

Current Course Information:

(skip if this is a new course proposal)

Current Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code

Proposed Course Information:

Proposed Course Title	Credit	Prerequisite(s)	Grade(s) Offered	Level(s)	Fall Code	Spring Code
STEM Research	1.0	2 Years of Science Credit	11, 12	IV		

Concurrent Enrollment Info:

(fill only if necessary)					
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Check the Appropriate Features of the New Course:

Graduation Requirement		North Only	x	Interdisciplinary		Summer School	
Elective Credit		South Only		Title I		Duplicate Credit	
Full Year	x	North & South		NCAA		Duplicate Credit Max	
Semester: 1, 2, B(oth)		Lab-Based	x	CTE/Perkins		1st or 8th Pd. Option	
Creative or Practical Art		Dual Credit*		Online Delivery		State/Federal Change	

*Dual Credit University Partner:

Provide a short name that can be used to reference this proposal:

Scientific Research

Provide a brief description of the proposal/change:

Students learn to perform scientific research with the help of a university or industrial mentor. Working with the library, students will be introduced to basic research techniques. They will identify questions within personal areas of interest and collect data to answer those questions. Students will be required to submit their research to at least one science fair or competition (e.g. Percy Julian @OPRF).

What qualitative and/or quantitative measures were used to determine the need for this change? Survey? Teacher Initiation? Enrollment Data? Industry Requirement? (Attach additional pages if necessary)

Teacher Initiation – two teachers took a research class where they learned the most competitive research majors expect and demand research experience. College applications have a place to list research experience. We currently do not offer a research opportunity for students. Enrollment in independent study.

How is this issue addressed at comparable high schools? (Attach additional pages if necessary)

New York, Connecticut and New Jersey: <https://www.albany.edu/scienceresearch/schools.shtml>

Niles District 219: STEM Inquiry and Research.

<https://docs.google.com/document/d/1cimaVIP7-n8zK9I4N8gUp8-gtPdx9S4XvcRNI-dpy1Y/edit#>

Hinsdale District 86: Summer research

OPRF: Investigational Research and Design.

<https://campussuite-storage.s3.amazonaws.com/prod/1558748/bd01c7ae-765f-11e9-9402-0a56f8be964e/1928439/2ffe6052-7889-11e9-9b41-0a65ea8cbc58/file/AcadCat20192020.pdf>

What metrics will be used to measure the success of the course addition or change?

Monitor enrollment.

Acceptance into competitive science programs.

Enrollment and success in Science Competitions (e.g. Siemens, Google)

How does the change address Board Goals or school initiatives?

Improve Academic Achievement of All Students.

Goal I. Obj. 4: College preparation

Goal I. Obj. 5: Equity and achievement. Another option of level IV

What are the resources needed to implement this change? Include Textbook Info. Estimated Cost

STEM Student Research Handbook https://www.nsta.org/store/product_detail.aspx?id=10.2505/9781936137244	\$24.76 each
ISTI Mentor Program	Get Cost

Provide an updated Course Description that will be included in the Academic Program Guide:

Mostly stolen from OPRF:

This course is designed for independent and academically driven juniors or seniors who have completed at least 3 years of laboratory science and math (or who are concurrently enrolled in their third year) who are interested in pursuing research in the fields of science or engineering. Each student will have the opportunity to develop an open-ended research project that he or she will have the entire year to investigate using scientific laboratory or engineering design techniques. The student will be responsible for planning and implementing each phase of their project. Each student will have the opportunity to connect with an "e-mentor" who is an expert in the area the student is investigating and for maintaining collaboration with that professional throughout the year. Students will read scientific journals, develop hypotheses, collect and analyze data, perform statistical analyses, create a formal research poster, and write a formal research paper which will be submitted to local, state, and national/international science competitions.

Who was involved in developing this course proposal?

Math/Science Division leaders
Bruce Falli
Angela Patel

Signatures:

Curriculum Coordinator/Lead Teacher	Date
Assistant Division Chair	Date
Division Chair	Date

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF AUGUST 2020 EXPENSES
FOR BOARD OF EDUCATION APPROVAL ON SEPTEMBER 21, 2020**

ACCOUNTS PAYABLE	PAID	TOTAL
EDUCATION FUND	\$ 1,655,141.98	
OPERATIONS BLDG MAINT	\$ 704,216.91	
TRANSPORTATION	\$ 3,545.44	
TOTAL ACCOUNTS PAYABLE		\$ 2,362,904.33
PAYROLL		
EDUCATION FUND	\$ 3,074,214.82	
OPERATIONS BLDG MAINT	\$ 344,225.20	
IMRF/FICA/MEDICARE	\$ 167,331.66	
TOTAL PAYROLL		\$ 3,585,771.68
TOTAL EXPENDITURES		\$ 5,948,676.01

The Undersigned do hereby certify that the Accounts Payable and Payroll Expenditures in the amount of \$5,948,676.01 were approved for payment at the Lyons Township High School District 204 Board of Education Meeting, Cook County, Illinois held on September 21, 2020 and authorize the School Trustees of Township 38, Range 12 to pay the same.

Thomas W. Cushing, President

Secretary

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
FUND BALANCE FINANCIAL REPORT - FISCAL YEAR 2020-21
FOR THE MONTH OF AUGUST 2020**

	UNAUDITED FUND BALANCE JULY 1, 2020	FISCAL YTD REVENUES	FISCAL YTD EXPENSES	FUND BALANCE
<u>OPERATING FUNDS</u>				
EDUCATION - 10	\$ 29,393,497.15	\$ 23,411,100.64	\$ 7,595,865.39	\$ 45,208,732.40
OPERATIONS & MAINTENANCE - 20	\$ 6,687,611.42	\$ 3,262,137.77	\$ 1,490,790.08	\$ 8,458,959.11
TRANSPORTATION - 40	\$ 1,253,304.17	\$ 1,099,062.21	\$ (4,733.23)	\$ 2,357,099.61
IMRF/SOCIAL SECURITY - 50/51	\$ 1,294,670.54	\$ 1,056,028.78	\$ 303,813.95	\$ 2,046,885.37
TOTAL	\$ 38,629,083.28	\$ 28,828,329.40	\$ 9,385,736.19	\$ 58,071,676.49
<u>NON OPERATING FUNDS</u>				
DEBIT SERVICE - 30	\$ 1,337,058.32	\$ 976,539.46	\$ -	\$ 2,313,597.78
TOTAL	\$ 1,337,058.32	\$ 976,539.46	\$ -	\$ 2,313,597.78
<u>WORKING CASH</u>				
WORKING CASH - 70	\$ 3,927,981.87		\$ -	\$ 3,927,981.87
TOTAL	\$ 3,927,981.87	\$ -	\$ -	\$ 3,927,981.87
TOTAL	\$ 43,894,123.47	\$ 29,804,868.86	\$ 9,385,736.19	\$ 64,313,256.14

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF REVENUES - FISCAL YEAR 2020-21
FOR THE MONTH OF AUGUST 2020**

	TENTATIVE BUDGET	MONTHLY REVENUES	FISCAL YTD REVENUES	BUDGET BALANCE	% REALIZED
<u>OPERATING FUNDS</u>					
EDUCATION - 10	\$ 65,647,352.00	\$ 12,808,561.76	\$ 23,411,100.64	\$ 42,236,251.36	35.66%
OPERATIONS & MAINTENANCE - 20	\$ 8,676,047.00	\$ 1,830,071.22	\$ 3,262,137.77	\$ 5,413,909.23	37.60%
TRANSPORTATION - 40	\$ 3,258,450.00	\$ 733,583.66	\$ 1,099,062.21	\$ 2,159,387.79	33.73%
IMRF/SOCIAL SECURITY - 50/51	\$ 2,933,012.00	\$ 592,326.75	\$ 1,056,028.78	\$ 1,876,983.22	36.00%
TOTAL	\$ 80,514,861.00	\$ 15,964,543.39	\$ 28,828,329.40	\$ 51,686,531.60	35.80%
<u>NON OPERATING FUNDS</u>					
DEBIT SERVICE - 30	\$ 2,566,875.00	\$ 547,823.61	\$ 976,539.46	\$ 1,590,335.54	38.04%
TOTAL	\$ 2,566,875.00	\$ 547,823.61	\$ 976,539.46	\$ 1,590,335.54	38.04%
<u>WORKING CASH</u>					
WORKING CASH - 70	\$ 7,000.00	\$ -	\$ -	\$ 7,000.00	0.00%
TOTAL	\$ 7,000.00	\$ -	\$ -	\$ 7,000.00	0.00%
TOTAL	\$ 83,088,736.00	\$ 16,512,367.00	\$ 29,804,868.86	\$ 53,283,867.14	35.87%

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF EXPENSES - FISCAL YEAR 2020-21
FOR THE MONTH OF AUGUST 2020**

	TENTATIVE BUDGET	MONTHLY EXPENSES	FISCAL YTD EXPENSES	BUDGET BALANCE	% REALIZED
<u>OPERATING FUNDS</u>					
EDUCATION - 10	\$ 67,042,311.00	\$ 4,728,850.97	\$ 7,595,865.39	\$ 59,446,445.61	11.33%
OPERATIONS & MAINTENANCE - 20	\$ 9,024,734.00	\$ 1,048,613.90	\$ 1,490,790.08	\$ 7,533,943.92	16.52%
TRANSPORTATION - 40	\$ 3,258,450.00	\$ 3,545.44	\$ (4,733.23)	\$ 3,263,183.23	-0.15%
IMRF/SOCIAL SECURITY - 50/51	\$ 3,136,967.00	\$ 167,331.66	\$ 303,813.95	\$ 2,833,153.05	9.68%
TOTAL	\$ 82,462,462.00	\$ 5,948,341.97	\$ 9,385,736.19	\$ 73,076,725.81	11.38%
<u>NON OPERATING FUNDS</u>					
DEBIT SERVICE - 30	\$ 2,510,438.00	\$ -	\$ -	\$ 2,510,438.00	0.00%
TOTAL	\$ 2,510,438.00	\$ -	\$ -	\$ 2,510,438.00	0.00%
<u>WORKING CASH</u>					
WORKING CASH - 70	\$ -	\$ -	\$ -	\$ -	0.00%
TOTAL	\$ -	\$ -	\$ -	\$ -	0.00%
TOTAL	\$ 84,972,900.00	\$ 5,948,341.97	\$ 9,385,736.19	\$ 75,587,163.81	11.05%

LADSE

SUMMARY OF EXPENSES FOR AUGUST 2020 BOARD OF EDUCATION APPROVAL ON SEPTEMBER 21ST, 2020

	EXPENSES	EXPENSES FROM REVENUE	TOTAL
EDUCATION FUND	\$ 43,135.72		\$ 43,135.72
VOCATIONAL ACTIVITY FUND	\$ -	\$ -	\$ -
TOTAL A/P	\$ 43,135.72	\$ -	\$ 43,135.72

PAYROLL			
EDUCATION FUND		\$	241,182.50
BOARD SHARE EXPENSES		\$	21,298.28
TOTAL PAYROLL		\$	262,480.78

VOCATIONAL FUND			-
BOARD SHARE EXPENSES			-
TOTAL PAYROLL			-

305,617

THE UNDERSIGNED DO HEREBY CERTIFY THAT ACCOUNTS PAYABLE LISTINGS AND PAYROLLS IN THE AMOUNT OF \$305,616.50 WERE APPROVED FOR PAYMENT AT THE MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT #204, COOK COUNTY, ILLINOIS HELD ON SEPTEMBER 21ST, 2020 AND AUTHORIZE THE SCHOOL TRUSTEES OF TOWNSHIP 38, RANGE 12 TO PAY THE SAME.

PRESIDENT

SECRETARY

LADSE

SUMMARY FINANCIAL REPORT OF REVENUE - AUGUST 2020

OPERATING FUNDS	BUDGET	TRANSFERS	CURRENT REVENUES	YTD REVENUES	BALANCE	PERCENT REALIZED
EDUCATION FUND	26,669,605	-	8,096,379	10,732,983	15,936,621	40.24%
VOCATIONAL ACTIVITY FUND	-	-	220	220	(220)	0.00%
TOTAL	26,669,605	-	8,096,599	10,733,204	15,936,401	40.25%

SUMMARY FINANCIAL REPORT OF EXPENSE - AUGUST 2020

OPERATING FUNDS	BUDGET	TRANSFERS	CURRENT EXPENDITURES	YTD EXPENDITURES	UNENCUMBERED BALANCE	PERCENT ENCUMBERED
EDUCATION FUND	26,669,605	-	305,647	904,583	25,765,021	3.39%
VOCATIONAL ACTIVITY FUND	-	-	175	175	(175)	0.00%
TOTAL	26,669,605	-	305,821	904,758	25,764,846	3.39%

MONTHLY FUND BALANCE REPORT FOR AUGUST 2020

OPERATING FUNDS	JULY 1ST EQUITY	YEAR TO DATE RECEIPTS	YEAR TO DATE DISBURSEMENTS	BALANCE
EDUCATION FUND	3,479,238	10,732,983	904,583	13,307,638
VOCATIONAL ACTIVITY FUND	-	220	175	45
TOTAL	3,479,238	10,733,204	904,758	13,307,684

LYONS TOWNSHIP HIGH SCHOOL



EDWARD M. PIOTROWSKI
Director of Human Resources

DISTRICT 204 OFFICES – 100 S. Brainard Ave., LaGrange, IL 60525-2101

• Tel: (708) 579-6456 • Fax: (708) 579-6454 • EMAIL: epiotrowski@lths.net • Website: www.lths.net

TO: Timothy B. Kilrea, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: September 21, 2020

RE: Administrative and Certified Employee Recommendations ****REVISED****

Please find below employment recommendations for administrative and certified employees:

- A. Leave of Absence.** We are recommending the following leave of absence.
1. **Bober, Jillian**, Mathematics, effective January 4, 2021 through February 12, 2021
 2. **Moore, Melissa**, Special Education Division Chair, effective October 19, 2020 through January 3, 2021
 3. **Walsh, Katherine**, Mathematics, effective January 27, 2021 through April 29, 2021
- B. Retirement.** We are recommending the following retirement.
1. **Blachinski, Kristine**, Mathematics, effective June 2026
 2. **Keller, Lawrence**, English, effective June 2024
 3. **Strickland, Anne**, Student Services, effective June 2026

RECOMMENDATION

We recommend the Board approve the leave of absences and retirements as outlined above.

Vita Plena

LYONS TOWNSHIP HIGH SCHOOL



DISTRICT 204 OFFICES 100 S. Brainard Ave., LaGrange, IL 60525-2101

• Tel: (708) 579-6456 • Fax: (708) 579-6454 • Email: epiotrowski@lths.net • Website: www.lths.net

EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Timothy B. Kilrea, Superintendent
Board of Education

FROM: Edward M. Piotrowski

DATE: September 21, 2020

RE: Buildings and Grounds, Classified/Non-Contractual, and ParaEducator
Staff Employment Recommendations

REVISED

BACKGROUND

Each month, we bring to the Board recommendations for employment, retirement, leaves of absence, resignations, etc., for the Buildings and Grounds, Classified/Non-Contractual, Classified/Non-Contractual Supervisors and Para Educator employees. Below, please find our September 21, 2020 recommendations for these employee groups.

I. Buildings and Grounds

- A. We recommend the Board of Education approve the following individual's reassignment.
 - 1. **Rigsby, Kurt**, from Groundskeeper to Night Foreman, effective August 24, 2020 at a salary of \$52,500.
- B. We recommend the Board of Education approve the following individual's leave of absence.
 - 1. **Haskins, Orville**, Custodian, effective July 31, 2020 through August 20, 2020.

II. Classified/Non-Contractual

- A. We recommend the Board of Education approve the following individual's retirement.
 - 1. **Feeney, Kathy**, Student Assistant, effective August 31, 2020.
- B. We recommend the Board of Education approve the following individuals' leave of absence.
 - 1. **Cisneros, John**, Student Assistant, effective August 25, 2020 and continuing intermittently as needed.
 - 2. **Hilger, Rose**, Registrar, effective September 16, 2020 through October 30, 2020.

III. Para Educators

- A. We recommend the Board of Education approve the following individuals' employment.
 - 1. **Malave, Christopher**, Para Educator, effective September 15, 2020; hourly rate of pay \$15.45.
 - 2. **Shaughnessy, Patrick**, Para Educator, effective September 15, 2020; hourly rate of pay \$15.45.
- B. We recommend the Board of Education approve the following individual's leave of absence.
 - 1. **Brown, Jaliyah**, Para Educator, effective September 14, 2020 through December 4, 2020.
- C. We recommend the Board of Education approve the following individuals' resignation.
 - 1. **McClendon, Jacquet**, Para Educator, effective August 18, 2020.
 - 2. **DePina, Carolyn**, Para Educator, effective August 31, 2020.

RECOMMENDATION:

We recommend that the Board approve the request for employment actions for the individuals as noted above.

1301 W. Cossitt LaGrange, IL 60525
Phone: 708.354.5730 Fax: 708.354.0733 TTY: 708.352.5994
www.ladse.org

Ellie Ambuehl, Ed. D
Executive Director

TO: Dr. Timothy Kilrea, Superintendent

DATE: September 21, 2020

FROM: Ellie Ambuehl, Ed. D

SUBJECT: LADSE Personnel Actions

Background

Each month, we present to the LTHS board recommendations for employment, retirement, leaves of absence, resignations, etc., for LADSE staff. We recommend that the Board approve the following:

Employment Recommendation

Matthew Maldonado	1.0 Paraprofessional effective 09/10/2020 at an hourly rate of \$13.00
Cristian Favela	1.0 Paraprofessional effective 09/21/2020 at an hourly rate of \$14.71
Sharon Faleide	1.0 Paraprofessional effective 09/21/2020 at an hourly rate of \$14.71

Employment Step/Lane Change

Carrie Everette	0.8 Speech Language Pathologist, MA+15 to MA+30 effective 07/09/2020
Jennifer Mehlman	0.8 Speech Language Pathologist, MA+30 to MA+60 effective 07/09/2020
Carolyn Bonistalli	1.0 Social Worker, MA+15 to MA+30 effective 08/03/2020
Suzanne Walsh	1.0 Speech Language Pathologist, MA to MA+15 effective 08/04/2020
Michael DelliCarpini	1.0 Special Education Teacher, MA+15 to MA+30 effective 08/25/2020
Laura Bell	1.0 Special Education Teacher, BA to MA effective 08/31/2020

Employment Change in FTE

Barbara Berndt	0.7 Paraprofessional to 0.4 effective 08/25/2020
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Acceptance of Resignation

Marsha Lewis	1.0 Paraprofessional effective 05/28/2020
Elizabeth Polick	1.0 Paraprofessional effective 05/29/2020
Christina Waterman	1.0 Paraprofessional effective 06/04/2020
Tonya Brown	1.0 Paraprofessional effective 08/28/2020

Supporting education for all children in the community school districts:

53 Butler	94 Komarek	102 LaGrange	107 Pleasantdale
61 Darlen	95 Brookfield-LaGrange Park	103 Lyons	204 Lyons Township High School
62 Gower	96 Riverside	105 LaGrange South	208 Riverside Brookfield High School
92 ½ Westchester	101 Western Springs	106 LaGrange Highlands	

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Ellie Ambuehl, Ed. D
Executive Director

Employment Termination Recommendation

Carolyn Porter 1.0 Paraprofessional effective 08/25/2020

Acceptance of Leave

Isaac Groenendyk 1.0 Technology Specialist effective 08/19/2020
Kimberly Schwer 1.0 Paraprofessional effective 08/19/2020
Rosheena Walker 1.0 Paraprofessional effective 08/19/2020
Carol Karpf 1.0 RN/Ed. Assistant effective 08/24/2020
Mary Sidiqi 1.0 Paraprofessional effective 08/25/2020
Sylandrea Sturges 1.0 Paraprofessional effective 08/26/2020
Heidi Athas 0.8 Physical Therapist effective 08/31/2020
Christine Rojas 1.0 Paraprofessional effective 08/31/2020
Jennifer Abarca 1.0 Paraprofessional effective 12/26/2020
Marni Clauss 1.0 Paraprofessional effective 01/19/2021
Laura Bell 1.0 Special Education Teacher effective 01/28/2021
Mayra Romero 1.0 Occupational Therapist effective 01/31/2021
Catherine Mckenna 0.8 Occupational Therapist effective 02/19/2021

Supporting education for all children in the community school districts:

53 Butler	94 Komarek	102 LaGrange	107 Pleasantdale
61 Darlen	95 Brookfield-LaGrange Park	103 Lyons	204 Lyons Township High School
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92 ½ Westchester	101 Western Springs	108 LaGrange Highlands	

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
 BOARD OF EDUCATION
 MINUTES OF REGULAR MEETING
 NORTH CAMPUS ROOM 251 AND VIRTUAL MEETING
 MONDAY, AUGUST 17, 2020 – 7:15 PM

Due to restrictions limiting public gatherings to no more than 50 people, the Board meeting was held in person and virtually via GoToMeeting. Information to join the meeting was made public to staff and community members. All in-person attendees wore masks and observed social distancing protocols.

BOARD OF EDUCATION

	<u>PRESENT</u>	<u>ABSENT</u>
Thomas W. Cushing, President	<u>X</u>	—
George R. Dougherty, Vice President <i>(remote)</i>	<u>X</u>	—
Barbara J. Rosinsky, Secretary	—	<u>X</u>
Molly Murphy Bruton	<u>X</u>	—
Kari Dillon	<u>X</u>	—
Alison Kelly <i>(remote)</i>	<u>X</u>	—
Jessica McLean	<u>X</u>	—
Margaret Meehan <i>(arrived 7:30 p.m.)</i>	<u>X</u>	—

STAFF PRESENT

Timothy Kilrea, Supt.	Scott Eggerding	Edward Piotrowski	Collin Voigt <i>(remote)</i>
Jennifer Bialobok <i>(remote)</i>	Joseph Maffey	Katherine Smith	Brian Waterman
Adam Davis <i>(remote)</i>	Melissa Moore <i>(remote)</i>	Brian Stachacz	
Lisa Dombro	Leslie Owens <i>(remote)</i>	Ed Tennant <i>(remote)</i>	

VISITORS PRESENT

Ellie Ambuehl <i>(remote)</i>	Catherine Dudley	Mary Ann Quinlan
Jackie Bogan <i>(remote)</i>	John Polacek	Alejandra Rodriguez

Two unidentified visitors were also in attendance. In addition, more than 15 attendees logged in remotely at various times throughout the meeting.

CALL TO ORDER & ROLL CALL

The meeting was called to order by President Thomas Cushing at 7:16 p.m.

ACTION NO. 1: Agenda Approval/Order of Business

Mrs. Bruton moved, seconded by Mrs. McLean, to approve the agenda as presented. By unanimous voice vote, the motion was adopted.

ACTION NO. 2: Adjournment into Closed Session

Mrs. McLean moved, seconded by Mrs. Bruton, to adjourn the meeting into Closed Session to discuss pending or probable litigation against, affecting or on behalf of the public body; collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees; the appointment, employment, compensation, discipline, performance, or dismissal of a specific employee or legal counsel for the public body; and review of closed session documentation.

On roll call:

Ayes: Members Dillon, Dougherty, Kelly, McLean, Bruton, Cushing

Nays: None

Abstain: None

Absent: Member Rosinsky

The motion was adopted, and at 7:17 p.m., Mr. Cushing adjourned the meeting into Closed Session.

At 7:30 p.m., the meeting reconvened in Open Session with the Pledge of Allegiance.

ACTION NO. 3: Open Public Hearing

Mr. Dougherty moved, seconded by Mrs. Bruton, to open the Public Hearing on the LaGrange Area Department of Special Education (LADSE) FY21 Budget. By unanimous voice vote, the motion was adopted.

PUBLIC HEARING – LaGrange Area Department of Special Education (LADSE) FY21 Budget

Mr. Cushing opened the Public Hearing on the LaGrange Area Department of Special Education (LADSE) FY21 Budget and requested comments from the public.

ACTION NO. 4: Close Public Hearing

There being no comments from the public, Mr. Dougherty moved, seconded by Mrs. Bruton, to close the Public Hearing on the LaGrange Area Department of Special Education (LADSE) FY21 Budget. By unanimous voice vote, the motion was adopted.

OPEN SESSION – COMMUNICATIONS

Catherine Dudley of Western Springs read a statement on behalf of the community group Belonging and Equity @ LT (BE@LT). Ms. Dudley thanked the Board for holding the special Board meeting in July and for listening to students and community members describe their personal experiences at LT. Ms. Dudley invited Board members to attend a meeting of BE@LT as she believes the group offers fresh eyes, perspective and energy for the work that needs to be done to foster the intellectual, moral and aesthetic growth of all students. Mr. Cushing thanked Ms. Dudley for her comments, noting the Open Meetings Act would not allow for all Board members to attend a meeting together. He encouraged members of BE@LT to address the Board during public comments at a regular Board meeting as they deem appropriate.

LT senior Alejandra Rodriguez of LaGrange addressed the Board regarding her experiences as a Latinx student. She described the lack of diversity in her AP and honors classes. She noted racial slurs run rampant in the hallways and has observed Black students and students of color being discriminated against. She urged the Board to diversify the teaching staff and administration to better represent the makeup of students. She encouraged the Board to look for ways to diversify its members through community outreach to better educate the public on opportunities to run for the school board. Mr. Cushing thanked Ms. Rodriguez for coming in this evening and noted tonight she was heard by not only the Board of Education but the Superintendent, the Administrative Team, and the president of the faculty association.

Dr. John Polacek, Indian Head Park resident, LT alum and former Board member, recognized the efforts of the administration and the Board for making what he believes was the difficult but right decision with respect to opening the school year in a fully remote model. Dr. Polacek stated that as the

long-term effects of COVID-19 are unknown, he believes this solution is in the best interest of students, faculty, parents and extended family members.

LTEA President Joseph Maffey acknowledged the last few months much of the world has been under unprecedented health restrictions, social distancing mandates and other emergency measures. Early in the pandemic, Dr. Anthony Fauci stated we do not control the timeline, the virus controls the timeline. Mr. Maffey noted now it is mid-August and there is nothing more he would rather be doing than welcoming students to his classes. For students and parents, faculty and staff, there is much anxiety and apprehension about what this school year is going to be like, which will be like nothing ever experienced in LT's history. Mr. Maffey stated when people ask how he feels about the school year, his answer is he feels fortunate to be a member of this staff, in this position, at this moment in time. The work we do in our classrooms is always important, but our efforts this year are foundational and legacy-building going forward for LT. It will be challenging and it won't be perfect. It will require flexibility and creativity. The virus may be controlling the timeline for when students can return to school, but we have the power to reach for something better. The way the students, teachers, coaches and sponsors innovate what school looks like this year will be exciting. We are eager to see our students on Thursday and can't wait to take on this momentous task.

STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION REPORT

Student Representative to the Board Margaret Meehan addressed the Board. She noted the Board of Education has been hard at work this summer and expressed appreciation on behalf of all students. Over the summer, students took classes, worked, and enjoyed their time off. Ms. Meehan noted many students, including herself, took advantage of the summer reading options related to race, which were an excellent resource to educate ourselves on a topic of great importance and relevance to both our country and our school. We know the start of this school year looks a little different, but book pickup at both campuses has gone smoothly. As of today, boys' and girls' cross country, boys' and girls' golf, girls' tennis, and girls' swimming and diving have begun. The first day of classes is Thursday. Between now and then, most students will savor what's left of summer or prepare a cool Zoom background. The announcement of online learning was met with mixed feelings from students including relief for some and disappointment for others. There will be an adjustment period; however, if the past six months have taught us anything, it is that students are adaptable and resilient and Ms. Meehan is confident it will be a great year.

SUPERINTENDENT'S DISTRICT REPORT

Dr. Kilrea welcomed everyone back and noted although this looks like no other August, we are excited to begin another successful school year. Staff is prepared and committed to the revised remote learning model. He also welcomed Margaret Meehan as the new Student Representative to the Board, thanked her for her report and stated she will be a great addition to the group and a valuable resource to our meetings.

Dr. Kilrea acknowledged the 11 new teachers who have joined the District, noting they are a dynamic group and will be a great addition to our staff. He recognized LT's new administrators. Leslie Owens, former Assistant Division Chair for Special Education, is the new Student Services Division Chair; Dr. Melissa Moore is the new Special Education Division Chair; and Collin Voigt is the new Math/Science Division Chair. All three are strong additions to the leadership team and are already doing great things. Welcome Leslie, Melissa, and Collin.

Dr. Kilrea provided a summary of summer 2020 capital projects that included unit ventilator replacement in 12 classrooms at South Campus, a science lab renovation at North Campus, air handler

and ceiling replacement in the upper north gym at North Campus, and carpet replacement in the North Campus main office. In the coming weeks work will begin on replacement of the marquee at South Campus.

Dr. Kilrea addressed the opening of the school year and acknowledged the planning and preparation that has taken place all summer. We knew school could not open without restrictions, and various hybrid models and remote learning strategies were discussed. In early August, we made the announcement to open in a remote model. Using parent, teacher, and student feedback, we worked to develop and implement the best model possible. We believe we have a very good plan and are excited to get it off the ground, knowing adjustments will need to be made along the way. There is no perfect model, and our goal is to have students back on campus when conditions allow. The first day of school is Thursday, August 20, and Brian Waterman sent a communication to students and families with information on the opening.

Last week, we hosted a Virtual Town Hall meeting to present the District's revised remote learning model and answer questions from those in attendance. Approximately 800 individuals attended and we received about 185 questions. We received very positive feedback and we appreciate the questions and feedback offered. Some discussion ensued about creating a searchable FAQ page on our website.

Last week's Institute Days went very well and the next three days will be spent on tech tools and remote learning strategy professional development with our staff. Another part of our professional development for the opening of school was a 3-hour workshop on Cultivating Belonging delivered to all staff members by John Krownapple.

Dr. Kilrea reported that current student enrollment figures show 936 freshmen, 976 sophomores, 1,051 juniors, 998 seniors, 66 transition/outplaced students and 43 8th graders taking a math class for a total enrollment of 4,070. These numbers will fluctuate somewhat as students enter and exit the system.

A few weeks ago, the Board decided to engage the services of Floyd Cobb to lead the Board through Equity and Belonging training as well as the Dignity Framework. We have secured Dr. Cobb's services and will now need to finalize a date for this six-hour training workshop.

On tonight's Consent Agenda is the 2020-2021 LTCAC membership roster. As this is a unique year and current guidance does not allow for gatherings of more than 50 people, we plan to hold our September meeting virtually. Dr. Kilrea will discuss possible topics with Co-Chairs Kate Kelly and Amanda Murphy, but the first meeting will be discussion of the remote learning model to learn how things have been going. If the Board would like any specific topics brought to the LTCAC, please let Dr. Kilrea know.

Concluding his report, Dr. Kilrea reported four FOIA requests were received since the June meeting.

Before proceeding to the business portion of the meeting, Mr. Cushing thanked administrators and staff for all of the hard work that has taken place over the summer to provide the best learning and education opportunity in this environment for our students, staff and community. In addition, Mr. Cushing noted the Board recognizes the concerns and restrictions for meetings and will continue to hold its meetings virtually and in person as guidelines allow. With the Board's concurrence, Mr. Cushing also recommended that regular Board meetings be audio recorded and posted on the website for public accessibility. All Board members concurred and audio recordings will begin with tonight's meeting.

UNFINISHED BUSINESS

ACTION NO. 5: Adoption of LaGrange Area Department of Special Education (LADSE) Budget for Fiscal Year 2021

Ms. Dillon moved, seconded by Mrs. Kelly, to adopt the LaGrange Area Department of Special Education (LADSE) Budget for Fiscal Year 2021 as presented.

On roll call:

Ayes: Members Dougherty, Kelly, McLean, Bruton, Dillon, Cushing

Nays: None

Abstain: None

Absent: Member Rosinsky

The motion was adopted.

LADSE’s Director of Business Services, Jackie Bogan, noted there were no changes to the budget since presented to the Board in June. The total budget of \$26,669,605 reflects a 5.64% increase from the FY20 budget.

NEW BUSINESS

ACTION NO. 6: Lyons Township High School District 204 FY21 Tentative Budget

Mr. Dougherty moved, seconded by Mrs. McLean, to approve the Lyons Township High School District 204 FY21 Tentative Budget as presented.

On roll call:

Ayes: Members Kelly, McLean, Bruton, Dillon, Dougherty, Cushing

Nays: None

Abstain: None

Absent: Member Rosinsky

The motion was adopted.

Mr. Stachacz reviewed the FY21 tentative budget and explained the budget contains a \$1.9 million deficit. This is not due to overspending but rather the unexpected reduction in revenue due to the pandemic. Mr. Stachacz explained that the district is expected to lose \$1.4 million in revenue this year due to a reduction in Corporate Personal Property Taxes and a reduction in interest income. Expenditures are expected to be higher in FY21 due to summer projects and the additional \$1.2 million of expense related to technology and infrastructure. Employee benefits will increase by \$1.0 million due to a rise in medical insurance claims and additional IMRF contributions. The public hearing and final adoption of the budget will take place at the September Board meeting.

ACTION NO. 7: NES-Asbestos Removal Change Order #2

Mrs. Kelly moved, seconded by Ms. Dillon, to approve the NES asbestos removal change order in the amount of \$15,952 as presented.

On roll call:

Ayes: Members McLean, Bruton, Dillon, Dougherty, Kelly, Cushing

Nays: None

Abstain: None

Absent: Member Rosinsky

The motion was adopted.

Mr. Stachacz noted this was part of the asbestos removal portion of our current summer projects. The additional work was for the removal of pipe insulation at South Campus that was originally thought to be outside the scope of this project. All work is complete and this change order will close out this project.

ACTION NO. 8: Summer 2021 Capital Projects

Mrs. Bruton moved, seconded by Ms. Dillon, to approve the creation of bid specifications and publicly bid the three Summer 2021 projects as presented and outlined below.

On roll call:

Ayes: Members Bruton, Dillon, Dougherty, Kelly, McLean, Cushing

Nays: None

Abstain: None

Absent: Member Rosinsky

The motion was adopted.

Mr. Stachacz stated as discussed at the Facilities Committee meeting, a list of potential projects for Summer 2021 has been developed by the Administration and are based on immediate needs and available financial resources. The three projects include Zone 3 fire alarm cabling replacement at South Campus, rebuilding of the Vaughan Building stairs at Exit 10, and concrete repair work at Exit 3 at North Campus. The estimated cost for these three projects is \$420,000.

Summer 2021 South Campus Parking Lot Replacement

After some discussion regarding maintenance of the parking lots and the timing and cost of this project, the Board agreed to postpone bidding the #5 South Campus parking lot replacement project and withdrew this item from the agenda.

Re-Opening Remote Learning Model Update

Mr. Eggerding stated we are ready for students to start the school year and noted the last few days of professional learning have gone well. Teachers have been trained in making Canvas more accessible and clearer to use. Mr. Eggerding reviewed some additional features of the professional Zoom account purchased by the District, which will also provide more security. The August 13th Town Hall had a fantastic turnout with 793 participating in the WebEx. Mr. Eggerding thanked all of the staff who have worked hard to ensure a great start to the school year. Additional discussion ensued regarding Zoom training, closed captioning and security. Also discussed was the navigation by students of the many moving parts to start the school year. Dr. Waterman sent a communication to parents and students about things to do before the first day of school to help students acclimate to Infinite Campus and Canvas. Updates on the remote learning plan will continue to be provided to the Board.

School Board Calendar for September 2020

The Board scheduled committee meeting dates for September 2020.

Prior to the Consent Agenda vote, Mrs. Bruton stated after reviewing the Closed Session documentation, the Board has determined only the written minutes of the Closed Session portions of Board meetings from January 21, 2020 through May 18, 2020 will be released under the Consent Agenda, and any recordings of Closed Session during that time period still require confidentiality. The

Board has additionally determined the recordings of Closed Session meetings from August 20, 2018 through January 22, 2019 can now be destroyed.

Also discussed was the bid recommendation for fitness equipment. Mr. Stachacz noted these items were part of the capital outlay requests approved by the Board in June. This equipment is used in our PE program and replaces worn out or non-functioning equipment that no longer meets our curricular needs. The bids are favorable and in line with where we thought they would be.

ACTION NO. 9: Approval of Consent Agenda

Mrs. McLean moved, seconded by Mrs. Bruton, to approve the Consent Agenda as presented.

On roll call:

Ayes: Members Bruton, Dillon, Dougherty, Kelly, McLean, Cushing

Nays: None

Abstain: None

Absent: Member Rosinsky

The motion was adopted.

Payment of Bills and Financial Statements

Approval of Lyons Township High School monthly bills for June in the amount of \$4,632,788.86 and July in the amount of \$3,489,610.34

Approval of Lyons Township High School financial statements for the months ending June 30, 2020 and July 31, 2020

Approval of LADSE monthly bills for June in the amount of \$4,488,096.78 as shown on the revised summary and July in the amount of \$599,141.62

Approval of LADSE financial statements for the months ending June 30, 2020 and July 31, 2020

Human Resources

LTHS Administrative and Certified Staff Employment Recommendations

Employment

Amanda Ameling, Global Studies, 1.0 FTE, effective August 13, 2020, MA Step 7

Ann Corvino, Special Education, 0.2 FTE, effective August 13, 2020, MA Step 8

Lucy Hoffman, Global Studies, 1.0 FTE, effective August 13, 2020, MA Step 1

Eric Nelson, Social Studies, 0.2 FTE, effective August 13, 2020, MA60 Step 1

Erin Sharkey, Special Education, 1.0 FTE, effective August 13, 2020, MA30 Step 4

Brooke Spencer, Student Services (Counseling), 0.5 FTE, effective August 13, 2020, MA Step 1

Leave of Absence

James Milkert, Global Studies, effective August 13, 2020-December 18, 2020

Resignation

Daniel Hartman, Social Studies, effective May 29, 2020

Jorge Sanchez, Community Liaison, effective May 29, 2020

Retirement

David Kruiswyk, Social Studies, effective August 11, 2020

Conte Stamas, Physical Education, effective June 2024

**LTHS Buildings and Grounds, Classified/Non-Contractual and
ParaEducator Staff Employment Recommendations**

Employment

Jeffrey Bonk, Maintenance, effective July 20, 2020; hourly rate \$24.80

Reassignment

Linda Heilenbach, from Administrative Assistant for Student Activities to Administrative Assistant for Athletics, effective August 18, 2020; hourly rate \$19.25

Reemployment

Pauline Beach, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Martha Berg, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Jalayah Brown, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Esther Cho, .4 ParaEducator, effective August 13, 2020; hourly rate \$15.78

Matthew Garrity, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Riley Glenn, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Lisa Hammon, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Catherine Hogan, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Jacquet McClendon, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Kevin McNichols, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Jaime Morote, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Erin Nash, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Julee Phillips, .3 ParaEducator, effective August 13, 2020; hourly rate \$17.10

Jack Smith, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Victoria Steinbrunner, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Ryan Sullivan, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Amelia White, ParaEducator, effective August 13, 2020; hourly rate \$15.78

Resignation

Tim Zigler, Maintenance, effective June 30, 2020

Deborah Graham-Wilk, Custodian, effective July 31, 2020

Nataline Maline, Administrative Assistant, effective July 26, 2020

Erica Winters, Administrative Assistant, effective August 3, 2020

Katherine Dulla, ParaEducator, effective July 13, 2020

Karen Freeman, ParaEducator, effective August 14, 2020

LADSE Staff Employment Recommendations

Employment

Monica Smiley, 1.0 Behavior Specialist, effective 08/01/2020; annual rate \$69,576.00

Darelyn Chambers, 1.0 Speech Language Pathologist, effective 08/01/2020; annual rate \$52,567.00

Lyddia Kay Garrison, 1.0 Speech Physical Therapist, effective 08/01/2020; annual rate \$69,576.00

Gara Scott, 1.0 Speech Special Education Teacher, effective 08/01/2020; annual rate \$57,797.00

Cheyenne Meininger, 1.0 DHH Paraprofessional, effective 08/10/2020; hourly rate \$13.66

Konstantina Karagiannis, 1.0 DHH Paraprofessional, effective 08/10/2020; hourly rate \$14.71

Courtney Everson, 1.0 DHH Paraprofessional, effective 08/10/2020; hourly rate \$13.66

Nicole Melody, 1.0 VOC Employment Training Specialist, effective 08/10/2020; annual rate \$42,500.00

Paula Conversa, 1.0 DHH Paraprofessional, effective 08/10/2020; hourly rate \$14.71

Brittany Foldes, 1.0 DHH Interpreter, effective 08/17/2020; hourly rate \$23.70

Employment Change in FTE

Suzanne Walsh, 0.8 Speech Language Pathologist to 1.0, effective 08/01/2020

Jacqueline Loftus, 1.0 Speech Language Pathologist to 0.5, effective 08/01/2020

Resignation

- Stephen Pleimling, VOC Hourly (TS) Employment Training Specialist, effective 04/17/2020
- Georgene Marenche, 1.0 RN/Ed Assist., effective 05/28/2020
- Courtney Coates, 1.0 Speech Language Pathologist, effective 05/29/2020
- Pyo E Sa, 1.0 Paraprofessional, effective 05/29/2020
- Esmeralda Sopena, 1.0 Paraprofessional, effective 05/29/2020
- Steve Melegos, 1.0 Paraprofessional, effective 05/29/2020
- Carol Fawcett, 1.0 DHH Paraprofessional, effective 05/29/2020 (*retire*)
- Jennifer Nosenko, 1.0 Paraprofessional, effective 05/29/2020
- Lara Al-Kurdi, 1.0 Paraprofessional, effective 06/03/2020
- Erin Sharkey, 1.0 School Psychologist, effective 06/05/2020

Minutes

- Regular Meeting – June 15, 2020 – Open and Closed Sessions
- Special Meetings – July 21, 2020 and July 27, 2020
- Curriculum/Technology Committees – August 11, 2020
- Facilities Committee – August 13, 2020
- Finance Committees – August 13, 2020
- Human Resources Committee – August 13, 2020

Release of Closed Session Documentation

Closed Session Minutes Approved for Release

January 21, 2020	February 18, 2020	May 18, 2020
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Closed Session Audio Recordings to be Destroyed

August 20, 2018	October 15, 2018	December 13, 2018
September 13, 2018	November 19, 2018	December 17, 2018
September 17, 2018	December 12, 2018	January 22, 2019

LT Community Advisory Council Members 2020-2021

Bid Recommendation: Fitness Equipment

ACTION NO. 10: Adjournment

Mrs. McLean moved, seconded by Ms. Dillon, to adjourn the meeting. By unanimous voice vote, the motion was adopted and the meeting was adjourned at 8:58 p.m.

President:

Secretary:

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
 BOARD OF EDUCATION
 COMMITTEE OF THE WHOLE
 BOARD-CONFERENCE ROOM
 WEDNESDAY, SEPTEMBER 2, 2020 – 7:30 AM

Due to restrictions limiting public gatherings to no more than 50 people, the Board meeting was held in person and virtually via GoToMeeting. Information to join the meeting was made public to staff and community members. All in-person attendees wore masks and observed social distancing protocols.

<u>BOARD OF EDUCATION</u>	<u>PRESENT</u>	<u>ABSENT</u>
Thomas W. Cushing, President	<u>X</u>	---
George R. Dougherty, Vice President	<u>X</u>	---
Molly Murphy Bruton <i>(remote)</i>	<u>X</u>	---
Kari Dillon	<u>X</u>	---
Alison Kelly	<u>X</u>	---
Jessica McLean	<u>X</u>	---

STAFF PRESENT

Timothy Kilrea, Superintendent Scott Eggerding Brian Waterman

VISITORS PRESENT

Nancy Bramson

CALL TO ORDER & ROLL CALL

The meeting was called to order by President Thomas Cushing at 7:30 a.m.

ANNOUNCEMENT OF BOARD VACANCY

Mr. Cushing stated the purpose of today’s meeting was to announce a Board vacancy due to the resignation of Barb Rosinsky effective August 24, 2020. Mr. Cushing summarized the timeline to fill the position, noting the Board has 60 days from the date of resignation to appoint a new member.

ACTION NO. 1: Adjournment into Closed Session

Mr. Dougherty moved, seconded by Mrs. McLean, to adjourn the meeting into Closed Session to discuss the selection of a person to fill a public office.

On roll call:

Ayes: Members Bruton, Kelly, Dillon, Dougherty, McLean, Cushing

Nays: None

Abstain: None

Absent: None

The motion was adopted, and at 7:53 a.m., Mr. Cushing adjourned the meeting into Closed Session.

At 8:00 a.m., the meeting reconvened in Open Session.

OPEN SESSION – PROCESS TO FILL BOARD VACANCY

Mr. Cushing stated in the years 2012, 2014 and 2015, the Board followed an open application process that included posting the application, interested candidates submitting an application, scheduling

interviews with the Board and individual candidates, and selecting the new Board member. Mr. Cushing recommended following this same process as it would allow drawing applicants from all over the District in terms of interested individuals. Mr. Cushing asked for comments from the Board, and Board members were in agreement with the process. Discussions ensued regarding the timeline for receiving and reviewing applications, interviewing and selecting the candidate, and seating of the new Board member. The following dates were established: the application deadline is September 24, 2020 at 3:00 PM with interviews taking place on September 29, 2020. A back-up date of October 1, 2020 will be used if necessary. The application will be made available today electronically via the website or hard copy for pickup in the Superintendent's office. A press release will be released today announcing the vacancy and acknowledging Barb Rosinsky's contributions to the Board. Other ways to reach the community regarding the vacancy were also discussed. Dr. Kilrea provided clarification of the term of this position. He noted the newly-selected Board member would be seated until the April 2021 election, at which time the position will be up for election for a 2-year term, until April 2023.

ACTION NO. 2: Adjournment

Mrs. Kelly moved, seconded by Mrs. McLean, to adjourn the meeting. By unanimous voice vote, the motion was adopted and the meeting was adjourned at 8:20 a.m.

President:

Secretary:

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
 BOARD OF EDUCATION
 COMMITTEE OF THE WHOLE
 BOARD-CONFERENCE ROOM
 WEDNESDAY, SEPTEMBER 9, 2020 – 7:00 AM

Due to restrictions limiting public gatherings to no more than 50 people, the Board meeting was held in person and virtually via GoToMeeting. Information to join the meeting was made public to staff and community members. All in-person attendees wore masks and observed social distancing protocols.

BOARD OF EDUCATION

	<u>PRESENT</u>	<u>ABSENT</u>
Thomas W. Cushing, President	<u>X</u>	---
George R. Dougherty, Vice President <i>(remote)</i>	<u>X</u>	---
Molly Murphy Bruton	<u>X</u>	---
Kari Dillon	<u>X</u>	---
Alison Kelly	<u>X</u>	---
Jessica McLean	<u>X</u>	---

STAFF PRESENT

Timothy Kilrea, Supt.	John Grundke <i>(remote)</i>	Darrell Mathis <i>(remote)</i>	Katherine Smith
Jennifer Bialobok	Paul Houston <i>(remote)</i>	Melissa Moore <i>(remote)</i>	Brian Stachacz
Lisa Dombro <i>(remote)</i>	Kurt Johns <i>(remote)</i>	Leslie Owens <i>(remote)</i>	Collin Voigt <i>(remote)</i>
Kelly Dostal <i>(remote)</i>	Shanna Lewis	Ed Piotrowski <i>(remote)</i>	Brian Waterman
Scott Eggerding	Joseph Maffey	Karen Raino	

VISITORS PRESENT

Heather Alderman	Nancy Bramson	Becky Lorentzen	Michael Thomas
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All visitors listed above attended remotely.

CALL TO ORDER & ROLL CALL

The meeting was called to order by President Thomas Cushing at 7:01 a.m.

EQUITY WORK

Mr. Cushing stated the purpose of this morning’s meeting was to provide an update on the equity and achievement issue at LT.

Finalize Floyd Cobb Training

The Board discussed finalizing a date for the Board equity training with Dr. Floyd Cobb. Dr. Kilrea provided dates recently received from Dr. Cobb for the 6-hour training, which will take place over the course of two days in 3-hour sessions. There were several calendar conflicts, and the Board will provide available dates to Dr. Kilrea. Discussion continued around the timing of the training in light of the recent Board vacancy. It was agreed to confer with Dr. Cobb on his recommendation to move ahead or wait until the new Board member was seated in October. As this equity work will be ongoing, the general consensus was that the Board should schedule training as soon as possible based on Dr. Cobb’s recommendation and availability. Additional discussion included the five Board seats up for election in April 2021. Mr. Cushing recommended the Board participate in the training this fall, which depending on the dates may include the newly-seated Board member, and hold training again next

spring when the new Board is seated. The Board acknowledged the importance of moving forward as a cohesive group as it continues its equity work.

Summer 2020 Staff Training Update

Mr. Eggerding provided an update on the staff training, Cultivating Belonging, which took place this summer with John Krownapple. Mr. Krownapple has been working with us on our IncludED components. The focus was to set the tone for the start of the school year with the concept of belonging. The 3-hour training was attended by faculty, paraeducators, and support staff and included getting-to-know-you and learning-to-listen activities. One activity involved viewing a video of someone talking about the recent protests. The point was not to promote an agenda but rather to listen at three levels – the head (logically what is being said), the heart (emotionally what is being said) and the feet (outcome the person is looking for) – to understand other points of view. Teachers then used their time to set up a plan for the first two days of school to get to know their students and get them used to the dynamic of remote learning. Feedback received from staff on the training was very positive. There was additional discussion about ongoing IncludED training for staff.

Discussion re: Equity Issues

Dr. Kilrea, Dr. Waterman, Mr. Eggerding, and Ms. Raino provided information on a recent video clip used by two teachers in an IPC class. The video viewed by students was the same used by John Krownapple during in-service training outlined above as part of an exercise to teach active listening and how to have discourse. Both criticism and praise were received via phone calls and emails. The staff members have received the full support of the administration. Dr. Waterman stressed our goal is to make sure teachers have the support and resources they need and are confident and comfortable in their instruction of relevant topics. Dr. Waterman noted this incident, along with feedback received on the new diversity mural, have highlighted to all of us the importance of this equity work in our society and in our community.

Mrs. McLean inquired about the types of resources that would be used to support the teachers. Mrs. Kelly appreciated the support of teachers in making them feel comfortable in their instruction. Ms. Dillon asked about teaching these topics and using these resources in other classes. Dr. Waterman noted the support materials would be available to use in any curriculum and not course-specific.

Discussion ensued about preparing a message of inclusion, equity, and belonging via a video. The video will take some time in order to do it right. One of the components of the IncludED framework is student involvement. After receiving comments from many students about what was happening globally in late May and early July, Dr. Waterman hosted a student focus group with about 27 students. He will reach out to this group to participate in the video. Going forward, they will be the leaders in peer-to-peer discussions. Mrs. Bruton noted the video will be a great tool for getting the message out. We need to make sure it is embedded over the long-term with our students and not just a one-time reaction. She looks forward to seeing peer-to-peer communication among our students.

From a curriculum standpoint, Mr. Eggerding noted for many years we have taught about belonging, race, and equity across many classes, including English, history, and science. These conversations have always been happening but now they have become more politicized, and teachers need more tools to teach current topics. Mr. Cushing stated on a global scale our goal is that when students graduate they are good citizens. The only way they learn to be good or better citizens is to have discussions with their peers led by their teachers in the classroom, and the ones that resonate are current affairs. Though these may be politicized, we cannot shy away from them. Sometimes the most important work is the hardest work.

The Board discussed preparing a message on behalf of the Board and Dr. Kilrea that reflects what was discussed here today. To begin the conversation, Mr. Cushing noted the Board is a nonpartisan Board. The Board does not weigh in on political issues and cannot chase social media.

Mrs. McLean believes the video will be a great tool on its own but agreed with issuing a statement from the Board geared toward the community that shows our commitment to inclusion, values our students, and supports our staff.

Ms. Dillon agreed the video will speak volumes to students and parents but noted it is important to make a statement to our community that addresses our commitment to these issues.

Mrs. Kelly voiced her support for the video as well as a statement from the Board. She suggested both of these communications should be visible and accessible on our website.

Mrs. Bruton also agreed with issuing a very general statement noting it is important to not have a divisive or politicized tone. Mrs. Bruton also noted we should be mindful of current policy relating to teacher expression of political views in the classroom.

Mr. Dougherty would agree with a issuing a statement if it has a clear definition and purpose and does not appear the Board is stepping out of its role as a public servant to do the best job it can to educate our students. Mr. Dougherty noted much work has been done on this matter for a number of years and any statement should be clear of our continuing efforts so as not to lose sight of the work that has been ongoing. There was some discussion on whether the statement should come from the Board or the administration.

Mr. Cushing stated as a school we need to set the tone. It is important in this instance that the statement comes from the Board and the Superintendent. The scope of the statement should include support of teachers and the curriculum; support of our students, inclusion and belonging; and reference the ongoing training with John Krownapple and Floyd Cobb.

After discussing the timeline, Dr. Kilrea noted an initial draft of the statement will be prepared within the next few days and forwarded to the Board for comments and input.

Future Meeting Date

Mr. Cushing suggested the month of October for the Board to hold a special meeting on equity and achievement, noting it may make the most sense to hold the meeting after the new Board member is seated. Board members agreed and a specific date will be discussed at the upcoming regular Board meeting on September 21, 2020.

ADJOURNMENT

Ms. Dillon moved, seconded by Mrs. Kelly, to adjourn the meeting. By unanimous voice vote, the motion was adopted and the meeting was adjourned at 8:13 a.m.

President:

Secretary:

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
 BOARD OF EDUCATION
 COMMITTEE OF THE WHOLE
 SOUTH CAMPUS ROOM D103
 TUESDAY, SEPTEMBER 15, 2020 – 6:00 PM

Due to restrictions limiting public gatherings to no more than 50 people, the Board meeting was held in person and virtually via GoToMeeting. Information to join the meeting was made public to staff and community members. All in-person attendees wore masks and observed social distancing protocols.

<u>BOARD OF EDUCATION</u>	<u>PRESENT</u>	<u>ABSENT</u>
Thomas W. Cushing, President	<u>X</u>	___
George R. Dougherty, Vice President	<u>X</u>	___
Molly Murphy Bruton	<u>X</u>	___
Kari Dillon	<u>X</u>	___
Alison Kelly	<u>X</u>	___
Jessica McLean	<u>X</u>	___

STAFF PRESENT

Timothy Kilrea, Superintendent	Katherine Smith (<i>remote</i>)
Scott Eggerding (<i>remote</i>)	Brian Waterman (<i>remote</i>)

VISITORS PRESENT

None

CALL TO ORDER & ROLL CALL

The meeting was called to order by President Thomas Cushing at 6:05 p.m.

EQUITY FACILITATION FOR BOARD MEMBERS

The Board participated in a 3-hour training module on Belonging Through a Culture of Dignity facilitated by Dr. Floyd Cobb, co-author of *Belonging Through a Culture of Dignity: The Keys to Successful Equity Implementation*. Dr. Cobb conducted the training virtually from Colorado.

ACTION NO. 2: Adjournment

Mr. Dougherty moved, seconded by Mrs. Bruton, to adjourn the meeting. By unanimous voice vote, the motion was adopted and the meeting was adjourned at 9:09 p.m.

President:

Secretary:

Lyons Township High School District 204
Board Facilities Committee of the Board of Education
Meeting Minutes
September 15, 2020

Members Present: Thomas Cushing, George Dougherty, Molly Murphy Bruton, Kari Dillon, Alison Kelly, Jessica McLean, Dr. Tim Kilrea, Brian Stachacz

Staff Members Present: Ed Piotrowski, Shanna Lewis, Jennifer Bialobok, Joseph Maffey, Kathy Moran, Kevin Bertolotti, Brian Waterman, Scott Eggerding, Ed Tennant

The agenda for the meeting was:

1. Final Change Order South Campus Roof Replacement Project

Mr. Cushing called the meeting to order at 7:39AM. Mr. Stachacz presented the only and final Change Order associated with the A-Wing roofing replacement project at South Campus. Mr. Stachacz reminded the Committee that the original contract amount for this project with Adler Roofing was for \$546,740, which included a \$20,000 allowance for any unforeseen conditions. Mr. Stachacz explained that \$2,895 of the allowance was used for three roof drain replacements and that the Change Order represents a \$17,105 decrease to the final contract amount which is the remainder of the unused allowance. Mr. Stachacz noted that the Board of Education would be asked to approve this Change Order during the regular September meeting.

The meeting adjourned at 7:41A.M.

Respectfully submitted,

Brian Stachacz
Director of Business Services

Lyons Township High School District 204
Board Finance Committee of the Board of Education
Meeting Minutes
September 15, 2020

Members Present: Thomas Cushing, George Dougherty, Molly Murphy Bruton, Kari Dillon, Alison Kelly, Jessica McLean, Dr. Tim Kilrea, Brian Stachacz

Staff Members Present: Ed Piotrowski, Shanna Lewis, Jennifer Bialobok, Joseph Maffey, Kathy Moran, Kevin Bertolotti, Brian Waterman, Scott Eggerding, Ed Tennant

The agenda for the meeting was:

1. FY21 Final Budget
2. First Student Payment Request

Mr. Dougherty called the meeting to order at 7:00AM. Mr. Stachacz began the meeting by discussing the specifics of the FY21 final Budget. Mr. Stachacz explained that that budget contains a \$1.94 million deficit. Mr. Stachacz stated that the deficit is not the result of the district overspending on salaries and benefits, but rather it is related to an unexpected loss of revenue due to the COVID-19 Pandemic as well as additional expenses related to Capital Outlay and Technology purchases. Mr. Stachacz explained that the district is expected to lose \$1.4 million in revenue this year due to a reduction in Corporate Personal Property Taxes and a reduction in interest income. Both of these reductions were unexpected and related to the downturn in the economy. On the expense side, Mr. Stachacz explained that Capital Expenditures are expected to be higher in FY21 due to payments related to the summer projects and due to the additional \$1.2 million of expense related to purchases of technology related items and infrastructure. Additionally, Mr. Stachacz also discussed the increased cost of roughly \$1.0 million in employee benefits. Mr. Stachacz stated that the two main drivers of this increase are medical insurance claims and additional contributions to the Illinois Municipal Retirement Fund. Mr. Stachacz explained that the increase in medical insurance costs is due to the potential of having medical procedures that could not be completed last year due to the Pandemic, now being paid in the current year. Mr. Stachacz also explained that the increase in IMRF is due to the division of the joint account that was held by LADSE and District 204. Mr. Stachacz stated that the new district IMRF rate is just over 17% and over the course of the FY20 and FY21 will add a total of roughly \$600,000 of expense to the District. \$300,000 of that expense was added in FY20 and an additional \$300,000 will be added in FY21. Mr. Stachacz stated that while the FY21 budget is unbalanced, a reduction plan, as outlined by the Illinois State Board of Education, is not necessary at this time as the District has sufficient financial reserves to cover any deficit that may occur. Mr. Stachacz stated that the Board of Education will be asked to approve the final FY21 Budget during the regular September meeting after a Public Hearing has been conducted. Mrs. McLean asked if there is a chance that the budget will change due to factors related to the ongoing COVID-19 Pandemic. Mr. Stachacz stated that it is certainly possible as there are many uncertain factors in the coming year but that wild swings in the final numbers are not anticipated. Mrs. Kelly asked for clarification on the changing of software expenditures from supply accounts to purchased services accounts. Mr. Stachacz explained that software should be considered a purchased service as no tangible items are received when it is purchased. Mr. Stachacz stated that he moved those expenses to the purchased services accounts but there was no net effect on the expense side of the budget.

Mr. Stachacz then proceeded to inform the Committee that First Student (District Transportation Contractor) has asked the District to continue to make some form of payment to them while the students are out of the building during remote learning. Mr. Stachacz reminded the Committee that a similar request was made in the spring of last school year and after negotiating with First Student, a payment of 40% of regular routes was made for half of March, all of April and all of May. Mr. Stachacz stated that the total payment for those months was \$98,680. Mr. Stachacz noted that the rationale for the request is so that First Student can continue to operate as a company and be available to provide transportation services when the time arrives for students to return to on-campus learning. Mr. Dougherty asked if there was a recommendation from the administration on how to proceed. Mr. Stachacz stated that he wanted to inform the Committee of the request and with the permission of the Committee, would like to engage in further discussion/negotiation with First Student. Mrs. McLean noted the importance of First Student in helping to educate the students of the District. Mrs. Bruton stated that she would like the administration to review the addendum to the contract from the spring and make sure that First Student has adhered to all of the stipulations. Mrs. Dillon suggested that the district attorney be involved again in the process. The Committee agreed that further discussion with First Student was appropriate. Mr. Stachacz stated that he would update the Committee at a future meeting.

The meeting adjourned at 7:39A.M.

Respectfully submitted,

Brian Stachacz
Director of Business Services

**Board of Education Human Resources and Policy Committees
Tuesday, September 15, 2020– North Campus Room 251– 7:00 a.m.
Meeting Minutes**

In attendance: T. Cushing, G. Dougherty, M. Bruton, A. Kelly, K. Dillon, J. McLean, T. Kilrea, S. Eggerding, B. Waterman, B. Stachacz, E. Tennant, S. Lewis, J. Bialobok, K. Bertolotti, K. Moran, J. Maffey

The Policy Committee meeting convened at 7:40 a.m.

1.0 District Policy Update (PRESS Issues 103, 104 and 105) – 1st Reading

The Committee received a first reading of multiple Board policy updates, which have been suggested by the Illinois Association of School Boards. Eight policy updates are administrative in nature, including updates to legal references and terminology. None of these changes affect how the existing policies are interpreted. The Committee reviewed three policies with language changes (one policy being new). These policies have been reviewed by legal counsel, and the recommendations were presented to the Committee. Finally, the Committee reviewed policies associated with new Title IX legislation. Mr. Piotrowski continues to work with legal counsel to obtain additional information or clarification on these policies as we implement the changes required under the law.

The Committee forwarded these policy changes to the full Board for consideration as a first reading at the September 21, 2020, meeting.

The Policy Committee adjourned at 8:03 a.m.

The Human Resources Committee meeting convened at 8:00 a.m.

1.0 Administrative and Certified Employee Recommendations

The Committee received employment recommendations for Certified staff (1 leave of absence and 2 retirements) and Administrative staff (none). Should there be any changes in personnel that warrants Board action, information will be presented to the Board for the September 21, 2020, meeting.

2.0 Buildings and Grounds, Classified/Non-Contractual, and ParaEducator Employee Recommendations

The Committee received employment recommendations for Buildings and Grounds (1 reassignment and 1 leave of absence); Classified/Non-Contractual staff (1 retirement and 1 leave of absence); Classified/Non-Contractual Supervisory staff (none) and ParaEducators (1 leave of absence and 2 resignations). Should there be any changes in personnel that warrants Board action, information will be presented to the Board for the September 21, 2020, meeting.

The Human Resources Committee moved into closed session at 8:07 a.m.

The Human Resources Committee exited from closed session at 8:36 a.m.

The Human Resources Committee adjourned at 8:36 a.m.

Respectfully submitted,

Edward Piotrowski
Director of Human Resources

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
Minutes of the Board of Education Curriculum and Technology Committees
September 17, 2020 ♦ 7:00 a.m. ♦ Room 251, North Campus and virtually

In attendance: M. Bruton-Chair (Curriculum), T. Cushing, K. Dillon, G. Dougherty (virtual), A. Kelly, J. McLean-Chair (Technology), T. Kilrea, S. Eggerding, E. Tennant, B. Stachacz, B. Waterman, J. Bialobok, K. Brown (v), P. Houston, K. Johns, S. Lewis, J. Maffey (v), M. Moore (v), P. Nardi (v), L. Owens, K. Raino, K. Smith, C. Voigt (v)

2019-2020 Textbook Changes

Mr. Eggerding asked for a waiver of the two readings of textbooks for adoption to add a book for Forensics and for the spring Indiana University literature course. No concerns were raised about either text and the waiver of two readings was granted.

2019-2020 Calendar

Mr. Eggerding explained that the mandatory day off of school for the November 3 election caused a conflict with our previously scheduled October 30 day off for parent teacher conferences. He said the original thought was to move the October 30 day to Monday November 2, but given the lateness of the change, a number of people suggested just adding the Monday as a holiday, too. Given the way days can count during remote learning, Mr. Eggerding believed that the day would not need to be made up and that the 5 day weekend would work, noting that the only concern would likely come from teachers who teach semester classes, since 1st semester is so much shorter than second semester. It was noted by Ms. Kelly that students would probably appreciate a 5 day weekend and families that had planned college trips would like the time. Mr. Eggerding said he would update the recommendation for the Board meeting.

2020-2021 Calendar

Mr. Eggerding shared a first reading of the 2020-2021 school calendar, noting that the year would start on a Thursday for students and end before Memorial Day with commencement on Memorial Day Weekend. He said no other components of the calendar were of note. The calendar would be shared with the community through the website and was shared with the Faculty Association.

2020-2021 Curriculum Change Proposals

Mr. Eggerding provided an overview of the curriculum proposal process and shared the proposals that were voted to be advanced from the Curriculum Staff Development Team.

Fine Arts is proposing a name change from Spanish for Spanish Speakers to Spanish for Heritage Speakers.

Special Education is requesting the level of the Social Awareness and Perspective-Taking class be level III instead of being aligned to an English class.

Physical Welfare is proposing a Sophomore Strength Training course. This will be the first elective PE course at south campus and was the third-most requested track after mindfulness and yoga. When asked why the Mindfulness and yoga courses couldn't also be offered, Kurt Johns said he did not feel the facilities would be able to support the yoga and mindfulness curriculum as currently designed. Ms. Dillon said she appreciated the process for CSD Team, but asked if we could still bring forward a proposal for mindfulness and yoga for the fall of 2020. Mr. Eggerding suggested that a facility use study be conducted to determine how to accommodate such a course and then propose it in the usual cycle, starting in February, to begin in the fall of 2022. Mr. Cushing said the study and the delay made sense.

Language Arts is recommending a shift in course offerings to mirror the Indiana University courses. By moving composition to senior year at the prep level and making year-long Literature and Composition classes junior year at the accel and prep levels, students will have more options senior year and have a

year-long English experience junior year. In addition, there is a proposal for multicultural literature to run as a semester option at the prep level senior year.

Math Science had 2 proposals designed to offer more choices at the prep level. In math, a proposal for financial algebra offered an option for students who finished Algebra II but who did not want to begin a pre-calculus/calculus sequence. In science, environmental science was proposed to expand to a full year giving students two years' worth of science choices after chemistry that did not include physics and reflected student interest in the subject. Lastly, STEM Research was proposed that connects students with researchers in the field of study to develop independent research projects. Mr. Voight said that this kind of class helps students stand apart from others in the competitive world of application for science colleges.

Remote Learning Update

Mr. Eggerding reviewed the presentation that occurred the night before at the LTCAC about remote learning and talked about how the team was putting together the parameters for hybrid models.

Technology Update

Given the length of the meeting, Mr. Tennant inquired whether the board had any questions about the items included in the report. There were no additional questions and the meeting ended by common consent.

The Curriculum Committee meeting concluded at 8:36 a.m.

The Technology Committee meeting concluded at 8:37

Respectfully Submitted: Scott Eggerding, Director of Curriculum and Instruction.

LYONS TOWNSHIP HIGH SCHOOL

District Office • 100 S. Brainard Ave. • LaGrange, IL 60525 • (708) 579-6451

**BOARD OF EDUCATION
DISTRICT 204**
Thomas W. Cushing,
President
George R. Dougherty,
Vice President
Molly Murphy Bruton
Kari Dillon
Alison Kelly
Jessica McLean
SUPERINTENDENT
Timothy B. Kilrea, Ed.D.

TO: Board of Education
FROM: Timothy B. Kilrea *TBK*
DATE: September 21, 2020
RE: Additional LT Community Advisory Council Member 2020-2021

The following additional candidate has been recommended to serve on the LT Community Advisory Council for the 2020-2021 school year:

Matthew Lynch – Student

We are asking you to approve Matthew's membership under the Consent Agenda at the regular Board meeting on September 21, 2020.

Thank you.

Business Office Memorandum

Lyons Township High School District 204

To: Board of Education
From: Kathryn F. Moran, Purchasing & Accounting Manager
Date: September 14, 2020
Subject: Bid Recommendation – Classroom Furniture

RECOMMENDED MOTION:

....that the Board of Education award the Classroom and Office Furniture Bid to Midwest Educational Furnishings for \$12,691.83.

BACKGROUND:

Public notice of the opportunity to bid and the deadline for acceptance of bids appeared in the Suburban Life Newspaper on Thursday, August 8, 2020. A bid package was sent to three known suppliers of classroom and office furniture and posted on the LTHS website. The bid opening was held, as announced, on August 19, 2020 at 1:00 P.M. Three sealed bids were publicly opened by Kathryn F. Moran, Purchasing & Accounting Manager, as agent of the Board of Education.

The Midwest Educational Furnishings bid meets the expected specifications and the vendor has been a responsible and responsive supplier for LT furniture for many years. The results of the bid are attached.

LYONS TOWNSHIP HIGH SCHOOL								
2020-21 CLASSROOM FURNITURE								
CAMPUS	QTY	DESCRIPTION	Lowery McDonnell		Midwest Furnishing		School Specialty	
			UNIT PRICE	TOTAL PRICE	UNIT PRICE	TOTAL PRICE	UNIT PRICE	TOTAL PRICE
NC - 15	23	HON HVL511.LH10T TEACHER CHAIR w/arms	\$129.00	\$2,967.00	\$138.49	\$3,185.36	\$137.48	\$3,162.04
SC - 8		Mesh Back - Black						
SOUTH	20	COLUMBIA 5267 COMBO DESK	\$170.00	\$3,400.00	\$150.47	\$3,009.42		
		Sand seat, back and top						
	2	COLUMBIA 5060 WHEELCHAIR DESK	\$150.00	\$300.00	\$129.77	\$259.54		
	7	COLUMBIA 3440 DESK w/wire basket	\$95.00	\$665.00	\$108.47	\$759.30		
		Sand top						
	7	COLUMBIA 1477 STACKER CHAIR - Blue	\$65.00	\$455.00	\$80.87	\$566.10		
	5	HON H88962CL TEACHER DESK	\$663.00	\$3,315.00	\$660.41	\$3,302.05	\$733.00	\$3,665.00
		Putty/Harvest Laminate						
NORTH	5	HON H514CPL 4 FILE CABINET Letter, 4-Drawe	\$323.00	\$1,615.00	\$322.01	\$1,610.06	\$334.43	\$1,672.15
		Putty						
		Columbia Freight		\$525.00				
		TOTAL		\$13,242.00		\$12,691.83		\$8,499.19