



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

**Virtual Meeting
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, November 16, 2020 - 7:00 PM**

A G E N D A

11/13/2020 - The agenda is amended to update the meeting location to a Virtual Meeting. 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)

Approval of agenda as prepared or members may request consideration of modification to the agenda. Changes will be determined by a majority of the Board.

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 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. COMMUNICATIONS - Public Comment (7:35)

VI. STUDENT REPRESENTATIVE TO THE BOARD OF EDUCATION REPORT

(Ms. Meehan) (7:45)

VII. SUPERINTENDENT'S DISTRICT REPORT (7:50)

A. TTO Litigation Update

B. Miscellaneous

C. Monthly FOIA Report

VIII. UNFINISHED BUSINESS (8:05)

A. Action

1. District Policy Updates (Title IX) - 3rd Reading (Mr. Piotrowski)

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IX. NEW BUSINESS (8:15)

A. Action

1. District Policy Updates - 1st Reading (Mr. Piotrowski)

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2. Tentative 2020 Tax Year Levy (Mr. Stachacz)

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3. Final Change Order - Happ Builders (Mr. Stachacz)

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4. E-Rate Consultant Contract (Mr. Tennant, Mr. Stachacz)

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B. Information

1. Grading Practices Update (Mr. Eggerding)

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2. Superintendent Search Update (Mr. Piotrowski)

3. Student Technology Fee (Mr. Eggerding, Mr. Stachacz)

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4. School Board Calendar for December 2020

X. CONSENT AGENDA (8:45)

A. Payment of Bills and Financial Statements (Mr. Stachacz)

1. Lyons Township High School - Approval is requested for payment of bills within various funds	107
2. Lyons Township High School - The financial statement for the month ending October 31, 2020, is presented for Board approval	108
3. LaGrange Area Department of Special Education (LADSE) - Approval is requested for payment of bills within various funds	111
4. LaGrange Area Department of Special Education (LADSE) - The financial statement for the month ending October 31, 2020, is presented for Board approval	112
B. Human Resources (Mr. Piotrowski)	
1. LTHS Certified and/or Classified Staff Employment Recommendations	113
2. LADSE Staff Employment Recommendations	115
3. Stipend Committee Recommendation	117
C. Minutes	
1. Regular Meeting - October 19, 2020	
2. Committee of the Whole - October 23, 2020	
3. Special Meeting - October 28, 2020 - Open and Closed	
4. Committee of the Whole - November 5, 2020	
5. Curriculum Committee - November 10, 2020	
6. Human Resources and Policy Committees - November 11, 2020	
7. Facilities and Finance Committees - November 12, 2020	
8. Technology Committee - November 12, 2020	
D. College Board Membership 2020-2021 (T. Kilrea)	118
XI. ADJOURNMENT (8:50)	

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: November 16, 2020

RE: District Policy Updates (PRESS Issue 105) – *3rd 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.

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.

The following policies were reviewed by legal counsel and recommended changes incorporate new Policy 2:265 noted above and align to Title IX implementing regulations.

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

We are recommending the removal of the word “promptly” from the “Making a Report or Complaint” section in Policy 5:20 and 7:20. Based on this removal, we are recommending that the following language is added to the end of the first paragraph of the section “Making a Report or Complaint” in Policy 7:20: “While a report can be made at any time, the Board encourages reports to be made promptly while facts are known and potential witnesses are available.”

A similar statement is already included in the first paragraph of that same section in Policy 5:20 and thus nothing further needs to be added to that policy. Additionally, please note that while the term “promptly” can be removed from the particular sentences in the policies identified above, it should not be removed from the remaining language in those respective sections, as it is imperative that reports made to District employees be promptly forwarded to the Non-Discrimination Coordinator or Complaint Manager as indicated.

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 adopted as presented.

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), 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 Sexual Harassment* 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 Sexual Harassment*.

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 incorporates (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~~otify 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~~ sexual 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.~~ 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.~~ 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.~~ 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 ⁰³issues 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 sSexual Hharassment* 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 Ssexual Hharassment* 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 Ssexual Hharassment* 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?

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

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

- o Yes (default)
- o 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?

- o No (default)
- o 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?

- o Preponderance of evidence (default)
- o 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 ~~individual~~ 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.

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.

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~~ unwelcome conduct or communication 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 employment ~~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 prohibited by this policy includes, but is not limited to, verbal and written communication 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.

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

1. Sexual 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.

The District provides annual sexual harassment prevention training in accordance with State law. ^{PRESSPlus2} ~~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.~~ Individuals may choose to report to a person of the individual's same gender.

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.~~

~~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. 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
Emailkbrown@lths.net
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.~~

~~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.~~ 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 determine whether action under policy 2:265, Title IX Sexual Harassment Grievance Procedure, should will 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 \(Visitors to and Conduct on School Property\)](#)

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 an **employee** 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. 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 who fails to promptly comply may be disciplined, up to and including discharge.**

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
kbrown@lths.net
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.

1. 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 determine whether action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, should will 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*, 7:180, *Prevention of and Response to Bullying*, 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. §1681et 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 5/1-101et 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)

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 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

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 ILCS 430/70-5\(a\).](#)

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

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

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

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

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

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

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

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

CROSS REF.: 2:105 (Ethics and Gift Ban), [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.

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

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

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

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

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

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

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

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

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

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

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

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), [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, III. 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 (SBE) 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
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
708/579-6500

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



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: November 16, 2020

RE: District Policy Updates (First 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 policy includes 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 policy is interpreted.

Policy 7:70, Attendance and Truancy (First Reading): Language updates include reference to Policy 7:90, Release During School Hours, for voting. Policy 7:90 was approved by the Board of Education at the October meeting. Additionally, there is a language update of valid causes for a student's absence to include "mental, emotional, or physical health or safety." (PRESS 103)

Section 2. The following policies were reviewed by legal counsel prior to the closing of school due to the pandemic in the spring of 2020. These policies refer to administering medications as well as to Ashley's law, which pertains to medical cannabis.

- **Policy 7:270, Administering Medications to Students (First Reading)**
- **Policy 5:50, Drug- and Alcohol-Free Workplace (First Reading)**
- **Policy 7:190, Student Behavior (First Reading)**
- **Policy 8:30, Visitors to and Conduct on School Property (First Reading)**

These policies have already been reviewed as a First Reading, however, there have been changes to the law since that time. As such, we are recommending moving forward with these policies as a First Reading once again at the November, 2020, Regular Meeting of the Board of Education.

RECOMMENDATION

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

Document Status: Draft Update

STUDENTS

7:70 Attendance and Truancy

Compulsory School Attendance

This policy applies to individuals who have custody or control of a child: (a) between the ages of six (on or before September 1) and 17 years (unless the child has graduated from high school), or (b) who is enrolled in any of grades kindergarten through 12 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because his or her religion forbids secular activity on a particular day, (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program, (7) any child absent for the purpose of sounding "Taps" at a military honors funeral held in this State for a deceased veteran, and (8) any child absent because a parent or legal guardian has been called to active military duty, is on leave from military duty, or has immediately returned from deployment to a combat zone or combat-support posting.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness, observance of a religious holiday, death in the immediate family, family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, Release During School Hours (10 ILCS 5/7-42 and 5/17-15), PRESSPlus1 other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical safety or health or safety, PRESSPlus2 or other reason as approved by the Superintendent or designee.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board of Education policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 9 through 12 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings. Such a student shall be granted five days of excused absences in any school year and, at the discretion of the school board, additional excused absences to visit the student's parent or legal guardian relative to such leave or deployment of the parent or legal guardian.
4. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in the School Code, Section 105 ILCS 5/26-2a.
5. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
6. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or information about community agency services. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
7. Reasonable efforts to provide ongoing professional development to teachers, administrators, Board members, school resource officers, and staff on the appropriate and available supportive services for the promotion of student attendance and engagement.
8. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Intermediate Service Center, if truancy continues after supportive services have been offered.
9. A protocol for cooperating with non-District agencies including County or municipal authorities, the Intermediate Service Center, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.

10. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
11. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.
12. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous 6 months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
13. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum attendance standards according to provisions in State law. A parent/guardian has the right to appeal a decision to exclude a student.

LEGAL REF.:

[105 ILCS 5/26-1 through 16.](#)

[705 ILCS 405/3-33.5](#), Juvenile Court Act of 1987.

[23 Ill.Admin.Code §§1.242](#) and [1.290](#).

CROSS REF.: 5:100 (Staff Development Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:80 (Release Time for Religious Instruction/Observance), [7:90 \(Release During School Hours\)](#), 7:190 (Student Discipline), 7:340 (Student Records)

Adopted: January 22, 2019

PRESSPlus Comments

PRESSPlus 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. See policy 7:90 for more information. If the Board does not adopt the Voting subheading in policy 7:90 (see the Questions Window in the Draft Update for policy 7:90), IASB will remove this phrase and the Cross Reference to policy 7:90. **Issue 103, March 2020**

PRESSPlus 2. 105 ILCS 5//26-2a, amended by P.A. 100-810, amended valid causes for absences to include a student's mental, emotional, or physical health or safety. **Issue 103, March 2020**

Document Status: Draft Update

STUDENTS

7:270 Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed *School Medication Authorization Form (SMA Form)* is submitted by the student's parent/guardian. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

A student may possess an epinephrine injector, e.g., EpiPen®, and/or medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent/guardian has completed and signed a *School Medication Authorization Form*. The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector and/or medication, or the storage of any medication by school personnel.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Student Handbook and shall provide a copy to the parents/guardians of students.

School District Supply of Undesignated Asthma Medication [Q1 PRESSPlus1](#)

The Superintendent or designee shall implement 105 ILCS 5/22-30(f) and maintain a supply of undesignated asthma medication in the name of the District and provide or administer them as necessary according to State law. *Undesignated asthma medication* means an asthma medication prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, [PRESSPlus2](#) may administer an undesignated asthma medication to a person when they, in good faith, believe a person is having *respiratory distress*. Respiratory distress may be characterized as *mild-to-moderate* or *severe*. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

School District Supply of Undesignated Epinephrine ~~Auto-Injectors~~ [PRESSPlus3](#)

The Superintendent or designee shall implement ~~Section 105 ILCS 5/22-30(f) of the School Code~~ and maintain a supply of undesignated epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. Undesignated epinephrine injector means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

~~The School District Supply of Undesignated Epinephrine injectors section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.~~

~~Upon any administration of an undesignated epinephrine injector, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.~~

~~Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(c) and Section 22-30(c-5) of the School Code apply.~~

~~No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine~~

injector. This policy does not guarantee the availability of an epinephrine injector; students and their parents/guardians should consult their own physician regarding this medication.

School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 105 ILCS 5/22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. On or after June 1, 2018, see the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment. [PRESSPlus4](#)

~~The School District Supply of Undesignated Opioid Antagonists section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Alcoholism and Other Drug Abuse and Dependency Act, or (2) fill the District's prescription for undesignated school opioid antagonists.~~

~~Upon any administration of an opioid antagonist, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.~~

~~Upon implementation of this policy, the protections from liability and hold harmless provisions as explained in Section 22-30(e) and Section 22-30(e-5) of the School Code apply.~~

~~No one, including without limitation parents/guardians of students, should rely on the District for the availability of an opioid antagonist. This policy does not guarantee the availability of an opioid antagonist; students and their parents/guardians should consult their own physician regarding this medication.~~

School District Supply of Undesignated Glucagon [Q2](#)

The Superintendent or designee shall implement 105 ILCS 145/27 and maintain a supply of undesignated glucagon in the name of the District in accordance with manufacturer's instructions.

When a student's prescribed glucagon is not available or has expired, a school nurse or delegated care aide may administer undesignated glucagon only if he or she is authorized to do so by a student's diabetes care plan.

Administration of Medical Cannabis [PRESSPlus5](#)

The Compassionate Use of Medical Cannabis Program Act allows a *medical cannabis infused product* to be administered to a student by one or more of the following individuals:

1. A parent/guardian of a student who is a minor who registers with the Ill. Dept. of Public Health (IDPH) as a *designated caregiver* to administer medical cannabis to their child. A designated caregiver may also be another individual other than the student's parent/guardian. Any designated caregiver must be at least 21 years old [PRESSPlus6](#) and is allowed to administer a *medical cannabis infused product* to a child who is a student on the premises of his or her school or on his or her school bus if:
 - a. Both the student and the designated caregiver possess valid registry identification cards issued by IDPH;
 - b. Copies of the registry identification cards are provided to the District;
 - c. That student's parent/guardian completed, signed, and submitted a *School Medication Authorization Form - Medical Cannabis*; and
 - d. After administering the product to the student, the designated caregiver immediately removes it from school premises or the school bus.
2. A properly trained school nurse or administrator, who shall be allowed to administer the *medical cannabis infused product* to the student on the premises of the child's school, at a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care on school-operated property or while being transported on a school bus. [PRESSPlus7](#)
3. The student him or herself when the self-administration takes place under the direct supervision of a school nurse or administrator. [PRESSPlus8](#)

Medical cannabis infused product (product) includes oils, ointments, foods, and other products that contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

The product may not be administered in a manner that, in the opinion of the District or school, would create a disruption to the educational environment or cause exposure of the product to other students. A school employee shall not be required to administer the product.

Discipline of a student for being administered a product by a designated caregiver, or by a school nurse or administrator, or who self-administers a product under the direct supervision of a school nurse or administrator pursuant to this policy is prohibited. The District may not deny a student attendance at a school solely because he or she requires administration of the product during school hours.

Void Policy

The **School District Supply of Undesignated Asthma Medication** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated asthma medication from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school asthma medication. [PRESSPlus9](#)

The **School District Supply of Undesignated Epinephrine Injectors** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for undesignated epinephrine injectors from a physician or advanced practice nurse licensed to practice medicine in all its branches, or (2) fill the District's prescription for undesignated school epinephrine injectors.

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for opioid antagonists from a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act, or (2) fill the District's prescription for undesignated school opioid antagonists.

The **School District Supply of Undesignated Glucagon** section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for glucagon from a qualifying prescriber, [PRESSPlus10](#) or (2) fill the District's prescription for undesignated school glucagon.

The **Administration of Medical Cannabis** section of the policy is void and the District reserves the right not to implement it if the District or school is in danger of losing federal funding.

Administration of Undesignated Medication

Upon any administration of an undesignated medication permitted by State law, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply. [PRESSPlus11](#)

No one, including without limitation, parents/guardians of students, should rely on the District for the availability of undesignated medication. This policy does not guarantee the availability of undesignated medications. Students and their parents/guardians should consult their own physician regarding these medication(s).

LEGAL REF.:

105 ILCS 5/10-20.14b, 5/10-22.21b, [and 5/22-30](#), [and 5/22-33](#).

[105 ILCS 145/](#), Care of Students with Diabetes Act.

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Program Act, and scheduled to be repealed on July 1, 2020.

[720 ILCS 550/](#), Cannabis Control Act.

23 Ill.Admin.Code §1.540.

CROSS REF.: 7:285 (Food Allergy Management)

[ADOPTED:December 19, 2016](#)

***Required Question 1. Has the Board adopted the optional subsection regarding a School District Supply of Undesignated Asthma Medication? Type yes or no.

Response:

***Required Question 2. Optional. 105 ILCS 145/27, added by P.A. 101-428, permits a district to maintain a supply of undesignated glucagon in any secure location that is immediately accessible to a school nurse or delegated care aide. **A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement it.** Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated glucagon, and implement a plan for their use, and then not doing it, as doing so may be fraught with legal liabilities.

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of undesignated glucagon in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs.

Has the Board adopted the School District Supply of Undesignated Glucagon subsection?

- Yes (default)
 No (IASB will delete the School District Supply of Undesignated Glucagon subsection and its Void Policy language)

PRESSPlus Comments

PRESSPlus 1. Optional. A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement 105 ILCS 5/22-30, amended by P.A. 100-726, eff. 1-1-19. The law permits a district to maintain a supply of undesignated asthma medication in any secure location that is accessible before, during, and after school where a person is most at risk, including, but not limited to a classroom or the nurse's office, and use them when necessary. The P.A. 100-726, eff. 1-1-19, amendment requiring accessibility before, during, and after school does not address the logistical issues that classrooms are typically locked before and after school. Consult the board attorney about the implementation issues with this new phrase in the law.

Consult the board attorney about the consequences of informing the community that the district will obtain a prescription for a supply of undesignated asthma medication, implement a plan for its use, and then not doing it, as doing so may be fraught with legal liabilities. Also fraught with legal liabilities is when the district provides them, but does not have them accessible before, during, and after school where an asthmatic person is most at risk as required by 105 ILCS 5/22-30, amended by P.A. 100-726, eff. 1-1-19.

The superintendent is given broad authority to implement this section; however, several preliminary steps should occur with the assistance of the board attorney. They include, but are not limited to: (1) investigating the feasibility of obtaining a prescription for a supply of undesignated asthma medication in the name of the district or one of its schools, and (2) outlining the advantages and disadvantages of implementing this plan based upon each district's individual resources and circumstances, and student population's needs.

See **Questions** to indicate whether the board has adopted the School District Supply of Undesignated Asthma Medication subsection.

Issue 99, October/November 2018

PRESSPlus 2. 105 ILCS 5/22-30(a), amended by P.A. 100-726, eff. 1-1-19, defines *trained personnel* as any school employee or volunteer personnel authorized in Sections 10-22.34, 10-22.34a, and 10-22.34b of the School Code who has completed training required by 105 ILCS 5/22-30(g), amended by P.A. 100-726, eff. 1-1-19 to recognize and respond to anaphylaxis, an opioid overdose, or respiratory distress. ISBE must develop the training curriculum for trained personnel, and it may be conducted online or in person. **Issue 99, October/November 2018**

PRESSPlus 3. 105 ILCS 5/20-30, amended by P.A. 100-799, eff. 1-1-19, defines epinephrine injector to mean an auto-injector and a pre-filled syringe. Auto-injector is updated to injector throughout. **Issue 99, October/November 2018**

PRESSPlus 4. Optional sentence. 20 ILCS 301/20-30, added by P.A. 100-494, eff. 6-1-18, mandates the Ill. Dept. of Human Services to create a website with these resources. The purpose of this sentence is to provide the community with information about a public health crisis affecting students. **Issue 96, October 2017**

PRESSPlus 5. 105 ILCS 5/22-33(g), added by P.A. 100-660 (*Ashley's Law*) requires school boards to adopt a policy regarding the administration of medical cannabis infused product to students who are qualifying registered patients under the Compassionate Use of Medical Cannabis Program Act, 410 ILCS 130/, amended by P.A. 101-363, and in addition to allowing a student's delegated care aide(s) to administer it, allow a school nurse or administrator to administer it, and/or the student him or herself. The policy must be implemented by:

1. Authorizing a parent/guardian and/or a *designated caregiver* of a student who is a *registered qualifying patient* to administer a medical cannabis infused product to that student at school or on the school bus (105 ILCS 5/22-33(b)).
2. Allowing a school nurse or administrator to administer a medical cannabis infused product to a student who is a *registered qualifying patient* while at school, a school-sponsored activity, or before/after normal school activities, including while the student is in before-school or after-school care, on school-operated property or while being transported on a school bus (105 ILCS 5/22-33(b-5), added by 101-370, eff. 1-1-20)).
3. Authorizing a student who is a *registered qualifying patient* to self-administer a medical cannabis infused product if the self-administration takes place under the direct supervision of a school nurse or school administrator (ld.).

Important: If a district would lose federal funding as a result of the board adopting this policy, the board may not authorize the use of a medical cannabis infused product under Ashley's Law and not adopt this subsection. 105 ILCS 5/22-33(f). Consult the board attorney about the issue of federal funding.

Issue 102, October 2019

PRESSPlus 6. A student under the age of 18 may have up to three designated caregivers as long as at least one is a biological parent or a legal guardian. A student 18 years of age or older may appoint up to three designated caregivers who meet the requirements of the Compassionate Use of Medical Cannabis Program Act. **Issue 102, October 2019**

PRESSPlus 7. 105 ILCS 5/22-33(b-5), added by P.A. 101-370, eff. 1-1-20. A school nurse or administrator must annually complete a training curriculum to be developed by ISBE in consultation with the Ill. Dept. of Public Health prior to administering a medical cannabis infused product to a student in accordance with this section. 105 ILCS 5/22-33(f-5), added by P.A. 101-370, eff. 1-1-20. **Issue 102, October 2019**

PRESSPlus 8. Any medical cannabis infused product administered by a school nurse or administrator, or self-administered under the supervision of a school nurse or administrator, must be stored with the school nurse at all times in a manner consistent with storage of other student medication at the school and may be accessible only by the school nurse or a school administrator. 105 ILCS 5/22-33(b-10), added by P.A. 101-370, eff. 1-1-20. **Issue 102, October 2019**

PRESSPlus 9. Discuss with the board attorney whether the board should remove this sentence when the district reaches full implementation of this section. **Issue 99, October/November 2018**

PRESSPlus 10. 105 ILCS 145/27, added by P.A. 101-428, provides that a physician, a physician assistant who has prescriptive authority under the Physician Assistant Practice Act of 1987 (225 ILCS 95/7.5), or an advanced practice registered nurse who has prescriptive authority under the Nurse Practice Act (225 ILCS 65-40) may prescribe undesignated glucagon in the name of the district to be maintained for use when necessary. **Issue 102, October 2019**

PRESSPlus 11. 105 ILCS 5/22-30(c). The school, and its employees and agents, incur no liability, except for willful and wanton conduct, as a result of an injury to a student arising from the administration of asthma medication, epinephrine injectors, or an opioid antagonists, a student's self-administration of medication, or administration of undesignated glucagon (insofar as it would be considered part of the care of a student with diabetes).

105 ILCS 5/22-30(c) requires the district to inform parents/guardians in writing of the protections from liability and hold harmless provisions that apply to the administration of asthma medication, epinephrine injectors, and opioid antagonists. In addition, a statement must be signed by a student's parent/guardian acknowledging the district's protections from liability and hold harmless provisions for these undesignated medications. A similar acknowledgment must be signed by a student's parent/guardian for the self-administration of medication. 105 ILCS 5/10-22.21(c), added by P.A. 101-205, eff. 1-1-20. See 7:270-E1, *School Medication Authorization Form*, available at PRESS Online by logging in at www.iasb.com, for a sample acknowledgement. **Issue 102, October 2019**

Document Status: Draft Update

General Personnel

5:50 Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition

Title has been updated. Original Title: Drug- and Alcohol-Free Workplace; Tobacco Prohibition

All District workplaces are drug- and alcohol-free workplaces. [PRESSPlus1](#)

All employees are prohibited from engaging in any of the following activities while on District premises or while performing work or being on call [Q1](#) for the District: [PRESSPlus2](#)

1. Unlawful manufacture, dispensing, distribution, possession, or use of an illegal or controlled substance, or being **impaired by or** under the influence of any illegal substance or any detectible use of any illegal substance regardless of when or where the use occurred.
2. Distribution, consumption, use, possession, or being **impaired by or** under the influence of an alcoholic beverage; being present on District premises or while performing work for the District when alcohol consumption is detectible, regardless of when and/or where the use occurred.
3. **Distribution, consumption, possession, or use, or being impaired by or under the influence of medical cannabis; being present on District premises or while performing work for the District when impaired by or under the influence of cannabis, regardless of when and/or where the use occurred, unless distribution, possession, and/or use is by a school nurse or school administrator pursuant to Ashley's Law, 105 ILCS 5/22-33.** [PRESSPlus3](#) The District considers employees impaired by or under the influence of cannabis when there is a good faith belief that an employee manifests the specific articulable symptoms [PRESSPlus4](#) listed in the Cannabis Regulation and Tax Act (CRTA). [PRESSPlus5](#)

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

For purposes of this policy, **District premises** [PRESSPlus6](#) means workplace as defined in the CRTA in addition to District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. **School grounds** means the real property comprising any school, any conveyance used to transport students to school or a school-related activity, and any public way within 1,000 feet of any school ground, designated school bus stops where students are waiting for the school bus, and school-sponsored or school-sanctioned events or activities. "Vehicles used for school purposes" means school buses or other school vehicles.

As a condition of employment, each employee shall:

1. Abide by the terms of the Board policy respecting a drug-and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than **five** calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

To make employees aware of the dangers of drug and alcohol abuse, the Superintendent or designee shall perform each of the following:

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees.
5. Establish a drug-free awareness program to inform employees about:

- a. The dangers of drug abuse in the workplace,
 - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
 - c. The penalties that the District may impose upon employees for violations of this policy.
6. Remind employees that policy 6:60, Curriculum Content, requires the District to educate students, depending upon their grade, about drug and substance abuse prevention and relationships between drugs, alcohol, and violence. [PRESSPlus7](#)

E-Cigarette, Tobacco, and Cannabis Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of e-cigarettes, [PRESSPlus8](#) tobacco, and cannabis products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location.

Tobacco shall have the meaning provided in 105 ILCS 5/section 10-20.5b ~~of the School Code~~.

Cannabis shall have the meaning provided in the CRTA, 410 ILCS 705/1-10.

E-Cigarette is short for electronic cigarette and includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device. [Q2](#)

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. In addition or Aalternatively, the ~~School~~ Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

Disclaimer [PRESSPlus9](#)

The Board reserves the right to interpret, revise or discontinue any provision of this policy pursuant to the **Suspension of Policies** subhead in policy 2:240, *Board Policy Development*.

LEGAL REF.:

Americans With Disabilities Act, 42 U.S.C. §12114.

~~Compassionate Use of Medical Cannabis Pilot Program, 410 ILCS 130/.~~

Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15.

Drug-Free Workplace Act of 1988, 41 U.S.C. §8101 et seq.

Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101 et seq.

30 ILCS 580/ Drug-Free Workplace Act ~~30 ILCS 580/.~~

105 ILCS 5/10-20.5b.

410 ILCS 82/ Smoke Free Illinois Act.

410 ILCS 130/ Compassionate Use of Medical Cannabis Program Act.

410 ILCS 705/1-1 et seq., Cannabis Regulation and Tax Act.

720 ILCS 675, Prevention of Tobacco Use by Persons under 21 Years of Age and Sale and Distribution of Tobacco Products Act.

820 ILCS 55/ Right to Privacy in the Workplace Act.

21 C.F.R. Parts 1100, 1140, and 1143.

23 Ill.Admin.Code §22.20.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: February 16, 2016

Questions and Answers:

***Required Question 1. An employee is *on call* when the employer schedules him or her with at least 24 hours' notice to be on standby or otherwise responsible for performing employment-related tasks either at the employer's location or another previously-designated location. Consult the board attorney regarding how the board wants to treat employees who may be considered on call, e.g., superintendents, principals, coaches, and/or maintenance workers, etc.

Has the board adopted the phrase "or being on call" into this policy?

- Yes (default)
- No. (IASB will remove "or being on call")

***Required Question 2. Optional. Including the statutory example that includes the term *vape pen* provides notice that vaping products are also prohibited through the term e-cigarette. Choose from the following options:

- Include the default sentence. (default)
 - Replace "includes, but is not limited to, any electronic nicotine delivery system (ENDS), electronic cigar, electronic cigarillo, electronic pipe, electronic hookah, vape pen, or similar product or device, and any components or parts that can be used to build the product or device" with "shall have the meaning provided in the Prevention of Tobacco Use by Minors and Sale and Distribution of Tobacco Products Act, 720 ILCS 675/1(a-9)."
-

PRESSPlus Comments

PRESSPlus 1. This policy is renamed. The new text in the title includes E-Cigarettes (PRESS Advisory Board feedback) and Cannabis (Cannabis Regulation and Tax Act (CRTA), 410 ILCS 705/, added by P.A. 101-27 legalizing recreational cannabis use for persons over the age of 21).

Cannabis remains a *Schedule I* (c)(17) controlled substance under federal law, meaning that it has no currently accepted medical use in addition to a high potential for abuse. This policy continues to prohibit employees from using cannabis as allowed by the CRTA.

With the passage of the CRTA, each board and superintendent may wish to engage in a risk management conversation about the district's drug- and alcohol- free policy enforcement and discipline goals. Enforcement and discipline goals depend upon a board's risk-level tolerance and community expectations. For more information, see f/n 2 of sample policy 5:50, available at PRESS Online by logging in at www.iasb.com.

Consult the board attorney before implementing a drug testing program to enforce this policy.

Issue 102, October 2019

PRESSPlus 2. To align with best practices for identifying and subsequently initiating discipline of employees for violating this policy (especially with the passage of the CRTA) and any possible collective bargaining agreement provisions, the superintendent may want to convene the **Employee Substance Abuse Prevention Committee**. See sample administrative procedure 2:150-AP, *Superintendent Committees*, available at PRESS Online by logging in at www.iasb.com. **Issue 102, October 2019**

PRESSPlus 3. 410 ILCS 130/25(b) prohibits discipline or arrest of school nurses and/or administrators for acting in accordance with *Ashley's Law*, 105 ILCS 5/22-33, amended by P.A. 101-370, eff. 1-1-20. Employers may enforce drug-free workplace policies when they are applied in a nondiscriminatory manner. 410 ILCS 705/10-50(a), added by P.A. 101-27, includes disciplining employees – even those who are a *registered qualifying patient* – for violating a drug-free workplace policies (410 ILCS 130/50 and 705/10-35(a)(1), added by P.A. 101-27). Contact the board attorney for advice concerning the Compassionate Use of Medical Cannabis Program Act (Medical Cannabis Program Act (MCPA)). **Issue 102, October 2019**

PRESSPlus 4. Specific articulable symptoms listed in 410 ILCS 705/10-50(d), added by P.A. 101-27, include: the employee's speech, physical dexterity, agility, coordination, demeanor, irrational or unusual behavior, or negligence or carelessness in operating equipment or machinery; disregard for the safety of the employee or others, or involvement in any accident that results in serious damage to equipment or property; disruption of a production or manufacturing process; or carelessness that results in any injury to the employee or others. In contrast to the CRTA, the MCPA, while listing the same specific, articulable, symptoms, does not require an employer to have a *good faith belief* that a *registered qualifying patient* is under the influence of cannabis. 410 ILCS 130/50(f), and scheduled to be repealed on 7-1-20. **Issue 102, October 2019**

PRESSPlus 5. 410 ILCS 705/10-35 and 10-50(a), added by P.A. 101-27 allows reasonable, nondiscriminatory, zero-tolerance policies. If the district seeks to discipline an employee on the basis that he or she is under the influence of or impaired by cannabis, it must afford the employee a reasonable opportunity to contest the basis of the determination. **Contact the board attorney for advice concerning this provision and whenever the district seeks disciplinary action or dismissal of an employee on the basis of the cannabis prohibitions in the policy.** See f/n 9 of sample policy 5:50, available at PRESS Online by logging in at www.iasb.com, for more information about civil, criminal, and other penalties available under the CRTA. **Issue 102, October 2019**

PRESSPlus 6. 410 ILCS 705/10-35 and 10-50(a), added by P.A. 101-27, allows employers to prohibit cannabis in the *workplace*. Many attorneys agree it is a best practice for employers to define workplace in policies that prohibit cannabis. 410 ILCS 705/10-50(h), added by P.A. 101-27, defines *workplace* as the employer's premises, including any building, real property, and parking area under the control of the employer or area used by an employee while in performance of the employee's job duties, and vehicles, whether leased, rented, or owned – and may be further defined by the employer's written policy when it is consistent with this definition.

This policy's definition of workplace expands the above CRTA definition to areas that board policy and/or the School Code impose duties upon districts to keep students safe, including:

1. The *school property* definition from policy 8:30, *Visitors to and Conduct on School Property*;
2. The *school grounds* definition at 105 ILCS 5/10-27.1A(d); and
3. Places that school districts must prevent and respond to bullying, including vehicles used for school purposes. 105 ILCS 5/27-23.7(a)

Issue 102, October 2019

PRESSPlus 7. Optional. This statement serves as a display of good judgement and a reminder to employees that 105 ILCS 5/27-13.2 and 23.4 (provided it can be funded by private grants or the federal government) require districts to educate students about the dangers of substance abuse. To remove this statement, strike it and choose "Adopted with Additional District Edits" as the Save Status. **Issue 102, October 2019**

PRESSPlus 8. While 720 ILCS 675, amended by P.A. 101-2, excludes e-cigarettes from its definition of tobacco, it does not address vaporization. Prohibiting *e-cigarettes* aligns with the district's obligation to maintain a safe, smoke-free environment and is logical extension of 105 ILCS 5/10-20.5b, The Smoke Free Illinois Act (410 ILCS 82/), and The Prevention of Tobacco Use by Minors and Sale and Distribution of Tobacco Products Act, 720 ILCS 675, amended by P.A. 101-2 (raising the legal age to buy tobacco and e-cigarette products to 21 years of age). In addition, the U.S. Food and Drug Administration now regulates e-cigarettes. For more information about e-cigarettes, see f/n 18 of sample policy 5:50, available at PRESS Online by logging in at www.iasb.com. **Issue 102, October 2019**

PRESSPlus 9. Optional best practice text. **Issue 102, October 2019**

Document Status: Draft Update

STUDENTS

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) prioritize the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and to the extent possible and practical, provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

As is the case throughout the Board Policy Manual, the term *includes* when used in this policy means *includes, without limitation*.

When and Where Conduct Rules Apply

A student may be subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including:

1. On, or within sight of, school grounds at any time, including before, during, and after school hours;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct does or reasonably could be foreseen to do any of the following: interfere with, disrupt, or adversely affect the school environment, school operations, or an educational function, including, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including:

1. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Tobacco or nicotine materials, including electronic cigarettes.
 - b. Alcoholic beverages. A student who is under the influence of an alcoholic beverage is not permitted to attend school or school functions and is treated as if in possession of alcohol.
 - c. Any illegal drug or controlled substance, or cannabis (including ~~medical cannabis~~, marijuana, and hashish, and ~~medical cannabis unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law~~). [PRESSplus1](#)
 - d. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - e. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - f. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited ~~unless the student is authorized to be administered a medical cannabis infused product under Ashley's Law~~.
 - g. Any substance regardless of whether it contains an illegal drug or is explicitly prohibited by this policy, that is inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, regardless of whether such change is in fact caused. This includes pure caffeine in tablet or powdered form. The prohibition in this section does not apply a substance for which the student has a prescription from a physician or licensed practitioner where the student is using the substance in a manner consistent with the prescription or prescribing physician's or licensed practitioner's instructions, including a student's use of legally prescribed asthma or other inhalant medication.
 - h. *Look-alike* or counterfeit drugs, which are any substance: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, substance causing a physiological or psychological change in the body, or other substance that is prohibited by this policy; or (b) about which a student engages in behavior that would lead a reasonable person to believe that the student expressly or impliedly believes or represents the substance to be an

illegal drug, controlled substance, substance causing a physiological or psychological change in the body, or other substance that is prohibited by this policy. The prohibition in this section does not apply a substance for which the student has a prescription from a physician or licensed practitioner where the student is using the substance in a manner consistent with the prescription or prescribing physician's or licensed practitioner's instructions.

- i. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

2. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
3. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
4. Using or possessing a laser pointer unless the student: (1) has express authorization by a staff member, (2) is using the laser pointer in the context of instruction; and (3) is under a staff member's direct supervision when using the laser pointer.
5. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
6. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
7. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, using a school computer or a school computer network, or other comparable conduct.
8. Engaging in any sexual activity, including consensual sexual activity offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the: (a) expression of gender or sexual orientation or preference, or (b) the non-disruptive display of affection during non-instructional time.
9. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
10. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
11. Entering or being present on/in school property or a school facility without proper authorization.
12. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
13. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
14. Being involved with any public school fraternity, sorority, or secret society, including by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
15. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
16. Violating any criminal law, including assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
17. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
18. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
19. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall notify the parent/guardian of a student who engages in aggressive behavior about the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall properly supervise the student. [PRESSPlus2](#)
7. After-school study or Saturday study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, when appropriate, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled if the parent/guardian agrees to such transfer. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including illegal drugs (controlled substances), *look-alikes*, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. [PRESSPlus3](#)

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Isolated Time Out, Time Out, and Physical Restraint ^{Q1}

Neither isolated time out, time out, nor physical restraint shall be used to discipline or punish a student. These methods are only authorized for use as permitted in 105 ILCS 5/10-20.33, State Board of Education rules (23 Ill.Admin.Code §§ 1.280, 1.285), and the District's procedure(s).

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430ILCS65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. For purposes of these requirements, "school grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal, Assistant Building Principal, or Dean of Students is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Incorporated

by Reference: 7:190-AP4 (Use of Isolated Time Out, Time Out, and Physical Restraint)

LEGAL REF.:

20 U.S.C. §6081, Pro-Children Act of 1994. Gun-Free Schools Act, 20 U.S.C. §7961 et seq.

Pro-Children Act of 1994, 20 U.S.C. §6081, 20 U.S.C. §7961 et seq., Gun Free Schools Act.

105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/22-33, 5/24-24, 5/26-12, 5/27-23.7, 5/31-3, and 110/3.10.

410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.

410 ILCS 647/, Powdered Caffeine Control and Education Act.

430 ILCS 66/, Firearm Concealed Carry Act.

105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10, 5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/24-24, 5/26-12, 5/27-23.7, 5/31-3, and 110/3.10.

23 Ill.Admin.Code §§ 1.280, 1.285.

CROSS REF.: 2:150 (Committees), 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 7:70 (Attendance and Truancy), 7:130 (Student Rights and Responsibilities), 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:170 (Vandalism), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:270 (Administering Medicines to Students), 7:310 (Restrictions on Publications), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: June 21, 2016

[Q2](#)

Questions and Answers:

***Required Question 1. In late November 2019 and early 2020, in response to investigative journalism articles, ISBE issued emergency rules and subsequent amendments to those emergency rules that significantly limited the use of isolated time out and physical restraint. ISBE adopted permanent rules governing the use of isolated time out, time out, and physical restraint (permitted under limited circumstances and only until July 1, 2021), effective April 9, 2020.

Isolated time out, time out, or physical restraint may be used by staff members **only if** their use is authorized by policy and administrative procedure. 105 ILCS 5/2-3.130, 5/10-20.33, and 5/24-24; 23 Ill.Admin.Code §§1.280(c) and 1.285. See 7:190-AP4, *Use of Isolated Time Out, Time Out, and Physical Restraint*, available at PRESS Online by logging in at www.iasb.com. **By default, this policy allows the use of isolated time out, time out, and physical restraint pursuant only to the conditions allowed in the School Code and ISBE rules.** State statute and ISBE rules contain complex restrictions on the use of isolated time out, time out, and physical restraint. 105 ILCS 5/2-3.130, 5/10-20.33, and 5/24-24; 23 Ill.Admin.Code §§1.280(c) and 1.285. According to the ISBE rule, isolated time out, time out, and physical restraints are allowed only if a board authorizes their use in a policy containing the numerous components identified in the rule. To comply with ISBE's rule, a board must also incorporate by reference the district's procedure, i.e., 7:190-AP4, *Use of Isolated Time Out, Time Out, and Physical Restraint*. By doing this, the policy includes the district's procedure.

Does the Board allow or prohibit the use of isolated time out, time out, and physical restraint?

- The Board allows the use of isolated time out, time out, and physical restraint. (Default)
- The Board prohibits the use of isolated time out, time out, and physical restraint. (IASB will delete this subhead and its contents, amend the Legal Reference, and delete the Incorporated by Reference line.)

***Required Question 2. Does the district receive early childhood block grant funding? Type yes or no.

Response:

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/22-33 (*Ashley's Law*), added by P.A. 100-660, provides that school districts "shall authorize a parent or guardian or any other individual registered with the Ill. Dept. of Public Health as a designated caregiver of a student who is a registered qualifying patient to administer a medical cannabis infused product to the student on the premises of the child's school or on the child's school bus if both the student (as a registered qualifying patient) and the parent or guardian or other individual (as a registered designated caregiver) have been issued registry identification cards under the Compassionate Use

of Medical Cannabis Pilot Program Act.” Once the product is administered, the designated caregiver must remove the product from the school premises/bus. The product may not be administered in a manner that would (in the school or district’s opinion) create a disruption or expose other students to the product, and schools are not required to authorize use of the product if the school or district would lose federal funding as a result. For more discussion, see 7:270, *Administering Medicines to Students*. **Issue 99, October/November 2018**

PRESSPlus 2. 105 ILCS 5/10-22.6, amended by P.A. 100-1035, allows in-school suspension programs for K-12 students to focus on promoting non-violent conflict resolution and positive interaction with other students and school personnel, and districts may employ a school social worker or a licensed mental health professional to oversee in-school suspension programs. Providing programming during in-school suspensions is not required, however providing such programming will help distinguish them from exclusionary suspensions. **Issue 99, October/November 2018**

PRESSPlus 3. Districts that receive early childhood block grant funding (authorized by 105 ILCS 5/1C-2 of the School Code) are prohibited from expelling children from their early childhood programs. 105 ILCS 5/2-3.71(a)(7) and 105 ILCS 5/10-22.6, amended by P.A. 100-105, eff. 1-1-18.

OPTION: For districts that receive early childhood block grant funding, add the following:

Students enrolled in the District’s State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

Issue 96, October 2017

Document Status: Draft Update

COMMUNITY RELATIONS

8:30 Visitors to and Conduct on School Property

The following definitions apply to this policy:

School property - District and school buildings, grounds, and parking areas; vehicles used for school purposes; and any location used for a School Board meeting, school athletic event, or other school-sponsored or school-sanctioned events or activities. [PRESSPlus1](#)

- School buildings and grounds, all District buildings and grounds, vehicles used for school purposes, and any location used for a Board of Education meeting, school athletic event, or other school-sponsored event.

Visitor - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the main entrance of each campus and receive permission to remain on school property. All visitors must provide required identification, sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents/guardians, and friends, and/or community members are invited onto school property or when community members are attending Board meetings, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution.

Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member by telephone or email to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee.

The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall perform any of the following acts:

1. Strike, injure, threaten, harass, or intimidate a staff member, a Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.
8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug. [PRESSPlus2](#)
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectable, regardless of when and/or where the use occurred. [PRESSPlus3](#)
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, Administering Medicines to Students, implementing Ashley's Law. [PRESSPlus4](#)
9. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner).
10. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
11. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive.
12. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding.

13. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
14. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

The following rules shall apply:

1. In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is on campus.
2. Each child sex offender must complete a School Visit Request for each visit to school property.
3. Prior approval by the Superintendent is required.

Exclusive Bargaining Representative Agent

Upon notifying the Building Principal's office, authorized agents of an exclusive bargaining representative will be provided reasonable access to employees in the bargaining unit they represent in accordance with State law. Such access shall be conducted in a manner that will not impede the normal operations of the District.

[PRESSPlus5](#)

Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year.

LEGAL REF.:

Nuding v. Cerro Gordo Community Unit School Dist., 313 Ill. App.3d 344 (4th Dist. 730 N.E.2d 96 (Ill.App.4, 2000).

~~Pro-Children Act of 1994, 20 U.S.C. §7181 et seq., Pro-Children Act of 1994.~~

105 ILCS 5/10-20.5b, 5/22-33, 5/24-24, and 5/24-25, and 5/27-23.7(a).

115 ILCS 5/3(c), Ill. Educational Labor Relations Act.

10 ILCS 130/, Compassionate Use of Medical Cannabis ~~Pilot Program Act.~~

430 ILCS 66/, Firearm Concealed Carry Act.

410 ILCS 705/, Cannabis Tax and Regulation Act.

720 ILCS 5/11-9.3.

CROSS REF.: 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; E-Cigarette, Tobacco, and Cannabis Prohibition?), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Behavior), 7:270 (Administering Medicines to Students), 8:20 (Community Use of School Facilities)

~~ADOPTED: March 14, 2016~~

PRESSPlus 1. Updated to align with the text of 105 ILCS 5/27-23.7(a). **Issue 102, October 2019**

PRESSPlus 2. Updated in response to the Cannabis Regulation and Tax Act (CRTA), 410 ILCS 705/, added by P.A. 101-27. This statement must be consistent with employee working conditions and employee conduct standards (see 5:120-AP, *Employee Conduct Standards*, available at PRESS Online by logging in at www.iasb.com) **Issue 102, October 2019**

PRESSPlus 3. Each board and superintendent may want to engage in a conversation regarding how the district might partner with local law enforcement to enforce this policy and the penalties available under the Cannabis Regulation Tax Act, e.g., posting signs barring community members from bringing in weapons, alcohol, cannabis, tobacco, etc. Signage reminding visitors of the policy may make it easier for staff and/or local law enforcement to enforce. **Issue 102, October 2019**

PRESSPlus 4. Managing cannabis on district property and the school setting presents many unsettled and complex legal issues. To legally use medical cannabis in Illinois, an individual must first become a *registered qualifying patient*. The use of cannabis by a *registered qualifying patient* is permitted only in accordance with the Compassionate Use of Medical Cannabis Program Act (Medical Cannabis Program Act (MCPA)) 410 ILCS 130/, amended by P.A. 101-363, eff. 1-1-20 and scheduled to be repealed on 7-1-20. There are many situations in which no one, even a *registered qualifying patient*, may possess or use cannabis, including (a) in a school bus, (b) on the grounds of any preschool or primary or secondary school, or (c) in close physical proximity to anyone under the age of 18 years of age. However, *Ashley's Law*, 105 ILCS 5/22-33(b) and (g), added by P.A. 100-660, allows *designated caregivers* to administer medical cannabis infused products to students who are *registered qualifying patients* at school or on the school bus, and requires school boards to adopt a policy to implement the law unless the district would lose federal funding. See policy 7:270, *Administering Medicines to Students*.

Remember that *Ashley's Law* requires the designated caregiver to remove the product from the school premises or the school bus after administering it to the student, so as a result, policy 7:270, *Administering Medicines to Students*, requires immediate removal of medical cannabis infused products after administering them to the student. **Issue 102, October 2019**

PRESSPlus 5. Updated in response to the Ill. Educational Labor Relations Act, 115 ILCS 5/3(c), added by P.A. 101-620, requiring districts to allow union representatives to meet with employees during the work day for certain reasons without loss of pay or leave time, as well as during *duty-free time* upon notice to the school office. See footnote 18 of sample policy 8:30, available at **PRESS** Online by logging in at www.iasb.com, for more information. **Issue 103, March 2020**

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: 11/12/2020
Re: Tentative 2020 Tax Year Levy

Information: Attached you will find materials for the Tax Year 2020 Tax Levy. The chart titled “Proposed 2020 Tax Levy” provides comprehensive information regarding the proposed 2020 Tax Levy as well as a comparison of the 2019 Tax Levy final extensions with the proposed 2020 Tax Levy.

Unfortunately, the process of preparing a tax levy involves estimating two important factors. The EAV (Equalized Assessed Valuation) of the district and the amount of “New Property” (value of property being added to the tax rolls for that tax year) are unknown at the time the levy is prepared. In order to complete this process, we have to make reasonable assumptions for these two numbers. Estimating “New Property” correctly is crucial to the district because under current legislation, we are not able to capture “New Property” in future years if it is not captured in the first year that it is added to the tax rolls. For purposes of the 2020 Tax Levy, we have estimated \$45,000,000 of New Property value. This may be an overly optimistic amount however, estimating higher will allow us to collect all New Property added to the tax rolls for Tax Year 2020 and we will only collect property taxes on the true final amount provided by the county.

The charts on the next page provide a summary of the estimated and aggregate numbers for the 2020 Tax Year Tax Levy:

Calculation of 2020 Extension (Operating Funds)

Prior 2019 Tax Year Aggregate Extension	December 2019 CPI (Consumer Price Index)	Prior Year Extension Times CPI Creates New Aggregate Extension Base For 2020 Tax Levy
\$69,568,053	2.3%	\$71,168,118

Projected EAV With and Without New Property

Projected 2020 EAV	Projected New Property	EAV Plus New Property
\$3,573,191,637	\$45,000,000	\$3,618,191,637

Calculation of Limiting Rate (Tax Rate)

2020 Extension Base		2020 Estimated EAV Minus New Property			2020 Limiting Rate
\$71,168,118	Divided By	\$3,573,191,637	Equals	Limiting Rate	1.9917

Calculation of Maximum Aggregate 2020 Tax Year Levy

2020 Limiting Rate		Projected 2020 Aggregate EAV		Maximum Aggregate 2020 Tax Levy
1.9917	Times	\$3,618,191,637	Equals	\$72,064,394

The above maximum aggregate levy of \$72,064,394 for the 2020 Tax Levy represents a **3.59%** increase (for the capped funds) over the prior year actual extension of \$69,568,053.

The total aggregate levy, including all funds of \$74,604,438 for the 2020 Tax Levy represents a **3.4%** increase over the prior year actual extension, for all funds, of \$72,150,307.

Since the increase to the 2020 Tax Levy is less than 5% over the prior year, we are not required to publish a notice in the local newspaper or hold a public hearing. However, it has been the practice of the Board of Education, in the spirit of transparency, to publish this information in the newspaper and hold a public hearing regardless of the percentage increase and we are planning on continuing that process for the 2020 Tax Levy.

Based upon the CPI increase of 2.3% over the 2019 Tax Levy, District 204 can expect \$1,600,065 of additional property taxes from existing properties on the tax rolls. Additionally, if the New Property value of \$45,000,000 was added to the tax rolls, LTHS could expect to receive an additional \$896,276 from those properties considered to be New Property. However, since we do not currently know what the value of New Property will be, we do not actually know the amount of taxes attributable to that value. For example, if the New Property value is \$25,000,000 instead of \$45,000,000 we would expect to receive about \$497,931 from the New Property values added to the tax rolls.

According to Illinois School Code, adoption of the final Tax Levy is required on or before the last Tuesday in December.

Recommendation: The Board of Education approves the Tentative 2020 Tax Year Levy as presented.

Proposed 2020 Tax Levy

	A	B	C	D	E	F	G	H	I	J	K	L
1	2019 EAV			\$3,308,510,775								
2	2020 EAV Est.			\$3,573,191,637				Tax caps limit us to current year or prior year EAV--whichever is lower				
3	% of Existing EAV Change			8.00%								
4	New Property Est.			\$45,000,000				Taxes for new property are not limited by the tax cap				
5	Total 2020 EAV Est.			\$ 3,618,191,637								
6	Total EAV % Change			9.36%								
7												
8	FUND			2020 PROJECTED		2019 LEVY		AMOUNT PROJECTED		AMOUNT PROJECTED		TOTAL LEVY
9				RATE		EXTENSION		FOR 2020 LEVY		FROM NEW PROPERTY		PROJECTION
10				(A)		(B)		(C)		(D)		(C+D)
11												
12	EDUCATION			1.5899		\$ 55,546,587		\$ 56,808,954		\$ 715,440		\$ 57,524,394
13	O & M			0.2432		\$ 8,631,904		\$ 8,690,553		\$ 109,447		\$ 8,800,000
14	TRANSPORTATION			0.0677		\$ 2,196,851		\$ 2,419,529		\$ 30,471		\$ 2,450,000
15	IMRF			0.0434		\$ 1,495,446		\$ 1,550,474		\$ 19,526		\$ 1,570,000
16	SOC SEC/MEDICARE			0.0365		\$ 1,296,936		\$ 1,303,583		\$ 16,417		\$ 1,320,000
17	WORKING CASH			0.0000		\$ -		\$ -		\$ -		\$ -
18	RENT			0.0000		\$ -		\$ -		\$ -		\$ -
19	LIFE SAFETY			0.0000		\$ -		\$ -		\$ -		\$ -
20	TORT IMMUNITY			0.0000		\$ -		\$ -		\$ -		\$ -
21	SPECIAL EDUCATION			0.0111		\$ 400,329		\$ 395,025		\$ 4,975		\$ 400,000
22												
23	TOTALS CAPPED FUNDS			1.9917		\$ 69,568,053		\$ 71,168,118		\$ 896,276		\$ 72,064,394
24												
25	Projected dollar increase without Bond & Interest over the 2019 Levy							\$ 1,600,065				\$ 2,496,341
26	Projected percentage increase without Bond & Interest over the 2019 Levy							2.30%				3.59%
27												
28	BOND AND INTEREST			0.0730		\$ 2,582,254		\$2,540,044				
29												
30												
31	TOTAL ALL FUNDS			2.0647		\$ 72,150,307		\$ 74,604,438				\$ 74,604,438
32												
33	Projected dollar increase with Bond & Interest over the 2019 Levy							\$ 2,454,131				\$ 2,454,131
34	Projected percentage increase with Bond & Interest over the 2019 Levy							3.40%				3.40%
35												
36												
37												
38												

Lyons Township

6 - Year Tax Levy History Plus Current Proposed

	A	B	C	D	E	F	G	H
		Tax Year 2014	Tax Year 2015	Tax Year 2016	Tax Year 2017	Tax Year 2018	Tax Year 2019	Tax Year 2020 (Est.)
1								
2								
3	EAV	2,741,434,742	2,666,367,974	2,796,182,973	3,403,571,721	3,297,211,814	3,308,510,775	3,618,191,637
4	% Change	1.62%	-2.74%	4.87%	21.72%	-3.12%	0.34%	9.36%
5								
6	New Property	17,547,039	26,355,626	28,328,493	38,172,347	25,024,186	35,996,952	45,000,000
7	% Change	-	50.20%	7.49%	34.75%	-34.44%	43.85%	25.01%
8								
9	Total Tax Rate	2.324	2.432	2.359	2.001	2.125	2.181	1.992
10	% Change	-	4.65%	-3.00%	-15.18%	6.20%	2.64%	-8.67%
11								
12	CPI	1.50	0.80	0.70	2.10	2.10	1.90	2.30
13	% Change	-	-46.67%	-12.50%	200.00%	0.00%	-9.52%	21.05%
14								
15	Advertised % Change (Capped Funds)	3.08%	2.26%	2.58%	3.87%	3.77%	3.25%	3.59%
16								
17	Advertised % Change (All Funds)	2.86%	2.10%	3.17%	3.66%	3.56%	3.06%	3.40%
18								
19	(Proposed) Capped Extension	61,846,300	62,707,998	64,045,000	65,987,151	68,088,970	69,721,651	72,064,394
20								
21	(Actual) Capped Extension	61,320,409	62,433,002	63,529,274	65,617,456	67,526,884	69,568,053	72,064,394
22	% Change	-	1.81%	1.76%	3.29%	2.91%	3.02%	3.59%
23								
24	(Proposed) Total Extension	64,144,840	65,051,738	66,382,437	68,373,674	70,525,610	72,204,587	74,604,438
25	(Actual) Total Extension	63,710,891	64,847,039	65,960,208	68,099,440	70,060,990	72,150,307	74,604,438
26	% Change	-	1.78%	1.72%	3.24%	2.88%	2.98%	3.40%

**NOTICE OF PROPOSED PROPERTY TAX INCREASE
FOR LYONS TOWNSHIP HIGH SCHOOL DISTRICT NO. 204**

- I. A public hearing to approve a proposed property tax levy increase for Lyons Township High School District No. 204 for 2020 will be held on December 14, 2020 at 7:30 p.m., at the Lyons Township High School North Campus Board Room, 103-104.

Any person desiring to appear at the public hearing and present testimony to the taxing district may contact Dr. Timothy Kilrea, Superintendent, 100 S. Brainard Avenue, LaGrange, Illinois, 60525, 708-579-6451.

- II. The corporate and special purpose property taxes extended or abated for 2019 were \$69,568,053.

The corporate and special purpose property taxes to be levied for 2020 are \$72,064,394. This represents a 3.59% increase over the previous year.

- III. The property taxes extended for debt service and public building commission leases for 2019 were \$2,582,254.

The estimated property taxes to be levied for debt service and public building commission leases for 2020 are \$2,540,045. This represents a 1.63% decrease compared to the previous year.

- IV. The total property taxes extended or abated for 2019 were \$72,150,307.

The estimated total property taxes to be levied for 2020 are \$74,604,438. This represents a 3.40% increase over the previous year.

Board of Education of Lyons Township High School District No. 204 in the County of Cook and State of Illinois

By: Jessica McLean
Secretary

Business Office:DSS

Board of Education meeting

December 14, 2020

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: 11/12/2020
Re: Happ Builders Final Change Order

Information: Presented for review is the only and final Change Order associated with the general remodeling project at both North and South Campus this summer. The original contract amount was for \$876,600, which included a \$20,000 allowance for any unforeseen conditions. You will see with the attached spreadsheet that \$16,939 of the \$20,000 was used during the project. Therefore, the net effect of this Change Order is a deduction to the final contract amount of \$3,061. With that deduction, the final contract amount will be \$873,539.

Recommendation: The Board of Education approve the Change Order with Happ Builders as presented.


Lyons Township HS - Change Order Log - Proj. # 2019.67 Happ							
2020 General Remodel							
Change Request #	Item #	Description	Submitted Amount	Revised Amount	Approved	Pending comments	Comments
COR #1		Fume Hood Sink					
	1	Provide plumbing connections to fume hood sink in science lab. Done on T&M do not exceed \$6,000	\$7,654.00	\$5,407.00	\$5,407.00	Final Amount	CO1
COR#2		Underlayment in Main Office					
	1	Provide new underlayment in business office. It came up with carpet. Unit cost of \$4.00 sf provided as part of contract	\$7,200.00		\$7,200.00	Approved	CO1
COR#3		Door Hardware					
	1	A credit for the poweroperating door hardware at entrance 8. This was to be part of the site work project which was not awarded.	-\$6,500.00		-\$6,500.00	Approved	CO1
COR#4		Piping Credit					
	1	Remove finned tube condensate piping	-\$520.00		-\$520.00	Approved	CO1
COR#5		Water Piping Routing					
	1	Domestic water piping routing has to be adjusted to make tie on connections in the basement level and brought up to second floor ceiling space	\$9,346.00		\$5,590.00	Approved	CO1
COR#6		Painting					
	1	Painting of exposed concrete deck at window line in Science Lab.	\$479.00		\$479.00	Approved	CO1
COR# 7		Additional Ceiling Framing					
	1	Subcontractor submitted cost for changes they made to the steel shop drawings.	\$14,092.00			Not Approved	CO1
COR#8		North Office stud chase					
	1	Drywall and studs for pipe chase in North Office	\$1,577.00		\$1,577.00	Approved	CO1
COR#9		ASI 1 Gym Lighting spacing					
	1	Relocate Gym Lighting Fixtures. Lighting locations were moved without sketch and DLA approval.	\$3,091.00		\$1,000.00	Approved	CO1
COR#10		Misc Electrical					
	1	Rework power for backboards. Cost to Add EF Switch	\$2,385.00		\$1,088.00	Approved	CO1
COR#11		Window Sill					
	1	Cost to add window sill above unit vent	\$1,006.00		\$1,006.00	Approved	CO1
COR#12		Masonry Staining					
	1	Stain brick infill	\$1,225.00		\$612.00	Approved	CO1
Totals			Submitted		Approved	Allowance	Total Change Orders
			\$41,035.00		\$16,939.00	\$20,000.00	-\$3,061.00

Pending CO Percentage of Original Contract		-0.35%
Original Contract	\$876,600.00	Total Approved CORs
Change Order 1	\$16,939.00	
New Contract	\$873,539.00	

LYONS TOWNSHIP HIGH SCHOOL

EDWARD C. TENNANT
Director of Technology

DISTRICT OFFICE
NORTH CAMPUS
100 S. Brainard Ave.
LaGrange, IL 60525
SOUTH CAMPUS
4900 S. Willow Springs Rd.
Western Springs, IL 60558
(708) 579-6300

TO: Dr. Tim Kilrea
Board of Education
FROM: Ed Tennant 
DATE: November 9, 2020
RE: E-rate Consultant Recommendation

INFORMATION:

In simplest terms, E-rate is a federal grant program designed to ensure schools and libraries are able to access Internet resources and information. It assists with the funding of networking solutions and the connections to the Internet. As with most such programs, the processes of eligibility, application, acquisition, fulfillment and compliance can be complicated and confusing.

As the program evolved in the last few years, LT's eligibility was diminished to items characterized as "Category 2" elements (the networking solutions) as part of a five-year eligibility cycle. This aided the network infrastructure refresh undertaken a few years ago and we look forward to employing a similar strategy in the coming years as the update cycle is expected to repeat again in the coming years. Changes to those rules, however, indicate that LT will be eligible in an accelerated cycle, benefitting our push towards 1:1, and could access additional funds to assist with the Internet connections.

FundEd, LLC, doing business as Get Funded, is an E-rate consultant skilled in ensuring clients maximize their eligibility and grant award collections. In preliminary consultations with STT, who has experience working with them to benefit other clients, they've offered their comprehensive, turn-key services to LT, associated with the 2021 Funding Cycle, for a flat-rate of \$5,000. They will administer the entire process from originating the required forms, to managing the applications' steps, through the awards and fund dispersals, compliance and audit supports and document retention cycles. They estimate LT's eligibility for E-rate funding during 2021 cycle at \$170,000 or more. With the updated rules and the relative infrequency with which LT staff navigate these processes, engaging these professionals for these services will ensure maximum eligibility and award from the program.

RECOMMENDATION:

I recommend that the Board of Education approve the engagement of Get Funded / FundED, LLC. for E-rate consulting services for the 2021 filing cycle at the cost of \$5,000.

Funding Year 2021 E-Rate AGREEMENT



GETFUNDED
get your piece

This Agreement entered into this **15th** day of: **October, 2020** by and between **Funded, LLC**, an Arizona limited liability company, dba **GETFUNDED** (hereinafter “**Company**”,) whose principal address is 20885 North 90th Place, Suite 110, Scottsdale, Arizona 85255, and **LYONS TOWNSHIP HS DISTRICT 204**, a public/charter school, (hereinafter “**Client**”) whose principal address is: **100 S Brainard Ave, La Grange, IL 60525.**

RECITALS

1. **Company** has experience, expertise and infrastructure relating to the E-Rate funding processes, and;
2. Client believes it qualifies for E-Rate funding, and;
3. Client desires to engage **Company** to act as its agent in applying for E-Rate funding in the 2021 E-Rate filing cycle, and;
4. **Company** desires to assist Client as its agent in applying for funding in the 2021 E-Rate filing cycle.
5. The E-Rate cycle commences with the development of the *request for bids and proposals* (via the USAC Form 470) and the subsequent filing and defense (by **Company**) of the *request for funding* (via the USAC Form 471) in the winter of 2022 timeframe, concluding with an approval in the spring of 2021.

AGREEMENT

NOW, THEREFORE, in consideration of the covenants, promises and agreements contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, and intending to be legally bound, the parties agree as follows:

1. **Incorporation of Recitals.** The Recitals, above, are incorporated by reference into this Agreement.
2. **Definitions.** The following terms used in this Agreement shall have the following meaning in interpreting this Agreement.
 - A. “E-Rate” as used herein shall mean the funding available to certain schools and libraries under the Telecommunications Act of 1996, as amended, administered by the United States Federal Communication Commission through its agent, Universal Service Administration Company.
 - B. “USAC” as used herein shall mean the *Universal Service Administration Company*.

FUNDED, LLC 20885 N. 90th Place, Suite 110, Scottsdale, AZ 85255

PH: 480.473-5785 / FAX: 866.800.5147

- C. “2021 E-Rate filing cycle” as used herein shall mean the E-Rate filing cycle, which begins in the fall of 2020 and ends in the summer of 2021, as defined by USAC from time-to-time.
- D. “Constructive Receipt of Benefit of Funding” as used herein shall mean issuance by USAC of a Funding Commitment Decision Letter (FCDL) approving funding to Client applied for by **Company** on behalf of client for the 2021 E-Rate filing cycle.
- E. “E-Rate Approved Funds” and all monies acquired through the E-Rate program are the sole possession of the Client and that Company, while entitled to their fee of \$5,000, is not entitled to any of the money acquired through E-Rate, regardless of the amount.
- 3. Appointment of Agent.** Client hereby appoints **Company** its agent for applying for E-Rate funding for the 2021 E-Rate filing cycle.
- 4. Company Acceptance of Appointment.** **Company** hereby accepts such appointment expressly conditioned upon receipt from Client of all three of the following items:
- (i) this Agreement duly executed by Client,
 - (ii) the **Company’s** fee payment as defined below, and
 - (iii) a properly executed Letter of Agency. Receipt of all three items is a condition precedent to **Company** accepting appointment and commencing its efforts on behalf of Client.
- 5. Client’s Best Effort.** Client agrees to make its best effort to provide timely and accurate response to **Company’s** request for data and execution of necessary documents. Client expressly acknowledges that **Company** cannot successfully process Client’s Application for E-Rate funding in the absence of Client’s timely and accurate response to requests for data and executed documents.

Please Initial: _____ I have read and understand number 5 on the E-Rate contract.

- 6. COMPANY’s Best Efforts.** **Company** agrees to make its best effort to successfully process Client’s application for E-Rate 2021 filing cycle funding.
- 7. COMPANY’s Fee.** Client agrees to pay **Company** a non-refundable engagement fee of **\$5,000** upon execution of this Agreement by Client.
- A. Any required client documentation received by the **Company** within three (3) business days of the USAC Form 471 deadline will be assessed an additional fee of **\$1,000.00**.

Please Initial: _____ I have read and understand number 7 on the E-Rate contract.

- 8. Compliance.** Client acknowledges its sole responsibility for its compliance with all laws and regulations pertaining to the E-Rate filing process and further agrees to timely and accurately execute any certificates of compliance requested by **Company** or USAC.
- 9. Ownership of Work Product.** The ownership of all documents and communications, in all media, including but not limited to, digital, paper, magnetic, email, telephone or any other media, generated by **Company** on behalf of Client in the E-Rate filing process are the sole and exclusive property of **Company**.
- 10. Termination.**
- A. **Automatic Termination.** This Agreement shall terminate automatically (a) upon Constructive Receipt of Benefit of Funding by Client; provided, however, that Client's obligation to pay **Company** any unpaid Fee, as provided herein, due to **Company** at the time of such determination shall survive such termination, of (b) upon issuance by USAC to Client of final denial of funds letter regarding the E-Rate 2021 filing cycle.
 - B. **Termination by Client.** Client may, upon written notice to **Company**, terminate this Agreement at any time; provided, however, that Client's obligation to pay **Company** any unpaid Fee, as provided herein, due to **Company** at the time of such termination shall survive such termination.
 - C. **Termination by Company.** Upon default by Client, as provided herein, **Company** may terminate this Agreement without further obligation to Client; provided, however, the obligation of the Client to pay any Fee due to **Company**, as provided herein, at the time of such termination shall survive such termination.
 - D. **Termination by Event of Default.** Upon failure to remedy any event of default, as provided herein, the injured party may, by written notice to the offending party, terminate this Agreement without further obligation to the offending party; provided, however, that Client's obligation to pay **Company** any unpaid fee, as provided herein, due to **Company** at the time of such termination, shall survive such termination.
- 11. Events of Default.** The following event(s), condition(s) or action(s) by either party shall, at the sole option of the other party, constitute an event of default.
- A. An assignment for the benefit of credits.
 - B. Filing for protection in the U.S. Bankruptcy Court.
 - C. Failure, within 15 days of written notice, to remedy any failure to comply with any obligation or duty under this Agreement.
- 12. Entire Transaction.** This Agreement contains the entire understanding between the parties regarding the 2021 E-Rate filing cycle, supersedes all prior agreements and understandings between the parties regarding the 2021 E-Rate filing cycle and shall not be amended or modified except by written agreement of both parties.
- 13. Successors and Assigns.** This Agreement shall bind and inure to the benefit of the parties named herein and their respective permitted successors and assigns. Neither the Client nor the

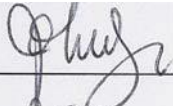
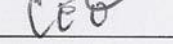
Company shall be entitled to assign their rights or duties under this Agreement without prior written agreement of the other party.

- 14. Partial Invalidity.** In the event that any provision of this Agreement shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate any other provision of this Agreement.
- 15. Applicable Law.** This Agreement shall be governed by and constructed in accordance with the laws of the State of Illinois.
- 16. Dispute Resolution.** Any controversy or claim arising out of or relating to this contract, or the breach thereof, shall be settled by arbitration administered by the American Arbitration Association under its Commercial Arbitration Rules, and judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. Any such arbitration proceeding shall take place in State of Illinois. Upon a final determination, the prevailing party shall be reimbursed for all of its expenses in such arbitration, including reasonable attorneys' fees.
- 17. Notices.** All notices required by the terms of this Agreement shall be in writing and shall be sent by email, registered or certified mail, postage prepaid, to the address for each party stated above.
- 18 Captions.** The captions are for convenience only and shall not control or affect the meaning or construction of the provisions of this Agreement.
- 19. Time is of the essence in this agreement.**
- 20. Assignment.** Either party without the prior written consent of the other party may not assign this agreement.
- 21. Counterparts; Electronically Delivered Signatures.** This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument. This Agreement may be executed and delivered by facsimile and/or electronic mail and the Parties hereto agree that such facsimile and/or electronic mail execution and delivery shall have the same force and effect as delivery of an original document with original signatures and that each party may use such facsimile and/or electronic mail signatures as evidence of the execution and delivery of this Agreement by all Parties to the same extent that an original signature could be used.
- 22. Entire Understanding.** This agreement constitutes the entire understanding and agreement between the parties hereto with respect to its subject matter and supersedes all prior or contemporaneous agreements, representations, warranties and understandings of such parties (whether oral or written). No promise, inducement, representation or agreement, other than as expressly set forth herein, has been made to, or by the parties hereto. This agreement may be amended only by written agreement, signed by the parties to be bound by the amendment.

The parties have indicated their agreement to the foregoing by signing in the space provided below for their signatures, and each signatory represents and warrants that he/she has the authority to bind their respective companies to their agreement.

IN WITNESS WHEREOF, the parties have executed this agreement under seal as of the day and year first above written.

FUNDED, LLC
dba: **GETFUNDED**

By 
Its 

Date _____

Organization

By _____

Its _____

Date _____



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 Curriculum Committee

FROM: Scott Eggerding

DATE: November 10, 2020

RE: Grading Practices Update

Last November, the Board Curriculum Committee was briefed on the process we went through to review our grading practices. Today, we would like to review where we have been and talk about where we are in the implementation process. The presentation slides are attached for your review.

Last year, in the cover memo to this group, I said:

Over the last five years, there has been a significant shift in instruction through professional development at LTHS. We implemented multiple formative practices, developed curriculum maps linking outcomes to standards and assessments, and shifted to measuring student achievement under the umbrella of the growth mindset. All of these changes have challenged traditional ways of grading and has led to experimentation by teachers and teaching teams leading to multiple work-arounds of our traditional grading system to fit the shifts in teaching and learning.

As we continue to apply the formative practices to our courses, gradebooks are becoming more and more inconsistent and difficult to interpret. Students encounter seven different methods and sets of rules to determine their grades as they go through their schedule each day. In some instances, teachers in the same course have different rules. A Division Chair received a letter from a student that summarizes the issue: "I feel that myself and many others are being cheated and disadvantaged by this difference in policy. I hope that this issue can be resolved promptly, whether that be through a departmental standardization of grading policy, or any other appropriate action." Without making a systemic change to how we report grades and student progress, our grading practices will remain inconsistent and unfair.

To that end, the Curriculum and Staff Development Team initiated a study of grading at LT, best practice in grading, and a review of what other schools (middle school, high school and college) were doing with grades. Following that research, the Grading Practices Task Force reviewed the research and made recommendations for a shift in grading practices at LT.

The resulting Vision and Definitions (see attached) led to the development of a Grading System Improvement Process (attached). In March, before the school closed for the pandemic, we gave a presentation to the community on the changes we were making for the fall.

Obviously, with the shift to Pandemic learning, we did not feel we could make all of the planned changes. We cancelled summer workshops and modified the scope of the changes for the fall. As we worked through the summer to prepare for the fall, the topic of grades also became a part of the discussion about equity and achievement gaps both at LT and throughout the country. Our goals for shifting grading practices took on even more importance so that we could ensure grades measured growth and learning. One of the authors that we used to develop our definitions, Joe Feldman, has written a great deal about “Grading for Equity” (attached) and “Taking the Stress out of Grading” (page 14 of September 2020 issue of Educational Leadership).

Following questions about the shifts in grading practices during first quarter, we have reviewed grades earned, heard from parents during parent teacher conferences, and asked teachers what they need in order to be more successful with the implementation of the shift in grading practices.

The presentation today will track the history of our work and present what we have learned from the first quarter of implementation. As for our method for implementation, we have followed research by Gene Hall and Shirley Hord (attached), which predicts the challenges of bridging current practice to the new practices.

Included in the materials for the Committee is the entire September 2020 issue of Educational Leadership entitled “Grade Expectations.” This issue includes articles from all of the researchers we studied to develop our plan. Hopefully you will find it useful to understand the national conversation about grading practices.

RECOMMENDATION:

No action required. This item is informational.

GRADING TO COMMUNICATE LEARNING

Update for the LTHS Curriculum Committee
November 10, 2020

I. Catalyst for Change

Katie Smith- *Coordinator of Assessment & Research*

The Catalyst

1) Parent & student complaints

summarize, I feel that myself and many others are being cheated and disadvantaged by the differences in policy. I hope that this issue can be resolved promptly, whether that be through a departmental standardization of grading policy, or any other appropriate action.

2) Confirmation of inconsistency & inequity

- Survey data
- Gradebooks
- Teacher readiness

Teacher Survey revealed...

- 66% counting homework toward the final grade
 - 53% grade for completion
 - 49% grade for accuracy *Some do both (greater than 100%)
- 44% were not counting homework toward the final grade
- 42% were allowing work to be turned in at any point;
- 47% penalized late work with point reduction;
- 8% won't accept late work
- 32% do not offer retakes
- 41% provide retakes on all summatives

The Problems we were Trying to Solve

- Grades did not reflect learning
- Grades and grading practices were inconsistent (unfair and inequitable) across the course team
- Lack of teacher clarity regarding grading

5

Grading Prior to the Pandemic



6

II. The 2020-2021 Grading Changes

Scott Eggerding- *Director of Curriculum & Instruction*
Karen Raino- *Language Arts Div. Chair & EL Pgm. Coor.*

80

LTHS Grading Purpose Statement and Vision

A **grade** communicates a student's level of achievement toward identified learning objectives at a point in time.

Process marks communicate a student's demonstrated learning behaviors and will not be included in the academic achievement grade.

VISION: The grading system at Lyons Township High School is consistent throughout the school, equitable and fair to all students, and reflective of student performance. The grading system:

- must reflect growth and learning.
- must value knowledge and understanding.
- must provide a road map for success.

The Goal & The Adjustments

THE ORIGINAL GOAL FOR THIS YEAR	ADJUSTMENTS (Due to the Pandemic)
<ul style="list-style-type: none"> ● 7 Fixes to Grades <ul style="list-style-type: none"> ○ 6 Fixes ○ Eliminate averaging ● Create a new report card with: <ul style="list-style-type: none"> ○ Grades ○ Process Marks ○ Attendance ○ Personalized Narrative ● Teaching Teams Consistent ● Teaching Teams decide whether to keep points & percentages or shift A-F. 	<ul style="list-style-type: none"> ● 6 Fixes to Grades <ul style="list-style-type: none"> ○ Eliminate extra credit ○ Use "M"s to indicate late or missing work ○ Exclude attendance from the academic grade ○ Eliminate group grades ○ Stop curving ○ Exclude practice from the grade ● Teaching Teams Consistent

Why These Fixes?

Our grading system must be...

- ☐ Accurate
 - ☐ Mathematically sound
 - ☐ Easy to understand
 - ☐ Descriptive of a student's level of academic performance
- ☐ Bias-resistant
 - ☐ Reflect valid evidence of a student's content knowledge and not evidence that is corrupted by a teacher's implicit bias
- ☐ Motivational
 - ☐ Support a growth mindset
 - ☐ Provide opportunities for redemption
 - ☐ Be transparent, so students know where they are and where they need to go in their learning
 - ☐ Connect the meaning of practice with the rewards of learning

(Feldman, Joe, *Grading for Equity*. Corwin Press: Thousand Oaks, CA. 2019)

The Fixes

<p>Accurate</p> <ul style="list-style-type: none"> ☐ Avoiding zeros ☐ No group grades ☐ No curving 	<p>Bias-Resistant</p> <ul style="list-style-type: none"> ☐ No extra credit ☐ No penalty for late work ☐ Excluding participation and effort ☐ Grades based on summative performances 	<p>Motivational</p> <ul style="list-style-type: none"> ☐ Allowing for retakes/revisions ☐ Using rubrics ☐ Creating a community of feedback
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III. Where are we Now

Paul Houston- *Global Studies Division Chair*

Brian Waterman- *Principal*

Leslie Owens- *Student Services Division Chair*

Scott Eggering- *Director of Curriculum & Instruction*

Collin Voigt- *Math & Science Division Chair*

Quarter 1 Grade Comparison

QUARTER 1 GRADE DISTRIBUTION (for all marks earned at LTHS): 2016-2020						
OVERALL	A	B	C	D	F	Other
2020-2021	47%	24%	13%	6%	7%	3%
2019-2020	47%	30%	12%	5%	3%	3%
2018-2019	50%	30%	11%	4%	2%	3%
2017-2018	44%	31%	14%	5%	3%	3%
2016-2017	41%	33%	14%	5%	3%	4%



Quarter 1 (2020-2021) Ds and Fs

134 Students **missed 10% or more** of 1st Quarter and received either a D or an F in one or more classes.

- Those 134 students earned 107 Ds and 357 Fs.
- These grades mostly represent work not turned in.
- Changes to Grading Practices will help them recover.



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What are Student Support Teams?

Student Support Teams (SST) are a Tier II intervention designed to identify and support general education students who are struggling with academics, attendance, behavior or other school-related issues. The team is composed of three grade level counselors, one social worker, one school nurse and one school psychologist, and is facilitated by the grade level assistant principal. The team meets weekly and regularly monitors progress for identified at-risk students.



SST

What do they do?

- Identify students and discuss options for students who are in need of Tier II support
- Monitor hospitalized students
- Discuss Section 504 requests
- Refer students to Tier III for more intensive interventions (Special Education Case Study, Alternative Program, Ombudsman, 504 plans, etc.)

15

16

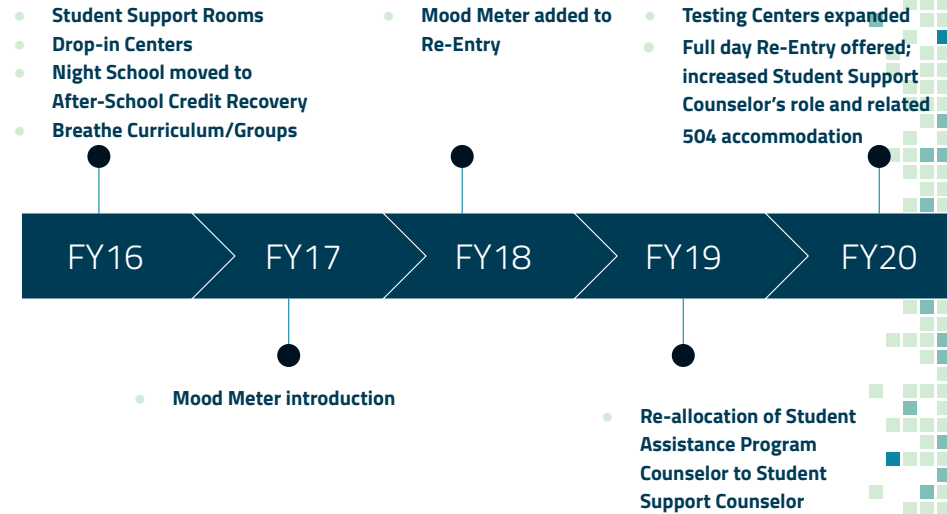
How are students identified?

- Referral from teacher, social worker, counselor, parent, nurse
- DecisionED Report

DecisionED Report

- # of failing classes
- % attendance
- # of disciplinary interactions
- # suspensions

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Student Support - Moving Forward

- Tier 2 Interventions have adapted to remove barriers to support to provide services based on the needs identified through data
- SST's will continue to utilize data to ensure that at-risk and struggling learners are identified and provided supports. Data will evolve along with grading policy
- SST's will work collaboratively with Tier 1 Teams and data to plan for specific, skill-based Tier 2 Interventions

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Trends in Pandemic Grades

Most low grades (D's and F's) are from students who are missing 10% or more of classes.

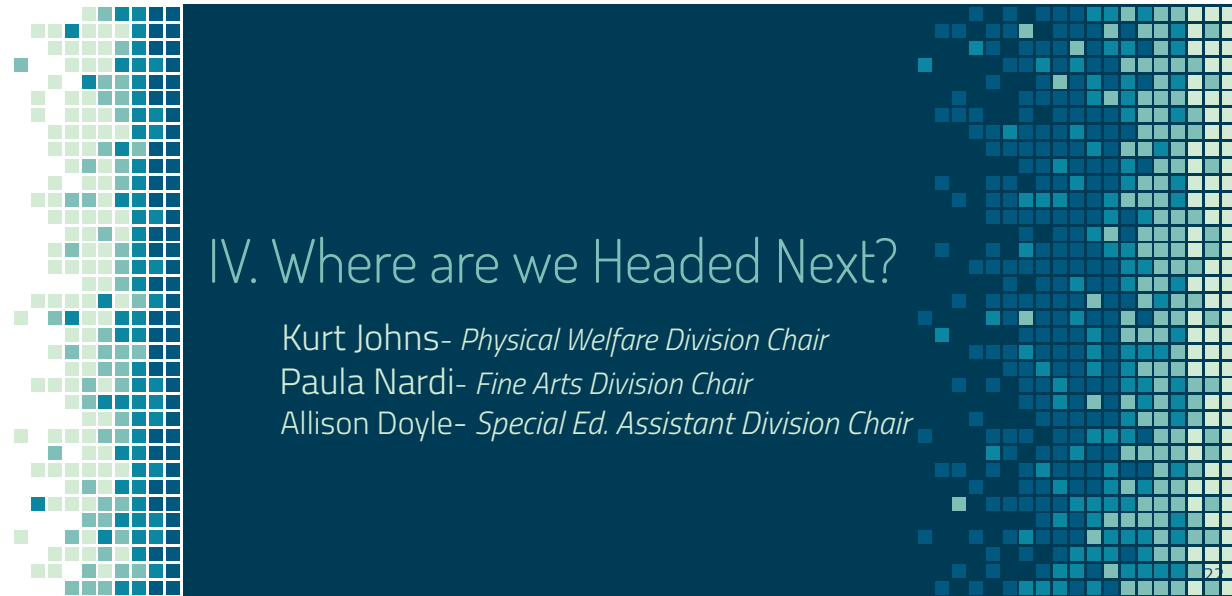
Ability to take and retake tests allows students with low grades to improve those grades.

20

Adjustments for Pandemic Learning

- Course teams implement flexibility with:
 - Pacing
 - Retakes
- Course teams find ways to encourage
 - Student appointments during VP time

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IV. Where are we Headed Next?

Kurt Johns- *Physical Welfare Division Chair*

Paula Nardi- *Fine Arts Division Chair*

Allison Doyle- *Special Ed. Assistant Division Chair*

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Next Steps by Division

- Reviewed data from 2016-2020 for quarter 1
- Conducting audits to ensure fidelity
 - Course Team Syllabi
 - Individual teacher grade books in IC
- Addressing issues & making adjustments through Individual or course team meetings

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Next Steps: January Institute Day

Staff will choose a grading practice session to attend and apply the learning in their PLCs

GRADING PRACTICE SESSION OPTIONS:

- | | |
|---|--|
| → | Managing Retakes Effectively |
| → | Designing Frequent & Varying Summative Experiences |
| → | Formative & Summative: The difference, alignment, and examples |
| → | Using Infinite Campus to Effectively Communicate with Parents & Students |
| → | Classroom Strategies that Help Students Grasp Practice Matters |

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The LTHS Grading System:

- **must reflect growth and learning.**
Teachers should use a more proportionately structured 0-4 scale instead of a 0-100 point scale, stop assigning a zero for missing work, and weight recent performance and growth instead of averaging performance over time. By allowing students to retake tests and projects (with the ability to replace previous scores), teachers can reward learning, support a growth mindset, measure learning that occurs when a student is ready, and level the playing field for students who enter classrooms with weaker academic backgrounds.
- **must value knowledge and understanding.**
Instead of grading subjectively interpreted behaviors such as a student's "effort" or "participation," teachers should focus grades on required skills, content or standards. Grades should not be used to reward compliance or homework completion, both of which invite implicit and institutional biases.
- **must provide a road map for success.**
Standards-aligned rubrics, simplified grade calculations, and standards-based scales and gradebooks make teacher expectations explicit and facilitate student understanding, ownership, and power over their grades.

The LTHS Grading System:

- **must not include behavior or soft skills.**
Teachers can give students feedback on their behavior and teach soft skills. That feedback should not be included in a grade unless the course has specific outcomes focused on a specific behavior or soft skill.
- **must not include zeroes for missing assignments.**
Scores in a gradebook should only estimate a student's knowledge status for a particular topic at a particular point in time.
- **must not measure effort, punctuality or attendance.**
If a student demonstrates understanding, the grade should not also measure the degree to which they tried, whether or not they came late to class or if they missed multiple classes prior to demonstrating learning. Feedback and consequences for behaviors should and must still occur; however, they should not be included in a measure of student achievement.
- **must not reward or punish for participation.**
Grades need to measure the skills and outcomes of the course. In courses requiring participation, feedback can still be given. The final summative grade should indicate mastery of outcomes, not compliance or participation.
- **must not measure personal organization or executive functioning.**
Feedback for organization and executive functioning is an important part of helping students to develop habits that lead to improved mastery of outcomes. Teachers should definitely give this feedback to student, but organization and executive functioning should not be a part of the measure of attainment of learning outcomes.
- **must not "give" points for extra credit or compliance.**
Reward students for demonstrating new mastery of skills and outcomes. Extra Credit implies that points are not tied to learning and that they can be "given" based on work not often tied to the outcomes of the course.

UNDERSTANDINGS AND DEFINITIONS

Assessment Philosophy

Assessment is the systematic process of gathering a variety of information over time, demonstrating what students know and can do. Course curriculum maps explicitly indicate the essential knowing and doing outcomes that are aligned to assessments. Assessments provide meaningful feedback designed to improve student learning and instructional practice.

Core Beliefs

ASSESSMENT

- The primary purpose of formative assessment is to improve learning by providing feedback to students.
- The primary purpose of summative assessment is to determine the amount of learning at a particular point in time.
- A system of formative and summative assessments provides the most accurate profile of a student's abilities. A variety of assessment tools must be used to ensure this.
- Assessment based on outcomes evaluates the process as well as the products of learning while not measuring student behavior or compliance.
- To assess performance and progress, it is critical to develop standards-based criteria based on benchmarks.
- Formative assessment provides an opportunity for the teacher to reflect on his/her instructional effectiveness and differentiate prior to a summative assessment.
- Self-assessment provides an opportunity for students to reflect on and evaluate their performance.
- Performance is evaluated from the assessment information collected.

EVALUATION

Evaluation is the process by which a teacher makes sense of all the information collected, determining whether standards of achievement have been attained. The teacher assigns a letter grade that is symbolic of the amount and degree of learning that has occurred.

REPORTING

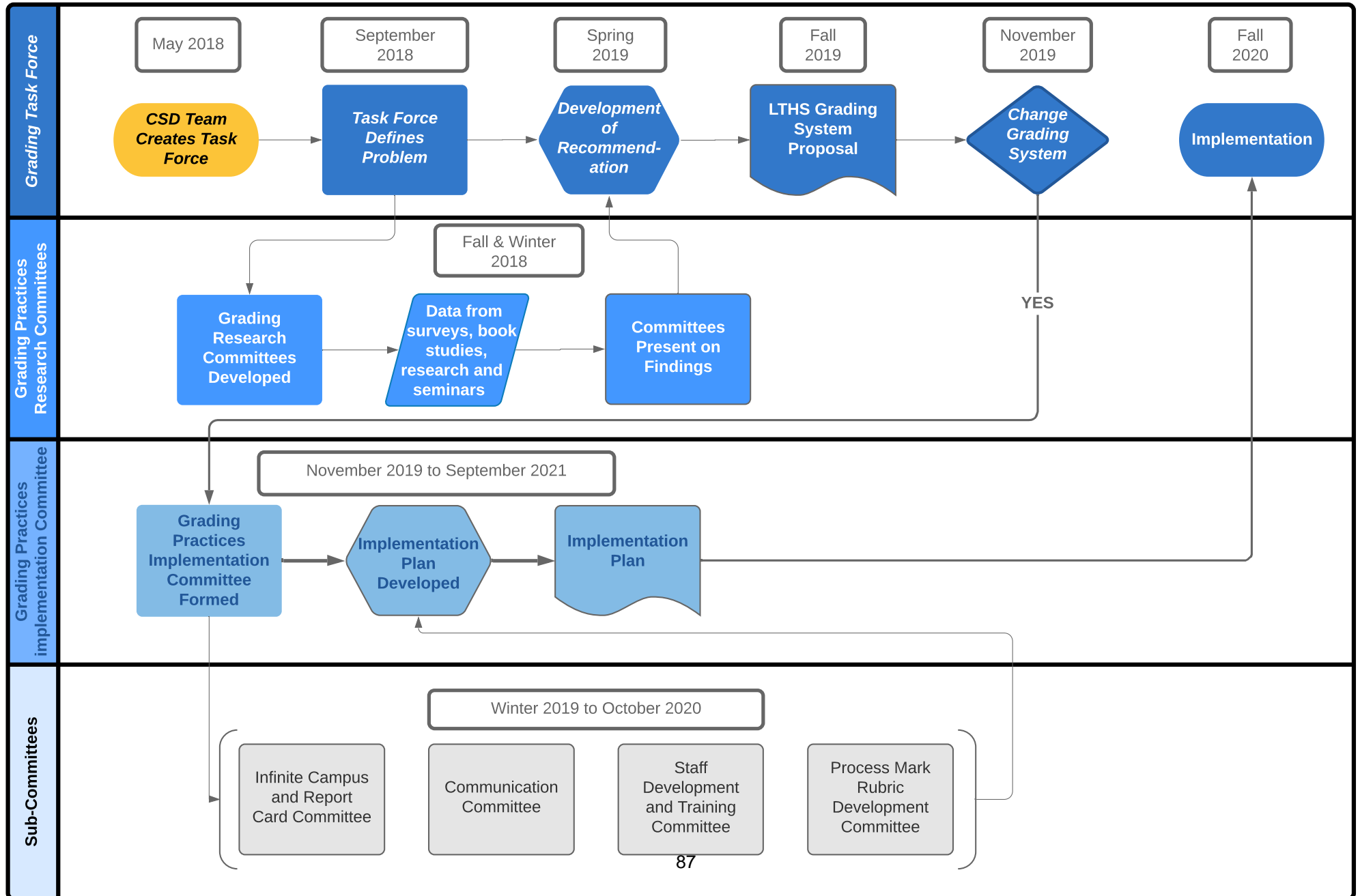
Reporting is the process by which we communicate learning and achievement on a systematic basis to students and parents.

GRADING

Grading is the use of symbols to provide a summary of the learning accomplished during a semester.

Understandings and definitions adapted from **Elements of Grading, Second Edition** © 2016 Solution Tree Press, "What Traditional Classroom Grading Gets Wrong" by Joe Feldman and **On Your Mark** by Thomas Guskey.

Grading System Improvement Process



Harvard EdCast: Grading for Equity

Encouraging teachers to reassess their grading practices and make the adjustments that can guide their students toward academic success.

BY [JILL ANDERSON](#)
DECEMBER 11, 2019

When Joe Feldman, Ed.M.'93, author of *Grading for Equity*, looked closer at grading practices in schools across the country, he realized many practices are outdated, inconsistent, and inequitable. Today he helps educators develop strategies that tackle inconsistent grading practices. In this episode of the Harvard EdCast, Feldman discussed how shifting grading practices can change the landscape of schools and potentially the future for students.



TRANSCRIPT

Jill Anderson: I'm Jill Anderson. This is the Harvard EdCast. Joe Feldman believes how teachers grade students today is often outdated, inconsistent and inequitable. He's a former educator who's been examining grading practices, and believes there's better ways to do it. He's been working with schools to develop strategies that reimagine how we grade students. Some of these strategies go beyond common practices like using extra credit, to really assessing how well a student is mastering the content. When I spoke with Joe, I asked him why grading hasn't changed very much?



Joe Feldman: Most teachers have never really had an opportunity to think very critically about grading. It's not part of our credentialing work, it's not part of our professional development often. Even when we're given some new curriculum or new instructional strategies, grading is really pushed outside the conversation. Most people think it exists almost outside teaching, and that it's just this sort of calculation, this sort of bean counting, but it's actually interwoven into every pedagogical decision that teachers make, because whenever they make a choice about an activity, or some work, or some assessment, they have to decide whether or not to grade it. And if so, with what weight? With what consequences? All kinds of things like that.

We really are using an inherited grading structures and practices that date back to the industrial revolution, when we had different ideas about what schools were for, and what learning should look like, and what we believed about kids, and which kids we believe those things, and which kids we sort of dismissed.

Because there hasn't been a lot of good research and attention to grading, we've just been replicating how we were taught. You know, we'd say, well, it seems like a good idea to drop the lowest grade if kids have done all their homework. That seems like a reasonable thing to do. And we just are all kind of winging it, or doing it based on what our mentor teacher did, or our department may have shared an idea, but we just haven't had the

opportunity to critically examine it. I hope that the work that I'm doing gives teachers and schools a license, and vocabulary, and a space to start to really interrogate the grading practices that we use.

Jill Anderson: I mean, I was struck by how inconsistent grading can be across the same school. Why do you think that inconsistency is so problematic?

Joe Feldman: If you look at it from the viewpoint of the student, so in a typical day in middle school or high school, students are seeing five, six, even more teachers each day. Every teacher is usually doing their own approaches to grading, and many of them become idiosyncratic. Although every teacher has deep beliefs that they're trying to imbue in their grading, and send certain messages and values to students, and trying to build a certain kind of learning community, every teacher is doing it differently. From the student, it adds to my cognitive load. I not only have to understand the content and try and perform at high levels of the content, but now I also have to navigate a grading structure that may not be totally transparent, and may be different for every teacher, and particularly for students who are historically underserved and have less education background, and fewer resources and sort of understanding of how to navigate those really foreign systems to a lot of our students, it places those additional burdens on them, which we shouldn't do.

Jill Anderson: Talk to me a little bit about this idea of inequity and grading.

Joe Feldman: When I first started doing this work, I had been a teacher for years, and a principal of a couple of different high schools, and worked as a district administrator in New York city, and in Northern California as a director of curriculum and instruction, supervised principals and coach teachers. Through all of that work, grading had always nagged at me because there was no way to address these inconsistencies. I began interviewing more teachers and principals, and everyone was frustrated with grading. As I did more research, I found that the traditional practices that we use actually perpetuate disparities that have been going on for years by race, income, education, background, language. The frustrating part I think, is that so many of us go into education to try and disrupt and counteract these cycles of disparities over generations, and do great work and thinking about culturally responsive pedagogy and diverse curriculum, and really trying to listen to our students, and yet we are using practices that undermine those things and actually work against all of the great equity work that we've been doing.

Jill Anderson: Can you tell me some of the strategies that you propose for changing grading in schools?

Joe Feldman: I'll start with talking about a common practice that perpetuates inequities and what to do instead. One example is the traditional idea that we average a student's performance over time. And actually grade book software does this by default. If you imagine students do some homework, and then they do a quiz or two, and then there's some summit of assessment or test at the end of some unit.

The way that we traditionally grade those things is that we assign point values for all those things, and students score a certain number of them out of a certain number of possible. Then we add up all those numbers and divide the number earned by the number possible. What that is doing is it's averaging all of the performances together into a single grade.

The problem with that, is that for the student who does well from the very beginning and gets A's on everything, their performance is fine, their average is an A, but for the student who struggles at the beginning and gets very low grades, D's and C's and even F's as they are in the process of learning, and even on early quizzes when they demonstrate mastery on the test and let's say they get an A on the test, because they have those earlier grades that ostensibly were for assignments and assessments that were on the path to learning, that they were supposed to learn from, and that they weren't even supposed to have learned everything yet, when we include those early scores, it pulls down the final grades, so it actually misrepresents the level of mastery that a student has ultimately demonstrated.

The reason why that's so inequitable, is that for the student who, before coming to class, attended summer workshops or had parents who gave them a much richer educational environment because they had the time, and the education, and the money, or the students who had a great teacher the year before, they're going to come in at the beginning of that unit and do much better, and the student who hasn't had those resources and privileges is going to start lower. When you average a student's performance over time, you are actually perpetuating those disparities that occurred before that student came into your class. The alternative then, is that you wouldn't include earlier performances. You would only include in the grade how a student did at the end of their learning, not to include the mistakes they made in the process.

Jill Anderson: Do you see that as the biggest change a school or teachers could make in the process of grading?

Joe Feldman: It's only one of, like a dozen. That's just one example, and that really is just about how you calculate the grade. What's hard about that for teachers to get their head around, is that that's all they've ever known is, I put the numbers into my software, and the software does the calculation, and then poof, out comes a number. What I try and get teachers to recognize and own, is that if they allow the software to do that, that is an affirmative decision that they're making, that averaging a student's performance is the most accurate and equitable way to describe that student, and it's not. Just helping them recognize that they have a choice in how grades are calculated, is a huge step toward really empowering teachers and giving them a greater sense of ownership and responsibility over how they grade. But there are many other practices.

Jill Anderson: Right. Some of the things I was reading about, doing away with extra credit, making homework not something that counts toward the final grade, and really reevaluating how teachers look at class participation, all these sort of extras that usually play into a student's grade. Can you talk a little bit more about some of those items, because that's big, to do away with some of that stuff, or look at it completely differently?

Joe Feldman: Yeah, and I think what you sense, is that this can be very disorienting to teachers and cause a lot of disequilibrium, because it is helping them see that the practices that they believed were right may actually be hurting students and giving inaccurate information. This is often very difficult and exciting work for teachers.

One category is to not include a student's behavior in their grade. In many classrooms, teachers use grades as a classroom management strategy, and as a way to incentivize students to do behaviors that the teachers believe will support learning. An example is, in middle school we want to teach students that they need to bring their materials every day. What we will do is we will give them five points, up to five points each day if they bring their notebook, their pen, their calculator, et cetera. Teachers do this, because they believe that those kinds of skills are really important for students to be academically successful. The teachers are absolutely right that those skills are critical.

The problem is that when you include student behaviors in the grade, you start to misrepresent and warp the accuracy. An example is a student every day brings their notebook and pen and they get five points every day, but they do poorly on the quiz or the test. What happens is, is even though they may have gotten a C or a D on the test, because they brought the materials every day, or because they've raised their hand and asked a question every day, or because they are respectful, or turn things in on time, they're getting all these points that are then lifting that C test grade to a B or even an A minus.

The big problem with that, well, there are several, one of which is that you're miscommunicating to the student where they are. You're telling the student that they're at a B level in your content, and they're actually at a C. So they don't think there's a problem, the counselors don't think there's a problem, the parents don't think it's a problem, and the student goes to the next grade level and gets crushed by the content, because they have no idea that they weren't prepared for the rigor of that class because they kept getting the message that they were getting B's.

A second big problem with including behavior in the grade for things like participation, is that often the way that teachers interpret student behaviors are through a culturally specific lens. Like whose norms are the teachers applying when they are grading students on their participation? We have to recognize that students learn in a variety of ways, many of which are not the ways that we learn. Just because a student isn't taking notes doesn't mean that they're not learning. And conversely, just because a student is taking notes doesn't mean they're learning. What we are doing is that we are grading a student on acting as if they are learning. They are going through the motions of learning, whether or not they actually learned or not, and we're rewarding or punishing them. The only way to know whether a student has actually learned is to assess them, not to examine and try and subjectively evaluate a behavior. That's sort of one category.

The other is around homework. First of all, I want to clarify, it's not that homework is optional. Homework should still be required and expected, but it's just we wouldn't include the student's performance in their grade. The way I like to think about equitable grading is that we want it to have three pillars. The first is that the grades are accurately describing a student's academic performance. The second is that the grade is bias resistance, so it counteracts institutional biases and protects grades from being infected by our implicit biases, so institutional and implicit biases. Thirdly, we want it to be motivational, to build student's intrinsic motivation, not extrinsic.

All right, so I'm going to walk through homework, and talk about why our traditional use of incorporating a student's performance on homework and their grade violate each of these. The first is around accuracy, so we don't know who did the student's homework, frankly. Many students particularly, well actually across all spectrums, they copy, as part of the partnerships I have with schools when we do this work is I interview students, and I have never had a student tell me that they have not copied homework. It happens and when I ask them why, they say, well, if I don't know how to do something, I need help, or I forget and I need help. The bottom line is if I don't do this, I won't get the points. Students are copying other people's homework. When we include a student's performance on homework in the grade, we may be including other students, or tutors, or parents performance in a grade. We just never know. So it challenges the accuracy.

It also does what I mentioned before. Many teachers will say, well, I don't want to grade the homework for accuracy. I'll grade it for completion. Just if the kid tried, I don't care if they got answers wrong. Then what you're doing is the same thing I mentioned earlier, which is if a student doesn't know the answers on the homework but they try every day and they don't know it on the test, then all those completed homework assignments that gave them five points for each one is going to inflate the test grade. So you're going to again, warp the accuracy.

Okay, so bias resistance. Well, we know that homework is often a filter for privilege, that students who have resources at home, whether they be internet access, or caregivers who have a college education or who have time to help them, settings that have a quiet space to do work, students who don't have other responsibilities like taking care of siblings or having jobs, those students are more likely to complete homework compared to the students who don't have those resources. When we include a student's performance on homework in the grade, we are rewarding students who have those resources and punishing those who don't.

The third part is around motivation, the third pillar is motivation. The reason we assign homework in the first place is because students need practice. If they do this practice, they will then be able to perform on the test, and we actually want them to make mistakes on homework, because if there's any place that you should make mistakes in your learning, you should do it when you're practicing like on homework. If we say to students, you should make mistakes on homework, that's where you should make them, and we include their performance on that homework in the grade we're telling them make a lot of mistakes and we're going to punish you for it, which is totally confusing and undermines our messaging.

We also have to recognize that students understand the relationship between practice for no points or no reward, and then being able to perform later for the reward. If I go out and shoot free throws for two hours because I'm practicing, I know that I'm not getting any points for that, it's that I do those practices so that when I get to the

game I can make the points. Students understand it on video games, I go to these sandbox areas and I'm just playing and practicing and making a lot of mistakes and I'm not getting any points, but I do it so that when I go and fight the boss monster, I can beat the boss monster, right? They understand means and ends of practice perform. Every student in performing arts get to too.

But we in our traditional thinking about grading have detached the purpose of homework from its outcome. So we say don't do homework for you, do it for me, because I'm the teacher, I'm going to give you points for doing it, and then later you'll be able to do well on the test. Instead we can reconnect the relationship and say, the reason you do homework is not for me, you do it for you, because when you do the practice, you do better on the performance.

Teachers initially are very worried about this and say, oh, I don't give students points for homework, they won't do it. Sometimes that happens, and there's an initial dip, but then teachers start spending time helping students see the relationship between the homework and the tests. They will give them a quiz, and if students don't do well on it, they will say, well, let's look at which homework you did and, oh, I'm going to put up a little chart on the board that shows that of the students who did the three homework preceding the quiz, their average grade was a B plus or A minus, and the students who didn't do it, their average grade was a D. What do you think is going on students? Then they can even say to students, let's look at the quiz and look for where there were examples in the homework that showed up on the quiz, right. Helping students recognize the connection between the two.

What teachers find is that students then do their homework for no points, because students have internalized the relationship between the homework and the test, and teachers are shocked that students do homework and they cannot believe that they had for years and years been essentially managing students' behaviors and rewarding them little chits for doing what they asked. And frankly, it's a much more empowering and 21st century skill to recognize when I need to practice something, and only do the amount of homework that I need so that I'm ready for when the test comes, because after all in post secondary education and in the professional world, nobody is giving you any value for the work you do outside of class. It's all up to you to decide how much you need.

Jill Anderson: I mean, you hit on something about teachers struggle with these changes a lot. Why do you think grading is such a sensitive topic for teachers?

Joe Feldman: It's funny. When I was a principal, grading was the most difficult conversation to have with a teacher. Administrators I talked to all over, whether they be at the elementary, middle, or high school, or district level, they're all frustrated with how grading is addressed, and the inconsistency and the problems that that generates. But it's so difficult for them to broach the subject. I think what it's about is that especially today, there are so many demands placed on teachers, and expectations and mandates from multiple layers, right? The school districts, state, federal and all kinds of roles they have to serve. I think grading is really the last island of autonomy that teachers have. That it is the one place where they can bring their full professional judgment and expertise in a formalized way, and in a way that perseveres and stays with students. I mean, it is the sort of the kind of core of their power, for many teachers their identity.

When people start to push against that, it can be very hard for teachers to hear it, and teachers justifiably get very defensive oftentimes. You know, when a principal comes up and says to a teacher, I'd like to talk to you about grading, the teacher's reaction is not, oh, let's have a good intellectual discussion. It's what teacher called you? Or what parent called you? Or what grade do you want me to change? Or that kind of thing. The way that I encourage principals, school leaders, and district leaders to do this work, is to create areas for teachers to explore the practices on their own. Not to come in and say to teachers, hey, you know what? Starting next year we're not going to include homework in the grade anymore. It's too jarring, too much of a power play for the school leader. Instead, there have to be ways that teachers can explore and better understand these practices themselves because when they start trying them, they find great results.

Jill Anderson: This is isn't a case of, go in as a principal and say, we're going to do it differently next year. This is ease into type of change.

Joe Feldman: Well, and I think it really should be teacher driven. Some teachers will start to look at these ideas and examine their practices and run a hundred miles an hour, and other teachers will be much slower to it, for all kinds of reasons. I think that the job of a school leader is to create those spaces, and that energy, and that tailwind, to say that this is a big enough issue for us. If we are committed to equity as we are in our school, this is perhaps one of the last frontiers that we have to tackle if we're really serious about this.

When that happens, I think teachers start to get some energy, and buy in, and start to see the relationship, and are motivated to push for changes in their practice. What we've seen when we partner with schools, and usually we go through a series of workshops over the course of the year, and teachers get a lot of chances to try lots of things, but at the end there is this body of evidence that is in a school context or a district context, where teachers have found that with our students, when we use these practices, we get better results. The idea is that there starts to be this groundswell and consensus around, yes, we have enough evidence now, that we need to not average performance over time or other practices.

Jill Anderson: Is one of the results of this, the evidence that you see about students beginning to not be obsessed with the grade?

Joe Feldman: You're right. Many students, most are very concerned with their grade. Parents and caregivers put a lot of pressure on a lot of students around the grade, and it holds a lot of currency and social status for some groups. Grades are one of the primary elements in some of the major decisions that we make about students, including college admissions, scholarships, financial aid, whether they get certain opportunities in school, whether they're athletically eligible, even in some States the insurance rates are based on the grades that students get, and work permit eligibility, and so even family income can be implicated by grades that students get. There is a lot of pressure to get grades.

What this work does is it helps students understand and get more ownership over their own grade. And it's not about amassing as many points as possible. It's not just trying to just do whatever you're asked to do, and if you jump through all the right hoops, by whatever means possible to get as many points as possible, you'll get the higher grade. The grade is really based on what you know, not all the stuff you do.

When teachers start using these practices, the ones we've talked about, and some others, students start to A, relax more in class. They don't have to perform perfectly every day and do every activity, because every activity is counted and do every homework perfectly. And teachers talk about how the rooms feel less stressful.

It also helps students, one of the things we haven't talked to them, which is how teachers can then be more transparent with their expectations. Instead of saying if you want an A, you have to get 80 points out of the 94 on the test. They say in order to show an A on this particular standard or this skill, it looks like this, and a B looks like this in a C level looks like this. Which then makes it very clear to students and explicit, of what do I have to know and be able to do to earn a particular B or A? What level of mastery must I demonstrate?

Students will then start to use, instead of the language of points, which is what we've taught them since fourth grade and fifth grade, is that school is about amassing points. Instead of saying, I'm two points away from an A, they will say, if I can just apply negative exponents to the quadratic formula, I'll be able to get the A, which is music to teacher's ears, right. They want students to talk about their learning in the language of the subject. When we stop using a lot of these traditional practices, we make it so that students feel like the grade is something that's so clear to them, and the path to getting the grade they want is right in front of them. There's a great quote that is, "a student could hit any target that it's clear to them and doesn't move." What equitable grading is, is setting these targets so that they're clear and don't move.

Jill Anderson: What has the response been from parents, and some of the schools where you've been working to help implement these strategies?

Joe Feldman: Teachers are nervous that parents won't like these ideas, because after all, parents have grown up in the traditional system too and they know the rules of the game. When you suggest, particularly for higher income and higher educated, and more active parents, when you say you're going to start changing the rules of the game for their children, teachers are nervous that the parents will get very upset. Initially parents are skeptical, like I figured out the rules there's a lot at stake here and so don't change the rules.

Teachers have found when they start to have these conversations, and part of the work I do with schools also, is to have parent presentations or caregiver presentations, is that they love these ideas, because they know that their kids are overly stressed, and they know that kids who struggle get demotivated very early because their grade becomes un-salvageable, because all the early grades count because we're averaging performance over time or we're collecting the performance over time. They love that homework now is not included in the grade, because it gives the student more responsibility. I mean they think these ideas are wonderful.

When I first started this work, I actually wasn't sure it would work. I hired an external evaluator very early to look at the grades that teachers were assigning before and after using these practices. What we've found consistently across schools, whether they be middle schools, or high schools, or schools that serve lots of low income kids, and kids of color, or suburban predominantly white students and high income, is that the percent of A's that teachers give decreases because there's not so much inflation going on around doing all the homework and everything. Interestingly, the decrease in A's occurs most dramatically for white children and higher income children. The A rate of kids of color and low income actually increases a little bit. And conversely, the DNF rate goes down, and it goes down most dramatically for kids of color and low income kids and kids with special needs.

What that illuminates is that the traditional system is weighted against historically underserved and more vulnerable populations. When parents first get lower grades, they get really nervous because, oh my child has been an A forever, and now they got a B in your class, and the teacher's response is, well I'm being honest with you, your child may have actually been at the B level before, but because they were doing all the stuff, and all the extra credit, it was miscommunicating to you what their level of mastery is, and I believe that they still can get an A, but now it's much clear to them of what they have to know and do.

Jill Anderson: What do you say to people who are just against this and say, my kid needs to learn to be adaptable, needs that life skill of figuring out what's going to make one teacher happy over another one, that this will help them as an adult with bosses, all people are different. What do you say to that?

Joe Feldman: I think when parents, and even some teachers say that kids need to be able to shift gears for lots of different people, and the differences among teachers is really important, and we don't want teachers to be all in lockstep. I think that sort of pushes the argument way past where I'm going, and I don't think that every teacher needs to be in lockstep, and in fact teachers doing all kinds of different things, and students are having to shift gears all the time because every teacher has different ways that they have learning in their class, and different ways that they are assessing, and different codes of conduct about how we behave in our class. I'm just saying we don't need to add the additional cognitive load of students having to figure out grading systems as well, particularly when the import of grades is so high on student outcomes and students self image. I mean that's how I would respond to that.

I also think, that when I work with teachers, they tell me, ones that have taught for five or 10 years, or 15 or 20, that learning these things and trying them out and seeing the positive results, creates a whole wave of very powerful emotions for them, from excitement and optimism, to sadness, and shame, and guilt because they think about all the students who they've served before ~~that~~ where they've used practices that may have not been

to their benefit and may have actually harmed them and prevented them from being as successful or misleading them. My response to that is that that is totally normal to feel that way, and that's okay.

We as teachers I think, have to forgive ourselves and give ourselves the license, to when we learn new information, to now be okay with being smarter than we were yesterday and trying these new practices, because we will actually see that adolescents aren't what we thought they were. We thought that they were lazy and couldn't be motivated unless we gave them points. Now we find that actually they're not like that. They can see the relationship between doing homework and doing well on assessments, and they then do their homework without points. Teachers talk about how it sort of reconnects them to why they went into teaching in the first place. They didn't go into teaching so that they could be bean counters and manage every student behavior with assigning or subtracting points. They went into teaching because they want to empower students over their learning, and help students see the path to success that each one of them can have.

Jill Anderson: Joe Feldman is the author of *Grading for Equity*, what it is, why it matters, and how it can transform schools and classrooms. He is also the CEO of Crescendo Education Group, which helps schools improve grading and assessment practices. I'm Jill Anderson. This is the Harvard EdCast produced by the Harvard graduate school of education. Thanks for listening and please subscribe.

IMPLEMENTATION

Learning builds the bridge
between research and practice

By Gene E. Hall and Shirley M. Hord



One indisputable finding from our years of research on what it takes to conduct successful change in schools and colleges is this: Introducing new practices alone seldom results in new practices being incorporated into ongoing classroom practices.

For example, we were dismayed at the recent release of two substantive studies of professional development (to support school improvement in mathematics and reading) that concluded that the professional development in each case was ineffective (Drummond et al., 2011; Randel et al., 2011). However, in both studies, the researchers did not assess implementation. It is hard to imagine how professional development can be judged if its implementation has not been documented. Such work, it would seem, is “the appraisal of a nonevent” (Charters & Jones, 1973).

We are happy to join with Learning Forward in recognizing the imperative of implementation. The Implementation standard states: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

ASSURING PROFESSIONAL LEARNING

It has only been in the last decade that we have come to understand the reality that change is based on learning. The profession, the press, and the public cry for school improvement, in order that all students learn to high levels. For school improvement to be realized, the first task is to identify and delete those programs and practices that are not supporting students in learning well. The next step is to find the best solution having the potential to promote quality teaching and successful student learning. After specify-



Professional learning that increases educator effectiveness and results for all students **applies research on change and sustains support for implementation of professional learning for long-term change.**

ing the new practice(s), teachers and administrators must learn what the new practices are and how to use them, and transfer the new way into classroom practice. See diagram on p. 55.

“Change is learning. It’s as simple and complex as that.” This is the first principle in our beliefs and assumptions about change (Hall & Hord, 2011, p. 6). Change cannot occur without professional learning. When educators adopt new and more effective practices, the next step is to develop new understandings and acquire new skills. These new practices, in turn, enable students to reach high levels of successful learning. The seven Standards for Professional Learning are intended make high-quality professional learning a reality.

APPLYING CHANGE PROCESS RESEARCH

Within the Implementation standard is the explicit acknowledgement that findings from change research, including its constructs and measures, can inform efforts to implement the standards. The explicit purpose of the Implementation standard is to ensure that educators address implementation and apply evidence-based strategies. Change research constructs and measures can be used to develop implementation strategies and assess progress.

In many ways, today’s innovations and initiatives represent major change. These changes are complex, subtle, and more sophisticated than we think. Symbolically, it is as if implementers were expected to back up, get a running start, and leap across the Grand Canyon. What is needed is an

Implementation Bridge (Hall, 1999; Hall & Hord, 2011). See diagram on p. 57.

As with real bridges, different change efforts require varying lengths, degrees of stability, and combinations of supports. It takes time to move across a bridge. By assessing how far across the bridge each participant, group, and school has progressed, formative evaluations can inform change leaders of participants’ needs. Formative evaluations are important for assessing progress. Summative evaluations, which assess the effectiveness of the innovation, should only include those participants who have made it all the way across the bridge.

When change is assumed to be an event, there is no bridge. Implicitly, adopters of the new approach are expected to make a giant leap across a chasm. With today’s complex innovations, the chasms are likely to be deep and wide. Attempting to jump across these chasms is most likely to result in injury and failure. This is true for individuals, schools, school districts, and larger systems.

The diagram on p. 57 presents the Implementation Bridge, a metaphor for moving from the earlier or less advanced stages to the later or more advanced stages of the three diagnostic dimensions of the Concerns-Based Adoption Model (CBAM): Stages of Concern, Levels of Use, and Innovation Configurations. Each of these CBAM elements is an evidence-based construct with related measuring tools that can be used to assess how far across the bridge each individual, school and/or district has progressed. Each can be used alone or in various combinations to measure imple-

THE PATH TO IMPROVEMENT

School Improvement

Change

Learning

mentation progress and as diagnostic information for planning next action steps to facilitate moving further across the bridge. Each also is important in summative evaluations. These three tools, individually and collectively, can be applied to implementation of the Standards for Professional Learning.

The following are brief descriptions of each of these diagnostic dimensions. More can be learned through the study of key texts (Hall & Hord, 2011), various technical documents, and related training resources.

Stages of Concern addresses the personal/affective aspects of change. There is an array of feelings, perceptions, worries, preoccupations and moments of satisfaction for those engaged with implementing new approaches. This personal side of change is important to understand because failing to address concerns can lead to resistance and even rejection of the new way. A set of categories, or “stages,” of concern has been identified. As a change process unfolds, these different Stages of Concern can increase and decrease in intensity.

At the very beginning of a change, most participants will be **unconcerned**. Their attention will be on getting through the school year and planning for summer. These participants are not on the bridge. They may be aware that they are approaching a bridge — “I heard something about some sort of new standards, but I am really concerned about . . .” — but it is not something that needs to be thought about currently. However, the change process leaders should be doing things to address this concerns stage — for example, providing general information about what will be happening.

As participants begin to step out on to the Implementation Bridge, **self** concerns become more intense. “What do these new standards mean for me?” This, too, is a time when more

information should be provided. It also is important to be reassuring: “You can do this. We are here to support you.”

As implementers move fully onto the bridge, **task** concerns become most intense: “I am spending all my time organizing materials and trying to schedule everything.” These concerns should be anticipated and addressed in the implementation plan. How-to supports, including coaching and timeline projections, should reflect the understanding that these concerns can last several years.

When implementers make it across the bridge, **self** and **task** concerns should decrease while **impact** concerns should increase. “I am seeing how my use of the these standards is making a big difference in the knowledge and skills of teachers and school leaders. You can now see the results in what students are doing.” How leaders address the potential arousal of impact concerns can make all the difference in ultimate implementation success and effectiveness.

There are two other CBAM constructs and measures that can be applied with the Implementation Bridge metaphor.

Innovation Configurations (IC) address the well-documented fact that each implementer does not necessarily use the same operational form of the change. Those involved may say they are using “it,” but what is in operation within each classroom and school can be significantly different. In our first study of this phenomenon, teachers in different states claimed that they were team teaching. But the configurations of teaming were quite different. The number of teachers (two to six), the

When implementers make it across the bridge, self and task concerns should decrease while impact concerns should increase.

grouping of students (fixed, heterogeneous, homogenous), and what teachers taught (all subjects, one subject) were components that varied. Each combination of these variations results in a different Innovation Configuration — what the innovation looks like in practice — with different teachers and in different schools.

In recent years researchers have become very interested in fidelity of implementation. Innovation Configurations is a way to describe and contrast different implemented forms of an innovation. With the Implementation Bridge metaphor, there should be increasing fidelity in terms of Innovation Configurations as implementers move further across.

Levels of Use is the third construct from change research to consider. Traditional research and program evaluation designs assume a dichotomous population: treatment group and control group, or users and nonusers. Levels of Use describes a set of behavioral profiles that distinguish different approaches to using an innovation. Three different nonuser profiles have been described and five different user profiles. Each of these has been defined in terms of behaviors and each has implications for how to facilitate change and for evaluating change success and effectiveness.

For example, educators at **Level 0 Non-use** are not doing anything related to the change, in this case the new professional learning standards. They don't talk about it, they don't check it out on the web, and they do not attend an introductory meeting. This behavioral profile is different from the person at **Level I Orientation**, who asks questions, attends the introductory meeting, and considers use of the innovation. Both of these levels represent people who are not using the change. However, in terms of facilitating a change process, the interventions that should be emphasized for each are quite different.

Among the Levels of Use, one that is particularly important is **Level III Mechanical Use**. This is an approach where the

implementer is disjointed in what he or she is doing. Implementers at this level continually check back to the user manual, their scheduling is inefficient, they can't plan beyond tomorrow, or anticipate what will happen next week. We know from research that most first-time implementers will be at Level III Mechanical Use. We also know that many will continue to be at this level through the first two or three years of implementation. If the inefficiencies of Level III use are not addressed, then the Implementation Bridge can become very long, and some

Providing feedback about how the change process is unfolding is important. Each of the CBAM diagnostic dimensions described here can be used to measure how far across the Implementation Bridge each teacher, school, or district has progressed. The same constructs and data should be used as feedback to leaders and implementers. These data can be used to plan next steps.

implementers will jump off.

There are many implications of Level III Mechanical Use. One that will be particularly important with the new standards is deciding when and with whom summative evaluation studies should be conducted. Change research has clearly documented that most first-time users will be at Level III Mechanical Use. These are not the implementers who should be included in a summative evaluation study. They are inefficient and have not reached full understanding of how to use the new way. Summative evaluation samples should be comprised of implementers who have made it across the bridge. They have established routines and can predict what will happen next. This behavioral profile is **Level IV-A Routine**. When summative evaluations include many first-time users, it is not surprising that there are no significant differences in outputs.

PROVIDING FEEDBACK

Another key theme in the Implementation standard is providing constructive feedback. Providing feedback about how the change process is unfolding is important. Each of the CBAM diagnostic dimensions described here can be used to measure how far across the Implementation Bridge each teacher, school, or district has progressed. The same constructs and data should be used as feedback to leaders and implementers. These data can be used to plan next steps for making further implementation progress. These data also can be used in reports about implementation progress. In addition, these same data can be used in summative evaluations that relate the extent of implementation to outcomes.

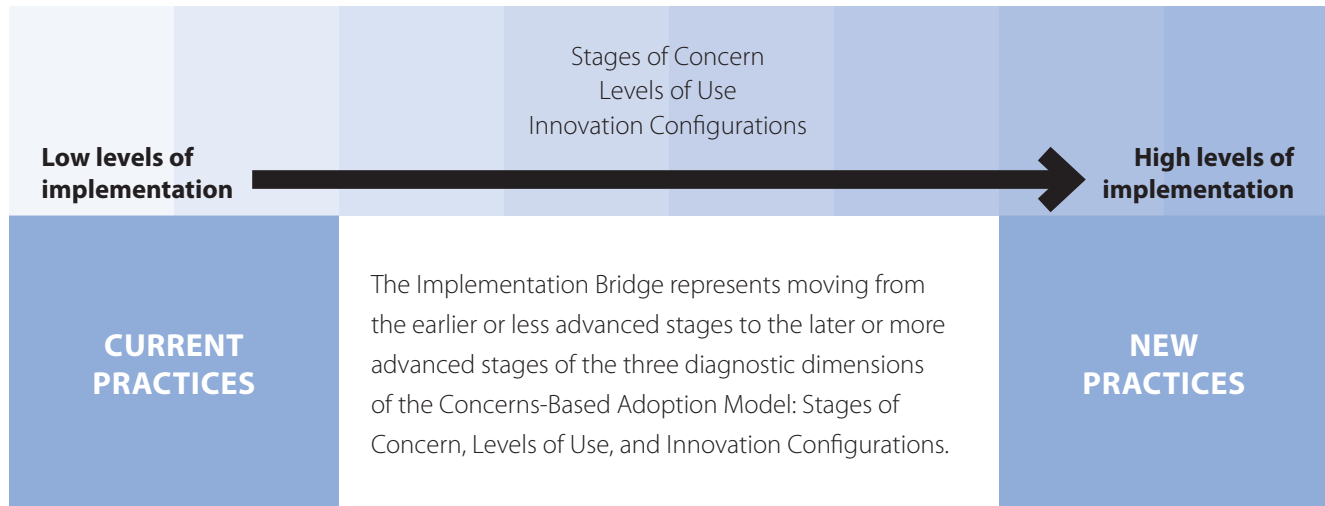
Assessing implementation at regular intervals and providing feedback to all participants are important keys to implementation success.

SUSTAINING CHANGE BEYOND IMPLEMENTATION

We know a lot through research, practice, and theory about how to launch a change process, facilitate movement across an Implementation Bridge, and assess implementation progress and evaluate innovations. What we know less about are the essential elements and processes that are necessary to sustain long-term use of an innovation. Getting across the bridge is necessary, but what are the processes and structures that assure

We know a lot through research, practice, and theory about how to launch a change process, facilitate movement across an Implementation Bridge, and assess implementation progress and evaluate innovations. What we know less about are the essential elements and processes that are necessary to sustain long-term use of an innovation.

IMPLEMENTATION BRIDGE



continuing use of high-fidelity configurations, in this case, of the standards? How do we prevent abandonment? Addressing the sustainability challenges of the latest standards will need special attention.

One indicator of sustainability will be when the implemented Standards for Professional Learning have a line item in the school or district budget. Another will be when it becomes regular practice for new staff to have access to learning and development. Still another important indicator will be that the process and criteria for succession of principals and relevant staff at the district office includes evidence of their understanding and interest in supporting professional learning through the standards. Above all, school and district leadership will provide continuous attention and direct the attention of others to the standards' value. These leaders become the internal and external champions for sustaining the standards and a continued focus on professional learning.

Supporting and celebrating the standards and their practices are keys to the standards' robust sustainability and the capacity to contribute richly to the ultimate goal — student learning success.

We see this standard as uniquely significant in that the standards revision architects explicitly identified the importance of addressing implementation. A strength of the Implementation standard is its reference to change process research that can be applied to assessing and guiding the implementation of professional learning. Understanding that change begins with the learning of educational professionals is crucial. Only through increasing adult learning will we increase student learning.

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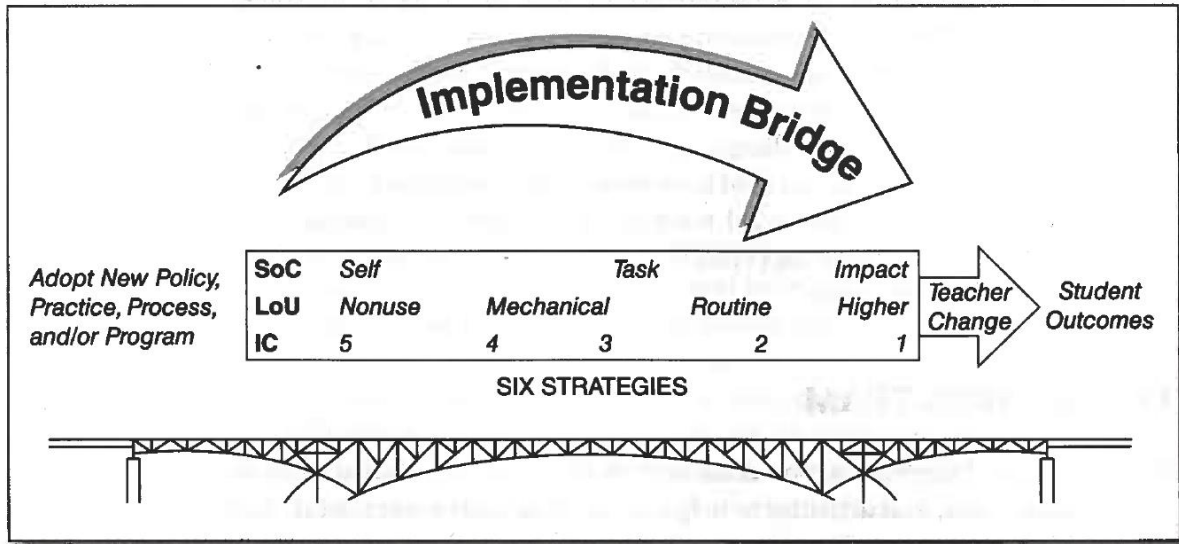
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Gene Hall (gene.hall@unlv.edu) is a professor of educational leadership at the University of Nevada, Las Vegas. His research focuses on understanding, evaluating, and facilitating change processes in organizations.

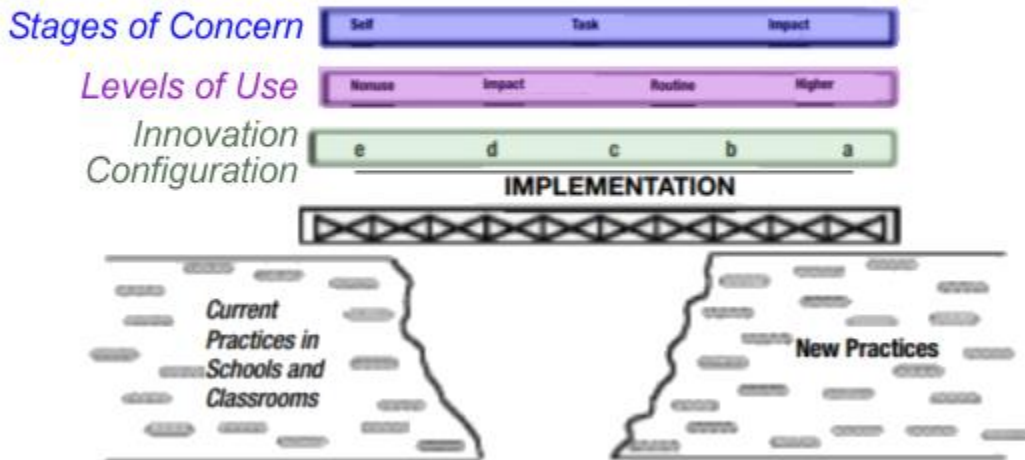
Shirley Hord (shirley.hord@learningforward.org) is scholar laureate of Learning Forward and former scholar emerita at Southwest Educational Development Laboratory, Austin, Texas. She writes about school-based professional development, leadership, school change and improvement, and professional learning communities. ■

The Implementation Bridge



Source: Adapted by James Roussin from Hall (1999).

The Implementation Bridge



Hall, G.E., & Hord, S.M. (2011). *Implementing change: Patterns, principles and potholes* (3rd edition). Upper Saddle River, NJ: Pearson Education.

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
Brian Stachacz
Board of Education

FROM: Scott Eggerding
Ed Tennant

DATE: November 9, 2020

RE: Technology Fee Recommendation

INFORMATION:

In the 1 to 1 Computing Technology Plan shared with the Board in May of 2020, a \$100 laptop technology fee was recommended to cover the cost of a Chromebook for a student and defray some costs related to 1 to 1 implementation:

STUDENT TECHNOLOGY FEES

As we consider how to pay for a 1:1 computing program, we have discussed at Technology Committee meetings that student technology, and laptops in particular, are tools that should be paid for by users rather than taxpayers. Chromebooks, while effective and affordable, are not designed to last for more than four or five years, so it stands to reason that they be considered a disposable supply, not unlike other school supplies. As we move toward the fall of 2021, we will need to determine a fee that pays for the computer and a portion of the technology infrastructure. The attached budget projection shows what a \$100 fee could do to defray costs. In a 3-year phased roll-out, the \$100 fee will reduce the overall District cost of technology over the next 5 years by nearly \$1.2 million. The committee will recall that we earmarked an annual expenditure in technology of approximately \$1 million.

The attached 5-Year Technology Budget Forecast has been updated to show actual costs for FY21 and show how a fee would offset costs.

Phase III (1 to 1 computing at South Campus) will require the purchase of approximately 2000 laptops for freshmen and sophomores. The technology fee would be applied to those students starting in the fall of 2021. Juniors and seniors at North Campus would use the existing laptops and personal devices and not pay the fee while the infrastructure at North Campus is upgraded during the 2021-2022 school year.

Also attached, the Committee will find a spreadsheet of fees that was compiled in the summer of 2019. These numbers show how low student fees are at LT compared to many Chicago suburban school Districts. Even with a technology fee, we will still have lower fees than many schools that already charge similar technology fees.

RECOMMENDATION:

Approve the \$100 technology fee to be charged to rising 9th and 10th grade students in the fall of 2021 and all students in the fall of 2022.

Summary of Registration and Enrollment Fees in Chiago Suburban District, Summer 2019

	Registration	Total *
Deerfield/Highland Pk.		\$ 96.00
LTHS	\$ 25.00	\$ 168.00
Batavia 101	\$ 168.50	\$ 168.50
District 211	\$ 170.00	\$ 170.00
Central 301	\$ 190.00	\$ 190.00
Leyden	\$ 190.00	\$ 220.00
York		\$ 290.25
Naperville 203	\$ 81.00	\$ 295.40
Lockport	\$ 315.00	\$ 325.00
Argo	\$ 200.00	\$ 360.50
Maine 207	\$ 370.00	\$ 370.00
District 200	\$ 221.00	\$ 394.00
OPRF	\$ 98.00	\$ 416.00
Evanston	\$ 100.00	\$ 450.00
Oak Lawn	\$ 365.00	\$ 471.00
Libertyville/Vernon Hills	\$ 300.00	\$ 488.00
Barrington	\$ 375.00	\$ 515.00
Proviso	\$ 250.00	\$ 585.00
Plainfield	\$ 215.00	\$ 585.00
District 214	\$ 420.00	\$ 592.00
Lake Park	\$ 339.00	\$ 616.00
Morton	\$ 180.00	\$ 618.00
Homewood Flossmoor	\$ 350.00	\$ 619.00
CHSD 99 (Downers)	\$ 325.00	\$ 639.00
Hinsdale	\$ -	\$ 665.00
Glenbard	\$ 200.00	\$ 678.00
RBHS	\$ 200.00	\$ 695.00
Ridgewood high School	\$ 160.00	\$ 772.50
Lake Zurich 95	\$ 140.00	\$ 1,158.00

*minus summer school, Driver Ed and Parking

5 Year Technology Budget Forecast With 4 Phase 1 to 1 Computing Costs

Year	Tech (Not 1:1 Related)		Teacher 1:1 PD		Infrastructure 1:1		Student Laptops 1:1 Implementation		School Tech Team Consultation		Year	Implement- ation Gross	Gross Minus Grants	Student Fee Applied										
	Item	Cost	Item	Cost	Item	Cost	Item	Cost	Item	Cost														
2020-21	Teacher laptops	\$ 297,000	BetterLesson Pilot Cohort 1,2	\$ 86,750	fiber (NC & SC)	\$ 210,000	Pilot (Title I)	\$ 375,000	\$ 18,000	\$ 216,000	2020-21		\$ 375,000	No fee										
	Projectors	\$ 24,500			wifi SC	\$ 265,000																		
	Labs	\$ 250,000			switches	\$ 173,000											assumes \$325 per device							
	UPS and Servers	\$ 100,000			virtualization	\$ 100,000																		
	Copier/Printer	\$ 13,500			effort	\$ 50,000																		
\$ 2,160,750												\$ 1,699,000	\$ 1,699,000											
2021-22	UPS and Servers	\$ 40,000	Workshop ≈200 teachers, 10 hours BetterLesson Pilot Cohort 3,4	\$ 81,000	switches	\$ 70,000	9th & 10th Grade	\$ 650,000	\$ 18,000	\$ 216,000	2021-22		\$ 200,000	\$ 100 fee										
	NC PA	\$ 37,000			fiber	\$ -																		
	email archive	\$ 25,000			wifi NC	\$ 325,000											Grant Covers	\$ (200,000)						
	Projectors	\$ 24,500																						
	Desktops	\$ 190,000																						
	UPS and Servers	\$ 100,000																						
phone system	\$ 200,000																							
\$ 2,001,500												\$ 1,720,500	\$ 1,550,500											
2022-23	phone system	\$ 144,000	Workshop ≈130 teachers, 10 hours	\$ 52,650	switches	\$ 42,000	9th Grade	\$ 325,000	\$ 18,000	\$ 216,000	2022-23		\$ 200,000	\$ 100 fee										
	Cafeteria POS	\$ 25,000																						
	networking	\$ 150,000																						
	Labs	\$ 190,000															Grant Covers	\$ (200,000)						
	UPS and Servers*	\$ 100,000																						
	Projectors	\$ 24,500																						
\$ 1,269,150												\$ 1,016,500	\$ 676,500											
2023-24	networking	\$ 120,000			switches	\$ 42,000	9th Grade	\$ 325,000			2023-24		\$ 200,000	\$ 100 fee										
	Projectors	\$ 24,500																						
	Labs	\$ 190,000													Grant Covers	\$ (200,000)								
	phone system	\$ 144,000																						
	UPS and Servers*	\$ 100,000																						
	Teacher laptops	\$ 250,000																						
\$ 1,195,500												\$ 995,500	\$ 655,500											
2024-25	Projectors	\$ 24,500			switches	\$ 60,000	9th Grade	\$ 325,000			2024-25		\$ 200,000	\$ 100 fee										
	Desktops	\$ 190,000																						
	Teacher laptops	\$ 250,000													Grant Covers	\$ (200,000)								
	UPS and Servers*	\$ 100,000																						
	phone system	\$ 144,000																						
\$ 1,093,500												\$ 893,500	\$ 553,500											
GROSS		\$ 3,472,000		\$ 263,400		\$ 1,337,000		\$ 2,000,000		\$ 648,000														

5 Year Totals for Technology with 4 Phase 1 to 1 Computing Costs	TOTAL 5 Year Cost		
	Gross	Gross Minus Grants	Student Fee Applied
	\$ 7,720,400	\$ 6,325,000	\$ 5,135,000

E-Rate Funding can be accessed in years 2023 and 2024. Additional E-Rate may be accessed for 2020-21 and '23-'24 improvements may be accelerated. Costs reflect reduction of approximately 40% of total.

Tech Purchases Not Directly Related to 1:1
 Replace lab computers, projectors, and teacher computers
 Update servers for applications not 1:1 related
 ~Infinite Campus
 ~Skyward
 ~Decision Ed

1:1 Roll Out Encompassing 4 Areas
 1. School Tech Team Consultants
 2. Infrastructure for Reliable 1:1
 3. Teacher Professional Development and Pilot
 4. Student Laptops

Student Tech Fees
 Only implemented when laptops are distributed at a campus.
 All estimates based on \$100 fee and 15% Fee Waivers

Other Considerations
 Additional Technology Coaches

5 Year Technology Budget Forecast With 4 Phase 1 to 1 Computing Costs

New phone system

*UPS and Servers are estimated based on current usage. This amount may decrease with virtualization

Copiers and printers will need to be updated at some point.

Reconfiguring of spaces for decreased lab use and increased charging and collaboration

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF OCTOBER 2020 EXPENSES
FOR BOARD OF EDUCATION APPROVAL ON NOVEMBER 16, 2020**

ACCOUNTS PAYABLE	PAID	TOTAL
EDUCATION FUND	\$ 838,720.98	
OPERATIONS BLDG MAINT	\$ 415,396.02	
TRANSPORTATION	\$ 15,349.20	
TOTAL ACCOUNTS PAYABLE		\$ 1,269,466.20
PAYROLL		
EDUCATION FUND	\$ 4,167,852.96	
OPERATIONS BLDG MAINT	\$ 319,773.24	
IMRF/FICA/MEDICARE	\$ 232,460.05	
TOTAL PAYROLL		\$ 4,720,086.25
TOTAL EXPENDITURES		\$ 5,989,552.45

The Undersigned do hereby certify that the Accounts Payable and Payroll Expenditures in the amount of \$5,989,552.45 were approved for payment at the Lyons Township High School District 204 Board of Education Meeting, Cook County, Illinois held on November 16, 2020 and authorize the School Trustees of Township 38, Range 12 to pay the same.

Thomas W. Cushing, President

Jessica McClean, Secretary

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF REVENUES - FISCAL YEAR 2020-21
FOR THE MONTH OF OCTOBER 2020**

	BUDGET	MONTHLY REVENUES	FISCAL YTD REVENUES	BUDGET BALANCE	% REALIZED
<u>OPERATING FUNDS</u>					
EDUCATION - 10	\$ 65,647,352.00	\$ 4,838,831.03	\$ 29,178,471.47	\$ 36,468,880.53	44.45%
OPERATIONS & MAINTENANCE - 20	\$ 8,676,047.00	\$ 589,000.68	\$ 3,963,098.07	\$ 4,712,948.93	45.68%
TRANSPORTATION - 40	\$ 3,258,450.00	\$ 426,475.35	\$ 1,555,387.29	\$ 1,703,062.71	47.73%
IMRF/SOCIAL SECURITY - 50/51	\$ 2,933,012.00	\$ 187,608.18	\$ 1,281,342.05	\$ 1,651,669.95	43.69%
TOTAL	\$ 80,514,861.00	\$ 6,041,915.24	\$ 35,978,298.88	\$ 44,536,562.12	44.69%
<u>NON OPERATING FUNDS</u>					
DEBIT SERVICE - 30	\$ 2,566,875.00	\$ 174,985.82	\$ 1,185,289.76	\$ 1,381,585.24	46.18%
TOTAL	\$ 2,566,875.00	\$ 174,985.82	\$ 1,185,289.76	\$ 1,381,585.24	46.18%
<u>WORKING CASH</u>					
WORKING CASH - 70	\$ 7,000.00	\$ 13,266.05	\$ 13,266.05	\$ (6,266.05)	189.52%
TOTAL	\$ 7,000.00	\$ 13,266.05	\$ 13,266.05	\$ (6,266.05)	189.52%
TOTAL	\$ 83,088,736.00	\$ 6,230,167.11	\$ 37,176,854.69	\$ 45,911,881.31	44.74%

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
SUMMARY OF EXPENSES - FISCAL YEAR 2020-21
FOR THE MONTH OF OCTOBER 2020**

	BUDGET	MONTHLY EXPENSES	FISCAL YTD EXPENSES	BUDGET BALANCE	% REALIZED
<u>OPERATING FUNDS</u>					
EDUCATION - 10	\$ 67,042,311.00	\$ 5,017,545.94	\$ 16,560,551.71	\$ 50,481,759.29	24.70%
OPERATIONS & MAINTENANCE - 20	\$ 9,024,734.00	\$ 733,999.53	\$ 2,947,542.54	\$ 6,077,191.46	32.66%
TRANSPORTATION - 40	\$ 3,258,450.00	\$ 15,349.20	\$ 27,082.94	\$ 3,231,367.06	0.83%
IMRF/SOCIAL SECURITY - 50/51	\$ 3,136,967.00	\$ 232,460.05	\$ 752,800.90	\$ 2,384,166.10	24.00%
TOTAL	\$ 82,462,462.00	\$ 5,999,354.72	\$ 20,287,978.09	\$ 62,174,483.91	24.60%
<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	\$ 5,999,354.72	\$ 20,287,978.09	\$ 64,684,921.91	23.88%

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
FUND BALANCE FINANCIAL REPORT - FISCAL YEAR 2020-21
FOR THE MONTH OF OCTOBER 2020**

	UNAUDITED FUND BALANCE JULY 1, 2020	FISCAL YTD REVENUES	FISCAL YTD EXPENSES	FUND BALANCE
<u>OPERATING FUNDS</u>				
EDUCATION - 10	\$ 29,047,635.87	\$ 29,178,471.47	\$ 16,560,551.71	\$ 41,665,555.63
OPERATIONS & MAINTENANCE - 20	\$ 6,588,477.20	\$ 3,963,098.07	\$ 2,947,542.54	\$ 7,604,032.73
TRANSPORTATION - 40	\$ 1,490,679.09	\$ 1,555,387.29	\$ 27,082.94	\$ 3,018,983.44
IMRF/SOCIAL SECURITY - 50/51	\$ 1,294,670.54	\$ 1,281,342.05	\$ 752,800.90	\$ 1,823,211.69
TOTAL	\$ 38,421,462.70	\$ 35,978,298.88	\$ 20,287,978.09	\$ 54,111,783.49
<u>NON OPERATING FUNDS</u>				
DEBIT SERVICE - 30	\$ 1,337,058.32	\$ 1,185,289.76	\$ -	\$ 2,522,348.08
TOTAL	\$ 1,337,058.32	\$ 1,185,289.76	\$ -	\$ 2,522,348.08
<u>WORKING CASH</u>				
WORKING CASH - 70	\$ 3,927,981.87	\$ 13,266.05	\$ -	\$ 3,941,247.92
TOTAL	\$ 3,927,981.87	\$ 13,266.05	\$ -	\$ 3,941,247.92
TOTAL	\$ 43,686,502.89	\$ 37,176,854.69	\$ 20,287,978.09	\$ 60,575,379.49

LADSE

SUMMARY OF EXPENSES FOR OCTOBER 2020 BOARD OF EDUCATION APPROVAL ON NOVEMBER 16TH, 2020

	EXPENSES	EXPENSES FROM REVENUE		TOTAL
EDUCATION FUND	\$ 155,027.02		\$	155,027.02
VOCATIONAL ACTIVITY FUND	\$ -	\$ -	\$	-
TOTAL A/P	\$ 155,027.02	\$ -	\$	155,027.02

PAYROLL				
EDUCATION FUND			\$	1,536,700.59
BOARD SHARE EXPENSES			\$	442,650.34
TOTAL PAYROLL			\$	1,979,350.93

VOCATIONAL FUND				-
BOARD SHARE EXPENSES				-
TOTAL PAYROLL				-

2,134,378

THE UNDERSIGNED DO HEREBY CERTIFY THAT ACCOUNTS PAYABLE LISTINGS AND PAYROLLS IN THE AMOUNT OF \$2,134,377.95 WERE APPROVED FOR PAYMENT AT THE MEETING OF THE BOARD OF EDUCATION OF SCHOOL DISTRICT #204, COOK COUNTY, ILLINOIS HELD ON NOVEMBER 16TH, 2020 AND AUTHORIZE THE SCHOOL TRUSTEES OF TOWNSHIP 38, RANGE 12 TO PAY THE SAME.

PRESIDENT

SECRETARY

LADSE

SUMMARY FINANCIAL REPORT OF REVENUE - OCTOBER 2020

OPERATING FUNDS	BUDGET	TRANSFERS	CURRENT REVENUES	YTD REVENUES	BALANCE	PERCENT REALIZED
EDUCATION FUND	26,669,605	-	1,765,910	13,395,413	13,274,191	50.23%
VOCATIONAL ACTIVITY FUND	-	-	50	270	(270)	0.00%
TOTAL	26,669,605	-	1,765,960	13,395,684	13,273,921	50.23%

SUMMARY FINANCIAL REPORT OF EXPENSE - OCTOBER 2020

OPERATING FUNDS	BUDGET	TRANSFERS	CURRENT EXPENDITURES	YTD EXPENDITURES	UNENCUMBERED	PERCENT ENCUMBERED
EDUCATION FUND	26,669,605	-	2,134,378	5,423,900	21,245,704	20.34%
VOCATIONAL ACTIVITY FUND	-	-	-	675	(675)	0.00%
TOTAL	26,669,605	-	2,134,378	5,424,575	21,245,029	20.34%

MONTHLY FUND BALANCE REPORT FOR OCTOBER 2020

OPERATING FUNDS	JULY 1ST EQUITY	YEAR TO DATE RECEIPTS	YEAR TO DATE DISBURSEMENTS	BALANCE
EDUCATION FUND	3,479,238	13,395,413	5,423,900	11,450,751
VOCATIONAL ACTIVITY FUND	-	270	675	(404)
TOTAL	3,479,238	13,395,684	5,424,575	11,450,347

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: November 16, 2020

RE: Administrative and Certified Employee Recommendations

Please find below employment recommendations for administrative and certified employees:

- A. Leaves of Absence.** We are recommending the following leaves of absence.
1. **Price, Cheri**, Librarian, beginning October 26, 2020 through January 26, 2021.
 2. **Radzialowski, Danielle**, Global Studies Assistant Division Chair, beginning November 9, 2020 through December 18, 2020.
- B. Retirement.** We are recommending the following retirement.
1. **Promisel, Carol**, Science, effective December 31, 2020.

RECOMMENDATION

We recommend the Board approve the leaves of absence and retirement as outlined above.

Vita Plena

LYONS TOWNSHIP HIGH SCHOOL



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EDWARD M. PIOTROWSKI
Director of Human Resources

TO: Timothy B. Kilrea, Superintendent
Board of Education

FROM: Edward M. Piotrowski

DATE: November 16, 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 November 16, 2020 recommendations for these employee groups.

I. Buildings and Grounds

- A. We recommend the Board of Education approve the following individual's leave of absence.
1. **Herbert, Edward**, Maintenance, effective December 11, 2020 through January 4, 2021.
 2. **Aleszczyk, Jozefa**, Custodian, effective November 16, 2020 through December 4, 2020.

II. Classified/Non-Contractual

- A. We recommend the Board of Education approve the following individual's retirement.
1. **Dominguez, Lydia**, Student Assistant, effective November 30, 2020.
- B. We recommend the Board of Education approve the following individual's resignation.
1. **Arellano, Angelina**, Receptionist, effective November 4, 2020.

III. Para Educators

- A. We recommend the Board of Education approve the following individual's employment.
1. **Passi, Anthony**, Para Educator, effective October 21, 2020; hourly rate of pay \$15.45.

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: November 16, 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

Madan Kemokai	1.0 Paraprofessional effective 11/04/2020 at an hourly rate of \$14.35
Kyleigh Cromer	1.0 Paraprofessional effective 11/17/2020 at an hourly rate of \$14.00
Brian Rogus	1.0 Adapted PE Teacher effective 11/19/2020 at an annual rate of \$47,716.51 prorated from \$72,955.00
Kylie Soderlund	1.0 Paraprofessional effective 11/19/2020 at an hourly rate of \$13.66
Courtney Johnson	Long Term Substitute Teacher effective 11/30/2020 at a daily rate of \$226.36

Employment Change in FTE

Blythe Maruyama	0.6 Social Worker to 0.8 effective 11/09/2020
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Employment Step/Lane Change (Shortage)

Kerri Fitzgibbons	1.0 Special Education Teacher, BA Step 2 to BA Step 4 effective 11/05/2020
Maggie Lehr	1.0 Special Education Teacher, BA Step 1 to BA Step 3 effective 11/05/2020
Mark Peluso	1.0 Special Education Teacher, MA Step 2 to MA Step 4 effective 11/05/2020
Margaret Ruzich	1.0 Special Education Teacher, MA Step 13 to MA Step 15 effective 11/05/2020
Gabriela Sabatino	1.0 Special Education Teacher, BA Step 1 to BA Step 3 effective 11/05/2020
Gara Scott	1.0 Special Education Teacher, MA+30 Step 9 to MA+30 Step 11 effective 11/05/2020
Sofia Zarnowiecki	1.0 Special Education Teacher, MA Step 9 to MA Step 11 effective 11/05/2020

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

Acceptance of Retirement

Cassandra Chiampas 1.0 Assistive Technology Consultant effective at the end of the 2025-2026 school year

Acceptance of Resignation

Nancy Moyer 0.2 RN/Ed Assistant effective 08/19/2020
Brittany Behrendt 1.0 Registered Nurse effective 10/23/2020
Joyce Georgi 0.4 School Nurse Consultant effective 11/06/2020
Kathryn Pattara 1.0 Special Education Teacher effective 11/13/2020
Slyandrea Sturges 1.0 Paraprofessional effective 11/13/2020

Acceptance of Leave of Absence

Sandra Schroll 0.4 Speech Language Pathologist effective 10/26/2020 through 12/17/2020
Jennifer Kahler 1.0 DHH Interpreter effective 11/02/2020 through 05/21/2021
Regina Ortiz Anderson 0.4 Occupational Therapist effective 11/05/2020 through 12/17/2020
Rosheena Walker 1.0 Paraprofessional effective 11/09/2020 through 06/07/2021
Carol Karpf 1.0 RN/Ed Assistant effective 11/16/2020 through 06/07/2021

Acceptance of Extended Parental Leave (CBU)

Valerie Kramer 1.0 Physical Therapist effective 11/20/2020 through 08/01/2022

Supporting education for all children in the community school districts:

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LYONS TOWNSHIP HIGH SCHOOL



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TO: Timothy B. Kilrea, Superintendent
Board of Education

FROM: Edward M. Piotrowski, Director of Human Resources

DATE: November 16, 2020

RE: Stipend Committee Recommendation

EDWARD M. PIOTROWSKI
Director of Human Resources

BACKGROUND

This past school year, the Committee met four times and received proposals for both existing and new clubs and activities. Below, please find a summary of the recommendation from the Stipend Committee to be brought to the Board at the November, 2020, Board of Education Meeting.

ACTIVITIES

Investment Club

Investment Club began as a pilot club in the 2018-2019 school year, with the purpose of providing students the opportunity to learn about finance, the stock market, mutual funds and general information about investing. Students in the club participated in investment simulations to learn about different aspects of investing, as well as meeting with guest speakers and competing in the Capital Hill Challenge.

This club has met regularly since the 2018-2019 school year and has established a consistent group of students who participate on an ongoing basis. We are recommending that this club is moved from a pilot status to full club recognition with an accompanying 2.64% stipend in line with other competition-based clubs.

The total cost associated with the stipend recommended above for the Investment Club is \$1,365.23.

RECOMMENDATION

We recommend that the Board approve the Stipend Committee recommendation as provided above.



Customer # 6568
 Invoice # EA00005768
 Invoice Date 09/28/2020
 Terms NET30
 Order# 132466261
 PO#

Bill To

Lyons Township High School North
 100 S Brainard Avenue
 La Grange, IL 60525-2100
 United States

ATTN: Lisa Dombro

Ship To

Lyons Township High School North
 100 S Brainard Avenue
 La Grange, IL 60525-2100
 United States

ATTN: Lisa Dombro

ITEM	DESCRIPTION	UNIT PRICE	QUANTITY	AMOUNT
160332957	College Board Membership Fee: 2020-2021 Lyons Township High School North Campus	400.00	1	400.00
SUB-TOTAL				400.00
SHIPPING				0.00
TAX				0.00
NET TOTAL				\$400.00

Bylaws Section II.C.: It is the responsibility of College Board members to maintain policies and practices that create and support equitable access to admission, receipt of financial aid, and continuing enrollment for all students. The faithful discharge of this responsibility is a condition of initial and continuing membership, and is subject only to the right of an educational institution to define its mission in terms of educating persons of the same gender or of a particular religious faith as long as all persons of that gender or particular religious faith are dealt with in an equitable manner.

Note: It is the responsibility of the members of the College Board to have neither policies nor practices that create or support barriers to access. This includes, but is not limited to, express or implied barriers which interfere with a student's access to the organization and its programs, financial aid or continuing enrollment because the barriers either violate applicable laws and regulations, or in the judgment of the Trustee Committee on Membership, create unreasonable access. These policies and practices are applicable to race, religion, creed, national origin, ethnicity, age, gender, sexual orientation, gender identity, gender expression, veterans' status or disabling condition.

By payment of this invoice, I confirm that my institution is still eligible for membership in the College Board as outlined in the Bylaws, maintains appropriate accreditation (if applicable), and abides by the Board's nondiscrimination policy.

Customer #: 6568

Invoice #: EA00005768 Invoice Total: \$400.00

Please detach this portion and return with payment to:

The College Board
 P.O. Box 30171
 New York, NY 10087-0171
 Federal Tax ID: 13-1623965
 accountsreceivable@collegeboard.org

Amount Enclosed: \$ _____

To pay online visit us at : <https://store.collegeboard.org/sto/ipn.do>

If you encounter issues while processing the payment, please send an email to electronicpayments@collegeboard.org