



**COMMITTEE OF THE WHOLE OF THE BOARD OF EDUCATION
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204**

**Room 103-104
100 South Brainard Avenue
La Grange, Illinois 60525
Monday, January 9, 2023 - 6:30 PM**

AGENDA

I. CALL TO ORDER

II. COMMUNICATIONS - PUBLIC COMMENT

III. HUMAN RESOURCES

A. Stipend Committee Recommendations 2

IV. POLICY

A. PRESS 110 (First Reading) 4

V. CURRICULUM

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VI. STRATEGIC PLAN

A. Goal Two Update (Learning Environment & Supports) 199

VII. PUBLIC COMMENT

VIII. ADJOURNMENT

BY ORDER OF
KARI DILLON
LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
100 SOUTH BRAINARD AVENUE
LA GRANGE, IL 60525

LYONS TOWNSHIP HIGH SCHOOL



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TO: Brian Waterman, Superintendent
Board of Education
FROM: Edward M. Piotrowski, Director of Human Resources
DATE: January 17, 2023
RE: Stipend Committee Recommendations

EDWARD M. PIOTROWSKI
Director of Human Resources

BACKGROUND

In November, 2022, the Stipend Committee met and reviewed proposals related to stipends for LTHS clubs, activities and athletics. Below, please find a summary of the recommendations from the Stipend Committee to be brought to the Board at the January, 2023, Board of Education Meeting.

ACTIVITIES

The following club is being recommended to move from pilot status to full club status, with accompanying stipend:

Sailing Club

Sailing Club began in pilot status during the 2021-2022 school year, with the goal of teaching those who are interested about topics ranging from basic sailing to advanced tactics, racing and strategy. Additionally, the club provides an opportunity to expand access to sailing knowledge that can be applied to other opportunities to sail outside of LTHS.

Meeting topics have ranged from baseline terminology, knot tying, safety on the water, and basic sailing skills to advanced racing, strategy, and rules. Members have managed to meaningfully cover these topics without actually sailing - for instance, racing was taught using computer simulation. With an expansion to full club status, we would hope to build on our success by covering new topics and finding new ways of teaching sailing at LT.

Sailing Club meetings have facilitated deep friendships among members and helped members meet others passionate about sailing. Though they do not sail as a part of LT's club, club members have shared and spread sailing opportunities that are available outside of school. Some have since joined the unaffiliated Lyons Township Sailing Team and race in regattas across the Midwest. Others have also met outside of the club and gone sailing on keelboats in Chicago. An advancement to full club status would allow students to continue to build friendships and an access to sailing outside of LT.

The Stipend Committee has reviewed this request and is recommending the creation of a Sailing Club sponsor at a 2.64% stipend.

The total cost associated with the stipend recommended above for the Sailing Club is \$1,420.39.

The following club is being recommended for an increase in the total number of stipends:

Dungeons and Dragons (D & D) Club

D & D club has continued to grow since its initial creation. Since the club's creation, both meeting volume and club membership has increased. Meetings have shifted from every other week to now meeting weekly, and membership has grown from approximately 25-30 active members to approximately 50-60 members attending per meeting. Additionally, the current club sponsor has expanded the type of opportunities for students to learn about and play Dungeons and Dragons to train students to become Dungeon Masters with the capability of leading their own games as well the hosting of monthly "Special Gaming Events" held on Saturdays.

With the increase in students and program offerings comes a need for additional sponsors in order to assist the current sponsor in student supervision and program administration. In addition to the club meetings and special events, the club sponsor estimates that there are at least 2-3 hours per week that is spent doing administrative work related to the club, including creating activities, writing up content for the students to use, tracking all of the registered characters and experience totals for each student, and more.

The Stipend Committee has reviewed this request and is recommending the creation of a second D & D Club sponsor at a 2.64% stipend.

The total cost associated with the additional stipend recommended above for the D & D Club is \$1,420.39.

RECOMMENDATION

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

PRESS 110

**REVIEW AND
MONITORING**

Document Status: Review and Monitoring

2:150 Committees

The Board of Education may establish committees to assist with the Board's governance function and, in some situations, to comply with State law requirements. These committees are known as Board committees and report directly to the Board. Committee members may include both Board members and non-Board members depending on the committee's purpose. The Board President makes all Board committee appointments unless specifically stated otherwise. Board committee meetings shall comply with the Open Meetings Act. A Board committee may not take final action on behalf of the Board - it may only make recommendations to the Board. [PRESSPlus1](#)

Special Board Committees

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

Standing Board Committees

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

1. Parent-Teacher Advisory Committee. This committee assists in the development of student behavior policy and procedure. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
2. Behavioral Interventions Committee. At the Board President's or designee's discretion, the District's Parent-Teacher Advisory Committee develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*. Committee reports and recommendations are made to the Board upon its request.
3. Finance Committee.
4. Human Resources Committee.
5. Technology Committee.
6. Facilities Committee.
7. Curriculum Committee.

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

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[105 ILCS 5/10-20.14](#) and [5/14-8.05](#).

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

ADOPTED: January 21, 2014

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

- Compare the adopted version to the current PRESS sample (available at PRESS Online by logging in at www.iasb.com), discussing any differences and/or options noted in the footnotes to determine whether local changes are necessary
- Update the policy language due to changes in local conditions
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Issue 110, October 2022

Document Status: Review and Monitoring

2:250 Access to District Public Records

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response. [PRESSPlus1](#)

Freedom of Information Officer

The Superintendent shall appoint an employee, who may be himself or herself, to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and in this policy. The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of the responsibility for the action that was delegated.

Definition

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary material pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

Requesting Records

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver. The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist;
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; or
3. Complying with the request would be unduly burdensome.

Within five business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to five business days from the original due date. If an extension is needed, the

Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period.

The time periods are extended for responding to requests for records made for a *commercial purpose*, requests by a *recurrent requester*, or *voluminous requests*, as those terms are defined in Section 2 of FOIA. The time periods for responding to those requests are governed by Sections 3.1, 3.2, and 3.6 of FOIA.

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request.

Fees

Persons making a request for copies of public records must pay any and all applicable fees. The Freedom of Information Officer shall establish a fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for responding to a request for a *commercial purpose* and fees, costs, and personnel hours in connection with responding to a *voluminous request*.

Copying fees, except when fixed by statute, shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies, or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a *voluminous request*, as defined in FOIA.

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it.

Provision of Copies and Access to Records

A public record that is the subject of an approved access request will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer.

Many public records are immediately available from the District's website including, but not limited to, the process for requesting a public record. The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other

individual authorized by the Board or State or federal law to make such a request. Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission.

LEGAL REF.:

[5 ILCS 140/](#), Illinois Freedom of Information Act.

[105 ILCS 5/10-16](#) and [5/24A-7.1](#).

[820 ILCS 40/11](#).

[820 ILCS 130/5](#).

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records), 7:340 (Student Records)

ADOPTED: November 21, 2016

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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Issue 110, October 2022

Document Status: Review and Monitoring

3:10 Goals and Objectives

The Superintendent directs the administration in order to manage the School District and to facilitate the implementation of a quality educational program in alignment with Board policy 1:30, *School District Philosophy*. Specific goals and objectives are to: [PRESSPlus1](#)

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

LEGAL REF.:

[105 ILCS 5/10-16.7](#), [5/10-21.4](#), and [5/10-21.4a](#).

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

ADOPTED: January 21, 2014

PRESSPlus Comments

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Issue 110, October 2022

Document Status: Review and Monitoring

4:55 Use of Credit Cards

The Superintendent and employees designated by the Superintendent are authorized to simplify the payment of purchases by the use of a general-purpose credit card. At the end of any month that use of the credit card has occurred, the Board shall be provided with a separate list of bills paid by the credit card. The use of the credit card will be minimized by restricting the purchases to travel arrangements and exceptional circumstances when the vendor requires a credit card for the particular purchase. The use of the credit card will be further minimized by limiting the authorized employees to the following: (1) Superintendent, (2) Board Clerk, (3) Director of Business Services, and (4) Purchasing and Accounting Manager. [PRESSPlus1](#)

The Superintendent or designee shall manage the use of District credit cards by employees. It is the Board's responsibility, through the audit and approval process, to determine whether credit card use by the employees is appropriate.

In addition to the other limitations contained in this and other Board policies, District credit cards are governed by the following restrictions:

1. Credit cards may only be used to pay certain job-related expenses or to make purchases on behalf of the Board or District or any student activity fund, or for purposes that would otherwise be addressed through a conventional revolving fund.
2. The Superintendent or designee shall instruct the issuing bank to block the cards' use at unapproved merchants.
3. The Superintendent or designee must approve the use of a District credit card whenever such use is by telephone, fax, or the Internet. Permission shall be withheld when the use violates any Board policy, is from a vendor whose reputation has not been verified, or would be more expensive than if another available payment method were used.
4. The consequences for unauthorized purchases include, but are not limited to, reimbursing the District for the purchase amount, loss of cardholding privileges, and, if made by an employee, discipline up to and including discharge.
5. All cardholders must sign a statement affirming that they are familiar with this policy.
6. The Superintendent shall implement a process whereby all purchases using a District credit card are reviewed and approved by someone other than the cardholder or someone under the cardholder's supervision.
7. Cardholders must submit the original, itemized receipt to document all purchases.
8. No individual may use a District credit card to make purchases in a manner contrary to State law, including, but not limited to, the bidding and other purchasing requirements in [105 ILCS 5/10-20.21](#), or any Board policy.
9. The Superintendent or designee shall account for any financial or material reward or rebate offered by the company or institution issuing the District credit card and shall ensure that it is used for the District's benefit.

LEGAL REF.:

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

23 Ill.Admin.Code §100.70(d).

CROSS REF.: 4:50 (Payment Procedures), 4:60 (Purchases and Contracts), 4:80 (Accounting and Audits), 4:90 (Student Activity and Fiduciary Funds), 5:60 (Expenses)

ADOPTED: January 21, 2014

PRESSPlus Comments

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Issue 110, October 2022

Document Status: Review and Monitoring

5:170 Copyright

Works Made for Hire [PRESSPlus1](#)

The Superintendent shall manage the development of instructional materials and computer programs by employees during the scope of their employment in accordance with State and federal laws and Board of Education policies. Whenever an employee is assigned to develop instructional materials and/or computer programs, or otherwise performs such work within the scope of his or her employment, it is assured the District shall be the owner of the copyright.

Copyright Compliance

While staff members may use appropriate supplementary materials, it is each staff member's responsibility to abide by the District's copyright compliance procedures and to obey the copyright laws. The District is not responsible for any violations of the copyright laws by its staff or students. A staff member should contact the Superintendent or designee whenever the staff member is uncertain about whether using or copying material complies with the District's procedures or is permissible under the law, or wants assistance on when and how to obtain proper authorization. No staff member shall, without first obtaining the permission of the Superintendent or designee, install or download any program on a District-owned computer. At no time shall it be necessary for a District staff member to violate copyright laws in order to properly perform his or her duties.

LEGAL REF.:

Federal Copyright Law of 1976, [17 U.S.C. §101 et seq.](#)

[105 ILCS 5/10-23.10.](#)

CROSS REF.: 6:235 (Access to Electronic Networks)

ADOPTED: January 21, 2014

PRESSPlus Comments

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re-adopted

Issue 110, October 2022

Document Status: Review and Monitoring

5:190 Teacher Qualifications

A teacher, as the term is used in this policy, refers to a District employee who is required to be licensed under State law. The following qualifications apply: [PRESSPlus1](#)

1. Each teacher must:
 - a. Have a valid Illinois Professional Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code.
 - b. Provide the District Office with a complete official transcript of credits earned in institutions of higher education.
 - c. On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with an official transcript of any credits earned since the date the last transcript was filed.
 - d. Notify the Superintendent of any change in the teacher's transcript.
2. All teachers working in a program supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements.

The Superintendent or designee shall:

1. Monitor compliance with State and federal law requirements that teachers be appropriately licensed;
2. Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers; and
3. Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their students' classroom teachers' professional qualifications.

LEGAL REF.:

[20 U.S.C. §6312\(e\)\(1\)\(A\)](#).

[105 ILCS 5/10-20.15, 5/21-11.4, 5/21B-15, 5/21B-20, 5/21B-25, and 5/24-23](#).

[23 Ill.Admin.Code §1.610 et seq., §1.705 et seq., and Part 25](#).

CROSS REF.: 6:170 (Title I Programs)

ADOPTED: January 16, 2018

PRESSPlus Comments

17
PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240,

Board Policy Development, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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Issue 110, October 2022

Document Status: Review and Monitoring

5:260 Student Teachers

The Superintendent is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. No individual who has been convicted of a criminal offense that would subject him or her to license suspension or revocation pursuant to [Section 5/21B-80](#) of the School Code or who has been found to be the perpetrator of sexual or physical abuse of a minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 is permitted to student teach. [PRESSPlus1](#)

Before permitting an individual to student teach or begin a required internship in the District, the Superintendent or designee shall ensure that:

1. The District performed a [105 ILCS 5/10-21.9\(g\) Check](#) as described below; and
2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to [105 ILCS 5/24-5](#).

A [105 ILCS 5/10-21.9\(g\) Check](#) shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act ([20 ILCS 2635/1](#)), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act ([P.L. 109-248](#));
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law ([730 ILCS 152/101 et seq.](#)); and
3. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth Community Notification Law ([730 ILCS 154/75-105](#)).

The School Code requires each individual student teaching or beginning a required internship to provide the District with written authorization for, and pay the costs of, his or her [105 ILCS 5/10-21.9\(g\)](#) check (including any applicable vendor's fees). Upon receipt of this authorization and payment, the Superintendent or designee will submit the student teacher's name, sex, race, date of birth, social security number, fingerprint images, and other identifiers, as prescribed by the Department of State Police, to the Department of State Police. The Superintendent or designee will provide each student teacher with a copy of his or her report.

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities.

LEGAL REF.:

Adam Walsh Child Protection and Safety Act, [P.L. 109-248](#).

Uniform Conviction Information Act, [20 ILCS 2635/1](#).

[105 ILCS 5/10-21.9](#), [5/10-22.34](#), and [5/24-5](#).

CROSS REF.: 5:190 (Teacher Qualifications), 4:175 (Convicted Child Sex Offender; Screening; Notifications)

~~ADOPTED: February 20, 2018~~

PRESSPlus Comments

PRESSPlus 1. This policy is suggested to be reviewed by the Board. According to policy 2:240, *Board Policy Development*, "[t]he Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required." IASB suggests that each policy in the Board's policy manual be reviewed at a minimum of every five years. As part of the review, the Board may choose to:

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Issue 110, October 2022

Document Status: Review and Monitoring

6:270 Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member. [PRESSPlus1](#)

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

LEGAL REF.:

[105 ILCS 5/10-22.24a](#) and [5/10-22.24b](#).

[23 Ill.Admin.Code §1.420\(q\)](#).

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

ADOPTED: January 21, 2014

PRESSPlus Comments

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DRAFT UPDATES

Document Status: Draft Update

2:100 Board Member Conflict of Interest

No Board of Education member shall: (1) be interested, directly or indirectly, in his own name or another, in any contract, work or business of the District or in the sale of any article by the District, except as permitted by State or federal law; or (2) solicit or accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or contracts with the District. Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.

Board members must annually file a *Statement of Economic Interests* as required by the Illinois Governmental Ethics Act. Each Board member is responsible for filing the statement with the county clerk of the county in which the District's main office is located by May 1.

Federal and State Grant Awards

No Board member shall participate in the selection, award, or administration of a contract supported by a federal award or State award governed by the Grant Accountability and Transparency Act (GATA) ([30 ILCS 708/](#)) if he or she has a real or apparent conflict of interest. A conflict of interest arises when a Board member or any of the following individuals has a financial or other interest in or a tangible personal benefit from ~~or a tangible benefit from~~ [PRESSPlus1](#) the entity selected for the contract:

1. ~~Any person that has a close personal relationship with a Board member that may compromise or impair the Board member's fairness and impartiality, including a~~ **A** member of the Board member's immediate family ~~or household;~~
2. The Board member's ~~business~~ partner; [PRESSPlus2](#) or
3. An entity that employs or is about to employ the Board member or one of the individuals listed in one or two above.

LEGAL REF.:

[105 ILCS 5/10-9.](#)

~~5 ILCS 420/4A-101.5, 420/4A-105, 420/4A-106.5, and 420/4A-107.~~ [Ill. Governmental Ethics Act.](#)

~~30 ILCS 708/~~, Grant Accountability and Transparency Act.

~~50 ILCS 105/3,~~ [Public Officer Prohibited Activities Act.](#)

~~105 ILCS 5/10-9.~~

[2 C.F.R. §200.318\(c\)\(1\).](#)

CROSS REF.: 2:105 (Ethics and Gift Ban), 4:60 (Purchases and Contracts), 5:120 (Employee Ethics; [Code of Professional](#) Conduct; and Conflict of Interest)

PRESSPlus 1. Updated in response to PRESS Advisory Board (PAB) member feedback regarding alignment of the conflict of interest language to 2 C.F.R. §200.318. **Issue 110, October 2022**

PRESSPlus 2. The law does not define *partner*, consult the board attorney about whether this term includes domestic partners, business partners, or both. **Issue 110, October 2022**

Document Status: Draft Update

2:105 Ethics and Gift Ban

Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and Board of Education members:

1. No employee shall intentionally perform any "political activity" during any "compensated time," as those terms are defined herein.
2. No Board member or employee shall intentionally use any District property or resources in connection with any political activity.
3. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
4. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

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

Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with a Board member or employee shall intentionally solicit or accept any "gift" from any "prohibited source," as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fundraising event in support of a political organization or candidate.
4. Educational materials and missions.
5. Travel expenses for a meeting to discuss business.
6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece,

husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.

7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. "Intra-governmental gift" means any gift given to a Board member or employee from another Board member or employee, and "inter-governmental gift" means any gift given to a Board member or employee from an officer or employee of another governmental entity.
11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under [26 U.S.C. §501\(c\)\(3\)](#).

Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board attorney, either place the alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, *Uniform Grievance Procedure*.²⁶ A Board member who is related, either by blood

or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

Definitions

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, [5 ILCS 430/1-5](#).

"Political activity" means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.
4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

With respect to an employee whose hours are not fixed, "compensated time" includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

"Prohibited source" means any person or entity who:

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;

2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;
3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee;
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

"Gift" means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

Complaints of Sexual Harassment Made Against Board Members by Elected Officials

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

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

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

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

LEGAL REF.:

105 ILCS 5/22-930 (final citation pending). [PRESSPlus1](#)

[5 ILCS 430/](#), State Officials and Employees Ethics Act.

[10 ILCS 5/9-25.1](#), Election Interference Prohibition Act.

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

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated with the final citation for 105 ILCS 5/22-93, added by P.A. 102-327 and renumbered by P.A. 102-813, establishing a gift ban for school guidance counselors. **Issue 110, October 2022**

Document Status: Draft Update

2:210 Organizational Board of Education Meeting

During a March meeting in odd-numbered years, the Board of Education establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within ~~40~~²⁸ **PRESSPlus1** days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover. At the organizational meeting, the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*.
2. The new Board members shall be seated.
3. The Board shall elect its officers, who assume office immediately upon their election.
4. The Board shall fix a time and date for its regular meetings.

LEGAL REF.:

~~10 ILCS 5/2A-1 et seq.~~ 105 ILCS 5/10-5, 5/10-16, and 5/10-16.5.

10 ILCS 5/2A-1 et seq., Election Code.

CROSS REF.: 2:30 (School District Elections), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of Board of Education Meetings), 2:220 (Board of Education Meeting Procedure), 2:230 (Public Participation at Board of Education Meetings and Petitions to the Board)

~~ADOPTED: January 21, 2014~~

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-16, amended by P.A. 102-798, extending the timeframe in which a board must hold its organizational meeting from 28 to 40 days after the consolidated election. **Issue 110, October 2022**

Document Status: Draft Update

2:265 Title IX Sexual Harassment Grievance Procedure

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 concerning everyone in the District's education programs and activities, including applicants for employment, students, parents/guardians, employees, and third parties.

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:

1. A District employee conditions the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct; 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)(11[⊕]), *domestic violence* as defined in 34 U.S.C. §12291(a)(12[⊕]), or *stalking* as defined in 34 U.S.C. §12291(a)(36[⊕]). [PRESSPlus1](#)

Examples of *Title IX 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.

Title IX Sexual Harassment Prevention and Response

The District's Title IX Coordinator, identified in Board policy, or designee will oversee the District's efforts to prevent and respond to allegations of *Title IX Sexual Harassment*, which shall include the following, at minimum:

1. The District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, will incorporate (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades 9 through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 9-12. 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, as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Associate Principals, Assistant Principals, or a Complaint Manager.
3. The District will notify applicants for employment, students, parents/guardians, employees, and collective bargaining units of its nondiscrimination policy 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.

Making a Report

A person who wishes to make a report of *Title IX Sexual Harassment* is encouraged to do so to the Title IX Coordinator, Building Principal, Associate Principals, Assistant Principals, a Complaint Manager, or teacher. 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 Sexual Harassment* 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.

Title IX Coordinator:

Ed Piotrowski, Director of Human Resources

100 S. Brainard Ave.

LaGrange, IL 60525

epiotrowski@lths.net

(708) 579-6456

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 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*.

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. 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; Code of Professional Conduct; and Conflict of Interest*; 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 for all *Formal Title IX Sexual Harassment Complaints*, which process fully complies with the Title IX implementing regulations at [34 C.F.R. §106.45](#). 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.
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*.
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.
4. Require that any individual designated by the³District 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.
5. Require that any individual designated by the District as an investigator receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
 6. Require that any individual designated by the District as a decision-maker receive training on issues of relevance of questions and evidence, including when questions and evidence about the *Complainant's* sexual predisposition or prior sexual behavior are not relevant.
 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.
 8. Include reasonably prompt timeframes for conclusion of the grievance process.
 9. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
 10. Base all decisions upon the *preponderance of evidence* standard.
 11. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
 12. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
 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.

Enforcement

Any District employee who is determined, at the conclusion of the grievance process, to have engaged in *Title IX Sexual Harassment* will be subject to disciplinary action up to and including discharge consistent with any applicable laws, policies, or agreements addressing procedures for implementing employee discipline. Any third party who is determined, at the conclusion of the grievance process, to have engaged in *Title IX Sexual Harassment* will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent, invitee, etc. Any District student who is determined, at the conclusion of the grievance process, to have engaged in *Title IX Sexual Harassment* will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with any applicable laws, policies, or procedures addressing procedures for implementing student discipline. 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.

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*.

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; [Code of Professional 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)

PRESSPlus Comments

PRESSPlus 1. Updated in response to changed citations to the definitions of *dating violence*, *domestic violence*, and *stalking* from the 2022 reauthorization of the Violence Against Women Act (VAWA). The policy uses the updated VAWA citations, although the Title IX regulations at 34 C.F.R. §106.30, which contain pinpoint citations to VAWA, have not been updated. **Issue 110, October 2022**

Document Status: Draft Update

4:10 Fiscal and Business Management

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

The Superintendent or designee shall ensure the efficient and cost-effective operation of the District's business management using computers, computer software, data management, communication systems, and electronic networks, including electronic mail, the Internet, and security systems. Each person using the District's electronic network shall complete an *Authorization for Access to the District's Electronic Network*.

Budget Planning

The District's fiscal year is from July 1 until June 30. The budget planning process shall include opportunities for the Board Finance Committee to review budget development supporting information and materials. The Director of Business Services shall present to the Board during a regular Board meeting in August, a tentative budget with appropriate explanations. The Superintendent or designee shall present to the Board, during a regular Board meeting in August, a tentative budget with appropriate explanation. This budget shall represent the culmination of an ongoing process of planning for the fiscal support needed for the District's educational program. The District's budget shall be entered upon the Ill. State Board of Education's (ISBE) *School District Budget Form*. To the extent possible, the tentative budget shall be balanced as defined by ISBE guidelines. The Superintendent or designee shall complete a tentative deficit reduction plan if one is required by ISBE guidelines.

Preliminary Adoption Procedures

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

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

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

At the public hearing, the proposed budget shall be reviewed, including the cash reserve balance of all funds held by the District related to its operational levy and, if applicable, any obligations secured by those funds. [PRESSPlus1](#) and the public shall be invited to comment, question, or advise the Board.

Final Adoption Procedures

The Board adopts a budget before the end of the first quarter of each fiscal year, September 30, or by such alternative procedure as State law may define. To the extent possible, the budget shall be balanced as defined by ISBE; if not balanced, the Board will adopt a deficit reduction plan to balance

the District's budget within three years according to ISBE requirements.

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

The Superintendent or designee shall perform each of the following:

1. Post the District's final annual budget, itemized by receipts and expenditures, on the District's Internet website; notify parents/guardians that it is posted and provide the website's address.
2. File a certified copy of the budget resolution and an estimate of revenues by source anticipated to be received in the following fiscal year, certified by the District's Chief Fiscal Officer, with the County Clerk within 30 days of the budget's adoption.
3. Ensure disclosure to the public of the cash reserve balance of all funds held by the district related to its operational levy and, if applicable, any obligations secured by those funds, at the public hearing at which the Board certifies its operational levy. [PRESSPlus2](#)
4. Make all preparations necessary for the Board to timely file its Certificate of Tax Levy, including preparations to comply with the Truth in Taxation Act; file the Certificate of Tax Levy with the County Clerk on or before the last Tuesday in December. The Certificate lists the amount of property tax money to be provided for the various funds in the budget.
5. Submit the annual budget, a deficit reduction plan if one is required by ISBE guidelines, and other financial information to ISBE according to its requirements.

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

Budget Amendments

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

Implementation

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

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

LEGAL REF.:

105 ILCS 5/10-17, 5/10-22.33, 5/17-1, 5/17-1.2, 5/17-1.3, 5/17-2A, 5/17-3.2, 5/17-11, 5/20-5, 5/20-8, and 5/20-10.

35 ILCS 200/18-55 et seq., Truth in Taxation Law.

[23 Ill.Admin.Code Part 100](#).

CROSS REF.: 4:20 (Fund Balances), 4:40 (Incurring Debt), 4:60 (Purchases and Contracts), 6:235 (Access to Electronic Networks)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/17-1.3, added by P.A. 102-895, requiring districts to disclose this cash reserve balance information “at the public hearing at which the district certifies its budget and levy for the taxable year.” The statute does not specify the manner in which the disclosure must be made; for ease of administration, the added text manages disclosure at the budget hearing by including it in the budget review. To provide evidence of compliance, consider as a best practice recording this disclosure in the board meeting minutes and/or presenting it in writing. The term *operational levy* is not defined in the statute, but it may refer to a district’s *operating funds*, which Ill. State Board of Education rules define as the Educational, Operations and Maintenance, Transportation, and Working Cash funds. 23 Ill. Admin.Code §100.20. Consult the board attorney for guidance. **Issue 110, October 2022**

PRESSPlus 2. Required by 105 ILCS 5/17-1.3, added by P.A. 102-895. Consult the board attorney about the meaning of the *public hearing* for the levy and if the disclosure must always be made at the board meeting at which the board certifies the district’s levy, or only in those instances where notice and a *public hearing* are required by the Truth in Taxation Law. 35 ILCS 200/18-70. Similar to the disclosure of cash reserves made at the budget hearing, a district may want to manage compliance for the levy hearing by incorporating the information into the presentation of the levy at the board meeting. **Issue 110, October 2022**

Document Status: Draft Update

4:140 Waiver of Student Fees

The Superintendent will recommend to the Board of Education a schedule of school student fees ("student fees"), as defined by Ill. State Board of Education (ISBE) regulations. Examples of student fees are fees for textbooks, consumable materials, materials for extracurricular activities, and fees for certain courses, among others. Students must also pay fines for the loss of or damage to school books or other school-owned materials.

The District will waive all student fees and fines [PRESSPlus1](#) for students who meet fee waiver eligibility requirements described in this policy. ~~No student, including a student eligible for a fee waiver, is exempt from charges or fines that are not considered student fees, such as charges for lost and damaged books, locks, or supplies, and fines and other charges for damage to property.~~

Notification

The Superintendent shall ensure that a notice of waiver applicability is provided to parents/guardians with every bill for fees and/or fines. [PRESSPlus2](#) and that applications for fee waivers are widely available and distributed according to State law and ISBE rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

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

1. The student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program;
2. The student's parents/guardians are veterans or active-duty military personnel with income at or below 200% of the federal poverty line. [PRESSPlus3](#) or
3. The student is homeless, as defined in the McKinney-Vento Homeless Assistance Act (42 U.S.C. §11434a). [PRESSPlus4](#)

Students must meet the income requirements of the program but need not participate in order to receive a waiver of school fees.

The Superintendent or designee may also waive school fees when one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment; and/or
- Other emergency situations.

Any student who is homeless as defined by applicable law and Board policy will have all student fees waived even if he or she cannot document eligibility as defined in this policy.

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees and fines in accordance with State law requirements, pursuant to the eligibility requirements described in this policy. Under that process, family income verification may be required at the time an individual applies for a fee waiver and anytime thereafter, although income shall not be verified for any family more than once every 60 calendar days. The Superintendent or designee shall not use any information from the verification process to determine free or reduced-price meal eligibility.

If the verification process indicates that a student receiving a student receiving a fee waiver is found to be no longer eligible during the school year for a fee waiver, the Superintendent or designee shall notify the student's parent/guardian and the student will begin to be charge student fees at a prorated amount based upon the number of school days remaining in the school year at the time of notification.

Determination and Appeal

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

LEGAL REF.:

42 U.S.C. §11434a, McKinney-Vento Homeless Assistance Act.

105 ILCS 5/10-20.13, 5/10-22.25, 5/27-24.2, and 5/28-19.2.

23 Ill.Admin.Code §1.245 [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:140 (Education of Homeless Children)

ADOPTED: January 21, 2014

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.13, amended by P.A. 102-805, eff. 1-1-23, requiring districts to waive fees and fines, including fines for the loss of school property, for all eligible students. While districts are only required to waive fines for the *loss* of school property and not the *damage* of school property, this policy extends fine waivers to both for ease of implementation and to encourage students to return school property even if damaged (instead of claiming property is lost to avoid a fine). **Issue 110, October 2022**

PRESSPlus 2. Required by 105 ILCS 5/10-20.13(b), as amended by P.A. 102-805, eff. 1-1-23. **Issue 110, October 2022**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-20.13, amended by P.A. 102-1032. 105 ILCS 5/10-20.13(b), as amended by P.A. 102-1032, does not specify whether the *income* at or below 200% of the federal poverty line is the household income or solely the income of the veteran/active-

duty military parent/guardian. Consult the board attorney for guidance. **Issue 110, October 2022**

PRESSPlus 4. Updated in response to 105 ILCS 5/10-20.13(b), amended by P.A. 102-805, eff. 1-1-23, adding homeless children and youth as students eligible for fee and fine waivers.

See also non-regulatory guidance at www.isbe.net/Documents/guidance_reg.pdf, which states that students who are homeless, migrant, in foster care, runaway, or participating in Head Start are categorically eligible for school fee waivers. **Issue 110, October 2022**

Document Status: Draft Update

4:165 Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board endeavors to increase awareness and knowledge of: (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse and grooming behaviors, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's intention to increase awareness and knowledge of these issues, prevent sexual abuse of children, and define prohibited grooming behaviors, the Superintendent or designee shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
 - a. An age-appropriate and evidence-informed curriculum that includes methods for how to report child sexual abuse and grooming behaviors to law enforcement authorities, and the Department of Children and Family Services (DCFS), through policy 6:60, *Curriculum Content*;
 - b. Information in policy 7:250, *Student Support Services*, including information about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse, and (ii) community-based Children's Advocacy Centers and sexual assault crisis centers and how to access those serving the District, and information on how to prevent child abuse from happening that includes, but is not limited to, personal health and safety education pursuant to State law.
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year in accordance with State law, with materials that include:
 - a. A definition of prohibited grooming behaviors and employee-student PRESSPlus1 boundary violations pursuant to policy 5:120, *Employee Ethics, Code of Professional Conduct; and Conflict of Interest*;
 - b. Evidence-informed content on preventing, recognizing, reporting, and responding to child sexual abuse and grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*; and
 - c. How to report child sexual abuse and grooming behaviors, and/or employee-student boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting and/or law enforcement authorities or DCFS*.
3. Provide evidence-informed information to parents/guardians in student handbooks about the warning signs of child sexual abuse, grooming behaviors, and employee-student boundary

violations with evidence-informed educational information that also includes inappropriate relationships including: **PRESSPlus2**

- a. Assistance, referral, or resource information, including how to recognize information on grooming behaviors, appropriate relationships between school personnel and students based on State law, and how to prevent child abuse;
- b. Methods for how to report child sexual abuse, and grooming behaviors, and/or employee-student boundary violations to law enforcement authorities; and/or DCFS; and
- c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school.

LEGAL REF.:

[105 ILCS 5/10-23.13](#), [5/22-85.5](#), [5/27-9.1a](#), and [5/27-13.2](#).

[105 ILCS 110/3](#), Critical Health Problems and Comprehensive Health Education Act.

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

[720 ILCS 5/11-25](#), Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

PRESSPlus Comments

PRESSPlus 1. Updated throughout to align with changes made to 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, in response to *Faith's Law*, 105 ILCS 5/22-85.5, added by P.A. 102-676. **Issue 110, October 2022**

PRESSPlus 2. This policy's content is unique to the district. Please consult the author and the **PRESS** sample, available by logging in at www.iasb.com, to determine whether further changes are necessary. **Issue 110, October 2022**

Document Status: Draft Update

5:20 Workplace Harassment Prohibited

A 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 to harass any individual, through conduct or communications, on the basis of that individual's race, [PRESSPlus1](#) color, religion, national origin, ancestry, sex, sexual orientation, age, citizenship status, work authorization 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

Sexual harassment consists of, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other unwelcome conduct or communication of a sexual nature, when:

1. Submission to such remarks or conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such remarks or conduct by an individual is used as the basis for employment decisions; *or*
3. Such remarks or conduct have the purpose or effect of substantially interfering with an individual's professional 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 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 abuse;
2. Pressure for sexual activity;
3. Repeated remarks to a person with sexual 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 employment status or similar personal concerns.

The District provides annual sexual harassment prevention training in accordance with State law.

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 report information regarding violations of this policy. 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.

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.

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.

An employee may also report claims using Board policy 2:260, *Uniform Grievance Procedure*. Individuals may choose to report to a person of the individual's same gender.

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 forward a report or complaint 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. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources

100 S. Brainard, LaGrange, IL 60525

epiotrowski@lths.net

708/579-6456

Complaint Managers:

Greg Gardner, Associate Principal -
South

Kevin Brown, Associate Principal - North

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

100 S. Brainard, LaGrange, IL 60525

ggardner@lths.net

kbrown@lths.net

708/579-6500

708/579-6300

Investigation Process

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

For any report or complaint alleging sexual harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Nondiscrimination Coordinator or designee shall determine whether action under policy 2:265, *Title IX Sexual Harassment Grievance Procedure*, 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*, 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

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, e.g., vendor, parent, invitee, etc. Any person 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 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.:

[42 U.S.C. §2000e et seq.](#), Title VII of the Civil Rights Act of 1964; [29 C.F.R. §1604.11](#).

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

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

[775 ILCS 5/2-101\(E\)](#) and (E-1), [5/2-102\(A\)](#), (A-10), (D-5), [5/2-102\(E-5\)](#), [5/2-109](#), [5/5-102](#), and [5/5-102.2](#), Ill. Human Rights Act.

[56 Ill. Admin.Code Parts 2500](#), [2510](#), [5210](#), and [5220](#).

[Burlington Indus. v. Ellerth](#), 524 U.S. 742 (1998); [Vance v. Ball State Univ.](#), 570 U.S. 421 (2013). [PRESSPlus2](#)

[Crawford v. Metro. Gov't of Nashville & Davidson Cnty.](#), 555 U.S. 271 (2009).

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

[Oncale v. Sundowner Offshore Servs.](#), 523 U.S. 75 (1998).

[Burlington Indus. v. Ellerth](#), 524 U.S. 742 (1998).

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

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

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

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

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

Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004).

Berry v. Delta Airlines, 260 F.3d 803 (7th Cir. 2001).

Crawford v. Metro. Gov't of Nashville & Davidson Cty., 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 Servs., 523 U.S. 75 (1998).

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

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

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

Williams v. Waste Mgmt., 361 F.3d 1021 (7th Cir. 2004). Sangamon Cnty. Sheriff's Dept. v. Ill. Human Rights Com'n, 233 Ill.2d 125 (Ill. 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX 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; Code of Professional Conduct; and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

PRESSPlus Comments

PRESSPlus 1. The Ill. Human Rights Act defines race to include traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists. 775 ILCS 5/1-103(M-5), added by P.A. 102-1102, eff. 1-1-23. The law allows employers to implement dress codes or adopt grooming policies that include restrictions on attire, clothing, or facial hair to maintain workplace safety or food sanitation. 775 ILCS 5/2-102(E-5). Title VII does not have a definition of race, but U.S. Equal Employment Opportunity Commission (EEOC) guidance provides that “[r]ace discrimination includes discrimination on the basis of ancestry or physical or cultural characteristics associated with a certain race, such as skin color, hair texture or styles, or certain facial features.” See the EEOC’s *Questions and Answers about Race and Color Discrimination in Employment*, at: www.eeoc.gov/laws/guidance/questions-and-answers-about-race-and-color-discrimination-employment. **Issue 110, October 2022**

PRESSPlus 2. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

5:220 Substitute Teachers

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

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

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 days beginning with the 2021-2022 through the 2022-2023 school year.^{PRESSPlus1} otherwise 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Ill. Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 120 paid days or 600 paid hours in each school year, but not more than 100 paid days in the same classroom. Beginning July 1, 2023, a substitute teacher who is a TRS annuitant may substitute teach for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

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

Short-Term Substitute Teachers^{PRESSPlus2}

A short-term substitute teacher must hold a valid short-term substitute teaching license and have completed the District's short-term substitute teacher training program.^{PRESSPlus3} Unless otherwise permitted by law,^{PRESSPlus4} short-term substitutes may teach no more than five consecutive school days for each licensed teacher who is under contract with the Board.

Emergency Situations

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

LEGAL REF.:

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

40 ILCS 5/16-118, Ill. Pension Code.

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

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

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/21B-20(3), amended by P.A. 102-717. **Issue 110, October 2022**

PRESSPlus 2. 105 ILCS 5/21B-20(4), amended by P.A. 102-712 and inoperative on and after 7-1-23, governs Short-Term Substitute Teaching Licenses, which may be issued from 7-1-18 until 6-30-23. Short-Term Substitute Teaching Licenses are not eligible for endorsements. Applicants for a Short-Term Substitute Teaching License must hold an associate's degree or have completed at least 60 credit hours from a regionally accredited institution of higher education. Individuals who have had their Professional Educator License or Educator License with Stipulations suspended or revoked are not eligible to be short-term substitutes. **Issue 110, October 2022**

PRESSPlus 3. 105 ILCS 5/10-20.67, scheduled to be repealed on 7-1-23, requires boards to conduct this training. This requirement provides an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Each board may then want to have a conversation with the superintendent and direct him or her to develop a curriculum for a short-term substitute teacher training program that provides individuals who hold a Short-Term Substitute Teaching License with information on curriculum, classroom management techniques, school safety, and district and building operations. See also 5:220-AP, *Substitute Teachers*, and f/n 3 in 5:220-AP. These expectations will be most effective when they reflect local conditions and circumstances. Training and curriculum for a short-term substitute teacher training program may be subjects of mandatory collective bargaining, therefore consulting with the board attorney should be a part of this process. A district would commit an unfair labor practice by implementing new programs for staff without first offering to negotiate them with the applicable exclusive bargaining representative.

School boards may choose to also offer this training program to individuals who hold a Substitute Teaching License and/or substitute teachers holding a Professional Educator License. This provision repeals on 7-1-23. **Issue 110, October 2022**

PRESSPlus 4. Updated in response to 105 ILCS 5/21B-20(4), amended by P.A. 102-712, permitting short-term substitute teachers to substitute for a licensed teacher for up to 15 (rather than five) consecutive school days, if the Governor has declared a disaster due to a public health emergency, through 6-30-23. **Issue 110, October 2022**

Document Status: Draft Update

5:280 Duties and Qualifications

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to Board of Education policies as they may be changed from time to time at the Board's sole discretion.

Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE).

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals, and the requirements in this section do not apply. In addition, individuals completing their clinical experiences and/or student teaching do not need to comply with this section, provided their service otherwise complies with ISBE rules.

Nonlicensed~~certificated and Unlicensed~~ [PRESSPlus1](#) Personnel Working with Students and Performing Non-Instructional Duties

Nonlicensed~~certificated and unlicensed~~ personnel performing non-instructional duties may be used:

1. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities or for school activities connected to the academic program during any time in which the Governor has declared a disaster due to a public health emergency, in accordance with ISBE rule: [PRESSPlus2](#)
or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a nonlicensed~~certificated~~ person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

Coaches and Athletic Trainers

Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automated External Defibrillator user according to rules adopted by the Illinois Department of Public Health. Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law.

Bus Drivers

All school bus drivers must have a valid school bus driver permit. The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver, that the bus driver permit holder has been called to active duty. New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.

LEGAL REF.:

[34 C.F.R. §200.58.](#)

[105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.](#)

[625 ILCS 5/6-104 and 5/6-106.1, Ill. Vehicle Code.](#)

[23 Ill.Admin.Code §§1.280, 1.630, and 25.510.](#)

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 23 Ill.Admin.Code §1.630(c), amended at 45 Ill.Reg. 9446. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to 23 Ill.Admin.Code §1.630(c), amended at 45 Ill.Reg. 9446 by P.A 102-894. **Issue 110, October 2022**

Document Status: Draft Update

6:15 School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Ill. State Board of Education (ISBE) prepared *State Goals for Learning with accompanying Illinois and [PRESSPlus1 Learning Standards](#)*.

The Board of Education gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State law and ISBE rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. If applicable, implement an Every Student Succeeds Act (ESSA) plan, including the completion of the ESSA Consolidated Application, and seek Board approval where necessary or advisable.
3. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE.
4. If applicable, develop District and School Improvement Plans, present them for Board approval, and supervise their implementation.
5. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
6. In accordance with [105 ILCS 5/2-3.153](#), annually administer a climate survey on the instructional environment within the school to, at minimum, students in grades 9 through 12 and teachers.

LEGAL REF.:

[105 ILCS 5/2-3.25](#), [5/2-3.25a](#), [5/2-3.25b](#), [5/2-3.25c](#), [5/2-3.25d-5](#), [5/2-3.25e-5](#), [5/2-3.25f](#), [5/2-3.25f-5](#), [5/2-3.63](#), [5/2-3.64a-5](#), [5/2-3.153](#), [5/10-17a](#), [5/10-21.3a](#), and [5/27-1](#).

[23 Ill.Admin.Code Part 1](#), Subpart A: Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)

PRESSPlus 1. Updated in response to 23 Ill.Admin.Code §1, Appendix D, amended at 45 Ill.Reg. 13180. **Issue 110, October 2022**

Document Status: Draft Update

6:20 School Year Calendar and Day

School Calendar

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

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in the School Code to study and honor the commemorated person or occasion. The Board may, from time to time, designate a regular school day as a commemorative holiday.

School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

LEGAL REF.:

105 ILCS 5/10-19, 5/10-19.05, 5/10-20.56, 5/10-20.4.46, 5/10-30, 5/18-12, 5/18-12.5, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, and 5/27-20.2, and 20/1. [PRESSPlus1](#)

10 ILCS 5/11-4.1. [Election Code](#).

5 ILCS 490/, State Commemorative Dates Act.

23 Ill.Admin.Code §1.420(f).

Metz v. Leininger, 850 F.Supp. 740 (N.D. Ill. 1994), *aff'd* by 57 F.3d 618 (7th Cir. 1995).

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 4:180 (Pandemic Preparedness; Management; and Recovery), 5:200 (Terms and Conditions of Employment and Dismissal), 5:330 (Sick Days, Vacation, Holidays, and Leaves), 6:60 (Curriculum Content), 6:70 (Teaching About Religions), 7:90 (Release During School Hours)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

6:250 Community Resource Persons and Volunteers

The Board of Education encourages the use of resource persons and volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

Resource persons and volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a ~~certificated~~ licensed **PRESSPlus1** teacher's immediate supervision;
4. As a guest lecturer or resource person under a ~~certificated~~ licensed teacher's direction and with the administration's approval; or
5. As supervisors, chaperones, or sponsors for non-academic school activities.

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. A person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Child Murderer and Violent Offender Against Youth Registration Act, or has otherwise been convicted of a felony, is prohibited from being a resource person or volunteer.

All volunteer coaches must comply with the requirement to report hazing in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.:

105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.

720 ILCS 5/12C-50.1.

730 ILCS 152/101 et seq. and 154/75-105.

CROSS REF.: 4:170 (Safety), 5:90 (Abused and Neglected Child Reporting), 5:280 (Duties and Qualifications), 8:30 (Visitors to and Conduct on School Property), 8:95 (Parental Involvement)

~~ADOPTED: August 17, 2015~~

PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b, amended by P.A. 102-894. **Issue 110, October 2022**

Document Status: Draft Update

6:255 Assemblies and Ceremonies

Assemblies must be approved by the Superintendent or designee and be consistent with the District's educational objectives.

LEGAL REF.:

Lee v. Weisman, 505 U.S. 577 (1992).

Santa Fe Independent Sch. Dist. v. Doe, 530 U.S. 290 (2000).

Kennedy v. Bremerton Sch. Dist., 142 S.Ct. 2407 (2022). [PRESSPlus1](#)

Jones v. Clear Creek Independent Sch. Dist., 930 F.2d 416 (5th Cir. 1991), *cert. granted, judgement vacated*, 505 U.S. 1215 (1992), *remand*, 977 F.2d 963, *reh'g denied*, 983 F.2d 234 (5th Cir. 1992), and *cert. denied*, 508 U.S. 967 (1993).

CROSS REF.: 6:70 (Teaching About Religion)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

6:260 Complaints About Curriculum, Instructional Materials, and Programs

Parents/guardians have the right to inspect any instructional material used as part of their child's educational curriculum pursuant to School Board policy 7:15, *Student and Family Privacy Rights*.

~~Persons~~ Parents/guardians, employees, and community members ^{PRESSPlus1} who believe that curriculum, instructional materials, or programs violate rights guaranteed by any law or Board policy ~~should~~ may file a complaint using Board policy 2:260, *Uniform Grievance Procedure*.

~~Persons~~ Parents/guardians, employees, and community members with ~~all~~ other suggestions or complaints about curriculum, instructional materials, or programs should complete a *Curriculum Objection Form*. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a *Curriculum Objection Form*. The Superintendent or designee shall establish criteria for the review of objections and inform the parent/guardian, employee, or community member, as applicable, of the District's decision. ^{PRESSPlus2}

LEGAL REF.:

[20 U.S.C. §1232h](#), Protection of Pupil Rights Amendment.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

PRESSPlus Comments

PRESSPlus 1. Updated to limit the scope of complainants in this policy to parents/guardians, employees, and community members in alignment with sample **PRESS** policy 2:260, *Uniform Grievance Procedure*. **Issue 110, October 2022**

PRESSPlus 2. Optional sentence; updated in response to **PRESS** Advisory Board (PAB) member feedback regarding the need for districts to have processes in place to address an increasing number of curriculum objections. It strengthens the policy's connection to IASB's *Foundational Principles of Effective Governance*. See www.iasb.com/conference-training-and-events/training/training-resources/foundational-principles-of-effective-governance. For criteria that can be used in reviewing curriculum objections, see sample administrative procedure, 6:260-AP, *Responding to Complaints About Curriculum, Instructional Materials, and Programs*, available at **PRESS** Online by logging in at www.iasb.com.

Document Status: Draft Update

6:310 Credit for Alternative Courses and Programs, and Course Substitutions

Correspondence Courses

A student enrolled in a correspondence course may receive high school credit for work completed, provided:

1. The course is given by an institution accredited by AdvancED;
2. The student is a fourth or fifth year senior;
3. The student assumes responsibility for all fees; and
4. The Building Principal approves the course in advance.

A maximum of 3 units of credit may be counted toward the requirements for a student's high school graduation.

Distance Learning Courses, Including Virtual or Online Courses

A student enrolled in a distance learning course, including a virtual or online course, may receive high school credit for work completed, provided:

1. The course is offered by an institution approved by the Superintendent or designee;
2. The course is not offered at the student's high school;
3. The student assumes responsibility for all fees (including tuition and textbooks); and
4. The Building Principal approves the course in advance.

Students may be limited as to the number of distance learning courses that apply toward high school credit. Grades earned in approved distance learning courses count toward a student's grade point average, class rank, and eligibility for athletic and extracurricular activities. The District may pay the fee for expelled students who are permitted to take virtual or online courses in alternative settings.

Exchange Programs

An exchange student will be granted a diploma if he or she completes the criteria for graduation established by the State of Illinois and the Board of Education. The Board may grant a certificate of attendance to exchange students.

District students will receive high school credit for world exchange courses that meet the criteria established in the curriculum and that are approved by the Building Principal. International study course work not meeting District requirements may be placed in the student's permanent record and recorded as an international study experience.

Summer School and Independent Study

A student will receive high school credit for successfully completing: (1) any course given by an institution accredited by AdvancED, and (2) independent study in a curriculum area not offered by the District, provided the student obtains the consent of a supervising teacher as well as the Building

Principal.

College Courses

A student who successfully completes community college courses may receive high school credit, provided:

1. The student is a senior in good academic standing;
2. The course is not offered in the high school curriculum;
3. The course is approved in advance by the student's guidance counselor and the High School Principal or designee; and
4. The student assumes responsibility for all fees.

A maximum of 6 units of credit may be counted toward the requirements for a student's high school graduation.

Dual Credit Courses

A student who successfully completes a dual credit course may receive credit at both the college and high school level. When applicable, the Building Principal or designee shall, prior to the first day of class, inform individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the community college's criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course. [PRESSPlus1](#)

World Language Courses

A student will receive high school credit by studying world language in an approved ethnic school program, provided such program meets the minimum standards established by the State Board of Education.

The amount of credit will be based on world language proficiency achieved. The Building Principal may require a student seeking world language credit to successfully complete a world language proficiency examination.

Tech Prep Programs and Vocational Academies

A student will receive high school credit for work-related training at manufacturing facilities or agencies in a Tech Prep Program, or for credit earned in a Vocational Academy. The student assumes responsibility for any fee, tuition, supply, or other expenses for participation in Tech Prep Programs or Vocational Academies.

Substitutions for Physical Education and Other Required Courses

A student in grades 9-12 may substitute the advanced placement computer science course for one year of mathematics, in accordance with [Section 27-22 of the School Code](#). The transcript of a student who completes the advanced placement computer science course will state that it qualifies as a mathematics-based, quantitative course.

A student in grades 9-12, unless otherwise stated, may submit a written request to the Building Principal to be excused from physical education courses for the reasons stated below. The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances.

1. Ongoing participation in an interscholastic or extracurricular athletic program for students in grades 11 and 12 (student must be in the 11th or 12th grade);
2. Ongoing participation in a marching band program for credit for students in grades 11 and 12;
3. Enrollment in academic classes that are required for admission to an institution of higher learning (student must be in the 11th or 12th grade); or
4. Enrollment in academic classes that are required for graduation from high school, provided that failure to take such classes will result in the student being unable to graduate (student must be in the 11th or 12th grade).

A student in grades 9-12 who is eligible for special education may be excused from physical education courses if:

1. The student's parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, or
2. The student's individualized education program team determines that the student must utilize the time set aside for physical education to receive special education support and services, or
3. The student is participating in an adaptive athletic program outside of the school setting, and the parent/guardian documents the student's participation in writing to the District.

The agreement or determination must be made a part of the individualized education program. A student requiring adapted physical education must receive that service in accordance with the student's individualized education program.

Registered Apprenticeship Program. The Superintendent or designee will ensure that the District complies with State law requirements for registered apprenticeship programs. The opportunities and requirements for registered apprenticeship programs contained in this policy will be posted on the District's website, and parents/guardians and students will also be notified of such opportunities in the appropriate school handbook(s).

A student in grades 9-12 who is 16 years or older may satisfy one or more high school courses (including physical education) or graduation requirements by successfully completing a registered apprenticeship program if:

1. The registered apprenticeship program meets all criteria contained in State law;
2. The registered apprenticeship program is listed by the District, or the student identifies a registered (but not listed) apprenticeship program with a business or organization if one is not offered in the District;
3. The student enrolled in a registered apprenticeship program has the opportunity to earn post-secondary credit toward a certificate or degrees, as applicable;
4. The student's parent/guardian requests and approves the substitution(s) in writing on forms provided by the District and on its website;
5. The Building Principal approves the substitution(s); and
6. All non-academic requirements mandated by the School Code for high school graduation that would otherwise prohibit or prevent the student from participating in the registered apprenticeship program are waived.

Re-Entering Students

Individuals younger than 21 years of age may re-enter high school to acquire a high school diploma or

an equivalency certificate, subject to the limitations in Board Policy 7:50, School Admissions and Student Transfers To and From Non-District Schools. Re-entering students may obtain credit through the successful completion of the following (not all of these may be available at any one time):

1. District courses
2. Non-District experiences described in this policy
3. Classes in a program established under [Section 10-22.20 of the School Code](#), in accordance with the standards established by the Illinois Community College Board
4. Proficiency testing, correspondence courses, and other nonformal educational endeavors

LEGAL REF.:

105 ILCS 5/2-3.44, 5/2-3.108, 5/2-3.115, 5/2-3.142, 5/2-3.175, 5/10-22.43a, [5/10-20.62](#), 5/27-6, 5/27-22.3, and 5/27-22.05.

[110 ILCS 27/](#), Dual Credit Quality Act.

[23 Ill.Admin.Code §§1.425\(e\), 1.440\(f\), 1.470\(c\), and Part 255.](#)

CROSS REF.: 6:300 (Graduation Requirements), 6:320 (High School Credit for Proficiency), 7:260 (Exemption from Physical Activity)

PRESSPlus Comments

PRESSPlus 1. Required by the Dual Credit Quality Act, 110 ILCS 27/16.5(c), added by P.A. 102-1077, eff. 1-1-23. Written notification is not required by the law, but it is a best practice to show compliance with this requirement.

Partnership agreements for dual credit programs that are entered into, amended, renewed, or extended after 1-1-23, must allow high school students who do not otherwise meet the community college's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit. 110 ILCS 27/16.5(a), added by P.A. 102-1077, eff. 1-1-23. **Issue 110, October 2022**

Document Status: Draft Update

6:340 Student Testing and Assessment Program

The District student assessment program provides information for determining individual student achievement and instructional needs, curriculum and instruction effectiveness, and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Administers to students all standardized assessments required by the Ill. State Board of Education (ISBE) and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*.
4. Utilizes professional testing practices.

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card. All reliable assessments administered by the District and scored by entities outside of the District must be (1) reported to ISBE on its form by the 30th day of each school year, and (2) made publicly available to parents/guardians of students. Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues.

LEGAL REF.:

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act.

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

105 ILCS 5/2-3.63, 5/2-3.64a-5, 5/2-3.64a-10, [5/2-3.64a-15](#), 5/2-3.107, 5/2-3.153, 5/10-17a, 5/22-82, and 5/27-1, [PRESSPlus1](#)

23 Ill. Admin. Code §§1.30(b) and §375.10.

CROSS REF.: 6:15 (School Accountability), 6:280 (Grading and Promotion), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

6:50 School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Superintendent or designee will ensure each school building complies with this policy, the policy is available to the community on an annual basis, and that the community is informed about the progress of this policy's implementation.

Goals for Nutrition Education and Nutrition Promotion

The goals for addressing nutrition education and nutrition promotion include the following:

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board of Education policy 6:60, *Curriculum Content*.

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. See policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*.
- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See policies 6:60, *Curriculum Content* and 7:260, *Exemption from Physical Education*.
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Ill. State Board of Education.

Nutrition Guidelines for Foods Available During the School Day

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current *Dietary Guidelines for Americans* published jointly by the U.S. Departments of Health and Human Services and Agriculture (USDA). In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods and comply with all ISBE rules.

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the "general nutrition standards for competitive foods" specified in federal law, unless the Superintendent or designee in a participating school has granted an exempted fundraising day (EFD). To request an EFD and learn more about the District's related procedure(s), contact the Superintendent or designee. The District's procedures are subject to change. The number of EFDs is set by ISBE rule.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Unused Food Sharing Plan

In collaboration with the District's local health department, the Superintendent or designee will:

1. Develop and support a food sharing plan (Plan) for unused food that is focused on needy students.
2. Implement the Plan throughout the District.
3. Ensure the Plan complies with the Richard B. Russell National School Lunch Act, as well as accompanying guidance from the U.S. Department of Agriculture on the Food Donation Program.
4. Ensure that any leftover food items are properly donated to combat potential food insecurity in the District's community. *Properly* means in accordance with all federal regulations and State and local health and sanitation codes.

Monitoring

The Superintendent or designee shall annually provide implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy. This report must include without limitation each of the following:

- An assessment of the District's implementation of the policy
- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy

Community Input

The Superintendent or designee will actively invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and community.

Recordkeeping

The Superintendent or designee shall retain records to document compliance with this policy.

LEGAL REF.:

[Pub. L. 108-265](#), Sec. 204, Child Nutrition and WIC Reauthorization Act of 2004.

[42 U.S.C. §1771](#) *et seq.*, Child Nutrition Act of 1966.

[42 U.S.C. §1751](#) *et seq.*, National School Lunch Act.

[42 U.S.C. §1758b](#), [Pub. L. 111-296](#), Healthy, Hunger-Free Kids Act of 2010.

[42 U.S.C. §1779](#), as implemented by [7 C.F.R. §§210.11](#) and [210.31](#).

50 ILCS 205/1 Local Records Act.

105 ILCS 5/2-3.139 and 5/2-3.189. [PRESSPlus1](#)

[23 Ill.Admin.Code Part 305](#), Food Program.

ISBE's *School Wellness Policy* Goal, adopted Oct. 2007.

CROSS REF.: 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

6:60 Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In grades 9 through 12, subjects include: (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics, (e) social studies including U.S. history, American government and one semester of civics, (f) foreign language, (g) music, (h) art, (i) driver and safety education, and (j) vocational education.

Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in the classroom, (b) classroom instruction on distracted driving as a major traffic safety issue, (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, and railroad crossings and their approaches, and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement. Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.

2. Steroid abuse prevention must be taught.
3. Provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
4. The curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.
5. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum.
6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades will include examples of behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
7. In addition, in all grades, bullying prevention and gang resistance education and training must be taught.
8. Citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
9. Physical education must be taught including a developmentally planned and sequential

curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.

10. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate and evidence-informed sexual abuse and grooming behaviors awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.
11. Career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
12. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles of consumers interacting with agriculture, business, labor unions and government in formulating and achieving the goals of the mixed free enterprise system.
13. In grades 9 through 12, a unit of instruction about the process of naturalization by which a foreign citizen or foreign national becomes a U.S. citizen that includes content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services.
14. Beginning in the fall of 2022, in grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject.
15. Beginning in the fall of 2022, in grades 9 through 12, a unit of instruction on media literacy.
16. Beginning in the fall of 2023, in grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards.
17. Conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
18. In all schools, United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, and (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans,

Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

19. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women.
21. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans.
22. Offering a secondary agricultural education program, the curriculum includes courses as required by [105 ILCS 5/2-3.80](#).
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.
24. Beginning in the fall of 2022, in all schools, instruction on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward.

LEGAL REF.:

[Pub. L. No. 108-447](#), Section 111 of Division J, Consolidated Appropriations Act of 2005.

[Pub. L. No. 110-385](#), Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.

[47 C.F.R. §54.520](#).

[5 ILCS 465/3](#) and [465/3a](#).

[20 ILCS 2605/2605-480](#).

[105 ILCS 5/2-3.80\(e\)](#) and [\(f\)](#), [5/10-20.73-79](#) (final citation pending), [5/10-23.13](#), [5/27-3](#), [5/27-3.5](#), [5/27-5](#), [5/27-6](#), [5/27-6.5](#), [5/27-7](#), [5/27-12](#), [5/27-12.1](#), [5/27-13.1](#), [5/27-13.2](#), [5/27-20.08](#), [5/27-20.3](#), [5/27-20.4](#), [5/27-20.5](#), [5/27-20.7](#), [5/27-20.8](#), [5/27-21](#), [5/27-22](#), [5/27-23.3](#), [5/27-23.4](#), [5/27-23.7](#), [5/27-23.8](#), [5/27-23.10](#), [5/27-23.11](#), [5/27-23.15](#), [5/27-23.16](#), [5/27-24.1](#), and [5/27-24.2](#). [PRESSPlus1](#)

[105 ILCS 110/3](#), Comprehensive Health Education Program.

[105 ILCS 435/](#), Vocational Education Act.

[625 ILCS 5/6-408.5](#), Ill. Vehicle Code.

[23 Ill.Admin.Code §§1.420](#), [1.425](#), [1.430](#), and [1.440](#).

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment, 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior); 7:260 (Exemption from Physical Education)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

6:65 Student Social and Emotional Development

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission and the goals and benchmarks of the Ill. Learning Standards. The Ill. Learning Standards include three goals for students:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

Children's Mental Health Act of 2003, 405 ILCS 49/ [PRESSPlus1](#)

CROSS REF.: 1:30 (School District Philosophy), 6:10 (Educational Philosophy and Objectives), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

7:100 Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parents/guardians shall present proof that the student received a health examination, with proof of the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health (IDPH), within one year prior to:

1. Entering the ninth grade; and
2. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, Head Start programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required for students in grade 12.

As required by State law:

1. Health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice registered nurse, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening is a required part of each health examination; diabetes testing is not required.
3. An age-appropriate developmental screening and an age-appropriate social and emotional screening are required parts of each health examination. A student will not be excluded from school due to his or her parent/guardian's failure to obtain a developmental screening or a social and emotional screening.
4. The District will provide informational materials regarding influenza, influenza vaccinations, meningococcal disease, and meningococcal vaccinations developed, provided, or approved by the IDPH when it provides information on immunizations, infectious diseases, medications, or other school health issues to students' parents/guardians.

Unless the student is homeless or transferring from out-of-state, failure to comply with the above requirements by the first day of school of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students transferring from out of state shall have 30 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by the first day of school, the student must present, by the first day of school, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice registered nurse, physician assistant, or local health department responsible for administering the immunizations.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of the school. A physician licensed to practice medicine in all of its branches, or a licensed optometrist, must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the IDPH. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in ninth grade must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the IDPH.

If a child in the ninth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the IDPH, a student will be exempted from this policy's requirements for:

1. Religious grounds, if the student's parents/guardians present the IDPH's Certificate of Religious Exemption form to the Superintendent or designee. When a Certificate of Religious Exemption form is presented, the Superintendent or designee shall immediately inform the parents/guardians of exclusion procedures pursuant to Board policy 7:280, *Communicable and Chronic Infectious Disease*, and State rules if there is an outbreak of one or more diseases from which the student is not protected.
2. Health examination or immunization requirements on medical grounds, if the examining physician, advanced practice registered nurse, or physician assistant provides written verification.
3. Eye examination requirement, if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist.
4. Dental examination requirement, if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. Board of Education policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.

LEGAL REF.:

42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.

105 ILCS 5/27-8.1 and 45/1-20.

410 ILCS 45/7.1, Lead Poisoning Prevention Act, [PRESSPlus1](#)

410 ILCS and 315/2e, Communicable Disease Prevention Act.

23 Ill.Admin.Code §1.530.

77 Ill. Admin.Code Part 664, Socio-Emotional and Developmental Screening.

77 Ill.Admin.Code Part 665, Child and Student Health Examination and Immunization.

77 Ill.Admin.Code Part 690, Control of Communicable Diseases.

CROSS REF.: 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children), 6:180 (Extended Instructional Programs), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:280 (Communicable and Chronic Infectious Disease)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

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.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other protected category that is identified in the Ill. Human Rights Act.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, ~~school 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; however, this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.

Nondiscrimination Coordinator:

Ed Piotrowski, Director of Human Resources

LaGrange, IL 60525

epiotrowski@lths.net

708/579-6456

Complaint Managers:

Greg Gardner, Associate
Principal - South

Kevin Brown, Associate Principal - North

4900 S. Willow Springs Rd.

100 S. Brainard

Western Springs, IL 60558

LaGrange, IL 60525

ggardner@lths.net

kbrown@lths.net

708/579-6500

708/579- 6300

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**. Any person's act of reprisal or retaliation may be treated as either: (1) bullying, (2) acts subject to disciplinary action, up to and including suspension, and /or expulsion, and/or (3) both options (1) and (2) 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 either: (1) *bullying*, (2) acts subject to disciplinary action up to and including suspension and/or expulsion, and/or (3) both (1) and (2) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee will 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 will 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.
 - 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.:

[105 ILCS 5/10-20.14](#), [5/10-22.6\(b-20\)](#), [5/24-24](#), and [5/27-23.7](#).

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

[775 ILCS 5/1-103](#), Ill. Human Rights Act.

23 Ill.Admin.Code §§1.240, ~~and §1.280~~, and ~~1.295~~. [PRESSPlus1](#)

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~~ [Anaphylaxis Prevention, Response, and Management Program](#)), 7:315 (Restrictions on Publications; High Schools)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

7:250 Student Support Services

The District provides a liaison to facilitate the enrollment and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services when enrolling in or changing schools. [PRESSPlus1](#)

The following student support services may be provided by the School District:

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent(s)/guardian(s) must consent to regular or continuing services from a social worker.
4. Guidance and school counseling services.
5. ~~The Superintendent may appoint an employee to act as a liaison to facilitate the enrollment and transfer of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools where volume of such transfers exceeds the capacity of the District's designated employees who undertake all other student enrollment and transfers.~~

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health needs that impact learning ability. The District, however, assumes no liability for preventing, identifying, or treating such needs.

Erin's Law Counseling Options, Assistance, and Intervention

The Superintendent or designee will ensure that each school building's Student Support Committee identifies counseling options for students who are affected by sexual abuse and grooming behaviors, [PRESSPlus2](#) along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

This policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, [42 U.S.C. §12101 et seq.](#)

LEGAL REF.:

105 ILCS 5/10-23.13(b), [5/10-20.59](#), and 5/21B-25(G).

405 ILCS 49/, Children's Mental Health Act ~~of 2003~~.

[740 ILCS 110/](#), Mental Health and Developmental Disabilities Confidentiality Act.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:280 (Communicable and Chronic Infectious Disease), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. Required by 105 ILCS 5/10-20.59, amended by P.A. 102-199. **Issue 110, October 2022**

PRESSPlus 2. Updated to align with *Erin's Law*, 105 ILCS 10-23.13, amended by P.A. 102-610. **Issue 110, October 2022**

Document Status: Draft Update

7:285 Anaphylaxis Prevention, Response, and Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger anaphylaxis. Students at risk for anaphylaxis benefit from a Board of Education policy that coordinates a planned response in the event of an anaphylactic emergency. Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Common allergens include animal dander, fish, latex, milk, shellfish, tree nuts, eggs, insect venom, medications, peanuts, soy, and wheat. A severe allergic reaction usually occurs quickly; death has been reported to occur within minutes. An anaphylactic reaction can also occur up to one to two hours after exposure to the allergen.

While it is not possible for the District to completely eliminate the risks of an anaphylactic emergency when a student is at school, an Anaphylaxis Prevention, Response, and Management Program using a cooperative effort among students' families, staff members, students, health care providers, emergency medical services, and the community helps the District reduce these risks and provide accommodations and proper treatment for anaphylactic reactions.

The Superintendent or designee shall develop and implement an Anaphylaxis Prevention, Response, and Management Program for the prevention and treatment of anaphylaxis that:

1. Fully implements the Ill. State Board of Education (ISBE)'s model policy required by the School Code that: (a) relates to the care and response to a person having an anaphylaxis reaction, (b) addresses the use of epinephrine in a school setting, (c) provides a full food allergy and prevention of allergen exposure plan, and (d) aligns with [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
2. Ensures staff members receive appropriate training, including: (a) an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management, and (b) training required by law for those staff members acting as *trained personnel*, as provided in [105 ILCS 5/22-30](#) and [23 Ill.Admin.Code §1.540](#).
3. Implements and maintains a supply of undesignated epinephrine in the name of the District, in accordance with policy 7:270, *Administering Medicines to Students*.
4. Follows and references the applicable best practices specific to the District's needs in the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* and the *National Association of School Nurses Allergies and Anaphylaxis Resources/Checklists*.
5. Provides annual notice to the parents/guardians of all students to make them aware of this policy.
6. Complies with State and federal law and is in alignment with Board policies.

Monitoring

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board ~~monitors~~ reviews and makes any necessary updates to this policy at least once every three years ~~by conducting a review and reevaluation of this policy to make any necessary and appropriate revisions.~~ The Superintendent or designee shall assist the Board with its ~~reevaluation and assessment of this policy's outcomes and~~

effectiveness. Any updates will reflect any necessary and appropriate revisions. review and any necessary updates. [PRESSPlus1](#)

LEGAL REF.:

105 ILCS 5/2-3.190~~82~~, 5/10-22.39(e), and 5/22-30.

[23 Ill.Admin.Code §1.540.](#)

Anaphylaxis Response Policy for Illinois Schools, published by ISBE.

CROSS REF.: 4:110 (Transportation), 4:120 (Food Services), 4:170 (Safety), 5:100 (Staff Development Program), 6:120 (Education of Children with Disabilities), 6:240 (Field Trips), 7:180 (Prevention of and Response to Bullying, Intimidation and Harassment), 7:250 (Student Support Services), 7:270 (Administering Medicines to Students), 8:100 (Relations with Other Organizations and Agencies)

PRESSPlus Comments

PRESSPlus 1. Updated for continuous improvement. **Issue 110, October 2022**

Document Status: Draft Update

7:290 Suicide and Depression Awareness and Prevention

Youth suicide impacts the safety of the school environment. It also affects the school community, diminishing the ability of surviving students to learn and the school's ability to educate. Suicide and depression awareness and prevention are important Board goals.

Suicide and Depression Awareness and Prevention Program

The Superintendent or designee shall develop, implement, and maintain a suicide and depression awareness and prevention program (Program) that advances the Board's goals of increasing awareness and prevention of depression and suicide. This program must be consistent with the requirements of *Ann Marie's Law* listed below; each listed requirement, 1-6, corresponds with the list of required policy components in the School Code [Section 5/2-3.166\(c\)\(2\)-\(7\)](#). The Program shall include:

1. Protocols for administering youth suicide awareness and prevention education to students and staff.
 - a. For students, implementation will incorporate Board policy 6:60, *Curriculum Content*, which implements [105 ILCS 5/2-3.139](#) and [105 ILCS 5/27-7](#) (requiring education for students to develop a sound mind and a healthy body).
 - b. For staff, implementation will incorporate Board policy 5:100, *Staff Development Program*, and teacher's institutes under [105 ILCS 5/3-14.8](#) (requiring coverage of the warning signs of suicidal behavior).
2. Procedures for methods of suicide prevention with the goal of early identification and referral of students possibly at risk of suicide. Implementation will incorporate:
 - a. The training required by [105 ILCS 5/10-22.39](#) for licensed school personnel and administrators who work with students to identify the warning signs of suicidal behavior in youth along with appropriate intervention and referral techniques, including methods of prevention, procedures for early identification, and referral of students at risk of suicide; and
 - b. Ill. State Board of Education (ISBE)-recommended guidelines and educational materials for staff training and professional development, along with ISBE-recommended resources for students containing age-appropriate educational materials on youth suicide and awareness, if available pursuant to *Ann Marie's Law* on ISBE's website.
3. Methods of intervention, including procedures that address an emotional or mental health safety plan for use during the school day and at school-sponsored events for a student identified as being at increased risk of suicide including those students who: (A) suffer from a mental health disorder; (B) suffer from a substance abuse disorder; (C) engage in self-harm or have previously attempted suicide; (D) reside in an out-of-home placement; (E) are experiencing homelessness; (F) are identified as lesbian, gay, bisexual, transgender, and/or identify as (LGBTQ); (G) are bereaved by suicide; or (H) have a medical condition or certain types of disabilities. Implementation will incorporate paragraph number 2, above, along with Board policies:
 - a. 6:65, *Student Social and Emotional Development*, implementing the goals and

benchmarks of the Ill. Learning Standards and [405 ILCS 49/15\(b\)](#) (requiring student social and emotional development in the District's educational program);

- b. 6:120, *Education of Children with Disabilities*, implementing special education requirements for the District;
 - c. 6:140, *Education of Homeless Children*, implementing provision of District services to students who are homeless;
 - d. 6:270, *Guidance and Counseling Program*, implementing guidance and counseling program(s) for students, and [105 ILCS 5/10-22.24a](#) and [22.24b](#), which allow a qualified guidance specialist or any licensed staff member to provide school counseling services;
 - e. 7:10, *Equal Educational Opportunities*, and its implementing administrative procedure and exhibit, implementing supports for equal educational opportunities for students who are LGBTQ;
 - f. 7:50, *School Admissions and Student Transfers To and From Non-District Schools*, implementing State law requirements related to students who are in foster care;
 - g. 7:250, *Student Support Services*, implementing the Children's Mental Health Act of 2003, [405 ILCS 49/](#) (requiring protocols for responding to students with social, emotional, or mental health issues that impact learning ability); and
 - h. State and/or federal resources that address emotional or mental health safety plans for students who are possibly at an increased risk for suicide, if available on the ISBE's website pursuant to *Ann Marie's Law*.
4. Methods of responding to a student or staff suicide or suicide attempt. Implementation of this requirement shall incorporate building-level Student Support Committee(s) established through Board policy 7:250, *Student Support Services*.
 5. Reporting procedures. Implementation of this requirement shall incorporate Board policy 6:270, *Guidance and Counseling Program*, and Board policy 7:250, *Student Support Services*, in addition to other State and/or federal resources that address reporting procedures.
 6. A process to incorporate ISBE-recommended resources on youth suicide awareness and prevention programs, including current contact information for such programs in the District's Suicide and Depression Awareness and Prevention Program.

Illinois Suicide Prevention Strategic Planning Committee

The Superintendent or designee shall attempt to develop a relationship between the District and the Illinois Suicide Prevention Strategic Planning Committee, the Illinois Suicide Prevention Coalition Alliance, and/or a community mental health agency. The purpose of the relationship is to discuss how to incorporate the goals and objectives of the Illinois Suicide Prevention Strategic Plan into the District's Suicide Prevention and Depression Awareness Program.

Monitoring

The Board will review and update this policy pursuant to *Ann Marie's Law* and Board policy 2:240, *Board Policy Development*.

Information to Staff, Parents/Guardians, and Students

The Superintendent shall inform each school district employee about this policy and ensure its posting on the District's website. The Superintendent or designee shall provide a copy of this policy to the parent or legal guardian of each student enrolled in the District. Student identification (ID) cards, the District's website, and student handbooks and planners will contain the support information as required by State law.

Implementation

This policy shall be implemented in a manner consistent with State and federal laws, including the Student Confidential Reporting Act, 5 ILCS 860/, Children's Mental Health Act of 2003, 405 ILCS 49/, Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/, and the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq.

The District, Board, and its staff are protected from liability by the Local Governmental and Governmental Employees Tort Immunity Act. Services provided pursuant to this policy: (1) do not replace the care of a physician licensed to practice medicine in all of its branches or a licensed medical practitioner or professional trained in suicide prevention, assessments and counseling services, (2) are strictly limited to the available resources within the District, (3) do not extend beyond the school day and/or school-sponsored events, and (4) cannot guarantee or ensure the safety of a student or the student body.

LEGAL REF.:

42 U.S.C. § 1201 et seq. Individuals with Disabilities Education Act.

105 ILCS 5/2-3.166, 105 ILCS 5/2-3.139, 5/3-14.8, 5/10-20.76³ (final citation pending), 5/10-20.81, 5/10-22.24a, 5/10-22.24b, 5/10-22.39, 5/10-20.75 (final citation pending), 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b, 5/27-7. PRESSPlus1

5 ILCS 860/, Student Confidential Reporting Act.

405 ILCS 49/, Children's Mental Health Act of 2003.

740 ILCS 110/, Mental Health and Developmental Disabilities Confidentiality Act.

745 ILCS 10/, Local Governmental and Governmental Tort Immunity Act.

CROSS REF.: 2:240 (Board Policy Development), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:120 (Education of Children with Disabilities), 6:270 (Guidance and Counseling Program), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services)

PRESSPlus Comments

PRESSPlus 1. The Legal References are updated. **Issue 110, October 2022**

Document Status: Draft Update

7:340 Student Records

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

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 18 years who has been arrested or taken into custody.

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

State and federal law grants students, ~~and parents/guardians, and when applicable, the Ill. Dept. of Children and Family Services' Office of Education and Transition Services,~~ [PRESSPlus1](#) certain rights, including the right to inspect, copy, and/or challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records, inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

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

[50 ILCS 205/7](#), Local Records Act.

[105 ILCS 5/10-20.12b](#), [5/10-20.40](#), and [5/14-1.01](#) *et seq.*

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

[105 ILCS 85/](#), Student Online Personal Protection Act.

[325 ILCS 17/](#), Children's Privacy Protection and Parental Empowerment Act.

[750 ILCS 5/602.11](#), Ill. Marriage and Dissolution of Marriage Act.

[23 Ill.Admin.Code Parts 226](#) and [375](#).

[Owasso I.S.D. No. I-011 v. Falvo](#), 534 U.S. 426 (2002).

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

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

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 10/5(a), amended by P.A. 102-199. The Ill. School Student Records Act does not give Ill. Dept. of Children and Family Services representatives the right to challenge student records. 105 ILCS 10/7. **Issue 110, October 2022**

Document Status: Draft Update

7:50 School Admissions and Student Transfers To and From Non-District Schools

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate or other reliable proof of the child's identity and age and an affidavit explaining the inability to produce a copy of the birth certificate. Other reliable proof of the child's identity and age shall include a passport, visa or other governmental documentation of the child's identity. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's permanent record, and return the certified copy to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*.

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

Foster Care Students [PRESSPlus1](#)

and transfer of records of students in the legal custody of the Ill. Dept. of Children and Family Services (DCFS) when enrolling in or changing schools. The District's liaison ensures that DCFS' Office of Education and Transition Services receives all written notices and records pertaining to students in the legal custody of DCFS as required by State law.

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are required to pay tuition.

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-enrollment

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under [105 ILCS 5/26-16](#) or an alternative learning opportunities program established under [105 ILCS 5/13B-1](#) (see 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities Education Improvement Act or accommodation plans under the Rehabilitation Act, Section 504.

Foster Care Students

The Superintendent may appoint an employee to act as a liaison to facilitate the enrollment and transfer of students in the legal custody of the Illinois Department of Children and Family Services when enrolling in or changing schools where volume of such transfers exceeds the capacity of the District's designated employees who undertake all other student enrollment and transfers.

LEGAL REF.:

[8 U.S.C. §1101](#), Illegal Immigrant and Immigrant Responsibility Act of 1996.

[20 U.S.C. §1232g](#), Family Educational Rights and Privacy Act.

[20 U.S.C. §1400 et seq.](#), Individuals With Disabilities Education Improvement Act.

[29 U.S.C. §794](#), Rehabilitation Act of 1973, Section 504.

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

[105 ILCS 5/2-3.13a](#), [5/10-20.12](#), [5/10-20.59](#), [5/10-22.5a](#), [5/14-1.02](#), [5/14-1.03a](#), [5/26-1](#), [5/26-2](#), [5/27-8.1](#).

[105 ILCS 10/8.1](#), Ill. School Student Records Act.

[105 ILCS 45/](#), Education for Homeless Children Act.

[105 ILCS 70/](#), Educational Opportunity for Military Children Act.

[325 ILCS 50/](#), Missing Children Records Act.

[325 ILCS 55/](#), Missing Children Registration Law.

[410 ILCS 315/2e](#), Communicable Disease Prevention Act.

[20 Ill.Admin.Code Part 1290](#), Missing Person Birth Records and School Registration.

[23 Ill.Admin.Code Part 226](#), Special Education.

[23 Ill.Admin.Code Part 375](#), Student Records.

CROSS REF.: 4:110 (Transportation); 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:135 (Accelerated Placement Program), 6:140 (Education of Homeless Children), 6:300 (Graduation Requirements), 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/10-20.59, amended by P.A. 102-199, requiring districts to appoint a liaison to the Ill. Dept. of Children and Family Services (DCFS).

These liaisons must be licensed under Article 21B of the School Code. 105 ILCS 5/10-20.59, amended by P.A. 102-199, directs how employees are prioritized for liaison appointment. Liaisons are "encouraged to build capacity and infrastructure within their school district to support students in the legal custody of the Department of Children and Family Services." Schools are required to give DCFS liaisons certain notices, records, and meeting invitations. See 105 ILCS 5/10-20.77, added by P.A. 102-199 (notice and invitation to attend parent-teacher conferences and other meetings); 105 ILCS 5/10-21.8, amended by P.A. 102-199 (copies of correspondence and reports upon request of DCFS); 105 ILCS 5/13B-60.10 (notice and invitation to attend alternative learning opportunities program conference); 105 ILCS 5/14-8.02, amended by P.A. 102-199 (notices related to special education); 105 ILCS 10/, amended by P.A. 102-199 (student records). The law does not specifically require that a district's DCFS liaison perform these duties; this policy assigns them to the liaison

because they logically fit within the responsibilities outlined in 105 ILCS 5/10-20.59.

See sample administrative procedure 7:340-AP1, *School Student Records*, available at **PRESS** Online by logging in at www.iasb.com, for more information regarding DCFS access to the student records of children in its legal custody. **Issue 110, October 2022**

Document Status: Draft Update

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 of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, (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 (including up to five days without a medical note during an academic year for mental or behavioral health of the student), observance of a religious holiday, death in the immediate family, attendance at a civic event, [PRESSPlus1](#) family emergency, other situations beyond the control of the student as determined by the Board, voting pursuant to policy 7:90, *Release During School Hours* ([10 ILCS 5/7-42](#) and [5/17-15](#)), other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. Students absent for a valid cause, including for reasons related to a student's pregnancy may make up missed homework and classwork assignments in a reasonable timeframe.

Absenteeism and Truancy Program

The Superintendent or designee shall manage an absenteeism and truancy program in accordance with the School Code and Board 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 [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. A process for the collection and review of chronic absence data and to:
 - a. Determine what systems of support and resources are needed to engage chronically absent students and their families, and
 - b. Encourage the habit of daily attendance and promote success.
8. 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.
9. 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.
10. 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.
11. 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.
12. 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.
13. A process for a 17 year old resident to participate in the District's various programs and resources for truants. The student must provide documentation of his/her dropout status for the previous six months. A request from an individual 19 years of age or older to re-enroll after having dropped out of school is handled according to provisions in 7:50, *School Admissions and Student Transfers To and From Non-District Schools*.
14. 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.

Monitoring [PRESSPlus2](#)

Pursuant to State law and policy 2:240, *Board Policy Development*, the Board updates this policy at least once every two years. The Superintendent or designee shall assist the Board with its update.

[105 ILCS 5/22-92 and 5/26-1 through 18.](#)

[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)

PRESSPlus Comments

PRESSPlus 1. Updated in response to 105 ILCS 5/26-1 and 5/26-2a, amended by P.A. 102-891, eff. 1-1-23, requiring that, subject to Ill. State Board of Education (ISBE) guidelines, middle and high school students be permitted one school day-long excused absence per school year to engage in a *civic event*, defined as “an event sponsored by a non-profit organization or governmental entity that is open to the public. *Civic event* includes, but is not limited to, an artistic or cultural performance or educational gathering that supports the mission of the sponsoring non-profit organization. Schools may require students to provide an appropriate administrator with reasonable advance notice of the intended absence and documentation of participation. **Issue 110, October 2022**

PRESSPlus 2. Updated in response to 105 ILCS 5/22-92(b), added by P.A. 102-157 and renumbered by P.A. 102-813; 23 Ill.Admin.Code §207.30(a), requiring that every two years a board update its absenteeism and truancy policy and file it with the Ill. State Board of Education and the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate].

The policy must contain all requirements of 105 ILCS 5/22-92, indicate the date of adoption (by month, day, and year) and any revision dates, and be filed electronically by September 30 each review year through ISBE’s Web Application Security (IWAS) system. 23 Ill.Admin.Code §§207.20(a), 207.30(a). If, after review and re-evaluation of the policy, the district determines that no updates are necessary, either a copy of board minutes clearly indicating the policy was re-evaluated and no changes were deemed necessary or a signed statement from the board president indicating the policy was re-evaluated and no changes were deemed necessary must be submitted to IWAS. 23 Ill.Admin.Code §207.30(a)(3). ISBE has stated that for districts that update the adoption date listed on a policy whenever the policy is updated, the date of adoption is sufficient to also indicate the revision date. See ISBE's *Absenteeism and Truancy Policy FAQ*, at: www.isbe.net/Documents/Absenteeism-Truancy-Policy-FAQ.pdf.

ISBE rules implementing this requirement were published in the Ill. Register in October 2022 but provide that “[n]o later than September 30, 2022, or no later than September 30 of the first full school year a school becomes subject to this Part, each school or district must file the policy through the State Board of Education’s Web Application Security (IWAS), and must submit an updated policy every two years thereafter by no later than September 30 of the year due.” 23 Ill.Admin.Code §207.30(a). ISBE informed the **PRESS** Editors that due to the late publication date, the submission deadline for the 2022-2023 school year is extended to 1-13-23, and the September 30 submission deadline is not operative until the 2023-2024 school year. **Issue 110, October 2022**

REWRITTEN

Document Status: Draft Update - Rewritten

5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest

Title has been updated. Original Title: Employee Ethics; Conduct; and Conflict of Interest

All District employees are expected to maintain high standards in their job performance, demonstrate integrity and honesty, be considerate and cooperative, and maintain professional and appropriate relationships with students, parents/guardians, staff members, and others. [PRESSPlus1](#)

The Superintendent or designee shall provide this policy to all District employees and students and/or parents/guardians in their respective handbooks, and ensure its posting on the District's website, if any. [PRESSPlus2](#)

Professional and Appropriate Conduct

Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries. Many breaches of employee-student boundaries do not rise to the level of criminal behavior but do pose a potential risk to student safety and impact the quality of a safe learning environment. Repeated violations of employee-student boundaries may indicate the grooming of a student for sexual abuse. As bystanders, employees may know of concerning behaviors that no one else is aware of, so their training on: (1) preventing, recognizing, reporting, and responding to child sexual abuse and grooming behavior; (2) this policy; and (3) federal and state reporting requirements is essential to maintaining the Board's goal of professional and appropriate conduct. [PRESSPlus3](#)

The Superintendent or designee shall identify employee conduct standards [PRESSPlus4](#) that define appropriate employee-student boundaries, provide training about them, and monitor the District's employees for violations of employee-student boundaries. The employee conduct standards will require that, at a minimum:

1. Employees who are governed by the *Code of Ethics for Illinois Educators*, adopted by the Ill. State Board of Education (ISBE), will comply with its incorporation by reference into this policy. [PRESSPlus5](#)
2. Employees are trained on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, *Title IX Sexual Harassment Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*. [PRESSPlus6](#)
3. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' ages, grade levels, and developmental levels and following District-established guidelines for specific situations, including but not limited to:

- a. Transporting a student;

- b. Taking or possessing a photo or video of a student; and
 - c. Meeting with a student or contacting a student outside the employee's professional role.
4. Employees report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.[PRESSPlus7](#)
 5. Discipline up to and including dismissal will occur for any employee who violates an employee conduct standard or engages in any of the following:[PRESSPlus8](#)
 - a. Violates expectations and guidelines for employee-student boundaries.[PRESSPlus9](#)
 - b. Sexually harasses a student.
 - c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 *et seq.*), or the Elementary and Secondary Education Act (20 U.S.C. § 7926).[PRESSPlus10](#)
 - d. Engages in *grooming* as defined in 720 ILCS 5/11-25.[PRESSPlus11](#)
 - e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct*. *Sexual misconduct*[PRESSPlus12](#) is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
 - i. A sexual or romantic invitation.
 - ii. Dating or soliciting a date.
 - iii. Engaging in sexualized or romantic dialog.
 - iv. Making sexually suggestive comments that are directed toward or with a student.
 - v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
 - vi. A sexual, indecent, romantic, or erotic contact with the student.

Statement of Economic Interests

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

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

Ethics and Gift Ban

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

Prohibited Interests; Conflict of Interest; and Limitation of Authority

In accordance with 105 ILCS 5/22-5, "no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

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

1. A member of the employee's immediate family;
2. An employee's partner; [PRESSPlus13](#) or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

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

Guidance Counselor Gift Ban

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

1. Opportunities, benefits, and services available on the same conditions as for the general public.
2. Anything for which the guidance counselor pays market value.
3. A gift from a relative.
4. Anything provided by an individual on the basis of a personal friendship, unless the guidance counselor believes that it was provided due to the official position or employment of the guidance counselor and not due to the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the guidance counselor must consider the circumstances in which the gift was offered, including any of the following:
 - a. The history of the relationship between the individual giving the gift and the guidance counselor, including any previous exchange of gifts between those individuals.
 - b. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift.
 - c. Whether, to the actual knowledge of the guidance counselor, the individual who gave the gift also, at the same time, gave the same or a similar gift to other school district employees.

5. Bequests, inheritances, or other transfers at death.
6. Any item(s) during any calendar year having a cumulative total value of less than \$100.
7. Promotional materials, including, but not limited to, pens, pencils, banners, posters, and pennants.

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

Outside Employment

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

Incorporated

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

LEGAL REF.:

U.S. Constitution, First Amendment.

2 C.F.R. §200.318(c)(1).

5 ILCS 420/4A-101, Ill. Governmental Ethics Act.

5 ILCS 430/, State Officials and Employee Ethics Act.

30 ILCS 708/, Grant Accountability and Transparency Act.

50 ILCS 135/, Local Governmental Employees Political Rights Act.

105 ILCS 5/10-22.39, 5/10-23.13, 5/22-5, 5/22-85.5, and 5/22-93.

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

720 ILCS 5/11-25, Criminal Code of 2012.

775 ILCS 5/5A-102, Ill. Human Rights Act.

23 Ill.Admin.Code Part 22, Code of Ethics for Ill. Educators.

Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).

Garcetti v. Ceballos, 547 U.S. 410 (2006).

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

PRESSPlus Comments

P.A. 102-676, so its title explicitly references an employee code of professional conduct. It is rewritten to set forth expectations more clearly for employee behavior, including maintaining appropriate boundaries with students.

This policy largely cites 105 ILCS 5/22-85.5, a small portion of the *Faith's Law* package. *Faith's Law* is the entirety of Public Act 102-676, which closed significant legal loopholes related to combating grooming by: (1) broadening the definition of grooming prohibited by the Criminal Code of 2012 (720 ILCS 5/11-25); (2) authorizing the Ill. Dept. of Children and Family Services to investigate grooming allegations under the Abused and Neglected Child Reporting Act (325 ILCS 5/3); and (3) requiring the Ill. State Board of Education (ISBE) to, by 7-1-23, develop and maintain a resource guide for students, parents/guardians, and teachers about sexual abuse response and prevention resources available in their community (105 ILCS 5/2-3.188). A *Faith's Law* trailer bill, P.A. 102-702, eff. 7-1-23, further combats grooming by amending School Code provisions related to district and third-party contractor hiring practices, suspension and revocation of employee licenses, and criminal history records checks for prospective and current employees. **Issue 110, October 2022**

PRESSPlus 2. Required by 105 ILCS 5/22-85.5(e), added by P.A. 102-676. See sample exhibits 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, and 7:190-E2, *Student Handbook Checklist*. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with PRESS material, *Online Model Student Handbook (MSH)*, at: www.ilprincipals.org/msh. The sample exhibits are available at PRESS Online by logging in at www.iasb.com. **Issue 110, October 2022**

PRESSPlus 3. See 105 ILCS 5/22-85.5(b), added by P.A. 102-676. **Issue 110, October 2022**

PRESSPlus 4. Sample conduct standards are contained in administrative procedure 5:120-AP2, *Employee Conduct Standards*, available at PRESS Online by logging in at www.iasb.com. These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them. **Issue 110, October 2022**

PRESSPlus 5. 105 ILCS 5/22-85.5(d)(1), added by P.A. 102-676; 23 Ill.Admin.Code Part 22. 105 ILCS 5/22-85.5(d)(1) requires boards to incorporate ISBE's *Code of Ethics for Illinois Educators* in their policies. Prior to this law requiring boards to incorporate the *Code* by reference, this policy incorporated it to demonstrate a board's commitment to the *Code's* principles, potentially allowing a board to enforce the *Code* independently from any action taken by the State Superintendent. **Issue 110, October 2022**

PRESSPlus 6. 105 ILCS 5/22-85.5(d)(5), added by P.A. 102-676, requires districts to reference required employee training related to child abuse and educator ethics in its employee professional conduct policy. **Issue 110, October 2022**

PRESSPlus 7. Required by 105 ILCS 5/22-85.5(d)(4), added by P.A. 102-676. See also 105 ILCS 5/10-23.13(b), amended by P.A. 102-610. **Issue 110, October 2022**

PRESSPlus 8. Required by 105 ILCS 5/22-85.5(f), added by P.A. 102-676. **Issue 110, October 2022**

PRESSPlus 9. Sample expectations and guidelines are contained in administrative procedure 5:120-AP2, E, *Expectations and Guidelines for Employee-Student Boundaries*, available at **PRESS** Online by logging in at www.iasb.com. These items are subjects of mandatory collective bargaining. Consult the board attorney for advice before establishing them. **Issue 110, October 2022**

PRESSPlus 10. Required by 105 ILCS 5/22-85.5(d)(4), added by P.A. 102-676. **Issue 110, October 2022**

PRESSPlus 11. 720 ILCS 5/11-25(a), amended by P.A. 102-676, defines *grooming* as follows: "A person commits grooming when he or she knowingly uses a computer on-line service, Internet service, local bulletin board service, or any other device capable of electronic data storage or transmission, performs an act in person or by conduct through a third party, or uses written communication to seduce, solicit, lure, or entice, or attempt to seduce, solicit, lure, or entice, a child, a child's guardian, or another person believed by the person to be a child or a child's guardian, to commit any sex offense as defined in Section 2 of the Sex Offender Registration Act, to distribute photographs depicting the sex organs of the child, or to otherwise engage in any unlawful sexual conduct with a child or with another person believed by the person to be a child. As used in this Section, 'child' means a person under 17 years of age." **Issue 110, October 2022**

PRESSPlus 12. Required by 105 ILCS 5/22-85.5(d)(2), added by P.A. 102-676. This definition of *sexual misconduct* is adapted from 105 ILCS 5/22-85.5(c), added by P.A. 102-676. It results from collaboration to implement some recommendations of the *Make Sexual and Severe Physical Abuse Fully Extinct (Make S.A.F.E.) Taskforce* and was endorsed by Stop Educator Sexual Abuse Misconduct & Exploitation (S.E.S.A.M.E.), a national organization working to prevent sexual exploitation, abuse, and harassment of students by teachers and other school staff. See www.sesamenet.org/ for further information. **Issue 110, October 2022**

PRESSPlus 13. The law does not define *partner*; consult the board attorney about whether this term includes domestic partners, business partners, or both. **Issue 110, October 2022**

General Personnel

5:120 Employee Ethics; Code of Professional Conduct; and Conflict of Interest

Professional and Appropriate Conduct

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others. In addition, the *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education, is incorporated by reference into this policy. Any employee who sexually harasses a student, willfully or negligently fails to report an instance of suspected child abuse or neglect as required by the Abused and Neglected Child Reporting Act (325 ILCS 5/), engages in grooming as defined in 720 ILCS 5/11-25, engages in grooming behaviors, violates boundaries for appropriate school employee-student conduct, or otherwise violates an employee conduct standard or this policy will be subject to discipline up to and including dismissal.

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Professional and appropriate employee conduct are important Board goals that impact the quality of a safe learning environment and the school community, increasing students' ability to learn and the District's ability to educate. To protect students from sexual misconduct by employees, and employees from the appearance of impropriety, State law also recognizes the importance for District employees to constantly maintain professional and appropriate relationships with students by following established expectations and guidelines for employee-student boundaries.

Commented [DAK1]: This language from PRESS is optional, but may be included to provide further context to the policy. We do not, however, recommend that the additional proposed language from PRESS for this paragraph be included.

The Superintendent or designee shall identify appropriate employee conduct standards and provide communicate them to all District employees. ~~Standards related to school-~~ The employee conduct standards will require that, at a minimum:

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1. Employees complete required training on educator ethics, child abuse, grooming behaviors, and employee-student boundary violations as required by law and policies 2:265, Title IX Sexual Harassment Grievance Procedure; 4:165, Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors; 5:90, Abused and Neglected Child Reporting; and 5:100, Staff Development Program.
2. Employees maintain professional relationships with students, including maintaining employee-student boundaries based upon students' age and developmental levels and following District-established guidelines for specific situations, including but not limited to:
 - a. Transporting a student;
 - b. Taking or possessing a photo or video of a student; and
 - c. Meeting with a student or contacting a student outside the employee's professional role.
3. Employees comply with reporting requirements of Abused and Neglected Child Reporting Act (325 ILCS 5/), Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.) and report prohibited behaviors and/or boundary violations pursuant to Board policies 2:260, Uniform Grievance Procedure; 2:265, Title IX Sexual Harassment Grievance Procedure; and 5:90, Abused and Neglected Child Reporting.
4. Employees be subject to discipline up to and including dismissal for any employee who violates an employee conduct standard or engages in any of the following:
 - a. Violates boundaries for appropriate school employee-student conduct or expectations and guidelines for employee-student boundaries.
 - b. Sexually harasses a student.

- c. Willfully or negligently fails to follow reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/) or Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.).
- d. Engages in grooming as defined in 720 ILCS 5/11-25.
- e. Engages in grooming behaviors. Prohibited grooming behaviors include, at a minimum, *sexual misconduct*. *Sexual misconduct* is any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, by an employee with direct contact with a student, that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
 - i. A sexual or romantic invitation.
 - ii. Dating or soliciting a date.
 - iii. Engaging in sexualized or romantic dialog.
 - iv. Making sexually suggestive comments that are directed toward or with a student.
 - v. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature.
 - vi. A sexual, indecent, romantic, or erotic contact with the student.

employee student conduct shall, at a minimum:

1. Incorporate the prohibitions and Code of Ethics for Illinois Educators noted in paragraph 1 of this policy;
2. Define prohibited grooming behaviors to include, at a minimum, *sexual misconduct*. *Sexual misconduct* is (i) any act, including but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, (ii) by an employee or agent of the school district with direct contact with a student, (iii) that is directed toward or with a student to establish a romantic or sexual relationship with the student. Examples include, but are not limited to:
 - a. A sexual or romantic invitation
 - b. Dating, or soliciting a date
 - c. Engaging in sexualized or romantic dialog
 - d. Making sexually suggestive comments that are directed toward or with a student
 - e. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature
 - f. A sexual, indecent, romantic, or erotic contact with the student
3. Identify expectations for employees to maintain professional relationships with students, including expectations for employee student boundaries and recognizing the age, and developmental level of the students served. Such expectations shall also establish guidelines for specific areas, including but not limited to:
 - a. Transporting a student
 - b. Taking or possessing a photo or video of a student
 - c. Meeting with a student or contacting a student outside the employee's or agent's professional role
4. Reference employee reporting requirements of the Abused and Neglected Child Reporting Act (325 ILCS 5/), and Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.)

5. ~~Outline how employees can report prohibited grooming behaviors and/or boundary violations pursuant to Board policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*; and~~
6. ~~Reference required employee training related to educator ethics, child abuse, grooming behaviors, and boundary violations as required by law and policies 2:265, *Title IX Sexual Harassment Grievance Procedure*; 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*; 5:90, *Abused and Neglected Child Reporting*; and 5:100, *Staff Development Program*.~~

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Illinois Governmental Ethics Act:

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

Ethics and Gift Ban

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

Prohibited Interests; Conflict of Interest; and Limitation of Authority

~~In accordance with 105 ILCS 5/22-5, no "school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected," except when the employee is the author or developer of instructional materials listed with ISBE and adopted for use by the Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.~~

~~No District employee shall be directly or indirectly interested in any contract, work, or business of the District, or in the sale of any article by or to the District, except when the employee is the author or developer of instructional materials listed with the State Board of Education and adopted for use by the Board of Education. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.~~

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

1. Any person that has a close personal relationship with an employee that may compromise or

impair the employee's fairness and impartiality, including a member of the employee's immediate family or household;

2. An employee's business partner; or
3. An entity that employs or is about to employ the employee or one of the individuals listed in one or two above.

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

Guidance Counselor Gift Ban

Guidance counselors are prohibited from intentionally soliciting or accepting any gift from a *prohibited source* in accordance with 105 ILCS 5/22-93 or any gift that would be in violation of any federal or State statute or rule.

Outside Employment

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

Incorporated

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

LEGAL REF.:

[U.S. Constitution, First Amendment](#).

[2 C.F.R. §200.318\(c\)\(1\)](#).

[5 ILCS 420/4A-101](#), Ill. Governmental Ethics Act.

[5 ILCS 430/](#), State Officials and Employee Ethics Act.

[30 ILCS 708/](#), Grant Accountability and Transparency Act.

[50 ILCS 135/](#), Local Governmental Employees Political Rights Act.

[105 ILCS 5/10-22.39](#), [5/10-23.13](#), [5/22-5](#), [5/22-85.5](#), and [5/22-903](#).

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

[720 ILCS 5/11-25](#), [Criminal Code of 2012](#).

[775 ILCS 5/5A-102](#), Ill. Human Rights Act.

[23 Ill.Admin.Code Part 22](#), Code of Ethics for Ill. Educators. [Pickering](#)

[v. Board of Township H.S. Dist. 205](#), 391 U.S. 563 (1968). [Garceiti v. Ceballos](#),

547 U.S. 410 (2006).

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

Adopted: February 22, 2022

Lyons Township High School District 204

**UPDATES TO COLLECTIVE
BARGAINING**

Document Status: Draft Update

5:100 Staff Development Program

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement: [PRESSPlus1](#)

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 include the Abused and Neglected Child Reporting Act (ANCRA), School Code, and awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) training as follows (see policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

1. Within three months of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every three years.
2. By January 31, 2023, and every year after, all school personnel must complete evidence-informed training on preventing, reporting, and responding to child sexual abuse, grooming behaviors, and boundary violations.

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.

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

[42 U.S.C. §1758b](#), [Pub. L. 111-296](#), Healthy, Hunger-Free Kids Act of 2010; [7 C.F.R. Parts 210 and 235](#).

[105 ILCS 5/2-3.62](#), [5/10-20.17a](#), [5/10-20.61](#), [5/10-22.6\(c-5\)](#), [5/10-22.39](#), [5/10-23.12](#), [5/10-23.13](#), [5/22-80\(h\)](#), 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), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (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)

PRESSPlus Comments

PRESSPlus 1. Per a review of your collective bargaining agreement(s), this language has been added.

Document Status: Draft Update

5:140 Solicitations By or From Staff

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

District employees shall not solicit donations or sales, nor shall they be solicited for donations or sales, on school grounds without prior approval from the Superintendent. District employees also shall not directly solicit participation by students, staff, or other members of the school community in any activities offered by District employees or other third parties and not offered or authorized by the District. Solicitations for such activities must receive prior approval under District Policy 8:25.

CROSS REF.: 8:90 (Parent Organizations and Booster Clubs)

ADOPTED: January 21, 2014

Document Status: Draft Update

5:150 Personnel Records

Maintenance and Access to Records

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement: [PRESSPlus1](#)

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

Access to personnel records is available as follows:

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

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

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

Prospective Employer Inquiries Concerning a Current or Former Employee's Job Performance

The Superintendent or designee shall manage a process for responding to inquiries by a prospective employer concerning a current or former employee's job performance. The Superintendent shall:

1. Execute the requirements in the Abused and Neglected Child Reporting Act whenever another school district asks for a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to Ill. Dept. of Children and Family Services (DCFS); and
2. Comply with the federal law prohibiting the District from assisting an employee, contractor, or agent that District knows, or has probable cause to believe, has engaged in sexual misconduct regarding a student or minor in violation of the law, with obtaining a new job. The Superintendent

or designee may follow routine procedures regarding the transmission of administrative or personnel files for that employee without violating this policy.

LEGAL REF.:

[20 U.S.C. §7926](#).

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

[745 ILCS 46/10](#), Employment Record Disclosure Act.

[820 ILCS 40/](#), Personal Record Review Act.

[23 Ill.Admin.Code §1.660](#).

CROSS REF.: 2:250 (Access to District Public Records), 5:90 (Abused and Neglected Child Reporting), 7:340 (Student Records)

PRESSPlus Comments

PRESSPlus 1. Per a review of your collective bargaining agreement(s), this language has been updated.

Document Status: Draft Update

5:185 Family and Medical Leave

Please refer to the applicable collective bargaining agreement(s). [PRESSPlus1](#)

For employees not covered by a current applicable bargaining agreement:

Leave Description

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

An eligible employee may take FMLA leave for up to a combined total of 12 weeks each 12-month period.

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

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

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

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

the reason for the leave is 1 or 2, above, or to care for a parent with a serious health condition, or a combined total of 26 weeks for item 6 above.

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

Eligibility

To be eligible for FMLA leave, an employee must be employed at a worksite where at least 50 employees are employed within 75 miles. Additionally, the employee must have been employed by the District for at least 12 months. The 12 months an employee must have been employed by the District need not be consecutive. However, the District will not consider any period of previous employment that occurred more than seven years before the date of the most recent hiring, except when the service break is due to fulfillment of a covered service obligation under the employee's Uniformed Services Employment and Reemployment Rights Act (USERRA), [38 U.S.C. 4301](#), *et seq.*, or when a written agreement exists concerning the District's intention to rehire the employee. In addition, one of the following provisions must describe the employee:

1. The employee has been employed for at least 1,000 hours of service during the 12-month period immediately before the beginning of the leave.
2. The employee is a full-time classroom teacher.

Requesting Leave

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

Certification

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

1. When the leave is to care for the employee's covered family member with a serious health condition, the employee must provide a complete and sufficient certificate signed by the family member's health care provider.
2. When the leave is due to the employee's own serious health condition, the employee must provide a complete and sufficient certificate signed by the employee's health care provider.
3. When the leave is to care for a covered servicemember with a serious illness or injury, the employee must provide a complete and sufficient certificate signed by an authorized health care provider for the covered servicemember.
4. When the leave is because of a qualified exigency, the employee must provide: (a) a copy of the covered military member's active duty orders or other documentation issued by the military indicating that the military member is on active duty or call to active duty status, and the dates of the covered military member's active duty service, and (b) a statement or description, signed by the employee, of appropriate facts regarding¹⁴⁷ the qualifying exigency for which FMLA leave is requested.

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

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

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

Continuation of Health Benefits

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

Changed Circumstances and Intent to Return

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

Return to Work

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

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

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

Implementation

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

[29 U.S.C. §2601 et seq.](#), Family and Medical Leave Act; [29 C.F.R. Part 825](#).

[105 ILCS 5/24-6.4](#).

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

PRESSPlus Comments

PRESSPlus 1. Per a review of your collective bargaining agreement(s), this language has been added.

Document Status: Draft Update

5:250 Leaves of Absence

Each of the provisions in this policy applies to all professional personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, ^{PRESSPlus1} Sabbatical Leave, Personal Leave, Child Care Leave, Professional Meetings ^{PRESSPlus2}

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Please refer to the following current agreement:

"Negotiated Agreement Between Board of Education of Lyons Township High School, District 204, Cook County, Illinois and Lyons Township High School Faculty Association."

Staff members are entitled to use up to 30 days of paid sick leave because of the birth of a child that is not dependent on the need to recover from childbirth. Such days may be used at any time within the 12-month period following the birth of the child. Intervening periods of nonworking days or school not being in session, such as breaks and holidays, do not count towards the 30 working school days. As a condition of paying sick leave beyond the 30 working school days, the Board or Superintendent may require medical certification.

For purposes of adoption, placement for adoption, or acceptance of a child in need of foster care, paid sick leave may be used for reasons related to the formal adoption or the formal foster care process prior to taking custody of the child or accepting the child in need of foster care, and upon taking custody of the child or accepting the child in need of foster care. Such leave is limited to 30 days, unless a longer leave is provided in an applicable collective bargaining agreement, and need not be used consecutively once the formal adoption or foster care process is underway. The Board or Superintendent may require that the employee provide evidence that the formal adoption or foster care process is underway.

Family^{Child} Bereavement Leave ^{PRESSPlus3}

State law allows a maximum of 10 unpaid work days for eligible employees (Family and Medical Leave Act of 1993, 20 U.S.C. §2601 et seq.) to take family^{child} bereavement leave. The purpose, requirements, scheduling, and all other terms of the leave are governed by the Family^{Child} Bereavement Leave Act. Eligible employees may use family^{Child} bereavement leave, without any adverse employment action, allows for: (1) attendance by the bereaved staff member at the funeral or alternative to a funeral of his or her child, a covered family member, which includes an employee's child, stepchild, domestic partner, ^{PRESSPlus4} sibling, parent, mother-in-law, father-in-law, grandchild, grandparent, or stepparent (2) making arrangements necessitated by the death of the staff member's

child covered family member, or (3) grieving the death of the staff member's child covered family member, without any adverse employment action, or (4) absence from work due to a Significant Event, PRESSPlus5 which includes: (i) miscarriage, (ii) an unsuccessful round of intrauterine insemination or of an assisted reproductive technology procedure, (iii) a failed adoption match or an adoption that is not finalized because it is contested by another party, (iv) a failed surrogacy agreement, (v) a diagnosis that negatively impacts pregnancy or fertility, or (vi) a still birth. An employee qualifying for leave due to a Significant Event will not be required to identify which specific reason applies to the employee's request.

The leave must be completed within 60 days after the date on which the employee received notice of the death of his or her child the covered family member or the date on which an event under item (4) above occurs. However, in the event of the death of more than one child covered family member in a 12-month period, an employee is entitled to up to a total of six weeks of bereavement leave during the 12-month period, subject to certain restrictions under State and federal law. Other existing forms of leave may be substituted for the leave provided in the Family Child Bereavement Leave Act. This policy does not create any right for an employee to take family child bereavement leave that is inconsistent with the Family Child Bereavement Leave Act.

Sabbatical Leave PRESSPlus6

Sabbatical leave may be granted in accordance with the School Code.

Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly Leave

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

School Visitation Leave

An eligible professional staff member is entitled to eight hours during any school year, no more than four hours of which may be taken on any given day, to attend school conferences, behavioral meetings, or academic meetings related to the teacher's child, if the conference or meeting cannot be scheduled during non-work hours. Professional staff members must first use all accrued vacation leave, personal leave, compensatory leave, and any other leave that may be granted to the professional staff member, except sick, and disability leave.

The Superintendent shall develop administrative procedures implementing this policy consistent with the School Visitation Rights Act.

Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence

An unpaid leave from work is available to any staff member who: (1) is a victim of domestic violence, sexual violence, gender violence, or any other crime of violence or (2) has a family or household member who is a victim of such violence whose interests are not adverse to the employee as it relates to the domestic violence, sexual violence, gender violence, or any other crime of violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and

other assistance without suffering adverse employment action.

The Victims' Economic Security and Safety Act governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, if the District employs at least 50 employees, an employee is entitled to a total of 12 work weeks of unpaid leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 ([29 U.S.C. §2601 et seq.](#)).

Leaves to Serve as an Officer or Trustee of a Specific Organization

Upon written request, the Board will grant: (1) an unpaid leave of absence to an elected officer of a State or national teacher organization that represents teachers in collective bargaining negotiations, (2) twenty days of paid leave of absence per year to a trustee of the Teachers' Retirement System in accordance with [105 ILCS 5/24-6.3](#), and (3) a paid leave of absence for the local association president of a State teacher association that is an exclusive bargaining agent in the District, or his or her designee, to attend meetings, workshops, or seminars as described in [105 ILCS 5/24-6.2](#).

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same Election Day.

COVID-19 Paid Administrative Leave [PRESSPlus7](#)

During any time when the Governor has declared a disaster due to a public health emergency under 20 ILCS 3305/7, paid administrative leave is available to eligible employees if the District, State or any of its agencies, or the local health department has issued guidance, mandates, or rules related to COVID-19 that restrict an employee from being on District property for a reason outlined in State law.

For an employee to be eligible for COVID-19 paid administrative leave, the employee must be fully vaccinated against COVID-19 [PRESSPlus8](#) as defined in 105 ILCS 5/10-20.83 (final citation pending). [Q1](#)

The employee will receive as many days of administrative leave as required to abide by the public health guidance, mandates, and requirements issued by the Ill. Dept. of Public Health, unless a longer period has been negotiated with the exclusive bargaining representative.

As a condition of being granted COVID-19 paid administrative leave, an employee shall provide all documentation necessary to substantiate the employee's eligibility for the leave, as requested by the Superintendent or designee. [PRESSPlus9](#) An employee who is on COVID-19 paid administrative leave will receive the employee's regular rate of pay; the leave will not diminish any other leave or benefits of the employee. Employees may not accrue COVID-19 paid administrative leave.

LEGAL REF.:

105 ILCS 5/10-20.83 (final citation pending), 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.

~~105 ILCS 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.~~

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147/, School Visitation Rights Act.

820 ILCS 154/, Child Bereavement Leave Act.

820 ILCS 180/, Victims' Economic Security and Safety Act.

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:330 (Sick Days, Vacation, Holidays, and Leaves)

Questions and Answers:

***Required Question 1. Does the board require fully vaccinated employees to participate in a district COVID-19 testing program?

No. (Default)

Yes. (IASB will add "and participate in the District's COVID-19 testing program" to the end of this sentence.)

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/24-6, amended by P.A. 102-697, requires districts to return sick leave used by a fully vaccinated teacher for a qualifying COVID-19 related reason during the 2021-2022 school year, provided the teacher was "fully vaccinated against COVID-19" by 5-10-22. The law prohibits districts from rescinding the returned sick leave in the event the definition of "fully vaccinated against COVID-19" is later updated by the Centers for Disease Control and Prevention (CDC) or the Ill. Dept. of Public Health (IDPH) to include recommended booster doses. **Issue 110, October 2022**

PRESSPlus 2. Per a review of your collective bargaining agreement(s), this language has been updated.

PRESSPlus 3. Updated in response to the ~~Family Child~~ Bereavement Act, 820 ILCS 154/, amended by P.A. 102-1050, eff. 1-1-23, expanding the entitlement to unpaid bereavement leave to *covered family members*, and to include absences related to unsuccessful pregnancies and adoptions. The employer may require reasonable documentation as specified in 105 ILCS 154/10(d), amended by P.A. 102-1050, eff. 1-1-23, but may not require that an employee identify which specific category under item (4) in the first paragraph of this subhead pertains to the leave. **Issue 110, October 2022**

PRESSPlus 4. *Domestic partner*, when used to refer to an unmarried employee, includes: (1) the person recognized as the domestic partner of the employee under any domestic partnership or civil union law of a state or political subdivision of a state, or (2) an unmarried adult who is in a committed,

personal relationship with the employee, who is not a domestic partner as described in item (1) and who the employee designates as that employee's domestic partner. 820 ILCS 154/5, amended by P.A. 102-1050, eff. 1-1-23. **Issue 110, October 2022**

PRESSPlus 5. Note the term *Significant Event* does not appear in the statute; it is included in this policy text as a shorthand term to refer to those events listed in 820 ILCS 154/10(a)(4). **Issue 110, October 2022**

PRESSPlus 6. State law provides guidelines for sabbatical leaves but does not require boards to offer them. [105 ILCS 5/24-6.1](#).

PRESSPlus 7. Required by 105 ILCS 5/10-20.83 (final citation pending), added by P.A. 102-697. Whether some or all of the COVID-19 related reasons listed in 105 ILCS 5/10-20.83(b) and (c) (final citation pending) apply will depend upon current health guidance and/or rules. The law requires that this leave also be provided retroactively to an employee for a qualifying reason *prior* to 4-5-22 if the employee was fully vaccinated by 5-10-22. The law prohibits districts from rescinding the paid leave if the definition of "fully vaccinated against COVID-19" is later updated by the CDC or IDPH to include recommended booster doses.

Consult the board attorney for guidance about whether the board must accommodate an employee's religion or disability by exempting the employee from the COVID-19 vaccination prerequisite in 105 ILCS 5/10-20.83 (final citation pending), added by P.A. 102-697, and/or if the board and union may agree that this leave will extend to all unvaccinated employees. Title VII of the Civil Rights Act of 1964 requires employers to accommodate an employee's sincere religious objection to an employer vaccination requirement unless doing so would be an "undue hardship" on the employer. 42 U.S.C §2000e(j). Similarly, the Americans with Disabilities Act requires an employer to exempt an employee with a disability (including pregnancy-related disability) from a safety-related standard, such as a vaccination requirement, unless the employee poses a *direct threat* to the health or safety of the employee or others while on the job. 29 C.F.R. §1630.2(r). See also the U.S. Equal Employment Opportunity Commission guidance document, *What You Should Know About COVID-19 and the ADA, the Rehabilitation Act, and Other EEO Laws*, at: www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws. **Issue 110, October 2022**

PRESSPlus 8. "Fully vaccinated against COVID-19" means: (1) two weeks after receiving the second dose in a two-dose series of a COVID-19 authorized for emergency use, licensed, or otherwise approved by the U.S. Food and Drug Administration (FDA), or (2) two weeks after receiving a single dose of a COVID-19 vaccine authorized for emergency use, licensed, or otherwise approved by the FDA. If the Centers for Disease Control and Prevention (CDC) later revises the definition of "fully vaccinated against COVID-19" to include booster doses, and the Ill. Dept. of Public Health (IDPH) adopts the CDC's revised definition, then employees will have five weeks after IDPH's action to receive a booster (if eligible) to remain eligible for COVID-19 paid administrative leave. 105 ILCS 5/10-20.83(g) (final citation pending), added by P.A. 102-697. **Issue 110, October 2022**

PRESSPlus 9. This sentence is optional. 105 ILCS 5/10-20.83(d) (final citation pending), added by P.A. 102-697. It is a best practice for boards to require appropriate documentation to verify employee eligibility for the leave benefit. **Issue 110, October 2022**

Document Status: Draft Update

5:270 Employment At-Will, Compensation, and Assignment

Employment At-Will

Unless otherwise specifically provided, District employment is at-will, meaning that employment may be terminated by the District or employee at any time for any reason, other than a reason prohibited by law, or no reason at all. Nothing in Board of Education policy is intended or should be construed as altering the employment at-will relationship.

Exceptions to employment at-will may include employees who are employed annually, have an employment contract, or are otherwise granted a legitimate interest in continued employment. The Superintendent is authorized to make exceptions to employing nonlicensed employees at-will but shall maintain a record of positions or employees who are not at-will.

Compensation

Please refer to the applicable collective bargaining agreement(s). [PRESSPlus1](#)

For employees not covered by a current applicable bargaining agreement:

Please refer to the following current agreement:

"Negotiated Agreement Between Board of Education Lyons Township High School District 204 Cook County, Illinois and Lyons Township High School Instructional Aides and Paraprofessional Association (IAPA)," and

"Agreement Between Board of Education of Lyons Township High School District 204, Cook County, Illinois and Service Employees' International Union, AFL-CIO Local No. 73 Change to Win (CTW)."

For employees not covered by these agreements:

The Board will determine salary and wages for educational support personnel. Increments are dependent on evidence of continuing satisfactory performance. An employee covered by the overtime provisions in State or federal law shall not work overtime without the prior authorization from the employee's immediate supervisor. Educational support personnel are paid twice a month.

Assignment

Please refer to the applicable collective bargaining agreement(s). [PRESSPlus2](#)

For employees not covered by a current applicable bargaining agreement:

The Superintendent is authorized to make assignments and transfers of educational support personnel.

[105 ILCS 5/10-22.34](#) and [5/10-23.5](#).

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:35 (Compliance with the Fair Labor Standards Act), 5:290 (Employment Termination and Suspensions)

PRESSPlus Comments

PRESSPlus 1. Per a review of your collective bargaining agreement(s), this language has been updated.

PRESSPlus 2. Per a review of your collective bargaining agreement(s), this language has been added.

Document Status: Draft Update

5:290 Employment Termination and Suspensions

Resignation and Retirement

An employee is requested to provide two weeks' notice of a resignation. A resignation notice cannot be revoked once given. An employee planning to retire should notify his or her supervisor at least two months before the retirement date.

Non-RIF Dismissal

Please refer to the applicable collective bargaining agreement(s). [PRESSPlus1](#)

For employees not covered by a current applicable bargaining agreement:

The District may terminate an at-will employee at any time for any or no reason, but not for a reason prohibited by State or federal law.

Employees who are employed annually or have a contract, or who otherwise have a legitimate expectation of continued employment, may be dismissed: (1) at the end of the school year or at the end of their respective contract after being provided appropriate notice and after compliance with any applicable contractual provisions, or (2) mid-year or mid-contract provided appropriate due process procedures are provided.

The Superintendent is responsible for making dismissal recommendations to the Board of Education consistent with the Board's goal of having a highly qualified, high performing staff. This includes recommending a non-licensed employee for immediate dismissal for willful or negligent failure to report an instance of suspected child abuse or neglect as required by [325 ILCS 5/](#).

Layoff and Recall

Please refer to the applicable collective bargaining agreement(s). [PRESSPlus2](#)

For employees not covered by a current applicable bargaining agreement:

Please refer to the following current agreement:

"Negotiated Agreement Between Board of Education Lyons Township High School District 204 Cook County, Illinois and Lyons Township High School Instructional Aides and Paraprofessional Association (IAPA)."

For employees not covered by this agreement:

The Board may, as necessary or prudent, decide to decrease the number of educational support personnel or to discontinue some particular type of educational support service and, as a result of that action, dismiss or reduce the hours of one or more educational support employees. When making decisions concerning reduction in force and recall, the Board will follow [Sections 10-22.34c](#) (outsourcing non-instructional services) and [10-23.5](#)¹²⁷ (procedures) of the School Code, to the extent

they are applicable and not superseded by legislation or an applicable collective bargaining agreement.

Final Paycheck

Please refer to the applicable collective bargaining agreement(s). [PRESSPlus3](#)

For employees not covered by a current applicable bargaining agreement:

A terminating employee's final paycheck will be adjusted for any unused, earned vacation credit. Employees are paid for all earned vacation. Terminating employees will receive their final pay on the next regular payday following the date of termination, except that an employee dismissed due to a reduction in force shall receive his or her final paycheck on or before the next regular pay date following the last day of employment.

Suspension

Except as provided below, the Superintendent is authorized to suspend an employee without pay as a disciplinary measure, during an investigation into allegations of misconduct or pending a dismissal hearing whenever, in the Superintendent's judgment, the employee's presence is detrimental to the District. A disciplinary suspension shall be with pay: (1) when the employee is exempt from the overtime provisions, or (2) until an employee with an employment contract for a definite term is provided a notice and hearing according to the suspension policy for professional employees. Upon receipt of a recommendation from the Ill. Dept. Children and Family Services (DCFS) that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended, proceeding with:
 - a. A suspension with pay; or
 - b. A suspension without pay.

Any criminal conviction resulting from the investigation or allegations shall require the employee to repay to the District all compensation and the value of all benefits received by the employee during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

Also, please refer to the following current agreements: [PRESSPlus4](#)

"Negotiated Agreement Between Board of Education Lyons Township High School District 204 Cook County, Illinois and Lyons Township High School Instructional Aides and Paraprofessional Association (IAPA)," and

"Agreement Between Board of Education of Lyons Township High School District 204, Cook County, Illinois and Service Employees' International Union, AFL-CIO Local No. 73 Change to Win (CTW)."

LEGAL REF.:

[5 ILCS 430 et seq.](#)

[105 ILCS 5/10-22.34c](#) and [5/10-23.5](#).

[325 ILCS 5/7.4\(c-10\)](#).

[820 ILCS 105/4a](#).

CROSS REF.: 5:90 (Abused and Neglected Child Reporting), 5:240 (Suspension), 5:270 (Employment At-Will, Compensation, and Assignment)

PRESSPlus Comments

PRESSPlus 1. Per a review of your collective bargaining agreement(s), this language has been updated.

PRESSPlus 2. Per a review of your collective bargaining agreement(s), this language has been updated.

PRESSPlus 3. Per a review of your collective bargaining agreement(s), this language has been added.

PRESSPlus 4. Per a review of your collective bargaining agreement(s), this language has been removed.

Document Status: Draft Update

5:30 Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with Board of Education policy on equal employment opportunity and minority recruitment. The Superintendent or designee is responsible for recruiting personnel and making hiring recommendations to the Board. The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval. No individual will be employed who has been convicted of a criminal offense listed in [105 ILCS 5/21B-80\(c\)](#).

All applicants must complete a District application in order to be considered for employment.

Job Descriptions

The Board maintains the Superintendent's job description and directs, through policy, the Superintendent, in his or her charge of the District's administration.

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. When the applicant is a successful superintendent candidate who has been offered employment by the Board, the Board President shall ensure that these checks are completed. The Superintendent or designee, or if the applicant is a successful superintendent candidate, then the Board President shall notify an applicant if the applicant is identified in either database. Pursuant to the School Code, the Board President or designee shall keep a conviction record confidential and share it only with the Superintendent, appropriate Intermediate Service Center, State Superintendent, State Teacher Certification Board, any other person necessary to the hiring decision, the Ill. Dept. of State Police and/or Statewide Sex Offender Database for purposes of clarifying the information, and/or the Teachers' Retirement System of the State of Illinois when required by law. The Board reserves its right to authorize additional background inquiries beyond a fingerprint-based criminal history records check when it deems it appropriate to do so, in accordance with applicable laws.

Each newly hired employee must complete a U.S. Citizenship and Immigration Services Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in [105 ILCS 5/21B-80](#) or who falsifies, or omits facts from, his or her employment application or other employment documents. If an indicated finding of abuse or neglect of a child has been issued by the Ill. Department of Children and Family Services or by a child welfare agency of another jurisdiction for any applicant for student teaching, applicant for employment, or any District employee, then the Board must consider that person's status as a condition of employment.¹³⁰

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not screen applicants based on their current or prior wages or salary histories, including benefits or other compensation, by requiring that the wage or salary history satisfy minimum or maximum criteria.
3. The District does not request or require a wage or salary history as a condition of being considered for employment, being interviewed, continuing to be considered for an offer of employment, an offer of employment, or an offer of compensation.
4. The District does not request or require an applicant to disclose wage or salary history as a condition of employment.
5. The District does not ask an applicant or applicant's current or previous employers about wage or salary history, including benefits or other compensation in violation of the Equal Pay Act of 2003.
6. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
7. The District does not request of an applicant or employee access in any manner to his or her personal online account, such as social networking websites, including a request for user names and passwords to any such accounts.
8. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

Physical Examinations

Each new employee must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. The physical fitness examination must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, a licensed advanced practice registered nurse, or a licensed physician assistant. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the District.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, a licensed advanced practice registered nurse, or a licensed physician assistant, if the examination is job-related and consistent with business necessity. The Board will pay the expenses of any such examination.

Orientation Program

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

[42 U.S.C. §12112](#), Americans with Disabilities Act; [29 C.F.R. Part 1630](#).

[15 U.S.C. § 1681](#) *et seq.*, Fair Credit Reporting Act.

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

[105 ILCS 5/10-16.7](#), [5/10-20.7](#), [5/10-21.4](#), [5/10-21.9](#), [5/10-22.34](#), [5/10-22.34b](#), [5/21B-10](#), [5/21B-80](#), [5/21B-85](#), [5/22-6.5](#), and [5/24-5](#).

[20 ILCS 2630/3.3](#), Criminal Identification Act.

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

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

Duldulao v. St. Mary of Nazareth Hospital, 136 Ill. App. 3d 763 (1st Dist. 1985), *aff'd in part and remanded* 115 Ill.2d 482 (Ill. 1987).

Kaiser v. Dixon, 127 Ill. App. 3d 251 (2nd Dist. 1984).

Molitor v. Chicago Title & Trust Co., 325 Ill. App. 124 (1st Dist. 1945).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 3:50 (Administrative Personnel Other Than the Superintendent), 4:60 (Purchases and Contracts), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:280 (Duties and Qualifications)

Document Status: Draft Update

5:300 Schedules and Employment Year

The Superintendent shall supervise a process for setting work schedules and an employment year for educational support employees in accordance with State and federal law, Board of Education policy, and applicable agreements and shall:

1. Assign each employee one supervisor who will establish a work schedule, including breaks, as required by building or District needs, work load, and the efficient management of human resources;
2. Allow for the ability to respond to changing circumstances by altering work schedules consistent with the needs of the District, and
3. Consider the well-being of the employee.

Breaks

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

Please refer to the following current agreement: [PRESSPlus1](#)

"Negotiated Agreement Between Board of Education Lyons Township High School District 204 Cook County, Illinois and Lyons Township High School Instructional Aides and Paraprofessional Association (IAPA)," and

"Agreement Between Board of Education of Lyons Township High School District 204, Cook County, Illinois and Service Employees' International Union, AFL-CIO Local No. 73 Change to Win (CTW)."

For employees not covered by these agreements:

An employee who works at least 7.5 continuous hours shall receive a 30-minute duty-free meal break that begins within the first five hours of the employee's workday.

Nursing Mothers

The District accommodates employees who are nursing mothers according to State and federal law.

LEGAL REF.:

Fair Labor Standards Act, [29 U.S.C. §207](#) *et seq.*

[105 ILCS 5/10-20.14a](#), [5/10-22.34](#), and [5/10-23.5](#).

[740 ILCS 137/](#), Right to Breastfeed Act.

[820 ILCS 105/](#), Minimum Wage Law.

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

CROSS REF.: 5:35 (Compliance with the Fair Labor Standards Act)

ADOPTED: January 16, 2018

PRESSPlus Comments

PRESSPlus 1. Per a review of your collective bargaining agreement(s), this language has been updated.

Document Status: Draft Update

5:320 Evaluation

Please refer to the following current agreement: [PRESSPlus1](#)

~~"Negotiated Agreement Between Board of Education Lyons Township High School District 204 Cook County, Illinois and Lyons Township High School Instructional Aides and Paraprofessional Association (IAPA)."~~

~~For employees not covered by this agreement:~~

The Superintendent is responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in Board of Education policies as well as in compliance with State law and any applicable ~~collective bargaining agreement~~ [employee handbook](#). [PRESSPlus2](#)

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement:

The standards for the evaluation program shall include, but not be limited to:

1. Each employee shall be evaluated annually, preferably before the annual salary review.
2. The direct supervisor shall provide input.
3. The employee's work quality, promptness, attendance, reliability, conduct, judgment, and cooperation shall be considered.
4. The employee shall receive a copy of the annual evaluation.
5. All evaluations shall comply with State and federal law and any applicable ~~collective bargaining agreement~~ [employee handbook](#).

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:150 (Personnel Records)

~~ADOPTED: January 21, 2014~~

PRESSPlus Comments

PRESSPlus 1. Per a review of your collective bargaining agreement(s), this language has been updated and moved below.

PRESSPlus 2. Updated in response to a Policy Reference Manual (PRM) five-year review. **Issue 110, October 2022**

Document Status: Draft Update

5:330 Sick Days, Vacation, Holidays, and Leaves

Each of the provisions in this policy applies to all educational support personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Sick and Bereavement Leave, [PRESSPlus1](#) Holidays, Personal Leave, Leave of Absence, Association Leave [PRESSPlus2](#)

Please refer to the following current agreements: [PRESSPlus3](#)

"Negotiated Agreement Between Board of Education Lyons Township High School District 204 Cook County, Illinois and Lyons Township High School Instructional Aides and Paraprofessional Association (IAPA)," and

"Agreement Between Board of Education of Lyons Township High School District 204, Cook County, Illinois and Service Employees' International Union, AFL-CIO Local No. 73 Change to Win (CTW)."

Please refer to the applicable collective bargaining agreement(s).

Association Leave

Please refer to the following current agreement:

"Negotiated Agreement Between Board of Education Lyons Township High School District 204 Cook County, Illinois and Lyons Township High School Instructional Aides and Paraprofessional Association (IAPA)."

Vacation

Please refer to the applicable collective bargaining agreement(s) or following current agreement or handbook:

"Agreement Between Board of Education of Lyons Township High School District 204, Cook County, Illinois and Service Employees' International Union, AFL-CIO Local No. 73 Change to Win (CTW)."

"Classified/Non-Contractual Handbook."

Leave to Serve as a Trustee of the Ill. Municipal Retirement Fund

Upon request, the Board will grant 20 days of paid leave of absence per year to a trustee of the Ill. Municipal Retirement Fund in accordance with 105 ILCS 5/24-6.3 [State law](#).

Other Leaves

Educational support personnel receive the following leaves on the same terms and conditions granted professional personnel in Board policy 5:250, *Leaves of Absence*:

1. Leave for Service in the Military.
2. Leave for Service in the General Assembly.
3. School Visitation Leave.
4. Leaves for Victims of Domestic Violence, Sexual Violence, Gender Violence, or Other Crime of Violence.
5. FamilyChild Bereavement Leave.[PRESSPlus4](#)
6. Leave to serve as an election judge.
7. COVID-19 Paid Administrative Leave.[PRESSPlus5](#)

LEGAL REF.:

105 ILCS 5/10-20.7b, 5/10-20.83 (final citation pending), 5/24-2, and 5/24-6, and 5/24-6.3.

10 ILCS 5/13-2.5, Election Code.

330 ILCS 61/, Service Member Employment and Reemployment Rights Act.

820 ILCS 147, School Visitation Rights Act.

820 ILCS 154/, Child Bereavement Leave Act.

820 ILCS 180/, Victims' Economic Security and Safety Act.

School Dist. 151 v. ISBE, 154 Ill.App.3d 375 (1st Dist. 1987); Elder v. Sch. Dist. No.127 1/2, 60 Ill.App.2d 56 (1st Dist. 1965).

CROSS REF.: 5:180 (Temporary Illness or Temporary Incapacity), 5:185 (Family and Medical Leave), 5:250 (Leaves of Absence)

PRESSPlus Comments

PRESSPlus 1. 105 ILCS 5/24-6, amended by P.A. 102-697, requires districts to return sick leave used by a fully vaccinated teacher for a qualifying COVID-19 related reason during the 2021-2022 school year, provided the teacher was "fully vaccinated against COVID-19" by 5-10-22. The law prohibits districts from rescinding the returned sick leave in the event the definition of "fully vaccinated against COVID-19" is later updated by the Centers for Disease Control and Prevention (CDC) or the Ill. Dept. of Public Health (IDPH) to include recommended booster doses. **Issue 110, October 2022**

PRESSPlus 2. Per a review of your collective bargaining agreement(s), this language has been moved up from below.

PRESSPlus 3. Per a review of your collective bargaining agreement(s), this language has been updated.

PRESSPlus 4. Updated in response to the FamilyChild Bereavement Act, 820 ILCS 154/, amended

by P.A. 102-1050, eff. 1-1-23. **Issue 110, October 2022**

PRESSPlus 5. Required by 105 ILCS 5/10-20.83 (final citation pending), added by P.A. 102-697. **Issue 110, October 2022**

Document Status: Draft Update

5:70 Religious Holidays

Please refer to the applicable collective bargaining agreement(s).

For employees not covered by a current applicable bargaining agreement: [PRESSPlus1](#)

The Director of Human Resources shall grant an employee's request for time off to observe a religious holiday if the employee gives at least five days' prior notice and the absence does not cause an undue hardship.

Employees may use earned vacation time or personal leave to make up the absence, provided such time is consistent with the District's operational needs. A per diem deduction may also be requested by the employee.

~~Also please refer to the following current agreement:~~

~~"Negotiated Agreement Between Board of Education of Lyons Township High School, District 204, Cook County, Illinois and Lyons Township High School Faculty Association."~~

LEGAL REF.:

Religious Freedom Restoration Act, [775 ILCS 35/15](#).

Illinois Human Rights Act, [775 ILCS 5/2-101](#) and [5/2-102](#).

~~ADOPTED: January 21, 2014~~

PRESSPlus Comments

PRESSPlus 1. Per a review of your collective bargaining agreement(s), this language has been updated.

Document Status: Draft Update

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.

- 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, 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 to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

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

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

1. Strike, injure, threaten, harass, or intimidate a staff member, Board member, sports official or coach, or any other person.
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device.
4. Damage or threaten to damage another's property.
5. Damage or deface school property.
6. Violate any Illinois law, or town or county ordinance.
7. Smoke or otherwise use tobacco products.

8. Distribute, consume, use, possess, or be impaired by or under the influence of an alcoholic beverage, cannabis, other lawful product, or illegal drug.
9. Be present when the person's alcoholic beverage, cannabis, other lawful product, or illegal drug consumption is detectible, regardless of when and/or where the use occurred.
10. Use or possess medical cannabis, unless he or she has complied with policy 7:270, *Administering Medicines to Students*, implementing *Ashley's Law*
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

Please refer to the applicable collective bargaining agreement(s). [PRESSPlus1](#)

For employees not covered by a current applicable bargaining agreement:

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

normal operations of the District.

Enforcement

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

Any person who engages in conduct prohibited by this policy may be ejected from 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. 2000).

[20 U.S.C. §7181](#) et seq., Pro-Children Act of 1994.

[105 ILCS 5/10-20.5b](#), [5/22-33](#), [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 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)

PRESSPlus Comments

PRESSPlus 1. Per a review of your collective bargaining agreement(s), this language has been added.

LYONS TOWNSHIP HIGH SCHOOL

CURRICULUM OFFICE 100 S. Brainard Ave., LaGrange, IL 60525-2101
Tel: (708) 579-6470 E-mail: seggerding@lths.net Website: www.lths.net



SCOTT D. EGGERDING
Director of Curriculum and Instruction

TO: Brian Waterman
Board of Education

FROM: Scott Eggerding

DATE: January 9, 2023

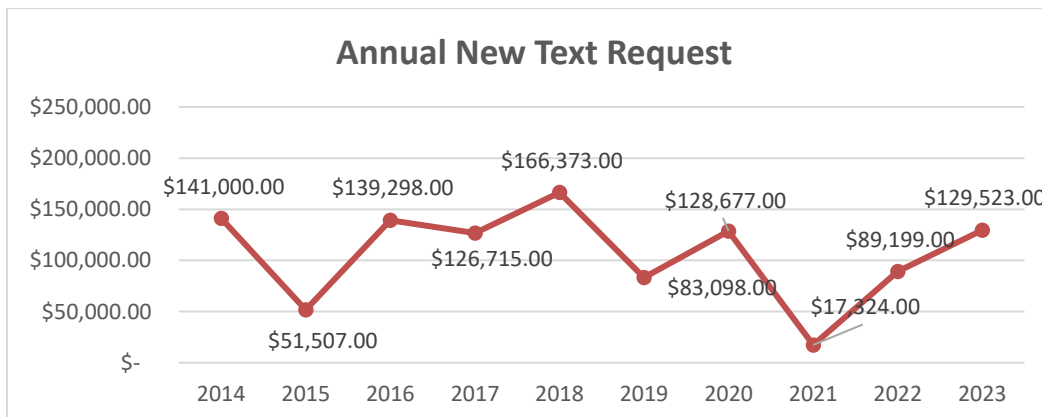
RE: 2023-2024 Instructional Material Change Requests – First Reading

BACKGROUND

Below and attached, please find the 2023-2024 proposed textbook/instructional material change requests. Some details still need to be finalized, but the amounts for District funded texts will not change significantly. District expenditures are estimated at \$129,523.

Observations:

- Most texts that are being replaced are 5 or more years older, indicating that we have maximized the use of previously purchased texts. In two instances we are making an exception to the 5-year rule:
 - The College Board changed the German AP test and the book we adopted 3 years ago does not cover everything on the new test. The new book will cover the entire test.
 - With the addition of French ACP through Indiana University, the French teachers want to slow down the pace of French I and II and use the same book for both to ensure students master the material more completely. The year 2 book would then go to French IV and we would drop the year 3 book.
- As has been the trend since we purchased Chromebooks we are including a few new textbooks that include electronic access for students as well as class sets of hardbound books to be used in the classroom. As we continue to review how other schools have made a transition to digital texts, we are looking for a solution that allows us to continue to keep our textbook costs relatively low and not require students to purchase all of their books each year, which is more of a college model. Many high schools have shifted to the college model, which would see an increase in family purchasing of textbooks as much as five times the cost of our current model. For now, we are still able to provide value to families and still give students access to online enhancements.
- A more detailed textbook financial history and forecast will be included in the second reading.



Text Designation Adoption/Change: The information provided in the attached spreadsheets is sorted by the text designation and includes division, course title, book title, ISBN, unit cost, projected enrollment, and total item cost to the District. Total costs do not include teacher resource materials unless they are included as part of the package price offered by publishers. All costs are estimated based on enrollment histories, where available. As a reminder, we designate our textbooks based on the following codes:

DT = District Text. These books are purchased by the District and loaned to students. The student textbook fee is used primarily to purchase this kind of textbook.

CS = Class Set. These books are purchased in bundles to be used by an entire class at one time. Some courses choose to have a class set of the hardback textbook while students have a digital version for use at home. Class sets are kept in the classroom and not distributed during book pick-up.

CN = Consumables. Consumables are books purchased by students in addition to their textbook fee. These materials include workbooks and novels that are not returned at the end of the semester. Courses with one-time digital access are also considered consumable.

DRP = Dropped Text. We will no longer purchase or distribute dropped books. The bookstore looks to sell back any remaining books to textbook wholesalers to offset other textbook costs.

Divisional Cost Summary: This page shows the total amount of textbooks requested for 2023-2024 and include those that will be purchased by students and those purchased using District funds.

Additional Items for Consideration during the First Reading:

1. Revenues/Expenditures Summary will be coming in the second reading to more accurately reflect enrollment projections and 2023-2024 costs.
2. Each textbook/material change request has been reviewed with the appropriate division chair. Textbook adoptions are, at a minimum, on a five-year cycle, with a goal to replace texts with the most recent edition possible; however, new texts may be recommended if a new book is available that better fits the course objectives. In some instances, publishers have changed editions of textbooks, requiring a change since older editions are no longer available and/or instructionally inadequate. Other changes are a result of a partnership with a college that requires a new text to qualify for dual credit.
3. In some cases, items were dropped and not replaced.
4. Individual textbook/material change request forms along with new titles will be on public display at the Board meeting and will remain on display in Rm. 103, North Campus for 30 days until second reading in February.
5. Additional texts may be brought forward in April based on new editions or changes to dual credit partnership materials.

RECOMMENDATION

I recommend that the Board review the attached 2023-2024 Textbook/Instructional Material Change Requests for first reading and place texts up for adoption on public display for 30 days.

Text Adoption/Change by Designation

District Purchased Texts (Purchased by the District and supplemented through the textbook fee)

Division	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated Cost
LAD/English	English II Honors	Progressions for Writers	9780393971972	N/A	DT	\$53.75	210	\$11,287.50
FA: World Lang.	French II Prep and Accel	D'accord! 1	9781543301908	3*	DT	\$146.19	125	\$18,273.75
FA: World Lang.	French IV Accel	D'accord! 2	9781680058062	3*	DT	\$146.19	55	\$8,040.45
FA: World Lang.	French V Accel	Perspectives 1st Edition	9781543383584	10	DT	\$228.00	28	\$6,384.00
FA: World Lang.	Spanish IIIH ACP	Exploraciones Curso Intermedio	9781337612487	5	DT	\$171.75	100	\$17,175.00
FA: World Lang.	AP German IV	Neue Blickwinkel Digital Access yrs. 2-5	9781944876623	3*	DT	\$51.00	100	\$5,100.00
GS: Social Studies	AP Human Geography	Human Geography A Spatial Perspective AP Edition	9780357119082	5	DT	\$184.50	300	\$55,350.00

\$124,958.20

Class Sets (Purchased by the District and stored in the classroom)

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated Cost
FA: World Lang.	French I Prep and Accel	Les Chaussettes de Tito Level I	N/A	N/A	CS	\$8.50	32	\$272.00
FA: World Lang.	French II Prep and Accel	21 mini-contes Levels 1 and 2	N/A	N/A	CS	\$13.99	63	\$881.37
GS: Business	Accounting 1 & 2	College Accounting	TBD	5	CS	\$70.00	25	\$1,750.00
LAD/English	English IV: Visual Word	In the Heights	9781476874647	20	CS	\$10.69	130	\$1,389.70

\$4,565.07

Text Adoption/Change by Designation

Consumables (purchased by students and not returned/sold back to the bookstore)

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enroll	Estimated Cost
GS: Business Ed	Accounting 1 & 2	College Accounting	TBD	5	CN	\$100.00	175	\$17,500.00
FA: World Lang.	French II Prep and Accel	D'accord! 1 Workbook	9781680057867	3*	CN	\$40.44	125	\$5,055.00
FA: World Lang.	French IV Accel	D'accord! 2 Workbook	9781680058086	3*	CN	\$40.44	55	\$2,224.20
LAD/English	English IV: Literature of Comedy	A Pho Love Story	9781534441934	N/A	CN	\$15.00	120	\$1,800.00
LAD/English	English IV: Literature of Comedy	A Field Guide to the North American Teenager	9780062824127	N/A	CN	\$15.00		
LAD/English	English IV: Literature of Comedy	This Will Be Funny Someday	9780062955715	N/A	CN	\$15.00		
LAD/English	English IV: Literature of Comedy	Dial A for Aunties	9780593333037	N/A	CN	\$15.00		
LAD/English	English IV: Literature of Comedy	Anxious People	9781501160844	N/A	CN	\$15.00		
LAD/English	English IV: Literature of Comedy	Me, Earl and the Dying Girl	9781419719608	N/A	CN	\$13.00		
Student Services/ALT	English Prep III/IV	The Distance Between Us	9781451661781	9	CN	\$10.69	15	\$160.35

\$26,739.55

Dropped Books

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Notes
FA: World Lang.	German IV	Denkmal	9781543303650	3*	DRP	
FA: World Lang.	French	D'accord! 2	9781680058062	3*	DRP	Drop IIP and IIA and add to IV Accel
FA: World Lang.	French IV Accel	D'accord! 3	9781543303971	3*	DRP	
FA: World Lang.	French V	Interacion	9780495906056	10	DRP	
FA: World Lang.	Spanish IIIH & IV H ACP	iAnda! Curso Intermedio	9780134293363	5	DRP	
LAD/English	English IV: The Visual Word	One Flew Over the Cuckoo's Nest	573613435	20	DRP	
LAD/English	English II Accel	Tale of Two Cities	9780553211764	30+	DRP	
LAD/English	English II Honors	Progressions: Reading for Writers	9780393971972	25	DRP	Drop IH and add to IIH
GS: Social Studies	AP Human Geography	The Cultural Landscape: An Intro to Human Geo	9780134206233	6	DRP	
GS: Business	Accounting 1 and 2	College Accounting 22e Chapters 1-27	9781305666160	5	DRP	

Divisional Cost Summary

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
LAD/English	English II Honors	Progressions for Writers	9780393971972	N/A	DT	\$53.75	210	\$11,287.50
LAD/English	English IV: Visual Word	In the Heights	9781476874647	20	CS	\$10.69	130	\$1,389.70
LAD/English	English IV: Literature of Comedy	A Pho Love Story	9781534441934	N/A	CN	\$15.00	120	\$1,800.00
LAD/English	English IV: Literature of Comedy	A Field Guide to the North American Teenager	9780062824127	N/A	CN	\$15.00		
LAD/English	English IV: Literature of Comedy	This Will Be Funny Someday	9780062955715	N/A	CN	\$15.00		
LAD/English	English IV: Literature of Comedy	Dial A for Aunties	9780593333037	N/A	CN	\$15.00		
LAD/English	English IV: Literature of Comedy	Anxious People	9781501160844	N/A	CN	\$15.00		
LAD/English	English IV: Literature of Comedy	Me, Earl and the Dying Girl	9781419719608	N/A	CN	\$13.00		

Total **\$14,477.20**

Cost to District \$12,677.20

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
FA: World Lang.	French I Prep and Accel	Les Chaussettes de Tito Level I	N/A	N/A	CS	\$8.50	32	\$272.00
FA: World Lang.	French II Prep and Accel	21 mini-contes Levels 1 and 2	N/A	N/A	CS	\$13.99	63	\$881.37
FA: World Lang.	French II Prep and Accel	D'accord! 1	9781543301908	3*	DT	\$146.19	125	\$18,273.75
FA: World Lang.	French II Prep and Accel	D'accord! 1 Workbook	9781680057867	3*	CN	\$40.44	125	\$5,055.00
FA: World Lang.	French IV Accel	D'accord! 2	9781680058062	3*	DT	\$146.19	55	\$8,040.45
FA: World Lang.	French IV Accel	D'accord! 2 Workbook	9781680058086	3*	CN	\$40.44	55	\$2,224.20
FA: World Lang.	French V Accel	Perspectives 1st Edition	9781543383584	10	DT	\$228.00	28	\$6,384.00
FA: World Lang.	Spanish IIIH ACP	Exploraciones Curso Intermedio	9781337612487	5	DT	\$171.75	100	\$17,175.00
FA: World Lang.	AP German IV	Neue Blickwinkel Digital Access yrs. 2-5	9781944876623	3*	DT	\$51.00	100	\$5,100.00
FA: World Lang.	AP German IV	Neue Blickwinkel-Hardback + 1 yr Digital Access	9781942400417	3*	DT	\$133.90	25	\$3,347.50

Total **\$66,753.27**

Cost to District \$59,474.07

Divisional Cost Summary

Division/Dept	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
GS: Social Studies	AP Human Geography	Human Geography A Spatial Perspective AP Editio	9780357119082	5	DT	\$184.50	300	\$55,350.00
GS: Business	Accounting 1 & 2	College Accounting	TBD	5	CS	\$70.00	25	\$1,750.00
GS: Business Ed	Accounting 1 & 2	College Accounting	TBD	5	CN	\$100.00	175	\$17,500.00

Total **\$74,600.00**

Cost to District \$57,100.00

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
Special Ed	Math I & II, Practical Math & Geometry CCat	Delta Math	software	N/A	Div	\$0.00	15	\$0.00
Special Ed	Math I & II, Practical Math & Geometry CCat	IXL	software	N/A	Div	\$11.00	15	\$165.00
Special Ed	Math I & II, Practical Math & Geometry CCat	ALEKS	software	N/A	Div	\$15.00	15	\$225.00

Total **\$390.00**

Cost to District \$0.00

Division/Dept.	Course	Text	ISBN	Age of Drop	Designation	Cost per Unit	Enrollment	Estimated Cost
Student Services/ALT	English Prep III/IV	The Distance Between Us	9781451661781	9	CN	\$10.69	15	\$160.35

Total **\$160.35**

Cost to District \$0.00

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Language Arts
Department	English
Course Title	English I (Honors)
Course Number(s)	LA8116/LA8117
Course Level	V
Projected Enrollment for 2023-24	330

II. ADD/DROP YEAR		
	ADD	DROP
2023-24		X
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title		Progressions: Reading for Writers
Author(s)		Hilbert, Betsy
Publisher		Norton
Copyright Date/Edition		1997
ISBN 13#		978-0-39397-197-2
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)

This text has been part of the English I (Honors) curriculum and will switch to the English II (Honors) curriculum

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	53.75
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	84.50

VIII. RATIONALE AND SIGNATURES

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

Progressions: Readings for Writers is an anthology of nonfiction essays that has been underutilized in the English I Honors curriculum. We would like to move this text back to English II Honors (a course for which the text was originally adopted). With the addition of a new novel this year in English II Honors, there is space in the curriculum to have sophomore students engage in the critical reading of nonfiction essays and the emulation of those essays via a writing workshop. This text and the writing unit is better aligned with the writing expectations of English III AP junior year so it is better positioned in the sophomore honors curriculum.

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

1.	Teacher(s) N. Masciola	<i>Nico Masciola</i>				Date 12/16/22
2.	Recommend		Do Not Recommend		<i>Toby Casella</i>	Date 12/16/22
				Assistant Division Chair		
3.	Approved		Not Approved		<i>Karen Pains</i>	Date 12/16/22
				Division Chair		
4.	Approved	✓	Not Approved		<i>Scott Sykes</i>	Date 12/23/22
				Director of Curriculum and Instruction		

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

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- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Language Arts
Department	English
Course Title	English II (Accel)
Course Number(s)	LA7126/7
Course Level	IV
Projected Enrollment for 2023-24	240 each semester

II. ADD/DROP YEAR		
	ADD	DROP
2023-24		X
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title		A Tale of Two Cities
Author(s)		Charles Dickens
Publisher		Bantam
Copyright Date/Edition		2003
ISBN 13#		978-0-55321-176-4
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)





VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	8.50

VIII. RATIONALE AND SIGNATURES

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

A Tale of Two Cities has been in the curriculum for over 40 years and we feel that it is time for change. Currently, the text takes 10-12 weeks to teach and the skills that are addressed in the unit are repetitive and not that different from the work that is done with the other novel in the course, *Lord of the Flies*. For this semester course, we would like to drop *A Tale of Two Cities* and create more engaging units related to poetry, research, and nonfiction instead. Students will be able to address more varied texts and skills in our proposed approach.

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

1.	Teacher(s)V. Reid				Date 12/16/22
2.	Recommend		Do Not Recommend	Assistant Division Chair 	Date 12/16/22
3.	Approved		Not Approved	Division Chair 	Date 12/16/22
4.	Approved	✓	Not Approved	Director of Curriculum and Instruction 	Date 12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

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- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Language Arts
Department	English
Course Title	English II (Honors)
Course Number(s)	LA8126/7
Course Level	V
Projected Enrollment for 2023-24	210 each semester

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Progressions: Reading for Writers	
Author(s)	Hilbert, Betsy	
Publisher	Norton	
Copyright Date/Edition	1997	
ISBN 13#	978-0-39397-197-2	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)
This text has been part of the English I (Honors) curriculum and will switch to the English II (Honors) curriculum





VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	53.75
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	27.00

VIII. RATIONALE AND SIGNATURES

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

Progressions: Readings for Writers is an anthology of nonfiction essays that has been underutilized in the English I Honors curriculum. We would like to move this text back to English II Honors (a course for which the text was originally adopted). With the addition of a new novel this year in English II Honors, there is space in the curriculum to have sophomore students engage in the critical reading of nonfiction essays and the emulation of those essays via a writing workshop. This text and the writing unit is better aligned with the writing expectations of English III AP junior year so it is better positioned in the sophomore honors curriculum.

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

1.	Teacher(s) V. Reid				Date 12/16/22
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Date 12/16/22
				Assistant Division Chair 	
3.	Approved	<input type="checkbox"/>	Not Approved	<input type="checkbox"/>	Date 12/16/22
				Division Chair 	
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Date 12/23/22
				Director of Curriculum and Instruction 	

IX. FOR BOOKSTORE USE ONLY

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

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

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Language Arts
Department	English
Course Title	English IV: The Visual Word
Course Number(s)	LA4391(2)
Course Level	Prep
Projected Enrollment for 2023-24	250 each semester

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	x	x
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	<i>In the Heights</i>	<i>One Flew Over the Cuckoo's Nest</i>
Author(s)	Lin-Manuel Miranda and Quiara Alegria Hudes	Dale Wasserman adaptation of the novel by Ken Kesey
Publisher	Applause Theatre and Cinema Books	Samuel French
Copyright Date/Edition	2013	2002
ISBN 13#	978-1-4768-7464-7	0573613435
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source	https://www.amazon.com/s?k=9781476874647	

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

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			4
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)
 See *rationale* section below.

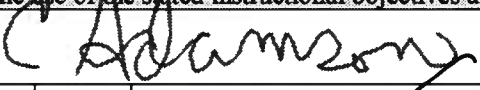
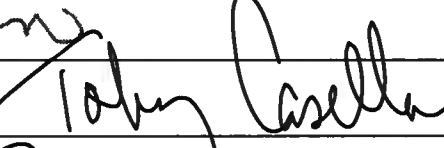


VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	\$10.69
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$13

VIII. RATIONALE AND SIGNATURES

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

One Flew Over the Cuckoo's Nest is an incredible book, play, and film that will continue to have a lasting influence on American film history and culture. However, as times, audiences, and instructional goals have changed, the play no longer best meets the needs of our students. The team feels *In the Heights*, by Lin-Manuel Miranda and Quiara Alegria Hudes, would be an exciting, more inclusive choice. The Broadway musical was nominated for 13 Tony awards and won 4- including Best Musical along with a Grammy for Best Musical Show Album. *In the Heights* "is about home, family and finding where you belong...It is the story of Latino immigrants who are all working in their own, unique way to succeed in America while, at the same time, hanging on to their cultura, values y familia. The story of the immigrant is universal and will resonate with the audience of any background." (<https://quemmeanswhat.com/in-the-heights-musical-home-family-finding-where-you-belong/>) While providing rich possibilities for both literary and cinematic analyses, the piece is energetic and uplifting thus offering some thematic and tonal variety in what students study. The script that students will use in class also includes Miranda's rich lyrics to all the songs which allows students to study them as poetry thus adding further dimension and variety to the students' experience. The film is directed by John M. Chu (*Crazy Rich Asians*) which offers yet another layer of diversity. The film is available via Swank, the streaming service LT already uses, which gives students access to the film outside of class. We feel this change not only affords students valuable learning opportunities but also delivers those opportunities through a dynamic and engaging text.

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

1.	Teacher(s)	Cynthia Adamson		Assistant Division Chair	Date 12/16/22
2.	Recommend	Do Not Recommend			Date 12/16/22
3.	Approved	Not Approved			Date 12/16/22
4.	Approved	<input checked="" type="checkbox"/> Not Approved			Date 12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Language Arts
Department	Language Arts
Course Title	English IV – Literature of Comedy
Course Number(s)	LA4371/2
Course Level	III
Projected Enrollment for 2023-24	120 each semester

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	A Field Guide to the North American Teenager	
Author(s)	Ben Philippe	
Publisher	Balzer + Bray	
Copyright Date/Edition	January 7, 2020	
ISBN 13#	978-0062824127	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	13-17	
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)
Book to be included as an option for a student choice book during Unit 1 of the course.




VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$15.00
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$19.00

VIII. RATIONALE AND SIGNATURES

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

English IV Prep: The Literature of Comedy has a unit in which students choose a novel to study. The current four titles will remain as options (there are class sets), but we would like to expand the choices to include six new titles. We are requesting that students pay a flat fee of \$15 for their selection so they can own the book and annotate in it.

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

1.	Teacher(s)	Chris Thomas 			Date	12/13/22
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Assistant Division Chair	Date 12/13/22
3.	Approved	<input type="checkbox"/>	Not Approved	<input type="checkbox"/>	Division Chair 	Date 12/13/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction 	Date 12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Language Arts
Department	Language Arts
Course Title	English IV – Literature of Comedy
Course Number(s)	LA4371/2
Course Level	III
Projected Enrollment for 2023-24	120 each semester

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	A Pho Love Story	
Author(s)	Loan Le	
Publisher	Simon & Shuster	
Copyright Date/Edition	February 9, 2021	
ISBN 13#	978-1534441934	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	12+ (Lexile: HL710L)	
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)
Book to be included as an option for a student choice book during Unit 1 of the course.




VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$15.00
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$19.00

VIII. RATIONALE AND SIGNATURES

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

English IV Prep: The Literature of Comedy has a unit in which students choose a novel to study. The current four titles will remain as options (there are class sets), but we would like to expand the choices to include six new titles. We are requesting that students pay a flat fee of \$15 for their selection so they can own the book and annotate in it.

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

1.	Teacher(s)	Chris Thomas 			Date	12/13/22
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Assistant Division Chair	Date 12/13/22
3.	Approved	<input type="checkbox"/>	Not Approved	<input type="checkbox"/>	Division Chair 	Date 12/13/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction 	Date 12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
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- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Language Arts
Department	Language Arts
Course Title	English IV – Literature of Comedy
Course Number(s)	LA4371/2
Course Level	III
Projected Enrollment for 2023-24	120 each semester

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	This Will Be Funny Someday	
Author(s)	Katie Henry	
Publisher	Katherine Tegan Books	
Copyright Date/Edition	May 10, 2022	
ISBN 13#	978-0062955715	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	Ages 13-17	
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)
Book to be included as an option for a student choice book during Unit 1 of the course.


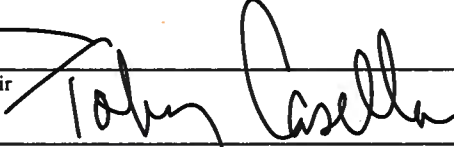


VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$15.00
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$19.00

VIII. RATIONALE AND SIGNATURES

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

English IV Prep: The Literature of Comedy has a unit in which students choose a novel to study. The current four titles will remain as options (there are class sets), but we would like to expand the choices to include six new titles. We are requesting that students pay a flat fee of \$15 for their selection so they can own the book and annotate in it.

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1.	Teacher(s)	Chris Thomas 			Date	12/13/22
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Assistant Division Chair	Date 12/13/22
						
3.	Approved	<input type="checkbox"/>	Not Approved	<input type="checkbox"/>	Division Chair	Date 12/13/22
						
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction	Date
						12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
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- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION

Division	Language Arts
Department	Language Arts
Course Title	English IV – Literature of Comedy
Course Number(s)	LA4371/2
Course Level	III
Projected Enrollment for 2023-24	120 each semester

II. ADD/DROP YEAR

	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION

	ADD	DROP
Text/Material Title	Dial A for Aunties	
Author(s)	Jesse Q Sutanto	
Publisher	Berkley	
Copyright Date/Edition	April 27, 2021	
ISBN 13#	978-0593333037	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	Ages 13-17	
Catalog/Web/Purchase Source		

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE

Hardback		E-book	
Hardback w/digital		CD Rom	
Paperback	X	Website subscription	
Paperback w/digital		Workbook/Lab Manual	

V. TEACHING MATERIALS (need accurate count)

Teacher Desk Copies		
Blackline Masters		Software
Workbooks/Lab Manuals		Videos
Wraparound Editions		E-book
Study Guides		Test Banks

VI. Comments (Box will expand as needed)

Book to be included as an option for a student choice book during Unit 1 of the course.

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)


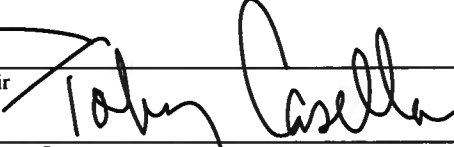


DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$15.00
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$19.00

VIII. RATIONALE AND SIGNATURES

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

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1.	Teacher(s)	Chris Thomas 			Date 12/13/22
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	Assistant Division Chair 	Date 12/13/22
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Division Chair 	Date 12/13/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction 	Date 12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

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I. COURSE INFORMATION	
Division	Language Arts
Department	Language Arts
Course Title	English IV – Literature of Comedy
Course Number(s)	LA4371/2
Course Level	III
Projected Enrollment for 2023-24	120 each semester

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Me, Earl and the Dying Girl	
Author(s)	Jesse Andrews	
Publisher	Amulet Books	
Copyright Date/Edition	April 21, 2021	
ISBN 13#	978-1419719608	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	14+ (Lexile: 820L)	
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)
Book to be included as an option for a student choice book during Unit 1 of the course.


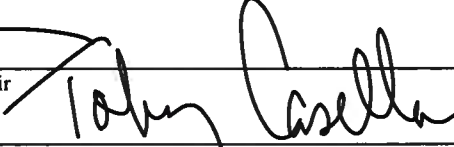
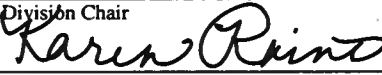

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$15.00
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$19.00

VIII. RATIONALE AND SIGNATURES

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

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1.	Teacher(s)	Chris Thomas 		Assistant Division Chair	Date 12/13/22
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input checked="" type="checkbox"/>	 Date 12/13/22
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Division Chair  Date 12/13/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction  Date 12/27/22

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
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- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Language Arts
Department	Language Arts
Course Title	English IV – Literature of Comedy
Course Number(s)	LA4371/2
Course Level	III
Projected Enrollment for 2023-24	120 each semester

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Anxious People	
Author(s)	Fredrik Backman	
Publisher	Washington Square Press	
Copyright Date/Edition	July 6, 2021	
ISBN 13#	978-1501160844	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	14-17 (Lexile 870)	
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)
Book to be included as an option for a student choice book during Unit 1 of the course.


VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$15.00
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$19.00

VIII. RATIONALE AND SIGNATURES

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

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

1.	Teacher(s)	Chris Thomas 			Date	12/13/22
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Assistant Division Chair	Date 12/13/22
3.	Approved	<input type="checkbox"/>	Not Approved	<input type="checkbox"/>	Division Chair	Date 12/13/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction	Date 12/23/22

John Casella
Karen Raino
Scott [Signature]

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
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- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Fine Arts
Department	World Language
Course Title	French I
Course Number(s)	WL 5416/7 7426/7
Course Level	Prep/Accel
Projected Enrollment for 2023-24	60

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	x	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Les Chaussettes de Tito Levels 1	
Author(s)	Theresa Marrama	
Publisher	Teacher's Discovery	
Copyright Date/Edition		
ISBN 13#	N/A	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	Level 1	
Catalog/Web/Purchase Source	https://www.teachersdiscovery.com/product/les-chaussettes-de-tito-french-level-1-reader/french	

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

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

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	\$8.50
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$47.00

VIII. RATIONALE AND SIGNATURES

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

French 1 is adding this reader based on data from the upper-level French reading proficiency.
We are asking for a total of 30 student copies for next year to use in class as well as 2 teacher copies.

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

1.	Teacher(s)	<i>Michelle Silkatis</i>			Date
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	Assistant Division Chair	Date
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Division Chair <i>[Signature]</i>	Date <i>12/14/22</i>
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction <i>[Signature]</i>	Date <i>12/23/22</i>

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Fine Arts
Department	World Language
Course Title	French II
Course Number(s)	WL 5426/7 7426/7
Course Level	Prep/Accel
Projected Enrollment for 2023-24	130

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	x	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	21 mini-contes Levels 1 and 2	
Author(s)	Tom Alsop	
Publisher	Teacher's Discovery	
Copyright Date/Edition		
ISBN 13#	N/A	
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level	Levels 1 and 2	
Catalog/Web/Purchase Source	https://www.teachersdiscovery.com/product/3699/readers-1	

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

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			3
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Wraparound Editions		E-book	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)




VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	\$13.99
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$35.00

VIII. RATIONALE AND SIGNATURES

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

French 2 is adding this reader based on data from the upper-level French reading proficiency. We are asking for a total of 60 student copies for next year to use in class as well as 3 teacher copies.

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

1.	Teacher(s)			Assistant Division Chair	Date	12/7/22
2.	Recommend	<input type="checkbox"/>	Do Not Recommend		Date	
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Division Chair 	Date	12/14/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction 	Date	12/23/24

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Fine Arts
Department	World Language
Course Title	French II Prep and Accel
Course Number(s)	WL5426-7, WL7426-7
Course Level	Prep and Accel
Projected Enrollment for 2023-24	~125

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	X
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	D'accord! 1	D'accord! 2
Author(s)	José A. Blanco	José A. Blanco
Publisher	Vista Higher Learning	Vista Higher Learning
Copyright Date/Edition	2019	2019
ISBN 13#	978-1-54330-395-7	978-1-68005-812-3
CD Rom Included? ISBN#	No	No
Workbook ISBN#	978-1-68005-786-7	978-1-68005-808-6
Reading Level	n/a	n/a
Catalog/Web/Purchase Source	https://vistahigherlearning.com/store/d-accord-c2019-level-1.html	https://vistahigherlearning.com/store/d-accord-c2019-level-2.html

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

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

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	\$146.19
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$40.44
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$40.44

VIII. RATIONALE AND SIGNATURES

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

As a department, we re-evaluated the course progression. With the addition of Dual-Credit courses, we found that our Accel classes were learning more complex grammar structures before our Honors classes. We found that the grammar progression was too fast, and the cultural and vocabulary content too vast to properly learn in the time allotted for each course. For example, for the last five years French II has been de-facto completing the French I (D'accord 1) textbook. The first semester is somewhat pieced together because the French II textbook (D'accord 2) assumes students have already learned certain topics – thus it treats them as review – even though this is not the case. For these reasons we elected to use the D'accord 1 textbook for French I and French II (Units 1-4 in French I and 5-8 in French II).


This change also offers us the opportunity to add more supplemental readings to French III and French IV Accel. This would ensure that students have the same reading practice by the time they choose AP or French 5 (when compared to the Honor classes). We will also submit a textbook change form for French III and IV as a result.

French III – Review, Units PA, PB, 1, 2, 3

French IV – Units 4, 5, 6, 7

French V – D'accord 3 textbook (selected chapters) ISBN: 978-1-54330-397-1

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

1.	Teacher(s)		Assistant Division Chair	Date	11/16/22	
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	Division Chair	Date	
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction	Date	12/2/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction	Date	12/23/24

IX. FOR BOOKSTORE USE ONLY

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

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

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	French
Department	Fine Arts
Course Title	French IV Accel
Course Number(s)	WL7441-2
Course Level	Accel
Projected Enrollment for 2023-24	55

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	X
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	D'accord! 2	D'accord! 3
Author(s)		
Publisher	Vista Higher Learning	Vista Higher Learning
Copyright Date/Edition	2019	2019
ISBN 13#	978-1-68005-812-3	978-1-54330-397-1
CD Rom Included? ISBN#	No	No
Software ISBN#	978-1-68005-808-6	978-1-68005-830-7
Reading Level	n/a	n/a
Catalog/Web/Purchase Source	https://vistahigherlearning.com/store/d-accord-c2019-level-2.html	https://vistahigherlearning.com/store/d-accord-c2019-level-3.html

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

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

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	\$146.19
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$40.44
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$40.44

VIII. RATIONALE AND SIGNATURES

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

Partner request form to French II Prep & Accel Change

As a department, we re-evaluated the course progression. With the addition of Dual-Credit courses, we found that our Accel classes were learning more complex grammar structures before our Honors classes. We found that the grammar progression was too fast, and the cultural and vocabulary content too vast to properly learn in the time allotted for each course. For example, for the last five years French II has been de-facto completing the French I (D'accord 1) textbook. The first semester is somewhat pieced together because the French II textbook (D'accord 2) assumes students have already learned certain topics – thus it treats them as review – even though this is not the case. For these reasons we elected to use the D'accord 1 textbook for French I and French II (Units 1-4 in French I and 5-8 in French II).

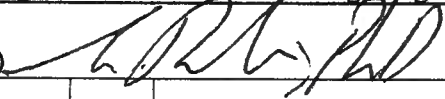
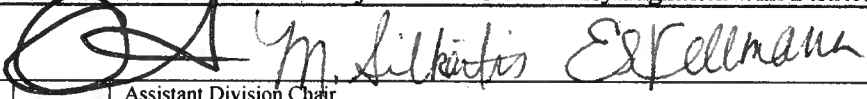
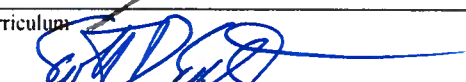
This change also offers us the opportunity to add more supplemental readings to French III and French IV Accel. This would ensure that students have the same reading practice by the time they choose AP or French 5 (when compared to the Honor classes). We will also submit a textbook change form for French III and IV as a result.

French III – Review, Units PA, PB, 1, 2, 3

French IV – Units 4, 5, 6, 7

French V – D'accord 3 textbook (selected chapters) ISBN: 978-1-54330-397-1

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

1.	Teacher(s)			Assistant Division Chair	Date	11/16/22	
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Division Chair	Date	
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction	Date	12/2/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>		Date	12/23/24

IX. FOR BOOKSTORE USE ONLY

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

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

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form

- **Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.**
- **Chairs submit signed forms and copies of books for Board Room display by Friday, December 16**
- **Submit form electronically *and* hard copy (single sided and signed)**
- **Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.**
- **Do not add any surcharges, shipping charges, tax, etc., to costs.**

I. COURSE INFORMATION	
Division	Fine Arts
Department	World Language
Course Title	French V
Course Number(s)	WL7451/2
Course Level	IV
Projected Enrollment for 2023-24	28

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	X
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Perspectives – 1 st Edition	Interaction
Author(s)	Severine Champeny, Cherie Mitschke	St. Onge
Publisher	Vista Higher Learning	Cengage
Copyright Date/Edition	2023	2012
ISBN 13#	ISBN: 978-1-54338-358-4	978-0-495-90605-6
CD Rom Included? ISBN#		
Software ISBN#	Included in above ISBN (web platform)	
Reading Level		
Catalog/Web/Purchase Source	https://vistahigherlearning.com/store/perspectives-1st-edition.html	

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

V. TEACHING MATERIALS (need accurate count)		
Teacher Desk Copies		1
Blackline Masters		
Software		
Workbooks/Lab Manuals		
Videos		
Wraparound Editions		
E-book		
Study Guides		
Test Banks		

VI. Comments (Box will expand as needed)
I am not sure if this book is available in hardcover. If it is that would be preferable, or if it can be bound hardcover later so that it will last.




VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	\$228.00
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$18.00

VIII. RATIONALE AND SIGNATURES

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

Interaction has been in use for over a decade and while I think it is a good textbook for this class, at this point the information is out of date, and the textbook is out of print. *Perspectives* provides much of the same content (albeit in a different order) which would provide up to date materials to our students and also has a strong website component which will update our tech in this course also.

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

1.	Teacher(s)	Liz Martinez 		Assistant Division Chair	Date	12/18/22	
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>		Date	
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Division Chair 	Date	12/14/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction 	Date	12/23/24

IX. FOR BOOKSTORE USE ONLY

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

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

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 3, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 17
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5 year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Fine Arts
Department	World Language
Course Title	Spanish 3H - ACP
Course Number(s)	2023-2024 WL8236/7 WL8231/2 2024-2025 WL8241 / WL8242
Course Level	V
Projected Enrollment for 2023-24	100

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	X
2024-25	X	
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Exploraciones Curso Intermedio	¡Anda! Curso intermedio
Author(s)	Blitt, Casas, Copple	Heining-Boynton, LeLoup & Cowell
Publisher	Cengage	Prentice Hall
Copyright Date/Edition	2 nd Edition 2020	3RD Edition - ©2017
ISBN 13#	9781337612487	9780134293363
CD Rom Included? ISBN#		
Software ISBN#	EPACK: K12AE EXPLORACIONES CUR SO INTERMEDIO + MT 6YR 9780357492048 Net: \$171.75	MyLaB Spanish—access card package https://www.pearson.com/store/p/-anda-curso-intermedio/P100001429381
Reading Level	Level 3H	
Catalog/Web/Purchase Source	Anna Poulos Senior Learning Consultant 480-628-3864 anna.poulos@cengage.com	

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback		E-book	X
Hardback w/digital		CD Rom	
Paperback		Website subscription: Mind Tap (see 'MT' above)	X
Paperback w/digital		Workbook/Lab Manual Mind Tap (see 'MT' above)	X

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			3
Blackline Masters		Software	
Workbooks/Lab Manuals		Videos	
Annotated Instructor's Edition for Blitt/Casas/Copple's Exploraciones curso intermedio 9781337612517 . Net: \$147.75	3	E-book: see attached for Mind Tap information	
Study Guides		Test Banks	

VI. Comments (Box will expand as needed)
Indiana University has adopted this textbook series for our Spanish 3H and Spanish 4H courses. It will be phased into 3H for the 2023-2024 school year and then in to 4H for the 2024-2025 school year.

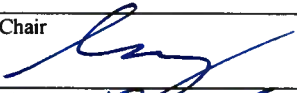

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5 year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	\$171.75
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$12.00

VIII. RATIONALE AND SIGNATURES

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

Indiana University has adopted this textbook series for our Spanish 3H and Spanish 4H courses. It will be phased into 3H for the 2023-2024 school year and then in to 4H for the 2024-2025 school year.

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

1.	Teacher(s)	<i>JoEllen Gregie</i>			Assistant Division Chair	Date 11.15.2022
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Division Chair	Date
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>		Date 12/14/2022
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction 	Date 12/23/24

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Fine Arts
Department	World Languages, German
Course Title	AP German IV
Course Number(s)	WL-8611/2
Course Level	Level 4
Projected Enrollment for 2023-24	25

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	X
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Neue Blickwinkel 2 nd Ed.	Denkmal 3 rd Ed.
Author(s)	Cynthia Chalupa, Heiko ter Haseborg	Tobias Barske, Megan McKinstry, Karin Schestokat, Jane Sokolosky
Publisher	Wayside Publishing	Vista Higher Learning
Copyright Date/Edition	2017/2 nd Ed.	2020/3 rd Ed.
ISBN 13#	ISBN: 978-1-942400-41-7 Hardcover Student Edition textbook with a one-year subscription to Neue Blickwinkel Student Edition FlexText® and Neue Blickwinkel Explorer. (25)	STUDENT: 978-1-54330-365-0 TEACHER: 978-1-54330-368-1
CD Rom Included? ISBN#		N/A
Software ISBN#	ISBN: 978-1-944876-62-3 One-year subscription to Neue Blickwinkel Student Edition FlexText® and Neue Blickwinkel Explorer. (100)	N/A
Reading Level	AP, Level IV	AP Level IV
Catalog/Web/Purchase Source	https://www.waysidepublishing.com/languages/german/neue-blickwinkel	vhcentral.com

IV. PRIMARY TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL TYPE			
Hardback	25	E-book	100
Hardback w/digital	0	CD Rom	N/A
Paperback	0	Website subscription	100
Paperback w/digital	0	Workbook/Lab Manual	0

V. TEACHING MATERIALS (need accurate count)			
Teacher Desk Copies			
Blackline Masters	1	Software	1
Workbooks/Lab Manuals	1	Videos	1
Wraparound Editions	1	E-book	1
Study Guides	1	Test Banks	1

VI. Comments (Box will expand as needed)

We will use the 25 Hardback copies for our physical classroom set of textbooks year to year. However, we will plan to primarily use the electronic copy of this textbook and its student resources. We would like to ask that there is 1 copy of each electronic and physical teacher's manual or materials. I have incorporated the numbers for materials to include the 5-year renewal time frame.

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)

DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	\$133.90
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$51.50 (years 2-5)
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$0.00

VIII. RATIONALE AND SIGNATURES

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

For the AP German program, I would like to update/enhance the learning experience the students are given with newer and more up to date materials that reflect the changes in German language and culture. It's important that students have the most up to date and best resources to learn from in order to be successful on the AP exam, as well as develop their language skills to an advanced level. I am requesting to drop the Denkmal 3rd edition series and materials, and move to the Neue Blickwinkel 2nd edition series and materials.

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

1.	Teacher(s)	Shannon Murray			Date	30. November 2022
2.	Recommend	<input type="checkbox"/>	Do Not Recommend	<input type="checkbox"/>	Assistant Division Chair	Date
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Division Chair	Date
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<input type="checkbox"/>	Director of Curriculum and Instruction	Date

(Handwritten signatures and dates are present in the original image: 12/2/22 and 12/23/22)

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies
Department	Social Studies
Course Title	AP Human Geography
Course Number(s)	SS5896, SS5897
Course Level	V
Projected Enrollment for 2023-24	12 Sections of 25 = 300

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	X
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Human Geography A Spatial Perspective AP Edition	The Cultural Landscape: An Introduction to Human Geography
Author(s)	Sarah Witham Bednarz, Mark Bockenbauer, Fred Hiebert	James Rubenstein
Publisher	Cengage	Pearson
Copyright Date/Edition	2020	2016/12 th Edition
ISBN 13#	978-0357119082	978-0134206233
CD Rom Included? ISBN#		Yes, not in book
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)

Students will need individual textbooks – Staff did a survey of their classes: 60% of students said they rely ONLY on the hardcopy of the textbook. 17% of students said they use both versions and 22% said only the electronic copy.

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	\$184.50
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$0.00

VIII. RATIONALE AND SIGNATURES

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

AP Human Geography is at the end of the 5-year textbook cycle. This course has a strong focus on current events and the College Board rewrote and organized the curriculum in 2020. Therefore, the new textbook would provide updated current event examples and align more accurately to the College Board Curriculum.

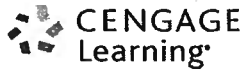
B. Signatures indicate approval of and support for requested textbook/core reading/instructional material change based on adherence to Board Policy 6.210. Specifically, signature indicates assurances regarding the use of the stated instructional objectives and consistency/alignment with District level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

1.	Teacher(s)	<i>Shamara Sanchez</i>		Assistant Division Chair	Date	11/30/22
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend	<i>[Signature]</i>	Date	11/30/22
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Division Chair	Date	11/30/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction	Date	12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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



To place your order: select Submit Customer Purchase Order Here

Confidential Price Quote (6323504)

[Submit Customer Purchase Order Here](#)

11/15/2022

Pricing on this Proposal Guaranteed: 10/5/2023

Presented To: Mary O'Neill, moneill@lths.net

Prepared By: Anna Poulos, (480) 628-3864, anna.poulos@cengage.com

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<http://NGL.Cengage.com/CustomerSupport>

[View Quote in CAD](#)

Quoted Products: CTE/9-12 - 2023 Materials

Qty	Update Qty	Product	Price	Quoted Price	Total
330		ePack: Human Geography A Spatial Perspective AP Edition + K12 MindTap (6-year access) * Bednarz/Bockenbauer/Hiebert 1st Edition [K12, 2021] 9780357561508 / 0357561503	\$184.50	\$184.50	\$60,885.00
9		Human Geography A Spatial Perspective AP Edition Teacher's Edition Bednarz/Bockenbauer/Hiebert 1st Edition [K12, 2021] 9780357460597 / 0357460596	\$137.25	\$0.00	FREE
9		Human Geography A Spatial Perspective AP Edition Teacher's Edition Assessment Companion Bednarz/Bockenbauer/Hiebert 1st Edition [K12, 2021] 9780357460665 / 0357460669	\$37.00	\$0.00	FREE

Sub-Total: \$60,885.00
 + Estimated Shipping and/or Process Fee: \$6,088.50

~~TOTAL: \$66,973.50~~
 Total Savings: \$1,568.25

[Submit Customer Purchase Order Here](#)

Thank you for your interest in Cengage Learning products.

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically and hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Global Studies Division
Department	Business Ed
Course Title	Accounting 1 & 2
Course Number(s)	BU5511, BU5512, BU5522
Course Level	Accounting 1 (level III); Accounting 2 (level IV)
Projected Enrollment for 2023-24	175

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	X
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	College Accounting	College Accounting 22e Chapters 1-27
Author(s)	John Price, M. David Haddock & Michael Farina	James Heintz & Robert Parry
Publisher	McGraw-Hill Publishing	Cengage Learning
Copyright Date/Edition	Copyright 2024 / 17 th Edition	2017
ISBN 13#	TBD Per McGraw custom pricing ISBN to be created	978-1305666160
CD Rom Included? ISBN#		
Software ISBN#	Connect ISBN: 978-1260-780-253	
Reading Level		
Catalog/Web/Purchase Source	McGraw Hill Higher Education	

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

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

VI. Comments (Box will expand as needed)

Per McGraw Hill, the price per student has been discounted from the national price of \$146.48. Approx. 60 hardcopies (class set) have been requested at no charge. As of the date of this submission, the publisher is reviewing our request.


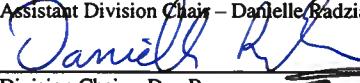

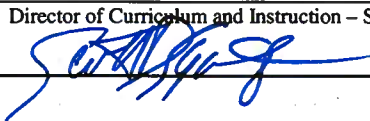
VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	\$70
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$100
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$100

VIII. RATIONALE AND SIGNATURES

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

Accounting is a dual credit course with College of DuPage (COD). This change request is needed to stay in line with COD's curriculum to maintain dual credit status.

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

1.	Teacher(s)	Michael Archbold		Date	12-1-22	
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend	Assistant Division Chair – Danielle Radzialowski 	Date	12-1-22
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Division Chair – Dan Buys 	Date	12/1/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction – Scott Eggerding 	Date	12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
- Chairs submit signed forms and copies of books for Board Room display by Friday, December 16
- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Special Education
Department	Special Education
Course Title	Math I
Course Number(s)	IP 2316/7
Course Level	III
Projected Enrollment for 2023-24	30-45

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Delta Math, IXL and ALEKS	
Author(s)		
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)
Special education division will purchase student licenses.

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$0

VIII. RATIONALE AND SIGNATURES

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

In order to improve our instruction to properly differentiate and include technology to reach each individual student at their own level.

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

1.	Teacher(s)	<i>B. Brink</i>		Assistant Division Chair	Date	<i>12/1/22</i>
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend	<i>A. G. Dy...</i> Assistant Division Chair	Date	<i>12-2-22</i>
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	<i>Melissa...</i> Division Chair	Date	<i>12/2/22</i>
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	<i>[Signature]</i> Director of Curriculum and Instruction	Date	<i>12/23/24</i>

IX. FOR BOOKSTORE USE ONLY

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

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

**LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form**

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
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- Submit form electronically and hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Special Education
Department	Special Education
Course Title	Math II
Course Number(s)	IP2356/7
Course Level	III
Projected Enrollment for 2023-24	25-35 students

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Delta Math, IXL and ALEKS	
Author(s)		
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)
Special education division will purchase student licenses.

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$0

VIII. RATIONALE AND SIGNATURES

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

In order to improve our instruction to properly differentiate and include technology to reach each individual student at their own level.

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

1.	Teacher(s)	<i>[Signature]</i>			Assistant Division Chair	Date
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend		<i>[Signature]</i>	Date 12-2-22
3.	Approved	<input checked="" type="checkbox"/>	Not Approved		Division Chair <i>[Signature]</i>	Date 10/2/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved		Director of Curriculum and Instruction <i>[Signature]</i>	Date 12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form

- Teacher(s) submits to Division chairs by Friday, December 2, 3:00 p.m.
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- Submit form electronically *and* hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Special Education
Department	Special Education
Course Title	Practical Math
Course Number(s)	IP1241/2
Course Level	III
Projected Enrollment for 2023-24	25-35 students

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Delta Math, IXL and ALEKS	
Author(s)		
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)
Special education division will purchase student licenses.

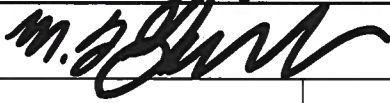

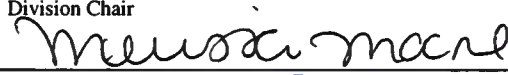

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$0

VIII. RATIONALE AND SIGNATURES

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

In order to improve our instruction to properly differentiate and include technology to reach each individual student at their own level.

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

1.	Teacher(s)			Assistant Division Chair	Date	12/1/22
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend		Date	12-2-22
3.	Approved	<input checked="" type="checkbox"/>	Not Approved		Date	12/2/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved		Date	12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form

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- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
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I. COURSE INFORMATION	
Division	Special Education
Department	Special Education
Course Title	Geometry Cross Cat
Course Number(s)	IP2331/2
Course Level	III
Projected Enrollment for 2023-24	30-45

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26		

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	Delta Math, IXL, ALEKS	
Author(s)		
Publisher		
Copyright Date/Edition		
ISBN 13#		
CD Rom Included? ISBN#		
Software ISBN#		
Reading Level		
Catalog/Web/Purchase Source		

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

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

VI. Comments (Box will expand as needed)
Special education division will purchase student licenses.

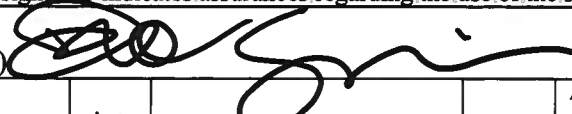

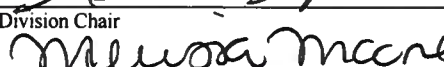
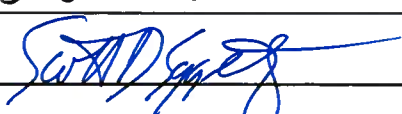
VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
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CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$0

VIII. RATIONALE AND SIGNATURES

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

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1.	Teacher(s)				Date	12/2/22
2.	Recommend	<input checked="" type="checkbox"/>	Do Not Recommend	Assistant Division Chair		Date 12-2-22
3.	Approved	<input checked="" type="checkbox"/>	Not Approved	Division Chair		Date 12/2/22
4.	Approved	<input checked="" type="checkbox"/>	Not Approved	Director of Curriculum and Instruction		Date 12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

LYONS TOWNSHIP HIGH SCHOOL DISTRICT 204
2023-24 Textbook/Instructional Material Adoption/Change Form

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- Submit form electronically and hard copy (single sided and signed)
- Textbook/Core Reading/Instructional Material Change Requests will be adopted for a 5-year cycle.
- Do not add any surcharges, shipping charges, tax, etc., to costs.

I. COURSE INFORMATION	
Division	Student Services
Department	Alternative Program
Course Title	English Prep III/IV
Course Number(s)	AL0016/7
Course Level	LIII
Projected Enrollment for 2023-24	15

II. ADD/DROP YEAR		
	ADD	DROP
2023-24	X	
2024-25		
2025-26	X	

III. TEXTBOOK/CORE READING/INSTRUCTIONAL MATERIAL INFORMATION		
	ADD	DROP
Text/Material Title	The Distance Between Us	Secret Life of Bees
Author(s)	Reyna Grande	Sue Monk Kidd
Publisher	Washington Square Press; Illustrated Edition	Penguin Books; 1st edition
Copyright Date/Edition	2013	
ISBN 13#	978-1451661781	978-0142001745
CD Rom Included? ISBN#	N/A	N/A
Software ISBN#	N/A	N/A
Reading Level	Lexile: 890L	Lexile: 840L
Catalog/Web/Purchase Source	Amazon	

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

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

VI. Comments (Box will expand as needed)

VII. COST AND SOURCE (Cost per item excluding bookstore mark-up.)	
DT: District Text adopted for a minimum 5-year cycle	
CS: Class Sets of texts purchased by the District and stored in classrooms	
CN: Consumable materials purchased by the student; not returned at the end of the semester/year	\$10.69
Grant: (specify in comments above)	
Total cost to student for course (CN above + other CN and fees for the course)	\$10.69

VIII. RATIONALE AND SIGNATURES

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

The Secret Life of Bees has been in the course for over 15 years and we would like to explore more current and relatable texts for the essential outcomes of the course. Choosing a more current text can breathe new life into Alternative Program English classes and create a curriculum that aligns better with the course standard of English I/II Prep courses at LT.

Immigration has been and continues to be, a subject that invites not only controversy, but a myriad of stories, experiences, and exceptions. Reyna Grande's memoir *The Distance Between Us* provides students with an astonishingly honest depiction of the struggles with immigration—before, during, and after. Her story appeals to a variety of readers, as it is not only a tale of transition in geography, but in age, family dynamics and identity. After reading and analyzing the memoir, students will be asked to write argumentatively about the turning point in Grande's life. During the module, they will practice and refine numerous skills as they evaluate Grande as a writer and the techniques she uses to keep readers interested while telling her life story.

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

1.	Teacher(s)	<i>Amitaash Soodan</i>			Assistant Division Chair	Date
2.	Recommend		Do Not Recommend			Date
3.	Approved		Not Approved		Division Chair <i>Drew Eil</i>	Date 12/19/22
4.	Approved	✓	Not Approved		Director of Curriculum and Instruction <i>SWAT Soodan</i>	Date 12/23/22

IX. FOR BOOKSTORE USE ONLY

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

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

LYONS TOWNSHIP HIGH SCHOOL



LESLIE C. OWENS Director of Student Services
District Office 100 S. Brainard Avenue LaGrange, IL 60525

TO: Lyons Township High School District #204 Board of Education

FROM: Dr. Brian Waterman, Superintendent
Leslie Owens, Director of Student Services

DATE: Monday, January 9, 2023

RE: Strategic Plan Progress Update (Goal Two)

During the January 9 Committee of the Whole Meeting, Leslie Owens will share an update regarding Goal Two (Learning Environment and Supports) of the strategic plan. The update will include a brief overview of the Scorecard and Action Plans for the goal as well as highlighting the following areas:

- ✓ Student Handbook Review Committee
 - Update on process and committee work
 - Second semester timelines and outcomes

- ✓ Co-Teaching
 - Provide information on Year 1 of Implementation
 - Professional Learning and Support
 - Highlight current co-taught classes (Tiz Lambert and Maggie Quane)
 - Outline Plan for Continuing Implementation

Within this packet of materials, you will find Goal Two Scorecards, as well as the goal Dashboard that contains the strategies, rationale, and general timeline for the goal. All of the information for each of the five strategic plan goals is also posted on [LTHS Strategic Plan Website](#).

Recommendation

No action is required. This item is informational.

GOAL 2: LEARNING ENVIRONMENT & SUPPORTS

PROVIDE A SAFE, POSITIVE, INCLUSIVE, AND ENGAGING LEARNING ENVIRONMENT.

GOAL METRICS

DATA

ATTENDANCE/CHRONIC ABSENTEEISM

Percentage of students who miss 10% or more of school days, excused and unexcused, per school year.

Baseline: 28.1%
Target: 15%

STUDENT BEHAVIORS

Percentage of students with 0 or 1 non-attendance related behavior referrals per semester.

Baseline: 92.0%
Target: 94%

9TH GRADE ON TRACK

Percentage of Grade 9 students on track by earning at least five full-year course credits and no more than one semester "F" in a core course (English, math, science, or social science).

Baseline: 97.0%
Target: 98%

STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES

Percentage of students in grades 9-12 participating in at least one co-curricular activity annually.

Baseline: 78.3%
Target: 83%

5ESSENTIALS CLIMATE SURVEY – SUPPORTIVE ENVIRONMENT

Score on University of Chicago's 5Essential Student Survey for Supportive Environment.

Baseline: 59
Target: 62

PANORAMA STUDENT SURVEY – SENSE OF BELONGING

Percent of students responding favorably to Sense of Belonging reported on Panorama Survey.

Coming Soon

PANORAMA STUDENT SURVEY – DIVERSITY AND INCLUSION

Percent of students responding favorably to Diversity and Inclusion as reported on Panorama Survey.²⁰⁰

Coming Soon

GOAL 2: LEARNING ENVIRONMENT & SUPPORTS

PROVIDE A SAFE, POSITIVE, INCLUSIVE, AND ENGAGING LEARNING ENVIRONMENT.

STRATEGY 4

STRATEGY 5

STRATEGY 6

Build confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning.

Engage all stakeholders in creating a positive school climate.

Explore opportunities to enhance the student day and year that results in increased participation in curricular electives and extracurricular activities.

- Describe and promote the importance and life-long impact of assisting students to build social and emotional skills.
- Assess the impact of our current evidence-based SEL program/curriculum (Yale RULER Approach) to inform expanded use of the curriculum.
- Examine, understand, and integrate ISBE Social and Emotional standards for early and late high school across academic areas.
- Examine, through an equity lens, academic & behavioral interventions and student outcomes
- Examine, through an equity lens, demographic disparities among academic and behavioral referrals, detentions, suspensions, and attendance/tardies.
- Assess the efficacy of current academic and behavioral interventions.
- Research additional evidence-based behavioral interventions for students.
- Monitor, report, and intervene with students demonstrating chronic absenteeism.

- Explore survey tools and data collection opportunities to determine baseline information regarding school climate from all stakeholder groups.
- Investigate the factors that contribute to a positive school climate (from all stakeholder perspectives).
- Develop an LT-specific definition of positive school climate.
- Utilize survey/focus group data to determine next steps.

- Engage students and staff in examining advantages and disadvantages of the current daily school schedule and year.
- Research and explore other high school daily schedules and year.
- Research and explore ways to integrate extracurricular opportunities within the school day.
- Encourage, monitor, and report student participation in extracurricular activities.
- Explore student interest in elective courses offered and not offered and align offerings to the Graduate Portrait.
- Align extracurricular activities with the Graduate Portrait.

Goal Metrics

Attendance/Chronic Absenteeism, Student Behaviors, Student Participation in Co-curricular Activities, 5Essentials Climate Survey - Supportive Environment, Panorama Student Survey - Sense of Belonging, Panorama Student Survey - Diversity and Inclusion, Student Voice (Focus Groups) Feedback, 9th Grade On-Track



DATA DASHBOARD

GOAL 2: LEARNING ENVIRONMENT & SUPPORTS

PROVIDE A SAFE, POSITIVE, INCLUSIVE, AND ENGAGING LEARNING ENVIRONMENT.

Goal Champion: Leslie Owens, Director of Student Services

Action Team Members:

Chris Bass, Jen Bigenwald, Virginia Condon, Adam Davis, Drew Eder, Peter Geddeis, Darrell Mathis, Tammy Miller, Erin Sharkey, Brooke Spencer, Dave Stormont, Liz Watkins, Jennifer Wegmann, Ben White, Nekeia Wilson, & Kate Wohlgemuth

Administrative Interns: Emily Brown & Emma Colangelo

Goal Statement:

Provide a safe, positive, inclusive, and engaging learning environment

Strategies

- Build confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning
- Engage all stakeholders in creating a positive school climate
- Explore opportunities to enhance the student day and year that results in increased participation in curricular electives and extracurricular activities

District Scorecard Goal Metrics

- Attendance/Chronic Absenteeism
- Student Behaviors
- Student Participation in Co-curricular Activities
- 5Essentials Climate Survey - Supportive Environment
- Panorama Student Survey - Sense of Belonging
- Panorama Student Survey - Diversity and Inclusion
- 9th Grade On-Track

GOAL 2: History/Rationale for Critical Improvement

LTHS has been a pillar in this community for over a century, and it begins with the partnerships we enjoy with our families, our associate schools, and our extended school community. The strategies aligned to this goal include expanding on those partnerships and enhancing our efforts in communication, collaboration, and transparency. This includes traditional methods of communication (website, social media, and electronic communication), as well as increasing parent/guardian voice through new channels.

We aim to enhance existing business and partnerships within our community and evolve the career-related exposure students can access while at LTHS. We also wish to enhance the articulation efforts with our associate schools, promote high school readiness among all students, and provide support/guidance in this effort.

Making progress within our family/community partnerships and the aligned strategies in Goal Four is critical because we know we must maximize our available community resources to help all students graduate prepared for life, college, and career success.

Strategy	Why this Issue Became a Critical Strategy
<p>Build confidence and engagement with families and the communities through improved communication, collaboration, and transparency.</p>	<p>Research suggests confidence in public schools is on the decline, and the COVID-19 pandemic had a negative impact on relationships with many families. This has resulted in a decrease in overall satisfaction and increasing numbers of families feeling like they have little voice and engagement in decision-making within schools, including at LTHS. This includes a perception that the COVID-19 pandemic compromised our district's reputation, and there appears to be inaccurate perceptions, lack of access to trusted information, misunderstanding about equity and belonging efforts, as well as concerns regarding communication, collaboration, and transparency. The political challenges and civic and social unrest seen nationally have impacted our district, as well.</p>
<p>Partner with the community to offer learning opportunities to expose students to potential career pathways and community services.</p>	<p>Data indicates learning opportunities that provide a clear pathway for college, career, and life readiness are an area of growth for our district. Currently, we have limited formal business and career community partners to support this effort, and there is opportunity for improvement. The COVID-19 pandemic also impacted engagement with partners, and there is a need to increase service-learning opportunities for students. The newly identified LTHS Portrait of a Graduate recognizes the need for ensuring the curriculum is relevant, rigorous, and accessible to all students.</p>
<p>Promote high school readiness by fostering communication, collaboration, and connection with our associate school districts.</p>	<p>The State of Illinois has identified PK-12 readiness indicators, as well as measures for college, career and life success, and there is room for improvement in ensuring that our students, families, and associate schools understand these indicators. This includes high school readiness indicators that are measured by the Illinois School Report Card. The COVID-19 pandemic impacted articulation and collaboration efforts with our associate schools, and there is an opportunity for improvement as it relates to the transition from 8th to 9th grade. There is an opportunity to support our associate school districts in their effort to ensure that all students complete Algebra prior to high school, and in ensuring that all students are on track during their 9th grade year.</p>

GOAL 2: Strategy and Related Success Measures

By June 2023

- Administer 5Essentials and Panorama Student and Staff Surveys.
- Partner with SEL Hub to support systemic SEL implementation.
- Implement restorative practices for conflict resolution, classroom community, discipline, school climate.
- Utilize 5-Star to track co-curricular participation (as well as events, e.g., homecoming).
- Detail and improve Section 504 referral, eligibility, and review process to ensure compliance, transparency, and efficacy
- Detail and improve transfer.
- Student registration process to ensure efficiency and equity and enhance communication.
- Implement & evaluate updated attendance practices.
- Implement exclusionary discipline improvement plan and evaluate outcomes.
- Complete comprehensive student handbook revision.
- Implement and communicate gender support plan.
- Investigate, select, and implement updated postsecondary platform that aligns with district goals and graduate portrait.
- Provide professional learning and support for Student Services to implement data-driven practice.
- Implement co-teaching (English 9 & World History) and prepare for expansion in 23-24.
- Evaluate current EL programming and determine needs.

By June 2024

- Research block scheduling/modified block scheduling options.
 - Create committee to identify local sites for visits/collaboration (by June 2023).
 - Prepare comprehensive review of all programs visited as well as existing research (by December 2023).
- Align Elective Offerings to Graduate Portrait.
- Align Extracurricular Activities with Graduate Portrait.
- Implement system for efficiently assessing the efficacy of LT interventions (academic + behavioral).
- Determine interventions to keep, discard, or amend.
- Determine any gaps in interventions available.
- Research interventions to add.
- Expand integration of SEL Standards with course standards.
- Identifying where Graduate Portrait skills are taught/assessed.
- Create and distribute SEL rationale to staff, students, families.
- Develop plan for utilizing Lunch Study Hall time for interventions and supports for students.
 - Executive Functioning
 - Skill-Building/Wellness Groups
 - Test Prep

By June 2025

- Investigate community partnerships (particularly in the realm of mental health, substance abuse/prevention, etc.).
- Develop MTSS structure/teams.
- Create flexible time/space within the school day for providing interventions that vary in type, length, etc.
- Integration of SEL Standards/experiences across all 4 years.

By June 2026

- Implement program assessments to review and determine effectiveness and gaps in the variety of new / updating programming offered.

GOAL 2: Strategy Actions for 2022-2023 (Build Confidence...)

Strategy 4

Investigating	Developing	Implementing
	<ul style="list-style-type: none"> • (SEL Hub) Begin work with assessment and then determine district/practice goal. 	<ul style="list-style-type: none"> • (SEL Hub) Determine District SEL Hub Team (Student Services, Admin, PE) and provide to Dr. Herrera.
<ul style="list-style-type: none"> • (Restorative Practices) Investigate and Develop Plan for Scaling Out. 		<ul style="list-style-type: none"> • (Restorative Practices) Provide training to APs. • (Restorative Practices) Begin to implement Restorative Practices (on limited basis) through AP Office.
	<ul style="list-style-type: none"> • (504's) Develop sustainable plan, with shared ownership, for compliance (Annual Reviews, Triennial Reviews, Initial Evals, Check-In's, Documentation) and define roles for all stakeholders (504 Coordinator, Administration, School Counselors, Teachers, Related Services, Students, & Families). • (504's) Detail the Section 504 Legal Information, Process, and Contact information to be utilized on LTHS website and Student Handbook. • (504's) Educate families on rights/Section 504. 	<ul style="list-style-type: none"> • (504's) Engage Student Services Leadership in PD regarding best practice and legal obligations for 504 Plans. • (504's) Triage immediate changes and long-term 'to-do's' . • Create and communicate (to SST, staff, families) interim process for 504 referrals (differentiate for parent/guardian and school-based referrals).

GOAL 2: Strategy Actions for 2022-2023 (Build Confidence...)

Strategy 4

Investigating	Developing	Implementing
<ul style="list-style-type: none"> • (Transfers) Assemble stakeholder group to assess current transfer student process (students who transfer to LT throughout the school year and at start of the school year for any freshman who enrolls from any school other than our Associate Districts). • Investigate reasons for difficulties (academic and otherwise) once students begin at LT. • Investigate the supports that may be needed. 	<ul style="list-style-type: none"> • (Transfers) Develop communication standards for sharing info with classroom teachers (and any other relevant staff). 	<ul style="list-style-type: none"> • (Transfers) Detail process and define roles/responsibilities and timelines that will be communicated to staff and to families (will post on website as well). • (Transfers) Ensure that students with IEP's, 504's, EL eligibility, Fee-Waiver, and McKinney-Vento are connected with supports and appropriate scheduling immediately.
	<ul style="list-style-type: none"> • (Attendance) Collect and monitor quarterly attendance and tardy data (compare with previous years). • (Attendance) Develop automated process for staff to mark attendance and tardies that is connected with electronic communication to families to build awareness and home/school partnership (in an effort to improve attendance and reduce tardies). 	<ul style="list-style-type: none"> • (Attendance) AP's will engage in supportive attendance conversations/meetings with families/students with attendance concerns. • (Attendance) AP's will provide attendance information to 504 and IEP teams and attend meetings to discuss, where appropriate. • (Attendance) AP's will work with students to monitor and understand attendance patterns, provide/link support where needed and set goals for improving attendance • (Attendance) Process will be communicated to staff and to families/students via internal communications, LTHS website, and in Student Handbook.

Investigating	Developing	Implementing
	<ul style="list-style-type: none"> • (EDI) Develop and expand restorative practices, student supports for substance use/abuse, and social/emotional supports to specifically address behavior (particularly patterns of behavior) concerns. • (EDI) Communicate data/results (increase transparency) and changes to any process to staff, students, and families via internal communications, LTHS website, and in Student Handbook, where appropriate. • (EDI) Provide education to staff/families regarding Senate Bill 100. 	<ul style="list-style-type: none"> • (EDI) Continue to comply with ISBE monitoring of LTHS Exclusionary Discipline • (EDI) Provide quarterly updates and reports to ISBE and post on website
		<ul style="list-style-type: none"> • (Handbook) Create multidisciplinary team (staff and families) to complete a comprehensive/complete re-write of Student Handbook-(Handbook) Team will meet 6 times by March 2023 and will provide final draft for BOE approval at March BOE meeting. • (Handbook)Team will utilize process for Student Handbook review from AASA (The School Superintendents Association) in conjunction with feedback and guidance from LT attorneys, school code, and Board policy.

Investigating	Developing	Implementing
---------------	------------	--------------

- (DCR) School Safety:
 - Assessment from National Expert.
 - Updates to camera system.
 - Updates to safety protocols based on recommendations from assessment.
 - Multi-year safety update plan developed.

- Threat Assessment:
 - Create District and School-Based Threat Assessment Teams.
 - Begin to hold regular (quarterly meetings) to review threat assessment process and procedures (aligned with the Comprehensive School Threat Assessment Guidelines by Dr. Cornell (UVA)).
 - Schedule CSTAG training for June 2023 with TA Team, administration, and prepare to provide appropriate version of training for staff during 2023/24.

- Crisis Response:
 - Create standard team.
 - Define roles/responsibilities.
 - Develop/delineate crisis response plan
 - Follow-up (check list).
 - Communication standards/protocols.

- VCI:
 - Develop training plan for new staff and new students (e.g. 9th graders).

Investigating	Developing	Implementing
	<ul style="list-style-type: none"> • (Gender Support) Develop comprehensive website resources and transparency document to provide information to students/families regarding any limitations of gender support plans and who has access to the information • (Gender Support) Expand all-gender bathrooms/facilities. • (Gender Support) Remove gender markers in district platforms, facilities, etc., wherever possible. 	<ul style="list-style-type: none"> • (Gender Support) Communicate plans and process for obtaining Gender Support Plan to staff, students, and families via internal communications and LT website.
<ul style="list-style-type: none"> • (Postsecondary) Engage other platforms for information regarding costs, applications, and timelines and review with team. • (Postsecondary) Demo final platforms (Naviance + Schoolinks) with team to make final recommendation. 	<ul style="list-style-type: none"> • (Postsecondary) Submit final recommendation for budget approval. • (Postsecondary) Develop implementation, communication, and professional learning plan. 	<ul style="list-style-type: none"> • (Postsecondary) Invite Student Services/IT team to review of current postsecondary platform (Naviance) and SWOT/Needs Assessment.

Investigating	Developing	Implementing
<ul style="list-style-type: none">• (Student Services Data-Driven Px) Investigate/ Developing Partnership between Student Services + PE for SEL instruction.	<ul style="list-style-type: none">• (Student Services Data-Driven Px) Develop goal and data collection and analysis plan for the school year• (Student Services Data-Driven Px) Assess current Group Guidance scope/ sequence/ content and adjust as necessary based on data, graduate portrait, post-secondary needs of students/families, etc.• (Student Services Data-Driven Px) Assess use of/ effectiveness of Re-Entry, Tapestry, Alt Ed - determine any recommendations for the future.	<ul style="list-style-type: none">• (Student Services Data-Driven Px) Continue consultation with Dr. Beth Gilfillan for professional learning and coaching of SST's on creating data-drive practice goals (after analysis of academic/ behavior/ attendance/ SEL data for corresponding class).

GOAL 2: Strategy Actions for 2022-2023 (Build Confidence...)

Strategy 4

Investigating	Developing	Implementing
	<ul style="list-style-type: none"> • (Co-Teaching) Monitor efficacy of push-in Instructional Coach model for providing increased reading/literacy support for students identified as 'at risk' (non-Special Education). 	<ul style="list-style-type: none"> • (Co-Teaching) Contract with consultant Dr. Tammy Barron to begin co-teaching implementation within 9th grade English I and World History courses. • (Co-Teaching) Meet bi-weekly with teams to develop and monitor success criteria, celebrate success, and troubleshoot. • (Co-Teaching) Implement observation protocols developed by Dr. Barron to provide specific feedback to co-teaching pairs • (Co-Teaching) Collaborate with DC's (Special Ed, English, Global Studies, PE, and Math/Science) to plan for required professional learning, scheduling/sectioning/ staffing, and instructional planning in order to scale out to additional courses (English II, Civics, Algebra I, Biology, Driver's Ed, and Health) for the 2023/24 SY.
	<ul style="list-style-type: none"> • (EL) Develop and expand BPAC under direction of Bilingual Coordinator. • (EL) Complete Needs Assessment/Gap Analysis for Translation Services and make necessary recommendations for additional services. 	<ul style="list-style-type: none"> • (EL) Comply with ISBE monitoring of LTHS EL Programs. • (EL) Engage in Needs Assessment/Gap Analysis for current course offerings and supports. • (EL) Prepare recommendation for BOE (by March 2023) for any increase in supports and/or staffing to address needs.
<ul style="list-style-type: none"> • (Panorama survey) Investigate data options for determining effectiveness of current SEL curriculum within PE. 	<ul style="list-style-type: none"> • (Panorama survey) Facilitate group to analyze results and subsequent action steps. 	<ul style="list-style-type: none"> • (Panorama survey) Question Selection for Panorama Student/ Staff Surveys. • (Panorama survey) Notification (and opt-out) provided to parents. • (Panorama survey) Administer Survey (Determine Comm Period).

GOAL 2: Strategy Actions for 2022-2023 (Explore Opportunities...)

Strategy 6

Investigating	Developing	Implementing
		<ul style="list-style-type: none">• (5-Star) Disaggregate data by gender, ethnicity, 504, IEP, EL, FRL, Grade Level on involvement. This will be provided to counselors, AP's, etc.

LYONS TOWNSHIP HIGH SCHOOL



STRATEGIC PLAN GOAL TWO UPDATE

January 9, 2023



#WeAreLT

Goal Two: Learning Environment and Supports

Provide a safe, positive, inclusive, and engaging learning environment.

Strategy 4

Build confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning.

Strategy 5

Engage all stakeholders in creating a positive school climate.

Strategy 6

Explore opportunities to enhance the student day and year that result in increased participation in curricular electives and extracurricular activities.



GOAL 2: LEARNING ENVIRONMENT & SUPPORTS

PROVIDE A SAFE, POSITIVE, INCLUSIVE, AND ENGAGING LEARNING ENVIRONMENT.

GOAL METRICS		DATA
ATTENDANCE/CHRONIC ABSENTEEISM	Percentage of students who miss 10% or more of school days, excused and unexcused, per school year.	Baseline: 28.1% Target: 15%
STUDENT BEHAVIORS	Percentage of students with 0 or 1 non-attendance related behavior referrals per semester.	Baseline: 92.0% Target: 94%
9TH GRADE ON TRACK	Percentage of Grade 9 students on track by earning at least five full-year course credits and no more than one semester "F" in a core course (English, math, science, or social science).	Baseline: 97.0% Target: 98%
STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES	Percentage of students in grades 9-12 participating in at least one co-curricular activity annually.	Baseline: 78.3% Target: 83%
5ESSENTIALS CLIMATE SURVEY – SUPPORTIVE ENVIRONMENT	Score on University of Chicago's 5Essential Student Survey for Supportive Environment.	Baseline: 59 Target: 62
PANORAMA STUDENT SURVEY – SENSE OF BELONGING	Percent of students responding favorably to Sense of Belonging reported on Panorama Survey.	Coming Soon
PANORAMA STUDENT SURVEY – DIVERSITY AND INCLUSION	Percent of students responding favorably to Diversity and Inclusion as reported on Panorama Survey.	Coming Soon



STRATEGY FOUR

Build confidence, self-sufficiency, and wellness in students by improving intervention systems and other supports for academic and social and emotional learning.

What are we doing?

- Assessing and adjusting our registration process with specific attention to the transfer student process
- Partnering with SEL Hub for increased PD and supports for integrating SEL systemically
- Assessing and updating Attendance Practices
- Assessing and updating Discipline Practices (including incorporating Restorative Practices)
- Completing a comprehensive Student Handbook review and rewrite
- Updating the District Critical Response (School Safety, Threat Assessment, Crisis Response, & VCI)
- Implementation of Co-Teaching
- Assessing and improving EL services
- Implementation of Data-Drive Student Services Practices

How are we measuring progress?

- Each of our tasks includes specific steps to completion - the Action Planning Team and Implementation Teams will be assessing progress toward task completion on an on-going basis
- Scorecard Metrics include:
 - 5Essentials Data
 - Panorama Survey Data
 - Student Attendance Data
 - Student Behavior/Discipline Data
 - 9th Grade On-Track



STRATEGY FIVE

Engage all stakeholders in creating a positive school climate.

What are we doing?

- Inclusion of representatives from stakeholder groups in data review and action planning
 - Student Handbook Committee
 - Discipline Committee
 - School Day Change Committee
- Investigating increased and improved community partnerships to provide better services to students/families and strengthen collaboration
 - ReferralGPS
 - Community Mental Health
- Increasing communication, transparency, and partnership with families on academic, attendance, and discipline matters

How are we measuring progress?

- Each of our tasks includes specific steps to completion - the Action Planning Team and Implementation Teams will be assessing progress toward task completion on an on-going basis
- Scorecard Metrics include:
 - 5Essentials Data
 - Panorama Survey Data
 - Student Attendance Data
 - Student Behavior/Discipline Data

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STRATEGY SIX

Explore opportunities to enhance the student day and year that result in increased participation in curricular electives and extracurricular activities.

What are we doing?

- Utilize 5Star to track participation and provide data to Student Support Teams to support involvement
- Align Graduate Portrait to Curricular Electives and Extracurricular Activities to assist students in choosing/planning
- Create Multi-Disciplinary Committee to begin investigation of potential school day changes

How are we measuring progress?

- Each of our tasks includes specific steps to completion - the Action Planning Team and Implementation Teams will be assessing progress toward task completion on an on-going basis
- Scorecard Metrics include:
 - Percentage of students (Grades 9-12) who participate in at least one co-curricular activity annually



HIGHLIGHT: STUDENT HANDBOOK REVIEW COMMITTEE

Our goal is to publish a modern, user-friendly student handbook that documents and supports consistent application of our processes and procedures aligned to best practices, policy, and law.

- **Committee Members**

- 15-person, multidisciplinary committee including administrators, staff, & parents

- **Timeline**

- 6 monthly Zoom meetings from October - February
- Will provide updated handbook for approval by BOE in April, 2023



HIGHLIGHT: STUDENT HANDBOOK REVIEW COMMITTEE

- **Review Process**

- Handbook was divided into 10-15 page sections with specific sections assigned to each meeting
- Review process includes feedback form and criteria/guidance for looking at each section
- We are also comparison handbooks from other districts to guide the process
- Completing a SWOT analysis on each section to identify the critical updates

- **Next Steps**

- Seek technical information/edits from additional reviewers (administrators)
- Provide draft to students via Principal's Advisory Council
- Provide draft to administrators and Franczek for final approval



HIGHLIGHT: CO-TEACHING YEAR ONE

Co-teaching is an essential service delivery option in an inclusive school. It is provided (in combination with other service delivery options) in order to give students with disabilities or other special needs the specialized instruction to which they are entitled while ensuring that they can access the general curriculum in the least restrictive environment.

One Teach, One Observe	One Teach, One Assist	Parallel Teaching
One teacher is directly instructing students while the other observes students for evidence of learning.	One teacher is directly instructing students while the other assists individual students as needed.	The class is divided into two groups and each teacher teaches the same information at the same time.
Station Teaching	Alternative Teaching	Team Teaching
Each teacher teaches a specific part of the content to different groups as they rotate between teachers.	One teacher teaches the bulk of the students, and the other teaches a small group based on need.	Both teachers are directly instructing students at the same time—sometimes called “tag team teaching.”



This chart depicts the planned implementation of co-teaching courses over the next three school years. The goal is to have a co-taught option for all graduation requirements.

	2022-2023	2023-2024	2024-2025	2025-2026
Freshman Courses	English I	English I	English I	English I
	World History	World History	World History	World History
		Algebra I	Algebra I	Algebra I
		Biology	Biology	Biology
Sophomore Courses		English II/IPC	English II/IPC	English II/IPC
		Civics	Civics	Civics
		Health	Health	Health
		Driver Education	Driver Education	Driver Education
			Geometry	Geometry
			Chemistry	Chemistry
Junior Courses			English III	English III
			US History	US History
				Algebra II
				Physics
Senior Courses				English IV
	222			Consumer Ec



PROFESSIONAL DEVELOPMENT

April 2022

- Virtual Administrative Workshop with Dr. Tammy Barron to prepare for implementation

June 2022

- Two Day Summer Workshop with Dr. Tammy Barron and Co-Teachers
 - Introduction to co-teaching models, SDI, and planning

October 2022

- Dr. Barron classroom observations at LTHS with specific feedback sessions for each co-teaching pair
- SWOT Analysis for district completed

February 2023

- Dr. Barron will return for classroom observations and specific feedback sessions

June 2023

- Plan for Dr. Barron and Dr. Brad Witzel (math co-teaching expert) to run co-teaching workshop to prepare for new courses

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#WeAreLT

CO-TEACHING: TEACHER PERSPECTIVE

- **What is Co-Teaching?**
- **What happens during a typical planning period?**
- **What would I see during a typical class period?**
- **What expertise do we each bring to the process?**
- **What are students saying?**
- **What have we learned so far?**

