

# **Spring Valley CCSD #99 School Board Meeting**

Wednesday, May 28, 2025 5:00 PM

John F. Kennedy School, Kennedy Center, 999 N Strong Ave, Spring Valley,  
Illinois 61362

## **1. Call to Order & Roll Call**

## **2. Pledge of Allegiance**

## **3. Approval of Regular Meeting Agenda**

## **4. Intoduction/Recognition of Special Guests**

## **5. Public Comment, Correspondence, and Announcements**

## **6. Consent Agenda**

### **6.A. Approval of Regular Meeting Minutes from Previous Meeting**

### **6.B. Approval of the Financial Reports**

### **6.C. Approval of the Treasurer's Report**

### **6.D. Approval of District Bills**

## **7. Reports, Updates & Informational Items**

### **7.A. Kindergarten Update**

### **7.B. Cash Flow & Budget Watch**

### **7.C. Summer Projects**

### **7.D. First Reading of April Board Policy Updates**

### **7.E. Assistant Principal's Report**

### **7.F. Principal's Report**

### **7.G. Superintendent's Report**

## **8. Action Items**

### **8.A. Approve Scholastic/Diamond Brothers Risk Management Property, Workman's Compensation and Commercial Umbrella Insurance Program for 2025- 2026**

### **8.B. Approve Retirement Resolution Honoring District Staff Members**

8.C. Approve a 2-Year Photography Agreement

9. **Executive Session**

10. **Action Items Following  
Closed Session**

11. **Adjournment**

SPRING VALLEY COMMUNITY CONSOLIDATED SCHOOL DISTRICT #99

REGULAR MEETING OF THE BOARD OF EDUCATION

KENNEDY LIBRARY, JOHN F. KENNEDY SCHOOL

999 NORTH STRONG AVENUE, SPRING VALLEY, IL 61362

WEDNESDAY, APRIL 23, 2025, 7:00 P.M.



**AGENDA**

**1. CALL TO ORDER & ROLL CALL**

**7:00 pm**

Board of Education Members Present: Ted Urbanski, Lindsay Ferrari, Tina Pienta, Jim Faletti, Lisa Ponce, Korby Kasperski. Nickie Olson-Absent

**2. PLEDGE OF ALLEGIANCE**

**3. APPROVAL OF REGULAR MEETING AGENDA**

MOTION by Kasperski seconded by Pienta that the Board of Education approve the Regular Agenda

Roll Call: Kasperski, Pienta, Ferrari, Faletti, Ponce and Urbanski all voted aye. No nays. Motion carried.

**4. EXECUTIVE SESSION - Reference: 5ILCS120(c) 1&14 [Review closed session minutes, Personnel Matters]**

**7:04 pm**

MOTION by Kasperski seconded by Pienta that the Board of Education go into Executive Session

Roll Call: Kasperski, Pienta, Ferrari, Faletti, Ponce, and Urbanski all voted aye. No nays. Motion carried.

**BEGIN CLOSED: 7:04 pm**

**END CLOSED: 7:24 pm**

**5. Leave Closed Session**

MOTION by Ferrari seconded by Pienta that the Board of Education leave Closed Session.

Roll Call: Ferrari, Pienta, Faletti, Ponce, Kasperski and Urbanski all voted aye. No nays. Motion carried.

**6. ACTION ITEMS FOLLOWING CLOSED SESSION**

**5.1 Approve the language of the Principal and Assistant Principal's contracts.**

MOTION by Ponce seconded by Pienta that the Board of Education approve the Language of the Principal and Assistant Principal's contracts.

Roll Call: Ponce, Pienta, Ferrari, Faletti, Kasperski and Urbanski all voted aye. No nays. Motion carried.

**5.2 Approve Closed Session Minutes for April**

MOTION by Ferrari seconded by Ponce that the Board of Education approve Closed Session Minutes for April.

Roll Call: Ferrari, Ponce, Pienta, Faletti, Kasperski and Urbanski all voted aye. No nays. Motion carried.

**5.3 Accept with regret the resignation of Caitlin Gerdes**

MOTION by Faletti seconded by Kasperski that the Board of Education accept with regret the resignation of Caitlin Gerdes.

Roll Call: Faletti, Kasperski, Ferrari, Pienta, Ponce and Urbanski all voted aye. No nays. Motion carried.

**7. CANVASS OF APRIL 1, 2025 ELECTION AND DECLARATION OF RESULTS**

MOTION by Ferrari seconded by Ponce that the Board of Education approve canvass of April 1, 2025 Election and Declaration of Results.

All were in favor. Motion carried.

**8. OATH OF OFFICE TO NEWLY ELECTED BOARD MEMBERS** –Ted administered the oath of office to newly elected Board Members Sarah Raymond and Sydney Thompson.

**9. SELECT PRESIDENT PRO TEM**

MOTION by Kasperski seconded by Ponce that the Board of Education Select Lindsay Ferrari President Pro Tem.

Roll Call: Kasperski, Ponce, Ferrari, Pienta, Raymond and Thompson all voted aye. No nays. Motion carried.

**10. SELECT SECRETARY PRO TEM**

MOTION by Ferrari seconded by Kasperski that the Board of Education Select Tina Pienta Secretary Pro Tem.

Roll Call: Ferrari, Kasperski, Pienta, Ponce, Raymond and Thomspson all voted aye. No nays. Motion carried.

**11. ADJOURN SINE DIE** -All were in favor. Motion carried.

7:33 pm

**Jim Faletti and Ted Urbanski were honored for their years of service to Spring Valley CCSD 99.**

**A G E N D A**

**12. ROLL CALL**

7:36 pm

Board Members Present: Lindsay Ferrari, Tina Pienta, Korby Kasperski, Sarah Raymond and Sydney Thompson. Nickie Olson-Absent

**13. APPROVAL OF RE-ORGANIZATION/REGULAR MEETING AGENDA**

MOTION by Ponce seconded by Ferrari that the Board of Education approve the Re-Organization/Regular Meeting Agenda.

Roll Call: Ponce, Ferrari, Pienta, Kasperski, Raymond and Thompson.

**14. ELECTION OF PRESIDENT** –MOTION by Kasperski to nominate Lindsay Ferrari for President. No other nominations. All were in favor. No opposed. Motion carried.

**15. ELECTION OF VICE-PRESIDENT** – MOTION by Kasperski to nominate Tina Pienta for Vice-President. No other nominations. All were in favor. No opposed. Motion carried.

**16. ELECTION OF SECRETARY** – MOTION by Pienta to nominate Lisa Ponce for Secretary. No other nominations. All were in favor. No opposed. Motion carried.

**17. APPOINTMENT OF RECORDING SECRETARY**

**MOTION by Ponce seconded by Pienta that the Board of Education appoint the Superintendent's Secretary as Recording Secretary.**

**Roll Call: Ponce, Pienta, Kasperski, Raymond, Thompson and Ferrari all voted aye. No nays. Motion carried.**

**18. APPOINTMENT OF DISTRICT TREASURER**

**MOTION** by Pienta seconded by Kasperski that the Board of Education appoint Lucy Frasco as District Treasurer.

**Roll Call:** Pienta, Kasperski, Ponce, Raymond, Thompson and Ferrari all voted aye. No nays. Motion carried.

**19. APPOINTEMENT OF FOUNDATION EX-OFFICIO**

**MOTION** Ponce seconded by Raymond that the Board of Education appoint Korby Kasperski as Foundation Ex-Officio.

**Roll Call:** Ponce Raymond, Pienta, Thompson and Ferrari all voted aye. No nays. Kasperski-Abstain. Motion carried.

**20. APPROVAL OF SUPERINTENDENT AS CHIEF INVESTMENT OFFICER**

**MOTION** by Kasperski seconded by Ponce that the Board of Education approve the Superintendent as Chief Investment Officer.

**Roll Call:** Kasperski, Ponce, Pienta, Raymond, Thompson and Ferrari all voted aye. No nays. Motion carried.

**21. APPROVAL OF DEPOSITORIES AND INVESTORS OF DISTRICT FUNDS**

**MOTION** by Ponce seconded by Pienta that the Board of Education approve the Depositories and Investors of District Funds. Spring Valley City Bank (District accounts), Heartland Bank (Bond holder), and Hometown Bank (Investments) be designated as depositories. Also, VCM Studio Investments to manage district investments.

**Roll Call:** Ponce, Pienta, Kasperski, Raymond, Thompson and Ferrari all voted aye. No nays. Motion carried.

**22. SET DATES, TIMES AND LOCATIONS FOR REGULAR MEETINGS**

**MOTION** by Ponce seconded by Kasperski that the Board of Education set Dates, Times and Locations for Regular Meetings. The meetings will be held on the fourth Wednesday of each month at 5:00 p.m. in the John F. Kennedy School, Lincoln Library unless notice is given to the contrary.

**Roll Call:** Ponce Kasperski, Pienta, Raymond, Thompson and Ferrari all voted aye. No nays. Motion carried.

**23. APPROVAL OF PRIOR BOARD RULES, POLICIES AND PRACTICES –**

**MOTION** by Pienta seconded by Raymond that the Board of Education approve the prior Board Rules, Policies and Practices.

**Roll Call:** Pienta, Raymond, Ponce, Kasperski, Thompson and Ferrari all voted aye. No nays. Motion carried.

**24. INTRODUCTION/RECOGNITION OF SPECIAL GUESTS**

**25. PUBLIC COMMENT, CORRESPONDENCE, & ANNOUNCEMENTS**

**26. CONSENT AGENDA**

**25.1 Approval of Previous Meetings Minutes**

**25.2 Approval of the Financial Reports**

**25.3 Approval of the Treasurer’s Report**

**25.4 Approval of District Bills**

**MOTION** by Ponce seconded by Pienta that the Board of Education approve the Consent Agenda.

**Roll Call:** Ponce, Pienta, Kasperski, Raymond, Thompson and Ferrari all voted aye. No nays. Motion carried.

## **27. REPORTS, UPDATES & INFORMATIONAL ITEMS**

- 26.1 Cash Flow & Budget Watch-Jim gave a brief overview of Cash Flow/Budget Watch
- 26.2 Kindergarten Update – Nothing new to report since the last meeting.
- 26.3 Assistant Principal’s Report -We are hosting the Bureau County Track Meet on 5/3 at Hall High School. Our Scholastic Bowl team is seeded #1 in the SRC Conference. Wildcat Warriors Baseball Field Trip is next week.
- 26.4 Principal’s Report-Literacy Plan-Grant was submitted by April 15<sup>th</sup>-if all schools didn’t apply fund will be reallocated. A team of teachers are working on writing the district plan. Shelly attached from ISBE the testing accountability and redesign presentation. Illinois has the highest cut scores for state testing. Realigning performance levels where ISR, ISA and SAT are uniform.
- 26.5 Superintendent’s Report

## **28. ACTION ITEMS**

- 27.1 **Approve the Board Agreements and Protocols –**  
MOTION by Pienta seconded by Ponce that the Board of Education approve the Board Agreements and Protocols.  
Roll Call: Pienta, Ponce, Kasperski, Raymond, Thompson and Ferrari all voted aye. No nays. Motion carried.
- 27.2 **Accept the Lowest Bid for the Fire Alarm/Smoke Detection Installation**  
MOTION by Kasperski seconded by Pienta that the Board of Education accept the Lowest Bid for the Fire Alarm/smoke Detection Installation.  
Roll Call: Kasperski, Pienta, Ponce, Raymond, Thompson and Ferrari all voted aye. No nays. Motion carried.

## **29. ADJOURNMENT**

**7:59 p.m.**

- MOTION by Ponce seconded by Pienta that the Board of Education adjourn the April 23, 2025 Board of Education Meeting.  
Roll Call: Ponce, Pienta, Kasperski, Raymond, Thompson and Ferrari all voted aye. No nays. Motion carried.

**Attest:**

---

**Lindsay Ferrari President**

---

**Lisa Ponce, Secretary**

**SPRING VALLEY ELEMENTARY SCHOOL DISTRICT No. 99**  
**TREASURER'S REPORT - DISTRICT CHECKING ACCOUNT 0000961450**  
**APRIL 30, 2025**

<b>BEGINNING BALANCE - BOOKS</b>	<b>4/1/2025</b>	<b>\$ 207,808.88</b>
ADD: CASH RECEIPTS		675,674.20
TRANSFER FROM INVESTMENT ACCOUNT		275,000.00
SUBTRACT: CASH DISBURSEMENTS		(851,485.81)
TRANSFER TO INVESTMENT ACCOUNT		-
ADJUSTMENTS:		-
		<hr style="border-top: 1px solid black;"/>
<b>ENDING BALANCE - BOOKS</b>	<b>4/30/2025</b>	<b><u><u>\$ 306,997.27</u></u></b>

**RECONCILIATION OF CHECKING ACCOUNT**

<b>BALANCE PER 4/30/2025 BANK STATEMENT</b>		<b>\$ 586,275.77</b>
ADD: DEPOSITS IN TRANSIT		-
SUBTRACT: OUTSTANDING CHECKS		(279,278.50)
ADJUSTMENTS:		-
		<hr style="border-top: 1px solid black;"/>
<b>RECONCILED BALANCE</b>		<b><u><u>\$ 306,997.27</u></u></b>

**DETAIL OF RECONCILED CHECKING ACCOUNT BALANCE PER FUND**

10	EDUCATIONAL	\$ 75,982.63
20	OPERATIONS & MAINTENANCE	298,622.77
30	DEBT SERVICES	699.85
40	TRANSPORTATION	(41,612.87)
50	MUNICIPAL RETIREMENT/SOCIAL SECURITY	(32,424.96)
60	CAPITAL PROJECTS	-
70	WORKING CASH	527.73
80	TORT	4,715.67
90	FIRE PREVENTION & SAFETY	486.45
		<hr style="border-top: 1px solid black;"/>

**ENDING BALANCE** **\$ 306,997.27**


---

  
Lucy Frasco, Treasurer

---

  
5/12/2025

**SPRING VALLEY ELEMENTARY SCHOOL DISTRICT No. 99**  
**DISTRICT CHECKING - OUTSTANDING CHECKS AND ADDITIONAL RECONCILIATIONS**  
**APRIL 30, 2025**

District Checking - Outstanding Checks

Check Date	Check No.	Amount
Nov 2024	45317	189.62
April 2025	45683	521.53
April 2025	45686	86,320.00
April 2025	45688	61,756.00
April 2025	45692	2,400.00
April 2025	45694	218.88
April 2025	45697	2,994.45
April 2025	45698	55.00
April 2025	45701	87.01
April 2025	45703	104.45
April 2025	45706	31,163.06
April 2025	45707	467.50
April 2025	45710	450.00
April 2025	45712	60.00
April 2025	45714	1,350.00
April 2025	45718	5,017.95
April 2025	45721	141.40
April 2025	45722	80.00
April 2025	45724	870.79
April 2025	45725	385.40
April 2025	45726	108.00
April 2025	45728	6,355.84
April 2025	45731	5,436.04
April 2025	45732	59,667.12
April 2025	45733	572.82
April 2025	45734	671.00
April 2025	45735	662.50
April 2025	45736	4,274.00
Jan 2025	Payroll-related EFTs	6,898.14
		<u>279,278.50</u>

Additional Reconciliations

**Flex Plan - Spring Valley City Bank**

Beginning Balance	\$ 19,879.92
Add: Deposits	662.50
Less: Reimbursements/fees	(275.18)
Other	-
<b>Ending Balance</b>	<b><u>\$ 20,267.24</u></b>

**Charles Schwab Investment Account**

Beginning Balance	\$ 3,383,343.06
Dividends & Interest	7,573.11
Change in market value	6,050.92
<b>Property taxes received</b>	
Advisor fees	(422.69)
Transfer to/from checking	(275,000.00)
Other	-
<b>Ending Balance</b>	<b><u>\$ 3,121,544.40</u></b>

**Regular Checking** \$ 306,997.27

**Total All Accounts** \$ 3,448,808.91

**Total All Accounts by Fund**

10 EDUCATIONAL	\$ 1,477,512.18
20 O & M (BUILDING)	474,313.42
30 DEBT SERVICES	213,463.09
40 TRANSPORTATION	104,122.47
50 MR/SS	297,305.13
60 CAPITAL PROJECTS	-
70 WORKING CASH	355,391.63
80 TORT	189,287.42
90 FIRE PREVENTION & SAFETY	337,413.57

\$ 3,448,808.91



# Bills Payable List

Printed: 5/28/2025 8:41 AM  
 Spring Valley CCSD 99  
 Expense on Date: 5/1/2025 to 5/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
<b>Adam Falkenhayn</b>						
		Other Supplies - Teachers		525	212.68	10-1110-4300-1
					<u>\$212.68</u>	
<b>Alana Stuepfert</b>						
		Other Supplies - Teachers		525	271.31	10-1110-4300-1
					<u>\$271.31</u>	
<b>ALLISON BOOTH</b>						
		FT5424		525	450.00	10-2210-2300-20
					<u>\$450.00</u>	
<b>Amy Ossola</b>						
		Other Supplies - Teachers		525	300.00	10-1110-4300-1
					<u>\$300.00</u>	
<b>Andrea Cruz</b>						
		Other Supplies - Teachers		525	300.00	10-1110-4300-1
		EEND 637		525	450.00	10-2210-2300-20
					<u>\$750.00</u>	
<b>APPLE INC.</b>						
		Computer Supplies		525	79.00	10-2221-4100-1
		Computer Capital Outlay		525	1,319.00	10-2221-5100-1
					<u>\$1,398.00</u>	
<b>BASALAY CARY &amp; ALSTADT</b>						
		Nov 24 - Apr 25 Facility Assessment		525	17,000.00	20-2540-3201-1
		Fire Alarm & Detection System		525	31,200.00	90-2530-3600-1
					<u>\$48,200.00</u>	
<b>BEHAV DISORDER PROG COOP</b>						
		BEST April		525	5,120.00	10-4120-6700-1
					<u>\$5,120.00</u>	
<b>BRYAN DICKINSON</b>						
		Other Supplies - Teachers		525	299.26	10-1110-4300-1
					<u>\$299.26</u>	
<b>CARLY LOPEZ</b>						
		REND641		525	450.00	10-2210-2300-20
					<u>\$450.00</u>	
<b>CHASE CARD SERVICES</b>						
		Softball		525	125.00	10-1500-4100-1
		Softball		525	41.98	10-1500-4100-1
		Softball		525	86.95	10-1500-4100-1
		2nd FT		525	647.00	10-1110-3200-1
		PE Supplies		525	25.97	10-1110-4700-1
		Regular Supplies		525	30.53	10-1110-4100-1
		Life Skills Supplies		525	19.90	10-1215-4100-1
		Computer Supplies		525	295.17	10-2221-4100-1
		FY25 PFA Supplement		525	399.70	10-1250-4100-26
		Board Supplies		525	130.19	10-2310-4100-1
		FY25 Science Supplies		525	274.79	10-1250-4100-26
		FY25 Title I Shipping		525	19.98	10-1110-3200-1

# Bills Payable List

Printed: 5/28/2025 8:41 AM  
 Spring Valley CCSD 99  
 Expense on Date: 5/1/2025 to 5/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		FY25 Science Supplies		525	378.38	10-1250-4100-26
		New Board Member Training		525	250.00	10-2310-3900-1
		Telephone & Internet		525	663.18	20-2540-3100-1
		Building Supply		525	88.20	20-2540-4100-1
		Kinder FT		525	599.00	10-1110-3200-1
					<u>\$4,075.92</u>	
<b>CHRISTY PERRA</b>		Other Supplies - Teachers		525	300.00	10-1110-4300-1
					<u>\$300.00</u>	
<b>CINTAS CORP #396</b>		Building Upkeep Services		525	72.96	20-2540-3201-1
		Building Upkeep Services		525	72.96	20-2540-3201-1
		Building Upkeep Services		525	72.96	20-2540-3201-1
					<u>\$218.88</u>	
<b>CITY OF SPRING VALLEY</b>		Water North		525	179.62	20-2540-3700-1
		Water South		525	533.40	20-2540-3700-1
					<u>\$713.02</u>	
<b>COMCAST CABLE</b>		Telephone & Internet		525	465.86	20-2540-3100-1
					<u>\$465.86</u>	
<b>CONNECTING POINT COMPUTER</b>		Computer Software		525	1,238.30	10-2221-4200-1
					<u>\$1,238.30</u>	
<b>Constellation New Energy - Gas</b>		Gas		525	4,987.46	20-2540-4605-1
					<u>\$4,987.46</u>	
<b>CREATIVE APPAREL</b>		Musical TShirts		525	251.10	10-1500-4100-1
					<u>\$251.10</u>	
<b>DIGITAL COPY SYSTEMS</b>		Copy Machine Rental		525	1,587.44	10-2570-3250-1
					<u>\$1,587.44</u>	
<b>DRESBACH DISTRIBUTING CO</b>		Building Supply		525	794.00	20-2540-4100-1
		Building Supply		525	977.10	20-2540-4100-1
					<u>\$1,771.10</u>	
<b>Eliel Duran</b>		Band-O-Rama Accompanist		525	100.00	10-1500-3100-1
					<u>\$100.00</u>	
<b>Elizabeth Gross</b>		Other Supplies - Teachers		525	300.00	10-1110-4300-1
					<u>\$300.00</u>	
<b>Emily Lesman</b>		Sch Bowl Pizza Party		525	37.69	10-1500-4100-1

# Bills Payable List

Printed: 5/28/2025 8:41 AM  
 Spring Valley CCSD 99  
 Expense on Date: 5/1/2025 to 5/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$37.69</u>	
<b>ERIC MERCER</b>		Other Supplies - Teachers		525	141.20	10-1110-4300-1
					<u>\$141.20</u>	
<b>ERIN COHILL</b>		REND 641A		525	450.00	10-2210-2300-20
		REND 652D		525	300.00	10-2210-2300-20
					<u>\$750.00</u>	
<b>Factory Cleaning Equipment</b>		Equipment Upkeep Services		525	290.90	20-2540-3202-1
					<u>\$290.90</u>	
<b>Flexible Benefit Service</b>		Board Other Purchased Service		525	85.00	10-2310-3900-1
					<u>\$85.00</u>	
<b>GRAPHIC ELECTRONICS</b>		Staff Awards		525	119.00	10-2310-4100-1
		Graduation Awards		525	340.00	10-1110-4100-1
		Awards		525	589.00	10-1500-4100-1
		Awards		525	46.00	10-1500-4100-1
					<u>\$1,094.00</u>	
<b>HALL HIGH SCHOOL</b>		Maintenance Services for track meet		525	623.00	10-1500-3100-1
					<u>\$623.00</u>	
<b>IASB</b>		BoardBook, Press		525	8,505.00	10-2310-3900-1
		Board Dues & Fees		525	3,498.00	10-2310-6100-1
					<u>\$12,003.00</u>	
<b>IESA</b>		FY26 Extracurricular Fees		525	1,175.00	10-1500-6100-1
					<u>\$1,175.00</u>	
<b>IMPREST FUND</b>		Board Supplies		525	100.00	10-2310-4100-1
		Dance Pants Refund		525	29.95	10-172000-1
		Track Workers		525	225.00	10-1500-3100-1
		Track Ribbons		525	494.60	10-1500-4100-1
		Lunch Refund		525	7.60	10-161100-1
		Postage		525	36.27	10-1110-3400-1
		Life Skills Supplies		525	144.64	10-1215-4100-1
		Wildlife Prairie Park		525	546.00	10-1125-3100-16
		6th FT		525	870.00	10-1110-3200-1
		8th FT Bus Parking		525	50.00	40-2550-3313-1
		7th FT		525	572.00	10-1110-3200-1
		8th FT Urban Air		525	1,200.00	10-1110-3200-1
		3rd FT		525	351.00	10-1110-3200-1
		8th FT Chaperones		525	192.00	10-1110-3200-1
					<u>\$4,819.06</u>	

# Bills Payable List

Printed: 5/28/2025 8:41 AM  
 Spring Valley CCSD 99  
 Expense on Date: 5/1/2025 to 5/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
<b>JESSICA LANNEN</b>						
		FT 5423		525	450.00	10-2210-2300-20
		FT 5420		525	450.00	10-2210-2300-20
		FT 5408		525	450.00	10-2210-2300-20
					\$1,350.00	
<b>JOHANNES BUS SERVICE</b>						
		ECE Transportation		525	11,017.20	40-2550-3100-16
		Spec Ed Transportation		525	12,696.28	40-2550-3310-1
		Regular Transportation		525	20,446.75	40-2550-3311-1
		Homeless Regular Transportation		525	2,522.50	40-2550-3311-1
		Transportation Supplies		525	1,507.08	40-2550-4100-1
		Field Trip Transportation		525	1,611.30	40-2550-3313-1
		Extracurricular Transportation		525	3,142.50	40-2550-3312-1
					\$52,943.61	
<b>JOHN'S SERVICE &amp; SALES</b>						
		Equipment Upkeep Services		525	251.85	20-2540-3202-1
					\$251.85	
<b>Julia Bauer</b>						
		Other Supplies - Teachers		525	298.22	10-1110-4300-1
					\$298.22	
<b>KENDRICK PEST CONTROL INC</b>						
		Building Upkeep Services		525	60.00	20-2540-3201-1
					\$60.00	
<b>KIDDER MUSIC SERVICE INC.</b>						
		Band Supplies		525	3.00	10-1110-4600-1
					\$3.00	
<b>KOHL WHOLESALE</b>						
		Milk		525	647.37	10-2560-4100-1
		Food Supplies		525	1,460.30	10-2560-4100-1
		Milk		525	365.14	10-2560-4100-1
		ECE Supplies		525	17.71	10-2560-4100-16
		Milk		525	418.33	10-2560-4100-1
		Milk		525	365.14	10-2560-4100-1
		Food Supplies		525	2,525.84	10-2560-4100-1
		ECE Supplies		525	17.71	10-2560-4100-16
		Milk		525	569.08	10-2560-4100-1
		Milk		525	233.66	10-2560-4100-1
		Non-Food Supplies		525	696.02	10-2560-4200-1
		Food Supplies		525	2,818.84	10-2560-4100-1
		ECE Supplies		525	18.26	10-2560-4100-16
		Milk		525	456.50	10-2560-4100-1
		Food Supplies		525	2,596.83	10-2560-4100-1
		Food Supplies		525	144.24	10-2560-4100-1
		ECE Supplies		525	18.26	10-2560-4100-16
		Milk		525	475.80	10-2560-4100-1
		Milk		525	516.69	10-2560-4100-1
		ECE Supplies		525	18.26	10-2560-4100-16

# Bills Payable List

Printed: 5/28/2025 8:41 AM  
 Spring Valley CCSD 99  
 Expense on Date: 5/1/2025 to 5/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		Food Supplies		525	3,170.38	10-2560-4100-1
		Food Supplies		525	53.28	10-2560-4100-1
		ECE Supplies		525	18.26	10-2560-4100-16
		Milk		525	700.10	10-2560-4100-1
		Non-Food Supplies		525	226.54	10-2560-4200-1
		Food Supplies		525	141.89	10-2560-4100-1
					<u>\$18,690.43</u>	
<b>Kristen Hall</b>		Other Supplies - Teachers		525	295.61	10-1110-4300-1
					<u>\$295.61</u>	
<b>Kristin Wrobleski</b>		Other Supplies - Teachers		525	300.00	10-1110-4300-1
		Life Skills Supplies		525	266.19	10-1215-4100-1
					<u>\$566.19</u>	
<b>KRISTYN PETERSON</b>		Other Supplies - Teachers		525	300.00	10-1110-4300-1
					<u>\$300.00</u>	
<b>LYNETTE LUCAS</b>		Other Supplies - Teachers		525	167.25	10-1110-4300-1
					<u>\$167.25</u>	
<b>Matt Perry</b>		Other Supplies - Teachers		525	274.89	10-1110-4300-1
					<u>\$274.89</u>	
<b>MAUTINO DIST CO INC</b>		Regular Supplies		525	90.00	10-1110-4100-1
		Regular Supplies		525	52.50	10-1110-4100-1
					<u>\$142.50</u>	
<b>Menta Academy LaSalle</b>		MENTA Tuition April		525	3,823.20	10-1200-6100-1
					<u>\$3,823.20</u>	
<b>MTCO</b>		Telephone & Internet		525	304.87	20-2540-3100-1
					<u>\$304.87</u>	
<b>NICKIE ANDERSON</b>		FT 5420		525	450.00	10-2210-2300-20
					<u>\$450.00</u>	
<b>PERMA BOUND</b>		FY25 Per Capita Grant		525	35.07	10-2220-4200-1
		FY25 Per Capita Grant		525	726.25	10-2220-4200-1
		Library Supplies		525	15.31	10-2220-4100-1
		Library Supplies		525	42.06	10-2220-4100-1
					<u>\$818.69</u>	
<b>Republic Services</b>		Grounds Upkeep Services		525	1,374.14	20-2540-3200-1
					<u>\$1,374.14</u>	
<b>RLI</b>						

# Bills Payable List

Printed: 5/28/2025 8:41 AM  
 Spring Valley CCSD 99  
 Expense on Date: 5/1/2025 to 5/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		LSM0189444 Imprest		525	75.00	10-2310-3800-1
		LSM0540678 Treasurer		525	4,038.00	10-2310-3800-1
		LSM0427035 Revolving Fund		525	75.00	10-2310-3800-1
		LSM0427030 Imprest		525	75.00	10-2310-3800-1
					<u>\$4,263.00</u>	
<b>S.V. CITY BANK - RET INS.</b>						
		Retiree Insurance		525	1,388.80	10-1110-2201-1
					<u>\$1,388.80</u>	
<b>SARA GREEN</b>						
		MSED 610		525	450.00	10-2210-2300-20
		MSED 693		525	150.00	10-2210-2300-20
					<u>\$600.00</u>	
<b>Sara Zborowski</b>						
		Life Skills Supplies		525	211.88	10-1215-4100-1
		Other Supplies - Teachers		525	300.00	10-1110-4300-1
					<u>\$511.88</u>	
<b>SCOTT SEBASTIAN</b>						
		Other Supplies - Teachers		525	300.00	10-1110-4300-1
					<u>\$300.00</u>	
<b>Shaw Media</b>						
		Board Legal Advertising		525	219.00	10-2310-3500-1
					<u>\$219.00</u>	
<b>SHEET WISE PRINTING</b>						
		Regular Supplies		525	127.00	10-1110-4100-1
		Regular Supplies		525	789.00	10-1110-4100-1
					<u>\$916.00</u>	
<b>Specialized Education of Illinois</b>						
		High Roads Tuition Bloomington		525	8,739.28	10-1200-6100-1
					<u>\$8,739.28</u>	
<b>SPRING VALLEY SUPERMARKET</b>						
		Food Supplies		525	12.53	10-2560-4100-1
					<u>\$12.53</u>	
<b>Summit Financial Resources, LP</b>						
		Food Supplies		525	844.80	10-2560-4100-1
					<u>\$844.80</u>	
<b>Sydney Pederson</b>						
		Other Supplies - Teachers		525	298.83	10-1110-4300-1
					<u>\$298.83</u>	
<b>THE MUSIC SHOPPE, INC.</b>						
		Band Supplies		525	28.80	10-1110-4600-1
					<u>\$28.80</u>	
<b>TJ Orlandi</b>						
		Other Supplies - Teachers		525	300.00	10-1110-4300-1
					<u>\$300.00</u>	
<b>TNT LAWN &amp; SNOW, LLC</b>						
		Grounds Upkeep Services		525	1,700.00	20-2540-3200-1

# Bills Payable List

Printed: 5/28/2025 8:41 AM  
Spring Valley CCSD 99  
Expense on Date: 5/1/2025 to 5/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$1,700.00</u>	
<b>VALLEY FLOWERS</b>		Weger Plant		525	55.00	10-2310-4100-1
					<u>\$55.00</u>	
<b>VERIZON WIRELESS</b>		Telephone & Internet		525	273.90	20-2540-3100-1
					<u>\$273.90</u>	
<b>Walz Label and Mailing Services</b>		Postage		525	28.75	10-1110-3400-1
					<u>\$28.75</u>	
<b>YearbookLife</b>		Regular Supplies		525	4,884.75	10-1110-4100-1
					<u>\$4,884.75</u>	
<b>Report Total</b>					<u><u>\$201,958.95</u></u>	

**Spring Valley CCSD #99**  
**Cash Flow FY25**

	Education	O & M	Debt Svcs	Transport	IMRF/SS	Working Csh	Tort	Fire Pre & Saf
<b>Final FY24 &amp; FY25 July</b>	<b>\$ 1,237,188</b>	<b>\$ 571,209</b>	<b>\$ 193,105</b>	<b>\$ 25,132</b>	<b>\$ 76,255</b>	<b>\$ 296,987</b>	<b>16,516</b>	<b>\$ 279,898</b>
<b>Beginning Balance</b>								
Revenue	568,157	105,031	1,336	4,421	5,201	2,527	56	2,381
Expenses	532,921	451,647	0	6,018	16,341	0	84,660	0
Change	35,236	-346,616	1,336	-1,597	-11,140	2,527	-84,604	2,381
<b>AUGUST</b>								
Beginning Balance	\$ 1,272,424	\$ 224,593	\$ 194,441	\$ 23,535	\$ 65,115	\$ 299,514	-68,088	\$ 282,279
Revenue	598,947	177,872	279	2,006	1,960	528	-30	498
Expenses	751,443	265,398	0	0	24,616	0	1,858	0
Change	-152,496	-87,526	279	2,006	-22,656	528	-1,888	498
<b>SEPTEMBER</b>								
Beginning Balance	\$ 1,119,928	\$ 137,067	\$ 194,720	\$ 25,541	\$ 42,459	\$ 300,042	-69,976	\$ 282,777
Revenue	879,912	483,110	350,882	169,204	152,192	29,672	156,057	29,496
Expenses	617,455	485,075	0	28,893	16,830	0	0	0
Change	262,457	-1,965	350,882	140,311	135,362	29,672	156,057	29,496
<b>OCTOBER</b>								
Beginning Balance	\$ 1,382,385	\$ 135,102	\$ 545,602	\$ 165,852	\$ 177,821	\$ 329,714	86,081	\$ 312,273
Revenue	892,283	587,180	211,393	54,199	91,328	17,502	93,779	17,418
Expenses	581,921	42,610	498,875	58,616	16,925	0	0	0
Change	310,362	544,570	-287,482	-4,417	74,403	17,502	93,779	17,418
<b>NOVEMBER</b>								
Beginning Balance	\$ 1,692,747	\$ 679,672	\$ 258,120	\$ 161,435	\$ 252,224	\$ 347,216	179,860	\$ 329,691
Revenue	474,151	50,128	3,990	945	1,374	1,270	629	1,206
Expenses	498,405	49,751	0	61,286	16,543	0	0	0
Change	-24,254	377	3,990	-60,341	-15,169	1,270	629	1,206
<b>DECEMBER</b>								
Beginning Balance	\$ 1,668,493	\$ 680,049	\$ 262,110	\$ 101,094	\$ 237,055	\$ 348,486	180,489	\$ 330,897
Revenue	387,095	30,139	-9,624	238,867	5,379	1,201	749	1,139
Expenses	612,225	34,283	0	52,367	21,496	0	0	0
Change	-225,130	-4,144	-9,624	186,500	-16,117	1,201	749	1,139
<b>JANUARY</b>								
Beginning Balance	\$ 1,443,363	\$ 675,905	\$ 252,486	\$ 287,594	\$ 220,938	\$ 349,687	181,238	\$ 332,036
Revenue	469,422	99,191	1,264	16,662	1,037	973	495	924
Expenses	625,846	134,806	0	48,376	26,272	0	0	0
Change	-156,424	-35,615	1,264	-31,714	-25,235	973	495	924
<b>FEBRUARY</b>								
Beginning Balance	\$ 1,286,939	\$ 640,290	\$ 253,750	\$ 255,880	\$ 195,703	\$ 350,660	181,733	\$ 332,960
Revenue	587,167	24,768	14,311	2,801	6,552	1,868	6,414	1,825
Expenses	469,562	44,198	0	0	16,955	0	0	0
Change	117,605	-19,430	14,311	2,801	-10,403	1,868	6,414	1,825
<b>MARCH</b>								
Beginning Balance	\$ 1,404,544	\$ 620,860	\$ 268,061	\$ 258,681	\$ 185,300	\$ 352,528	188,147	\$ 334,785
Revenue	532,299	21,407	1,643	12,182	2,315	1,386	723	1,316
Expenses	513,716	31,412	0	104,296	17,209	0	0	0
Change	18,583	-10,005	1,643	-92,114	-14,894	1,386	723	1,316
<b>APRIL</b>								
Beginning Balance	\$ 1,423,127	\$ 610,855	\$ 269,704	\$ 166,567	\$ 170,406	\$ 353,914	188,870	\$ 336,101
Revenue	653,818	8,204	1,546	19,498	2,398	1,380	722	1,310
Expenses	698,578	57,387	21,825	56,809	16,887	0	0	0
Change	-44,760	-49,183	-20,279	-37,311	-14,489	1,380	722	1,310
<b>MAY</b>								
Beginning Balance	\$ 1,378,367	\$ 561,672	\$ 249,425	\$ 129,256	\$ 155,917	\$ 355,294	189,592	\$ 337,411
Revenue								
Expenses								
Change								
<b>JUNE</b>								
Beginning Balance								
Revenue								
Expenses								
Change								
<b>Final FY25</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>0</b>	<b>\$ -</b>
<b>Current Balance all Funds:</b>	<b>\$</b>	<b>\$</b>	<b>3,356,934</b>					

## May FY25 SV 99 Budget Watch

**Revenue Highlights:** February Revenue = \$688,876 (87% of total FY25 budgeted of \$10,745,370)

**FEES & TAXES**

- Local taxes = 92% of \$2,868,742 (all 8 Funds)
- Evidence Based Funding = 80% of \$4,039,672
- Registration = 88% of \$25,000
- Tech Fees = 111% of \$14,000
- TIF = 116% of \$25,000
- Corporate Personal Property Tax = 77% of \$120,342
- Investments = 109% of \$50,000

**GRANTS**

- ECE Ed. Fund = 101% of \$141,365
- ECE IMRF/SS = 59% of \$8,467
- Title II Class Size = 85% of \$47,938
- Title I = 75% of \$386,001
- State lunch = 71% of \$5,000
- Fed Lunch = 74% of \$300,000
- Rural Achievement = 100% of \$57,462
- Medicaid Admin Outreach = 99% of \$10,000
- ESSER = 101% of \$490,561

**SPECIAL EDUCATION**

- Special Ed Private Facility = 83% of \$50,000

**TRANSPORTATION**

- Bus fees = 74% of \$5,000
- Regular State Transportation = 232% of \$200
- Special Ed Transportation = 88% of \$55,000
- Local taxes Transportation = 92% of \$113,361
- ECE Transportation = 100% of \$50,679

**Expenditure Highlights:** February Expenditures = \$851,486 (90% of total FY25 budgeted of \$9,916,537)

**ED Fund**

- Teacher substitutes = 122% of \$70,000
- Certified Salaries = 89% of \$1,821,087
- Tech Software = 133% of \$32,000
- Tech Capital Outlay = 57% of \$30,000

**Building Fund**

- Building Upkeep = 98% of 400,000
- Grounds Upkeep = 117% of \$25,000
- Equipment Upkeep = 117% of \$25,000
- Supplies = 55% of \$40,000
- Gas = 59% of \$17,000
- Electric = 106% of \$90,000
- Water = 75% of \$10,000

**Transportation Fund**

- ECE/PK = 82% of \$110,000
- SPED = 59% of \$190,000
- Reg Transportation = 105% of \$165,000
- Extra-Curr = 91% of \$23,000
- Field Trip = 21% of \$16,000
- Supplies/Fuel Surcharge = 45% of \$25,000

**Current Balance = \$3,356,934**

# PROJECT 2025

## Lights

### North Small lights:

conf rm, 169, 200, 174, 165, Sci lab, Ms. Hall, Health, 2 Kennedy Center

Replace: 2 library cup lights, 1 rectangle

### Big Lights:

E 5/6 hall 1, W 7/8 hall 1, match Locker bay 7/8 Girl boy bath lights, office hall, gio gym room, Mercer 1, ¾ hall 1, K Hall, 2 office

Fill light holes or replace fixture: lab, hub

Repair: Duran broken light cover

LED: N Locker bay - matching bulbs

## Classrooms

Clean all areas of Rooms/halls: Floors/ ledges/heater/lockers/walls/ shelves/ windows/fans/screens/ceilings/ Vents (ceiling) & Scrub Wax Classroom floors;

Full Strip & Wax: Check N Classrooms for discoloring

Check: all tables, desks and chairs and replace all worn footings and missing screws or ones needing tightening

### Fix:

No hot water dishwasher & Washer Wrob Room 168 Dryer vent leading to outside & on roof cleaned out.

Harper carpet replaced - - GM

¾ Hall Doors slam – Perra Door Knob

Duran built in risers and stage stairs rubber edging needs glued

Gillian – Whiteboard west wall

Teacher chair floor guards: Check all

## Ceilings & Tiles

Tiles: N. Library under canopy,

3 Cruz west,

hallway by Cacc(1),

Band room practice room 1 tile,

2 Trump small

3 Art,

6 Cacciatori,

N Gym 2 S Hall

Fix: ceiling above TV

## Café/Kitchen

Tables: clean/lube wheels

Scrub: kitchens, walk in fridge

Clean: all trash cans,

JFK fridges & microwaves,

all ceiling vents and exhaust,

Ice maker & change filter!!,

Clean kitchen main vent above pot, Check oven hoses

Dust high in Kennedy Center

Fix: Leaky faucet

Remove: Tape on walls high/low

## Outside Work List

Wash exterior windows

Check/Clean retention pond drains,

AC units

Clean organize: loading dock area & sheds on east side – Scrap E shed and roofing S of Gym

Fix Playground door fab

## Hallways

Clean Halls/Vestibules: Floors, ledges, heaters, lockers, walls, windows & screens, ALL ceiling vents & ceilings

Scrub & Burnish: hall floors No wax

Dust: 5-8 locker bay Dust & Wipe vents

Fountains: filters check/replace – PE Fountain

Cover: Heaters/vents in halls and cover – ¾, ½, K (2 total) exits, Woulfe Hall, Boiler hall, K Hall by Bauer

## GEO/Boiler/Storage

Clean: Geo valves & condensers, all dx units - GM

Flush city and boiler backflows - GM

Organize & clean Storage areas

Clean & lube scrubbers new & old

Kitchen Fire extinguisher - - GM

N. Lounge Sink leaks

## Offices

Clean: Floors/ledges/ heater/walls/shelves /windows/ ceiling vents

Andy's Carpet: Steam (no soap) all carpeted areas (libraries, offices, band, chorus, Foote) & mats, Harper Carpet steam - GM

Clean bugs out of office lights

Hot water Nurses office

## Gyms

Shop vac: sound systems gym & cafe

Check/clean/blow/dust: fixtures, fans & dust high in gyms & café – get bag & balloon down – Hang banners & HOF Plaque – VB standards mounted in NW gym corner

Wipe down: backboards & scrub wall mats  
Clean, wet mop: bleacher seats, mop footings and clean/dust behind

Scrub: health rooms & S gym

Hose down: N lockerroom floors & dust

Clean organize S & N storage rooms

Dust/Fix: South Gym fans

## Bathrooms

Scrub, Strip & Wax: all baths staf& student

Check: All bath fixtures – replace if not working

Clean: bathroom vents and exhaust fans

Caulk: N lounge bath Floors, 5/6 bath floors, scrub walls

Fix: N. Door lock K girls bath

## Painting

Oil base Paint: North and South drive yellow areas with concrete paint-Touch up

Touchup: dish wash area,

ceiling where TV in Kennedy was,

kitchen doorway, S lounge ceiling

Cohill room, N staff bath, E N Lab wall

Seams: N-S link seams,

Hermes W wall fill/paint

## Floor Project

Remove: Hassler office & Records Room

Tile: Lopez fix

## Roof Leaks

Contact Sterling Roof - GM

gym health room entrance & hall entrance, Gym north/west big gym window, Canopy by tech rm, art, s kitchen storage

## Staff

Crew: Greg M., Moe, Eric M., Ryan, Erin C, Shannon, Dan K. Izzi C, Chase, Alex

\*Use sign-in sheet - arriving & departing

\* Mark off master schedule & classroom sheets when a project complete

\*\*\* Lights: 3/4Hall – Starts June 4 – everything off floors and bag projectors  
Kennedy Center Light Project  
Fire Alarm Project

JH Final copy: 5/21/25

# Document Status: Draft Update - New

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

### *New/Unpublished Section*

Domestic and sexual violence affect a student's ability to learn. Students who are parents or expectant parents have unique needs. Providing support services that enable students who are parents, expectant parents, [PRESSPlus1](#) or victims of domestic or sexual violence (Article 26A Students) to succeed in school are important District goals and required by 105 ILCS 5/26A (Article 26A). [PRESSPlus2](#)

The Superintendent or designee shall develop and implement a program for supporting Article 26A Students that:

1. Distributes this policy and procedures for requesting supportive services or filing a complaint to all students at the beginning of each school year. [PRESSPlus3](#)
2. Ensures at least one staff member in each school building is designated as a resource person for Article 26A Students (Article 26A Resource Person) and receives training in accordance with 105 ILCS 5/26A-35. [PRESSPlus4](#)
3. Notifies all District employees and agents that, upon learning or suspecting that a student is a parent, expectant parent, or victim of domestic or sexual violence, they must refer the student to a designated Article 26A Resource Person. [PRESSPlus5](#)
4. Ensures any employees whose duties include the resolution of Article 26A complaints receive training in accordance with 105 ILCS 5/26A-25(b)(1).
5. Requires verification of a student's claim of Article 26A status relating to domestic or sexual violence in accordance with 105 ILCS 5/26A-45. [PRESSPlus6](#)
6. Provides Article 26A Students with in-school support services, information about non-school-based support services, and the ability to make up work missed due to circumstances related to the student's Article 26A status in accordance with 105 ILCS 5/26A-40. [PRESSPlus7](#)
7. Ensures the prompt and equitable resolution of all Article 26A complaints through a complaint resolution procedure that fully complies with 105 ILCS 5/26A-25. [PRESSPlus8](#)
8. Ensures that all information concerning an Article 26A Student's status and related experiences, or information concerning a student who is a named perpetrator of domestic or sexual violence, provided to or otherwise obtained by the District or its employees or agents pursuant to 105 ILCS 5/26A is retained in a confidential temporary file in accordance with 105 ILCS 10/2(f). [PRESSPlus9](#) Confidentiality procedures will: [PRESSPlus10](#)
  - a. Provide that such information may not be disclosed to any other individual outside of the District, including any other employee, except if such disclosure is: (1) permitted by the Ill. School Student Records Act (105 ILCS 10/), the federal Family Educational Rights and Privacy Act (20 U.S.C. §1232g), or other applicable State or federal laws; or (2) requested or consented to, in writing, by the Article 26A Student or their parent/guardian if it is safe to obtain written consent from the parent/guardian; and
  - b. Comply with the requirements of 105 ILCS 5/26A-30.
9. Ensures that in the event an Article 26A Student or their parent/guardian reports an incident of alleged domestic or sexual violence, the District's procedures comply with 105 ILCS 5/26A-

20(c). [PRESSPlus11](#)

10. Complies with State and federal law and aligns with Board policies. [PRESSPlus12](#)

### Requesting Support Services

An Article 26A Student and/or their parent/guardian may request support services under this policy by contacting the building-level Article 26A Resource Person, whose name and contact information will be annually distributed to employees, students, and parents/guardians by each Building Principal.

### Filing a Complaint

An Article 26A Student and/or their parent/guardian may file a complaint under this policy with the Nondiscrimination Coordinator, Title IX Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus13](#) a Complaint Manager, or any employee with whom the person is comfortable speaking. [PRESSPlus14](#)

The Superintendent shall insert into this policy and keep current the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers. [PRESSPlus15](#)

#### **Nondiscrimination Coordinator:**

Name

Address

Email

Telephone

#### **Title IX Coordinator:**

Name

Address

Email

Telephone

#### **Complaint Managers:**

Name

Address

Email

Telephone

Name

Address

Email

Telephone

### Complaint Resolution Procedure

When a complaint is filed, the Nondiscrimination Coordinator and/or Complaint Manager or designee shall process and review it according to administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*.

### Enforcement

Any District employee who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the complaint resolution procedure, to have violated Article 26A will be addressed in accordance with the authority of the Board in the context of the relationship of the third party to the District, e.g., vendor, parent/guardian, invitee, etc.

This policy does not increase or diminish the ability of the District or the parties to exercise any other

rights under existing law.

### Policy Review [PRESSPlus16](#)

At least once every two years, pursuant to 105 ILCS 5/26A-20 and Board policy 2:240, *Board Policy Development*, the Board reviews and makes any necessary updates to this policy and to any other policies that may act as a barrier to their immediate enrollment and re-enrollment, attendance, graduation, and success in school of any student who is a parent, expectant parent, or victim of domestic or sexual violence. The Superintendent or designee shall assist the Board with its review and any updates.

### Retaliation Prohibited [PRESSPlus17](#)

Retaliation against an Article 26A Student or their parent/guardian for exercising or attempting to exercise their rights under Article 26A is prohibited. Individuals should report allegations of retaliation to the Building Principal, an administrator, the Nondiscrimination Coordinator, and/or a Complaint Manager.

A student, employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity 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 or expulsion, with regard to students.

### LEGAL REF.:

105 ILCS 5/26A.

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

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

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

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

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

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), 6:120 (Education of Children with Disabilities), 6:150 (Home and Hospital Instruction), 7:10 (Equal Educational Opportunities), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:250 (Student Support Services), 7:340 (Student Records)

---

### **PRESSPlus Comments**

PRESSPlus 1. An *expectant parent* is a student who (i) is pregnant and (ii) has not yet received a diploma for completion of a secondary education as defined in 105 ILCS 5/22-22. **Issue 118, April 2025**

PRESSPlus 2. This policy is created in response to 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requiring districts to ensure they have policies, procedures, and resources in

place to ensure that Article 26A Students are provided with support services necessary to enable them to meet State educational standards and successfully attain a school diploma.

105 ILCS 5/2-3.147, added by P.A. 95-558 and repealed by P.A. 99-30, created the first Ensuring Success in School (ESS) Task Force. Supervised by the Ill. State Board of Education (ISBE), it developed policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence; the goal was to encourage these students to stay in school, stay safe while in school, and successfully complete their education. The June 2010 report of the first ESS Task Force is available here: [www.isbe.net/Documents/ess-task-force-final-report0610.pdf](http://www.isbe.net/Documents/ess-task-force-final-report0610.pdf).

105 ILCS 5/26A-15, added by P.A. 102-466 (a/k/a *ESS Law*) and scheduled to be repealed on 12-1-25, created a second ESS Task Force supervised by ISBE, also focused on the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The second ESS Task Force was to: (1) draft and publish model policies and intergovernmental agreements for inter-district transfers, (2) draft and publish model complaint resolution procedures, and (3) identify current mandatory and new staff trainings needed.

### **Issue 118, April 2025**

PRESSPlus 3. 105 ILCS 5/26A-20(d), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. See footnote 25 in sample policy 5:100, *Staff Development Program*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for further information about training requirements. **Issue 118, April 2025**

PRESSPlus 5. 105 ILCS 5/26A-40(e), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Agents* is not defined and who is considered an agent for the district is fact-specific; consult the board attorney for guidance. **Issue 118, April 2025**

PRESSPlus 6. 105 ILCS 5/26A-45, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See detailed verification requirements and restrictions in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 7. 105 ILCS 5/26A-40, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. Providing accommodations to ensure equal educational opportunities for students who are parents and expectant parents is also required by federal regulations implementing Title IX of the Education Amendments of 1972 (Title IX) (20 U.S.C. §1681 et seq.) and ISBE sex equity regulations. 34 C.F.R. §106.40 and 49 C.F.R. §25.445; 23 Ill.Admin.Code §200.50. See policy 7:10, *Equal Educational Opportunities*, and sample administrative procedure 7:10-AP2, *Accommodating Breastfeeding Students*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). Reasonable accommodations for breastfeeding students are also required by 105 ILCS 5/10-20.60. **Issue 118, April 2025**

PRESSPlus 8. 105 ILCS 5/26A-25 and 5/26A-20(c), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-

1-25, list the basic requirements for a complaint resolution procedure. Live hearings are not required but may be offered as part of the complaint resolution procedure. **Consult the board attorney if the board wants the district to use a live hearing in its complaint resolution procedure.** For an Article 26A complaint resolution procedure, see sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. See also sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. Sample administrative procedures are available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 9. 105 ILCS 5/26A-45(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. The ESS Law amended the definition of *student temporary record* in the Ill. School Student Records Act (ISSRA) (105 ILCS 10/) to include information concerning a student's status and related experiences as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A. **Issue 118, April 2025**

PRESSPlus 10. Required by 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25.

The policy text is based on recommendations of the second ESS Task Force. See p. 14 of the June 2024 ESS Task Force final report, at: [www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). The phrase "including any other employee" comes directly from 105 ILCS 5/26A-30(a) and is confusing because it is unclear whose employee is being referenced. The Ill. School Student Records Act (ISSRA) permits student records to be disclosed to any district employees with a "current demonstrable educational or administrative interest" in a student if disclosure is "in furtherance of such interest." 105 ILCS 10/6(a)(2). **Consult the board attorney for guidance. Issue 118, April 2025**

PRESSPlus 11. 105 ILCS 5/26A-20(c)(1)-(6), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, states elements that must be in a district's "policy on the procedures" that a student or their parent/guardian may follow if he or she chooses to report an incident of alleged domestic or sexual violence. Having a "policy on the procedures" is a misnomer because the board does not adopt procedures but rather, through policy, directs the superintendent to establish procedures to implement policy. Only the required element at 105 ILCS 5/26A-20(c)(6), to establish a complaint resolution procedure, appears in this policy's text because the remaining elements are not board work and therefore inappropriate to include in board policy. Instead, required elements from 105 ILCS 5/26A-20(c)(1)-(5) appear in sample administrative procedure 7:255-AP2, *Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 12. See sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for a list of board policies implicated by the ESS Law and that may interact with this policy. **Issue 118, April 2025**

PRESSPlus 13. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District

Edits." **Issue 118, April 2025**

PRESSPlus 14. By including “any employee” in this list, this policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. **Issue 118, April 2025**

PRESSPlus 15. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. **Issue 118, April 2025**

PRESSPlus 16. 105 ILCS 5/26A-20(a), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. This provision also requires districts to review and revise any procedures that act as a barrier to Article 26A Students. Since procedure review and revision is administrator work and not board work, this requirement is addressed in sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 17. 105 ILCS 5/26A-50, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

## *Document Status: Draft Update - Rewritten*

### **2:265 Title IX Grievance Procedure**

Sexual harassment affects a student's ability to learn and an employee's ability to work. Providing an educational and workplace environment free from sexual harassment is an important District goal. The District does not discriminate on the basis of sex in any of its education programs or activities, and it complies with Title IX of the Education Amendments of 1972 (Title IX) [PRESSPlus1](#) and its implementing regulations (34 C.F.R. Part 106) 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 Title IX (Title IX Sexual Harassment) is prohibited. Any person, including a District employee or agent, or student, engages in Title IX Sexual Harassment when 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).

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

#### 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 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 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 Superintendent or designee will ensure that the District prevents and responds to allegations of Title IX Sexual Harassment as follows:

1. Ensures that the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*, incorporates (a) age-appropriate sexual abuse and assault awareness and prevention programs in grades pre-K through 12, and (b) age-appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
2. Incorporates education and training for school staff as recommended by the Superintendent, Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus2](#) or a Complaint Manager.
3. Notifies applicants for employment, students, parents/guardians, employees, and collective bargaining units of this 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 under this Title IX grievance procedure may make a report to the Title IX Coordinator, Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, [PRESSPlus3](#) a Complaint Manager, or any employee with whom the person is comfortable speaking.

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

The Superintendent shall insert into this policy and keep current the name, office address, email address, and telephone number of the Title IX Coordinator. [PRESSPlus4](#)

### **Title IX Coordinator:**

Name

Address

Email

Telephone

### Processing and Reviewing a Report

Upon receipt of a report made under this Title IX grievance procedure, 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.

Reports of alleged 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 will investigate it or appoint a qualified person to undertake the investigation.

The Superintendent or designee shall implement procedures to ensure that all Formal Title IX Sexual Harassment Complaints are processed and reviewed according to a Title IX grievance process that fully complies with 34 C.F.R. §106.45. The District's grievance process shall, at a minimum:

1. 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 34 C.F.R. §106.45 before the imposition of any disciplinary sanctions or other actions against a *Respondent*.
2. Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations may not be based on a person's status as a *Complainant*, *Respondent*, or witness.
3. Require that any individual designated by the District as a Title IX Coordinator, investigator, decision-maker, or any person designated by the District to facilitate an informal resolution process:
  - a. Not have a conflict of interest or bias for or against complainants or respondents generally or an individual *Complainant* or *Respondent*.
  - b. Receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and grievance process (including hearings, appeals, and informal resolution processes, as applicable), and how to serve impartially.
4. Require that any individual designated by the District as an investigator receiving training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
5. Require that any individual designated by the District as a decision-maker receive training [PRESSPlus5](#) 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.
6. 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.

7. Include reasonably prompt timeframes for conclusion of the grievance process.
8. Describe the range of possible disciplinary sanctions and remedies the District may implement following any determination of responsibility.
9. Base all decisions upon the *preponderance of evidence* standard. [PRESSPlus6](#)
10. Include the procedures and permissible bases for the *Complainant* and *Respondent* to appeal.
11. Describe the range of *supportive measures* available to *Complainants* and *Respondents*.
12. 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 sexual harassment will be subject to disciplinary action up to and including discharge. Any third party who is determined, at the conclusion of the grievance process, to have engaged in 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 sexual harassment will be subject to disciplinary action, including, but not limited to, suspension and expulsion consistent with student behavior policies. 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), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

## PRESSPlus Comments

PRESSPlus 1. Rewritten in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. See the sample policy 2:265's footnotes, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for more information. **Issue 118, April 2025**

PRESSPlus 2. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 3. If the district does not employ an Assistant Building Principal and/or Dean of Students, strike the title(s) that do not apply, and use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 4. While the name and contact information is required by law to be listed, it is not part of the adopted policy and does not require board action. It is important for the updated name and contact information to be inserted into this policy and regularly monitored. A district's Nondiscrimination Coordinator often also serves as its Title IX Coordinator. If the district has more than one Title IX Coordinator, it should designate one of its Title IX Coordinators to retain ultimate oversight to ensure the district's consistent compliance with its responsibilities under Title IX and its implementing regulations. The Title IX Coordinator with ultimate oversight should be listed in this policy.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 5. While live hearings are only required for postsecondary institutions, elementary and secondary schools may choose to offer them as part of their grievance process. **Consult the board attorney** if the board wants the district to use a live hearing in its grievance process.

If using a live hearing during the grievance process, amend #5 by inserting the following underscored text: "Require that any individual designated by the District as a decision-maker receive training on any technology to be used at a live hearing and 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." After inserting the underscored text, use the Save Status "Adopted with Additional District Edits." **Issue 118, April 2025**

PRESSPlus 6. 34 C.F.R. §106.45(b)(1)(vii) requires the Title IX sexual harassment grievance process to state the standard of proof it will use to determine responsibility of the respondent. The standard of proof selected must be applied "consistently to formal complaints alleging Title IX sexual harassment regardless of whether the respondent is a student or an employee." 85 Fed. Reg. 30373. *Preponderance of evidence* is a standard of proof used in civil cases. It means "the greater weight of the evidence, not necessarily established by the greater number of witnesses testifying to a fact but by evidence that has the most convincing force." See *Black's Law Dictionary, 11th ed. 2019*. *Preponderance of evidence* is the standard of proof used in sample policy 2:260, *Uniform Grievance Procedure*.

*Clear and convincing* is a higher standard of proof, requiring more than *preponderance of evidence* but less than proof beyond a reasonable doubt. It means “evidence indicating that the thing to be proved is highly probable or reasonably certain.” See *Black’s Law Dictionary, 11th ed. 2019*. **Consult the board attorney regarding the appropriate standard of proof for the district, as well as implications if a different standard of proof is used in this policy than in 2:260, *Uniform Grievance Procedure***. For boards that choose the *clear and convincing evidence* standard of proof, delete “~~*preponderance of*~~” and insert “*clear and convincing*.” Ensure the same standard of proof is used in 2:265-AP2, *Formal Title IX Complaint Grievance Process*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

## Document Status: Draft Update

### 2:260 Uniform Grievance Procedure

Students, parents/guardians, employees, or community members should notify any District Complaint Manager if they believe that the Board of Education, its employees, or its agents have violated their rights guaranteed by the [State](#) or federal [Constitution](#), State or federal statute, or Board policy, or has a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act, [42 U.S.C. §12101](#) et seq.
2. [Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., excluding Title IX complaints governed by Board policy 2:265, Title IX Grievance Procedure](#)<sup>PRESSPlus1</sup>
3. Section 504 of the Rehabilitation Act of 1973, [29 U.S.C. §791](#) et seq.
4. Discrimination and/or harassment on the basis of race, color, or national origin prohibited by the Illinois Human Rights Act, [775 ILCS 5/](#); Title VI of the Civil Rights Act of 1964, [42 U.S.C. §2000d](#) et seq.; and/or Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e](#) et seq. (see Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*)
5. Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e](#) et seq. (see also number 4, above, for discrimination and/or harassment on the basis of race, color, or national origin)
6. Sexual harassment prohibited by the State Officials and Employees Ethics Act, [5 ILCS 430/70-5\(a\)](#); Illinois Human Rights Act, [775 ILCS 5/](#); and Title VII of the Civil Rights Act of 1964, [42 U.S.C. §2000e](#) et seq. (Title IX sexual harassment complaints are addressed under Board policy 2:265, *Title IX Grievance Procedure*)
7. Breastfeeding accommodations for students, [105 ILCS 5/10-20.60](#)
8. Bullying, [105 ILCS 5/27-23.7](#)
9. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children
10. Curriculum, instructional materials, and/or programs
11. Victims' Economic Security and Safety Act, [820 ILCS 180/](#)
12. Illinois Equal Pay Act of 2003, [820 ILCS 112/](#)
13. Provision of services to homeless students
14. Illinois Whistleblower Act, [740 ILCS 174/](#)
15. Misuse of genetic information prohibited by the Illinois Genetic Information Privacy Act, [410 ILCS 513/](#); and Titles I and II of the Genetic Information Nondiscrimination Act, [42 U.S.C. §2000ff](#) et seq.
16. Employee Credit Privacy Act, [820 ILCS 70/](#).

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

the accused's parent(s)/guardian(s)); this includes mediation.

### Right to Pursue Other Remedies Not Impaired

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

### Deadlines

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

### Filing a Complaint

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

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager or designee shall process and review the complaint under Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

For any complaint alleging sex discrimination that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the Title IX Coordinator or designee shall process and review the complaint under Board policy 2:265, *Title IX Grievance Procedure*.

For any complaint alleging harassment on the basis of race, color, or national origin, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint under Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, in addition to any response required by this policy.

For any complaint alleging sexual harassment or other violation of Board policy 5:20, *Workplace Harassment Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall process and review the complaint according to that policy, in addition to any response required by this policy, and shall consider whether an investigation under Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, should be initiated.

### Investigation Process

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or any collective bargaining agreement, (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

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

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

The Superintendent will keep the Board informed of all complaints.

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

### Decision and Appeal

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

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

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

For complaints containing allegations involving the Superintendent or Board member(s), within 30 school business days after receiving the Complaint Manager's or outside investigator's report, the Board shall provide its written decision to the Complainant and the accused, as well as to the Complaint Manager.

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

### Appointing a Nondiscrimination Coordinator, Title IX Coordinator, and Complaint Managers [PRESSPlus2](#)

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others.

The ~~Nondiscrimination Coordinator also serves as the District's~~ Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [PRESSPlus3](#)

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

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

**Nondiscrimination Coordinator:**

James M. Hermes

999 N. Strong Ave.

Spring Valley, IL 61362

Email: [jimh@sv99.org](mailto:jimh@sv99.org)

815.664.4242

**Complaint Managers:**

Ryan Geist

999 N. Strong Ave.

Spring Valley, IL 61362

Email: [ryang@sv99.org](mailto:ryang@sv99.org)

815.664.4601

Shelly Nauman

999 N. Strong Ave.

Spring Valley, IL 61362

Email: [shellyn@sv99.org](mailto:shellyn@sv99.org)

815.664.4601

LEGAL REF.:

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

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

[20 U.S.C. §1400](#), The Individuals with Disabilities Education Act.

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

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

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

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

[29 U.S.C. §2612](#), Family and Medical Leave Act.

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

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

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

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

[42 U.S.C. §12101](#) *et seq.*, Americans With Disabilities Act; [28 C.F.R. Part 35](#).

[105 ILCS 5/2-3.8](#), [5/3-10](#), [5/10-20](#), [5/10-20.5](#), [5/10-20.7a](#), [5/10-20.60](#), [5/10-20.69](#), [5/10-20.75](#), [5/10-22.5](#), [5/22-19](#), [5/22-95](#) (final citation pending), [5/24-4](#), [5/27-1](#), [5/27-23.7](#), and [45/1-15](#).

[5 ILCS 415/10\(a\)\(2\)](#), Government Severance Pay Act.

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

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

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

[740 ILCS 175/](#), Ill. False Claims Act.

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

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

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

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

[23 Ill.Admin.Code §§1.240](#), [200.40](#), [226.50](#), and [226.570](#).

CROSS REF.: 2:105 (Ethics and Gift Ban), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 5:90 (Abused and Neglected Child Reporting), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:310 (Restrictions on Publications; Elementary Schools), 8:70 (Accommodating Individuals with Disabilities), 8:95 (Parental Involvement), 8:110 (Public Suggestions and Concerns)

---

## PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

PRESSPlus 2. While the names and contact information are required by law to be listed, they are not part of the adopted policy and do not require board action. It is important for updated names and contact information to be inserted into this policy and regularly monitored.

Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. A district must prominently display its Title IX nondiscrimination policies (this policy

2:260, *Uniform Grievance Procedure*, and policy 2:265, *Title IX Grievance Procedure*) and contact information for its Title IX Coordinator on its website, if any, and in each handbook made available to students, applicants for employment, parents/guardians, employees, and collective bargaining units. 34 C.F.R. §106.8(a) and (b). Notifications must state that nondiscrimination extends to employment, and that inquiries about the application of Title IX and its regulations may be referred to the district's Title IX coordinator, to the U.S. Dept. of Education's Assistant Secretary of Education, or both. 34 C.F.R. §106.8(b). See sample exhibit 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

## *Document Status: Draft Update*

### **4:15 Identity Protection**

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to:

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.
2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, [5 ILCS 179/](#). Compliance measures shall include each of the following:

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. The stated reason for collection of the social security number must be relevant to the documented purpose.
5. All employees must be advised of this policy's existence and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.
6. If this policy is amended, employees will be advised of the existence of the amended policy and a copy of the amended policy will be made available to each employee.

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent. An employee who has substantially breached the confidentiality of social security numbers may be subject to disciplinary action or sanctions up to and including dismissal in accordance with District policy and procedures. This policy shall not be interpreted as a guarantee of the confidentiality of social security numbers and/or other personal information. The District will use best efforts to comply with this policy, but this policy should not be construed to convey any rights to protection of information not otherwise afforded by law.

#### Treatment of Personally Identifiable Information Under Grant Awards

The Superintendent ensures that the District takes reasonable **cybersecurity and other** measures to safeguard **information including**. [PRESSPlus1](#) (1) *protected personally identifiable information*, (2) other

types of information that a federal awarding agency, pass-through agency entity, or State awarding agency designates as sensitive, such as *personally identifiable information* (PII) and (3) information that the District considers to be sensitive consistent with applicable laws regarding privacy and confidentiality (collectively, *sensitive information*), when administering federal grant awards and State grant awards governed by the Grant Accountability and Transparency Act ([30 ILCS 708/](#)).

The Superintendent shall establish procedures for the identification, handling, storage, access, disposal and overall confidentiality of sensitive information. The Superintendent shall ensure that employees and contractors responsible for the administration of a federal or State award for the District receive regular training in the safeguarding of sensitive information. Employees mishandling sensitive information are subject to discipline, up to and including dismissal.

LEGAL REF.:

[2 C.F.R. §200.303\(e\)](#).

[5 ILCS 179/](#), Identity Protection Act.

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

[50 ILCS 205/3](#), Local Records Act.

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

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

---

## PRESSPlus Comments

PRESSPlus 1. Updated in response to 2 C.F.R Part 200, amended by 89 Fed. Reg 30046, addressing the safeguarding of information under grant awards and updating the definitions for *personally identifiable information* and *protected personally identifiable information*.

*Personally Identifiable Information* (PII) means information that can be used to distinguish or trace an individual's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific individual. Some PII is available in public sources such as telephone books and websites. This was previously defined as *public personally identifiable information* (Public PII), but 2024 revisions to 2 C.F.R. Part 200 have deleted Public PII as a definition. The definition of PII is not attached to any single category of information or technology. Instead, it requires a case-by-case assessment of the specific risk that an individual can be identified. Non-PII can become PII whenever additional information is made publicly available, in any medium and from any source, that could be used to identify an individual when combined with other available information. 2 C.F.R. §200.1.

*Protected personally identifiable information* (Protected PII) means PII, except for certain types of PII that must be disclosed by law. 2024 revisions to 2 C.F.R. Part 200 eliminated examples of Protected PII and instead only list examples of PII within the definition of Protected PII at 2 C.F.R. §200.1, which may indicate broadening of the definition of Protected PII. See 89 Fed. Reg. 79732. Before the 2024 revisions, examples of Protected PII contained in the regulation included, but were not limited to, social security number, passport number, credit card numbers, clearances, bank numbers, biometrics, date and place of birth, mother's maiden name, criminal records, medical records, financial records, and educational transcripts. 2 C.F.R. §200.1. Consult the board attorney for guidance in this area. See sample administrative procedure 4:15-AP2, *Treatment of Personally Identifiable Information Under*

*Grant Awards*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). Protected PII is similar to, but broader than, the definition of *personal information* under PIPA. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **4:80 Accounting and Audits**

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

#### Annual Audit

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent.

The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

#### Annual Financial Report

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

#### Inventories

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

#### Capitalization Threshold

To be considered a capital asset for financial reporting purposes, a capital item must be at or above a capitalization threshold of \$~~5~~10,000 [PRESSPlus1](#) and have an estimated useful life greater than one year.

#### Disposition of District Property

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that

is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of worthless personal property. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention [PRESSPlus2](#) of property acquired by the District under grant awards that comply with federal and State law.

#### Controls for Revolving Funds and Petty Cash

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

#### Taxable Fringe Benefits

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

#### Controls for Revolving Funds and Petty Cash

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy, State law, and ISBE rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of \$500.00. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

#### Control Requirements for Checks

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

#### Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these

safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, waste, and abuse, as well as employee error, misrepresentation by third parties, or other imprudent employee action.

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

LEGAL REF.:

[2 C.F.R. §200](#) *et seq.*

[30 ILCS 708/](#), Grant Accountability and Transparency Act, implemented by [44 Ill.Admin.Code 7000](#) *et seq.*

[105 ILCS 5/2-3.27](#), [5/2-3.28](#), [5/3-7](#), [5/3-15.1](#), [5/5-22](#), [5/10-21.4](#), [5/10-20.19](#), [5/10-22.8](#), and [5/17-1](#) *et seq.*

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

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

---

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. A minimum threshold of \$10,000, or a lesser amount established by the board, and useful life greater than one year complies with the definition of *equipment* under federal grant rules. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 2 C.F.R. Part 200, amended by 89 Fed. Reg. 30046. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **5:10 Equal Employment Opportunity and Minority Recruitment**

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

Persons who believe they have not received equal employment opportunities should report their claims to the Nondiscrimination Coordinator and/or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*, or in the case of denial of equal employment opportunities on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. These individuals are listed below. No employee or applicant will be discriminated or retaliated against because he or she: (1) requested, attempted to request, used, or attempted to use a reasonable accommodation as allowed by the Illinois Human Rights Act, or (2) initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

#### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District's nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager under Board policy 2:260, *Uniform Grievance Procedure*. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

The Superintendent shall appoint a Title IX Coordinator to coordinate the District's efforts to comply with Title IX. [PRESSPlus1](#)

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

#### **Nondiscrimination Coordinator:**

James M. Hermes

999 N. Strong Ave., Spring Valley, IL 61362

Email: [jimh@sv99.org](mailto:jimh@sv99.org)

815.664.4242

### **Complaint Managers:**

Ryan Geist

999 N. Strong Ave., Spring Valley, IL 61362

Email: [ryang@sv99.org](mailto:ryang@sv99.org)

815.664.4601

Shelly Nauman

999 N. Strong Ave., S

Email: [shellyn@sv99.org](mailto:shellyn@sv99.org)

815.664.4601

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

### Minority Recruitment

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

### LEGAL REF.:

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

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

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

[29 U.S.C. §218d](#), Fair Labor Standards Act.

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

[29 U.S.C. §701](#) *et seq.*, Rehabilitation Act of 1973.

[38 U.S.C. §4301](#) *et seq.*, Uniformed Services Employment and Reemployment Rights Act (1994).

[42 U.S.C. §1981](#) *et seq.*, Civil Rights Act of 1991.

[42 U.S.C. §2000d](#) *et seq.*, Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

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

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

[42 U.S.C. §2000gg](#) *et seq.*, Pregnant Workers Fairness Act; [29 C.F.R. Part 1636](#).

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

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

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

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

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

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

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

[775 ILCS 5/1-103](#), [5/2-101](#), [5/2-102](#), [5/2-103](#), [5/2-103.1](#), [5/2-104](#)(D) and [5/6-101](#), Ill. Human Rights Act.

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

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

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

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

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

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

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

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

---

## PRESSPlus Comments

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **5:20 Workplace Harassment Prohibited**

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

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

#### Sexual Harassment Prohibited

The District shall provide a workplace environment free of verbal, physical, or other conduct or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law. The District provides annual sexual harassment prevention training in accordance with State law.

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

#### Making a Report or Complaint

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

Aggrieved individuals, if they feel comfortable doing so, should directly inform the person engaging in

the harassing conduct or communication that such conduct or communication is offensive and must stop.

### 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, Title IX Coordinator, and/or a Complaint Manager.

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

The Superintendent shall insert into this policy the names, office addresses, email addresses, and telephone numbers of the District's current Nondiscrimination Coordinator, Title IX Coordinator, PRESSPlus1 and Complaint Managers. ~~The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.~~

### **Nondiscrimination Coordinator:**

James M. Hermes

999 N. Strong Ave.

Spring Valley, IL 61362

Email: [jimh@sv99.org](mailto:jimh@sv99.org)

815.664.4242

### **Complaint Managers:**

Ryan Geist

999 N. Strong Ave.

Spring Valley, IL 61362

Email: [ryang@sv99.org](mailto:ryang@sv99.org)

815.664.4601

Shelly Nauman

999 N. Strong Ave.

Spring Valley, IL 61362

Email: [shellyn@sv99.org](mailto:shellyn@sv99.org)

815.664.4601

### Investigation Process

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

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

For any report or complaint alleging ~~sexual-based~~ PRESSPlus2 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Nondiscrimination Title

**X** Coordinator or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

For any other alleged workplace harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or designee shall consider whether an investigation under Board policy 2:260, *Uniform Grievance Procedure*, and/or 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, 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 Board policy 5:90, *Abused and Neglected Child Reporting*. In addition to reporting the suspected abuse, the complaint shall also be processed under Board policy 2:265, *Title IX Grievance Procedure*, or Board policy 2:260, *Uniform Grievance Procedure*.

#### Enforcement

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/guardian, 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 policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*), and depending upon the law governing the complaint, whistleblower protection may be available under the State Officials and Employees Ethics Act ([5 ILCS 430/](#)), the Whistleblower Act ([740 ILCS 174/](#)), and/or the Ill. Human Rights Act ([775 ILCS 5/](#)).

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](#).

[Vance v. Ball State Univ.](#), 570 U.S. 421 (2013).

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

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

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

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

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

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

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

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

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

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

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

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

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

and Conflict of Interest), 7:20 (Harassment of Students Prohibited), 8:30 (Visitors to and Conduct on School Property)

---

## **PRESSPlus Comments**

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **5:60 Expenses**

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

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

#### Advancements

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

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

#### Reimbursements and Purchase Orders

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

Expense reimbursements and purchase order approvals are not guaranteed and, when possible, employees should seek pre-approval of expenses by providing an estimation of expenses on the

District's standardized estimated expense approval form for employees, except in situations when the expense is diminutive. When pre-approval is not sought, employees must seek reimbursement on the District's standardized expense reimbursement form for employees. Expense reimbursements and purchase orders shall be presented to the Board in its regular bill process.

#### Use of Credit and Procurement Cards

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

#### Exceeding the Maximum Allowable Expense Amount(s)

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

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

#### Registration

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

#### Travel

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

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

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

4. Automobile rental costs when the vehicle's use is warranted. The circumstances for such use must be explained on the expense form.
5. Taxis, airport limousines, ride sharing services, or other local transportation costs.

#### Meals

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

#### Lodging

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

### Miscellaneous Expenses

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

### Additional Requirements for Travel Expenses Charged to Federal and State Grants

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

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

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

LEGAL REF.:

2 C.F.R. §200.4754. [PRESSPlus1](#)

[30 ILCS 708/130](#), Grant Accountability and Transparency Act.

[50 ILCS 150/](#), Local Government Travel Expense Control Act.

[105 ILCS 5/10-22.32](#).

[820 ILCS 115/9.5](#), Ill. Wage Payment and Collection Act.

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

---

## **PRESSPlus Comments**

PRESSPlus 1. The Legal References are updated. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **5:100 Staff Development Program**

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

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

The staff development program shall include the Abused and Neglected Child Reporting Act (ANCRA) mandated reporter training and training on the awareness and prevention of child sexual abuse and grooming behaviors (*Erin's Law*) as follows (see Board policies 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, and 5:90, *Abused and Neglected Child Reporting*):

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

#### In-Service Training Requirements

The staff development program shall provide, at a minimum, within six months of employment and renewed at least once every five years thereafter (unless required more frequently by other State or federal law), the in-service training of all District staff who work with pupils on:

1. Health conditions of students, including but not limited to training on:
  - a. Anaphylactic reactions and management, conducted by a person with expertise on anaphylactic reactions and management;
  - b. Management of asthma, prevention of asthma symptoms, and emergency response in the school setting;
  - c. The basics of seizure recognition and first aid and emergency protocols, consistent with best practice guidelines issued by the Centers for Disease Control and Prevention;
  - d. The basics of diabetes care, how to identify when a diabetic student needs immediate or emergency medical attention, and whom to contact in case of emergency;
  - e. Current best practices regarding identification and treatment of attention deficit hyperactivity disorder; and
  - f. How to respond to an incident involving life-threatening bleeding, including use of a school's trauma bleeding control kit, if applicable.
2. Social-emotional learning. Training may include providing education to all school personnel about the content of the Illinois Social and Emotional Learning Standards, how they apply to everyday school interactions, and examples of how social emotional learning can be integrated

into instructional practices across all grades and subjects.

3. Developing cultural competency, including but not limited to understanding and reducing implicit bias, including *implicit racial bias* as defined in [105 ILCS 5/10-20.61](#) (implicit bias training).
4. Identifying warning signs of mental illness, trauma, and suicidal behavior in youth, along with appropriate intervention and referral techniques, including resources and guidelines as outlined in [105 ILCS 5/2-3.166](#) (*Ann Marie's Law*) and the definitions of *trauma*, *trauma-responsive learning environments*, and *whole child* as set forth in [105 ILCS 5/3-11](#).
5. Domestic and sexual violence and the needs of expectant and parenting youth, conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth. Training shall include, but is not limited to:
  - a. Communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth;
  - b. Connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed;
  - c. Implementing the District's policies and procedures regarding such youth, including confidentiality; and
  - d. Procedures for responding to incidents of teen dating violence that take place at school, on school grounds, at school-sponsored activities, or in vehicles used for school-provided transportation as outlined in [105 ILCS 110/3.10](#) (see Board policy 7:185, *Teen Dating Violence Prohibited*).
6. Protections and accommodations for students, including but not limited to training on:
  - a. The federal Americans with Disabilities Act as it pertains to the school environment; and
  - b. Homelessness.
7. Educator ethics and responding to child sexual abuse and grooming behavior (see Board policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*); including but not limited to training on:
  - a. Teacher-student conduct;
  - b. School employee-student conduct; and
  - c. Evidence-informed training on preventing, recognizing, reporting, and responding to child sexual abuse and grooming as outlined in [105 ILCS 5/10-23.13](#) (*Erin's Law*).
8. Effective instruction in violence prevention and conflict resolution, conducted in accordance with the requirements of [105 ILCS 5/27-23.4](#) (violence prevention and conflict resolution education).

### Additional Training Requirements

In addition, the staff development program shall include each of the following:

1. Ongoing professional development for ~~teachers, administrators,~~ all school personnel and school resource officers, ~~and staff regarding~~ on the requirements of 105 ILCS 5/10-22.6 and 5/10-20.14, the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, trauma-responsive learning environments as defined in 105 ILCS 5/3-11(b), PRESSPlus1 the appropriate and available supportive services for the promotion of student attendance and engagement, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
2. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain

documentation for a three-year period.

3. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses, licensed and/or non-licensed healthcare professionals serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team.
4. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.
5. For delegated care aides performing services in connection with a student's seizure action plan, training in accordance with [105 ILCS 150/](#), the Seizure Smart School Act.
6. For delegated care aides performing services in connection with a student's diabetes care plan, training in accordance with [105 ILCS 145/](#), the Care of Students with Diabetes Act.
7. For all District staff, annual sexual harassment prevention training.
8. Title IX requirements for training in accordance with 34 C.F.R. [§Part 106.8\(d\)](#) (see Board policy 2:265, *Title IX Grievance Procedure*).
9. Training for all District employees on the prevention of discrimination and harassment based on race, color, and national origin in school as part of new employee training and at least once every two years.
10. Training for at least one designated employee at each school about the Prioritization of Urgency of Need for Services (PUNS) database and steps required to register students for it.
11. Training in accordance with 105 ILCS 5/26A for at least one staff member in each school designated as a resource for students who are parents, expectant parents, or victims of domestic or sexual violence, and for any employees whose duties include the resolution of complaints of violations of 105 ILCS 5/26A (see Board policy 7:255, *Students who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*). [PRESSPlus2](#)

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

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

LEGAL REF.:

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

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

[105 ILCS 5/2-3.62](#), [5/2-3.166](#), [5/3-11](#), [5/10-20.17a](#), [5/10-20.61](#), [5/10-22.6\(c-5\)](#), [5/10-22.39](#), [5/10-23.12](#), [5/10-23.13](#), [5/22-80\(h\)](#), [5/22-95](#), [and 5/24-5](#), [and 5/26A](#). [PRESSPlus3](#)

[105 ILCS 25/1.15](#), Interscholastic Athletic Organization Act.

[105 ILCS 145/25](#), Care of Students with Diabetes Act

[105 ILCS 150/25](#), Seizure Smart School Act.

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

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

[745 ILCS 49/](#), Good Samaritan Act.

[775 ILCS 5/2-109](#) and [5/5A-103](#), Ill. Human Rights Act.

[23 Ill.Admin.Code §§ 22.20, 226.800](#), and [Part 525](#).

[77 Ill.Admin.Code §527.800](#).

CROSS REF.: 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 5:250 (Leaves of Absence), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 6:50 (School Wellness), 6:160 (English Learners), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), [7:250 \(Student Support Services\)](#), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:270 (Administering Medicines to Students), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

---

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/26A-25 and 26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, which requires each designated Article 26A Resource Person to either (1) be trained to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence, including training in the subjects set forth in 105 ILCS 5/26A-35(b)(i), or (2) have participated in an in-service training program under 105 ILCS 5/10-22.39(d) that includes training on the rights of minors to consent to counseling services and psychotherapy under the Mental Health and Developmental Disabilities Code within 12 months prior to designation. However, 105 ILCS 5/10-22.39(d) was deleted by P.A. 103-542 and its training contents are in 105 ILCS 5/10-22.39(b-25).

105 ILCS 5/26A-25(b)(1), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25, requires employees whose duties include resolution of Article 26A complaints to initially complete at least eight hours of training on issues related to domestic and sexual violence and how to conduct the district's complaint resolution procedure, and to complete six hours of training annually thereafter. Such training must be conducted by individual(s) with expertise in domestic or sexual violence in youth and expertise in developmentally appropriate communications with elementary and secondary students regarding topics of a sexual, violent, or sensitive nature. See sample administrative procedures 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual*

*Violence, and 7:255-AP2, Complaint Resolution Procedure for Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence.*

See pp. 28-30 of the June 2024 report of the second ESS Task Force for existing training requirements that may be suitable to fulfill Article 26A training requirements, at:

[www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). **Issue 118, April 2025**

PRESSPlus 3. The Legal References are updated. **Issue 118, April 2025**

# Document Status: Review and Monitoring

## 5:60-E1 Exhibit - Employee Expense Reimbursement Form

Submit to the Superintendent. Use of this form is required by 2:125-E3, Resolution to Regulate Expense Reimbursements. Please print and attach receipts for all expenditures. [PRESSPlus1](#)

Name: \_\_\_\_\_ Title/Office: \_\_\_\_\_

Destination: \_\_\_\_\_ Purpose: \_\_\_\_\_

Departure Date: \_\_\_\_\_ Return Date: \_\_\_\_\_

Receipts attached Request Date: \_\_\_\_\_

Estimated expenses attached (Completed 5:60-E2, Employee Estimated Expense Approval Form)(pre-approval is required for federal and state grants).

Approved expense advancement (voucher) attached, if applicable\* (Completed 5:60-E2, Employee Estimated Expense Approval Form.)

<b>Actual Expense Report</b>										
*Employees will be reimbursed for actual and necessary expenses that exceed the amount advanced, but must refund any expense advancement that exceeds the actual and necessary expenses incurred. <a href="#">105 ILCS 5/10-22.32</a> . For federal and State grants, employees will be reimbursed for actual and necessary expenses that exceed estimated expenses as permitted by Board policy 5:60, Expenses.										
Auto Travel Allowance:		per mile								
Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other		Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner	Item	Cost	
<b>Subtotal</b>										
<b>Advances</b>									-	
<b>TOTAL</b> (A negative amount indicates refund due from employee.)									\$	

Superintendent or Designee: \_\_\_\_\_  Approved  Denied

(below maximum allowable amount)

**Approved in Part**

**Grant Funding Source** (if applicable): \_\_\_\_\_

\_\_\_\_\_  
Superintendent or Designee Signature

\_\_\_\_\_  
Date

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Board Action** (*exceeds maximum allowable amount*):

**Approved**

**Denied**

**Approved in Part**

**Grant Funding Source** (if applicable): \_\_\_\_\_

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**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](http://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
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

**Issue 118, April 2025**

# Document Status: Review and Monitoring

## 5:60-E2 Exhibit - Employee Estimated Expense Approval Form

Submit to the Superintendent. Use of this form is required (1) by 2:125-E3, Resolution to Regulate Expense Reimbursements and (2) for pre-approval of expenses to be charged to a federal grant or State grant governed by the Grant Accountability and Transparency Act.

Please print. [PRESSPlus1](#)

Name: \_\_\_\_\_ Title/Office: \_\_\_\_\_

Travel Destination: \_\_\_\_\_ Purpose: \_\_\_\_\_

**Estimated Expenses Approval Requested** ([50 ILCS 150/20](#) or grant expenditure)

**Travel is grant-related\*** (specify grant): \_\_\_\_\_

**Purchase Order Requested** Purchase Order #: \_\_\_\_\_

**Expense Advancement Voucher Requested** ([105 ILCS 5/10-22.32](#))

Voucher Amount: \_\_\_\_\_

Estimated Expense Report										
Departure date: _____					Return date: _____					
Auto Travel Allowance: _____ per mile										
* <b>Grant-related travel only:</b> Except for mileage and other transportation expenses, expense reimbursement/per diem is only allowed if on official travel status for 12 hours or more. If lodging at or below the applicable rate cannot be identified, please indicate below and attach at least three quotes for review.										
Date	Auto Mileage		Transp. Expenses	Lodging	Meals or Per Diem			Other		Daily Total
	Miles	Cost			Bkfst	Lunch	Dinner	Item	Cost	
<b>Total</b>										\$

**Superintendent or Designee:**

**Approved**

**Denied**

*(below maximum allowable amount)*

**Approved in Part**

**Grant Funding Source** (if applicable): \_\_\_\_\_

\_\_\_\_\_  
Superintendent or Designee Signature

\_\_\_\_\_  
Date

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Board Action** *(exceeds maximum allowable amount):*

**Approved**

**Denied**

**Approved in Part**

**Grant Funding Source** (if applicable): \_\_\_\_\_

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**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](http://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
- Make no changes, but update the adoption date to reflect that the policy has been reviewed and re-adopted

**Issue 118, April 2025**

## Document Status: Draft Update

### 6:150 Home and Hospital Instruction

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Ill. State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Appropriate educational services from qualified staff will begin no later than five school days after receiving a written statement from: (1) a physician licensed to practice medicine in all of its branches, (2) a licensed physician assistant, or (3) a licensed advanced practice registered nurse. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy or pregnancy-related conditions, the fulfillment of parenting obligations related to the health of the child, or health and safety concerns arising from domestic or sexual violence as defined in 105 ILCS 5/26A, will be provided home instruction, correspondence courses, or other courses of instruction under the following circumstances: [PRESSPlus1](#)

1. ~~(1) b~~ Before the birth of the child when the student's physician, physician assistant, or advanced practice registered nurse indicates, in writing, that she is medically unable to attend regular classroom instruction, ~~and (2) f~~
2. For up to three months after the child's birth or a miscarriage. [PRESSPlus2](#)
3. When a student must care for his or her ill child if:
  - a. The child's physician, physician assistant, or advanced practice registered nurse informs the District, in writing, that the child has a serious health condition [PRESSPlus3](#) that would require the student to be absent from school for two or more consecutive weeks; and
  - b. The student or the student's parent/guardian informs the District, in writing, that the student needs to care for the child during this period.
4. The student must treat physical or mental health complications or address safety concerns arising from domestic or sexual violence when a health care provider or an employee of the student's domestic or sexual violence organization, as defined in 105 ILCS 5/26A, informs the District, in writing, that the care is needed by the student and will cause the student's absence from school for two or more consecutive weeks.

The District may reassess home instruction provided to a student under No. 3 or No. 4 every two months to determine the student's continuing need for home instruction.

LEGAL REF.:

[105 ILCS 5/10-19.05\(e\)](#), [5/10-22.6a](#), [5/14-13.01](#), and [5/18-4.5](#).

[23 Ill.Admin.Code §§1.520](#), [1.610](#) and [226.300](#).

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunities), [7:250](#) (Student Support Services), [7:255](#) (Students Who are Parents, Expectant

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Number 2 does not require a written statement from a physician, physician assistant, or advanced practice registered nurse. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. **Issue 118, April 2025**

PRESSPlus 3. *Serious health condition* means an illness, injury, impairment, or physical or mental health condition that involves inpatient care in a hospital, hospice, or residential medical care facility or continuing treatment by a health care provider that is not controlled by medication alone. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **6:235 Access to Electronic Networks**

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

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

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

The Superintendent shall develop an implementation plan for this policy.

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

#### Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response. Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

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

#### Acceptable Use

All use of the District's electronic network must be: (1) in support of education and/or research, and be in furtherance of the Board of Education's stated goal, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's *Authorization for Access to District's Electronic Network* contains the appropriate uses, ethics, and protocol. Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.

#### Internet Safety

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

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

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

#### Use of Artificial Intelligence (AI)-Enabled Tools [PRESSPlus1](#)

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

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

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

#### Authorization for Electronic Network Access

Each staff member must sign the District's *Acceptable Use Policy* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the policy before being granted unsupervised use.

#### Confidentiality

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

#### Violations

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

LEGAL REF.:

[20 U.S.C. §7131](#), Elementary and Secondary Education Act.

[47 U.S.C. §254](#)(h) and (l), Children's Internet Protection Act.

[47 C.F.R. Part 54](#), Subpart F, Universal Service Support for Schools and Libraries.

[115 ILCS 5/14](#)(c-5), Ill. Educational Labor Relations Act.

[720 ILCS 5/26.5](#).

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

---

## **PRESSPlus Comments**

PRESSPlus 1. Optional. Artificial intelligence is a rapidly evolving and complex technology that implicates many unsettled legal and ethical issues. This content contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

A Statewide Generative AI and Natural Language Processing Taskforce issued a report to the General Assembly in December 2024 (<https://doit.illinois.gov/content/dam/soi/en/web/doit/meetings/ai-taskforce/reports/2024-gen-ai-task-force-report.pdf>) that recommended the Ill. State Board of Education provide guidance on the use of AI in schools, best practices, and educator training. The U.S. Dept. of Education released a toolkit to assist education leaders with the safe, ethical, and equitable integration of AI within education systems, available at: [http://downloads.microscribepub.com/il/press/federal\\_resources/FINAL-ED-OET-EdLeaders-AI-Toolkit-10.29.24\\_20250221.pdf](http://downloads.microscribepub.com/il/press/federal_resources/FINAL-ED-OET-EdLeaders-AI-Toolkit-10.29.24_20250221.pdf). Note: This resource may no longer be available on a federal government website but is being maintained at PRESS Online to provide consistent subscriber access.

Adopting policy language that addresses AI provides (a) a way for boards to monitor how this technology is being used in the district, and (b) an opportunity for the board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Before adoption of this subhead, the board may want to have a conversation with the superintendent to determine how local conditions, resources, and current practices will support the full implementation of a policy that addresses AI and its goals. The use of AI will be most effective when the policy reflects local conditions and circumstances. Consult the board attorney about these issues. See sample administrative procedure 6:235-AP3, *Development of Artificial Intelligence (AI) Plan and AI Responsible Use Guidelines*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for a suggested framework for developing an AI plan and guidelines. **Issue 118, April 2025**



## *Document Status: Draft Update*

### **7:10 Equal Educational Opportunities**

Equal educational and extracurricular opportunities shall be available for all students without regard to color, race, national origin, religion, sex, sexual orientation, ancestry, age, physical or mental disability, gender, gender identity (whether or not traditionally associated with the student's sex assigned at birth), gender expression, status of being homeless, immigration status, order of protection status, military status, unfavorable military discharge, reproductive health decisions, or actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination complaint by using Board policy 2:260, *Uniform Grievance Procedure*, or in the case of discrimination on the basis of race, color, or national origin, Board policy 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*.

#### Sex Equity

No student shall, based on sex, sexual orientation, gender identity, or gender expression be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities. Students shall be supported in a manner consistent with their gender identity. This will include, but not be limited to, use of restrooms, locker rooms, and other facilities that correspond with the student's gender identity.

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

Any student may file a sexual harassment discrimination [PRESSPlus1](#) complaint by using Board policy 2:265, *Title IX Grievance Procedure*.

#### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator, ~~who also serves as the District's~~ [and a](#) Title IX Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and related grievance procedures.

#### LEGAL REF.:

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

[29 U.S.C. §791](#) et seq., Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

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

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

[Ill. Constitution, Art. I, §18.](#)

[105 ILCS 5/3.25b](#), [5/3.25d\(b\)](#), [5/10-20.12](#), [5/10-20.60](#), [5/10-20.63](#), [5/10-22.5](#), [5/26A](#), and [5/27-1](#).

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

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:250 (Student Support Services), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

---

## **PRESSPlus Comments**

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:20 Harassment of Students Prohibited**

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

#### Sexual Harassment Prohibited

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

#### Making a Report or Complaint

Students are encouraged to promptly report claims or incidents of bullying, intimidation, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, a Complaint Manager, or any employee with whom the student is comfortable speaking. ~~A student may choose to report to an employee of the student's same gender.~~ [PRESSPlus1](#)

Reports under this policy will be considered a report under Board policy 2:260, *Uniform Grievance Procedure*, and/or Board policy 2:265, *Title IX Grievance Procedure*. The Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus2](#) and/or Complaint Manager or designee shall process and review the report according to the appropriate grievance procedure.

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

#### **Nondiscrimination Coordinator:**

James M. Hermes

999 N. Strong Ave.

Spring Valley, IL 61362

Email: [jimh@sv99.org](mailto:jimh@sv99.org)

815.664.4242

### Complaint Managers:

Ryan Geist

Shelly Nauman

999 N. Strong Ave.

999 N. Strong Ave.

Spring Valley, IL 61362

Spring Valley, IL 61362

Email: [ryang@sv99.org](mailto:ryang@sv99.org)

Email: [shellyn@sv99.org](mailto:shellyn@sv99.org)

815.664.4601

815.664.4601

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

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

### Investigation Process

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

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

For any report or complaint alleging sexual-based [PRESSPlus3](#) harassment that, if true, would implicate Title IX of the Education Amendments of 1972 ([20 U.S.C. §1681 et seq.](#)), the [Nondiscrimination Title IX Coordinator](#) or designee shall consider whether action under Board policy 2:265, *Title IX Grievance Procedure*, should be initiated.

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

For any other alleged student harassment that does not require action under Board policies 2:265, *Title IX Grievance Procedure*, or 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, the Nondiscrimination Coordinator or a Complaint Manager or

designee shall consider whether an investigation under Board policies 2:260, *Uniform Grievance Procedure*, and/or 7:190, *Student Behavior*, should be initiated, regardless of whether a written report or complaint is filed.

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

An *alleged incident of sexual abuse* is an incident of sexual abuse of a child, as defined in [720 ILCS 5/11-9.1A\(b\)](#), that is alleged to have been perpetrated by school personnel, including a school vendor or volunteer, that occurred: on school grounds during a school activity; or outside of school grounds or not during a school activity.

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

### Enforcement

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

### Retaliation Prohibited

Retaliation against any person for bringing complaints or providing information about harassment is prohibited (see Board policies 2:260, *Uniform Grievance Procedure*, 2:265, *Title IX Grievance Procedure*, and 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*).

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

### LEGAL REF.:

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

[29 U.S.C. §791](#) *et seq.*, Rehabilitation Act of 1973; [34 C.F.R. Part 104](#).

[42 U.S.C. §2000d](#), Title VI of the Civil Rights Act of 1964; [34 C.F.R. Part 100](#).

[105 ILCS 5/10-20.12](#), [5/10-22.5](#), [5/10-23.13](#), [5/26A](#), [5/27-1](#), and [5/27-23.7](#).

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

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

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

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

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

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

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:165 (Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; Code of Professional Conduct; and Conflict of Interest), 7:10 (Equal Educational Opportunities); 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:240 (Conduct Code for Participants in Extracurricular Activities), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#)

---

## **PRESSPlus Comments**

PRESSPlus 1. This sentence is stricken because the preceding sentence already states that students are encouraged to report to any employee with whom the student is comfortable speaking. **Issue 118, April 2025**

PRESSPlus 2. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:60 Residence**

#### Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or affidavit stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within six months after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

#### Residence of Students with Disabilities

The residence of a child with a disability is determined in accordance with [105 ILCS 5/14-1.11](#), [5.14-1.11a](#), and [5/14-1.11b](#).

#### Requests for Nonresident Student Admission

Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Superintendent may approve the request subject to the following:

1. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
2. The student will be accepted only if there is sufficient room.
3. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.

4. The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

For a nonresident student who is the child of a District employee, if the Superintendent approves the request for nonresident admission for the student, the tuition cost is waived pursuant to [105 ILCS 5/10-20.12a\(a\)](#).

#### Admission of Nonresident Students Pursuant to an Agreement or Order

Non-resident students may attend District schools pursuant to:

1. A written agreement with an adjacent school district, provided the Superintendent and adjacent district determine that the student's health and safety will be served.
2. According to an intergovernmental agreement, including, but not limited to, an agreement for interdistrict transfer of students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A. [PRESSPlus1](#)
3. Whenever any State or federal law or a court order mandates the acceptance of a non-resident student.

#### 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 to establish residency. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

#### Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school on a tuition-free basis is a nonresident of the District for whom tuition is required to be charged, he or she on behalf of the Board shall notify the person who enrolled the student of the tuition amount that is due. The notice shall detail the specific reasons why the Board believes that the student is a nonresident of the District and shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by the School Code, [105 ILCS 5/10-20.12b](#).

LEGAL REF.:

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

[105 ILCS 5/10-20.12a](#), [5/10-20.12b](#), [5/10-22.5](#), [5/10-22.5a](#), [5/14-1.11](#), [5/14-1.11a](#), and [5/14-1.11b](#), and [5/26A](#).

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

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

[23 Ill.Admin.Code §1.240](#).

*Israel S. by Owens v. Bd. of Educ. of Oak Park and River Forest High Sch. Dist. 200*, 235 Ill.App.3d 652 (5th Dist. 1992).

*Joel R. v. Board of Education of Manheim School District 83*, 292 Ill.App.3d 607 (1st Dist. 1997).

*Kraut v. Rachford*, 51 Ill.App.3d 206 (1st Dist. 1977).

CROSS REF.: 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence)

---

## **PRESSPlus Comments**

PRESSPlus 1. Nonresident students may include students who are parents, expectant parents, or victims of domestic or sexual violence under 105 ILCS 5/26A, added by P.A. 102-466, a/k/a *Ensuring Success in School Law*, eff. 7-1-25. Interdistrict transfer is not required by Article 26A, but including language about it in this policy is recommended in the 2024 Ensuring Success in School (ESS) Task Force Report to the Governor and the General Assembly, available here:

[www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). For further information about the 2024 ESS Task Force, see footnote 1 in sample policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

## *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 8 in the public school regardless of age. Subject to specific requirements in State law, the following children are not required to attend public school: (1) any child attending a private school (including a home school) or parochial school, (2) any child who is physically or mentally unable to attend school (including a pregnant student suffering medical complications as certified by her physician), (3) any child lawfully and necessarily employed, (4) any child over 12 and under 14 years of age while in confirmation classes, (5) any child absent because of religious reasons, including to observe a religious holiday, for religious instruction, or because his or her religion forbids secular activity on a particular day(s) or time of day, and (6) any child 16 years of age or older who is employed and is enrolled in a graduation incentives program.

The parent/guardian of a student who is enrolled must authorize all absences from school and notify the school in advance or at the time of the student's absence. A valid cause for absence includes illness (including mental or behavioral health of the student), attendance at a verified medical or therapeutic appointment (including a victim services provider), [PRESSPlus1](#) observance of a religious holiday, death in the immediate family, attendance at a civic event, family emergency, other situations beyond the control of the student as determined by the Board, other circumstances that cause reasonable concern to the parent/guardian for the student's mental, emotional, or physical health or safety, or other reason as approved by the Superintendent or designee. For students who are parents, expectant parents, or victims of domestic or sexual violence, valid cause for absence also includes the fulfillment of a parenting responsibility and addressing circumstances resulting from domestic or sexual violence. [PRESSPlus2](#) Students absent for a valid cause may make up missed homework and classwork assignments in a reasonable timeframe.

#### Absenteeism and Truancy Program

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

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
2. A protocol for excusing a student in grades 6 through 8 from attendance to sound *Taps* at a military honors funeral held in Illinois for a deceased veteran.
3. A protocol for excusing a student from attendance on a particular day(s) or at a particular time of day when his/her parent/guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat-support postings.
4. A process to telephone, within two hours after the first class, the parents/guardians of students in grade 8 or below who are absent without prior parent/guardian notification.
5. A process to identify and track students who are truants, chronic or habitual truants, or truant minors as defined in [105 ILCS 5/26-2a](#).

6. A description of diagnostic procedures for identifying the cause(s) of a student's unexcused absenteeism, including interviews with the student, his or her parent(s)/guardian(s), and staff members or other people who may have information about the reasons for the student's attendance problem.
7. The identification of supportive services that may be offered to truant, chronically truant, or chronically absent students, including parent-teacher conferences, student and/or family counseling, or and information about available community agency services relevant to such students' needs. See Board policy 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*.
8. A process for 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, *Students School Admissions and Student Transfers To and From Non-District Schools*.
9. 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.
10. Reasonable efforts to provide ongoing professional development to teachers, administrators all school personnel, Board members, and school resource officers, and staff PRESSPlus3 on the appropriate and available supportive services for the promotion of student attendance and engagement.
11. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
12. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
13. 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.
14. A protocol for making the notifications required by the [School Code, Section 26-3a](#), concerning students who were removed from the regular attendance roll, exclusive of transferees, because they were expelled; have withdrawn; left school; withdrew due to extraordinary circumstances; have re-enrolled in school since their names were removed from the attendance rolls; were certified to be chronic or habitual truants; or were previously certified as chronic or habitual truants who have resumed regular school attendance. The status of a driver's license or instructional permit will be jeopardized for a student who is the subject of this notification because of non-attendance unless the non-attendance is due to extraordinary circumstances as determined by the criteria established below.
15. 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.
16. A process for the temporary exclusion of a student 17 years of age or older for failing to meet minimum academic or attendance standards according to provisions in the [School Code, Section 26\(c\)](#). A parent/guardian has the right to appeal a decision to exclude a student; the Illinois State Board of Education's rule will control the appeal process, [23 Ill.Admin.Code](#)

## §1.242.

### Monitoring/Updating

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

#### LEGAL REF.:

105 ILCS 5/22-92 and 5/26-1 through 5/26-3, 5/26-5 through 5/26-16, and 5/26-18, and 5/26A.

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 Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

---

### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. 105 ILCS 5/26-2a, amended by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. *Fulfillment of a parenting responsibility* includes, but is not limited to, arranging and providing child care, caring for a sick child, attending prenatal or other medical appointments for the expectant student, and attending medical appointments for a child. *Circumstances resulting from domestic or sexual violence* includes, but is not limited to, experiencing domestic or sexual violence, recovering from physical or psychological injuries, seeking medical attention, seeking services from a domestic or sexual violence organization as defined in 105 ILCS 5/26A-10, seeking psychological or other counseling, participating in safety planning, temporarily or permanently relocating, seeking legal assistance or remedies, or taking any other action to increase the safety or health of the student or to protect the student from future domestic or sexual violence. Before an absence of three or more consecutive days that is related to domestic or sexual violence, a district may require a student to verify his or her claim of domestic or sexual violence under 105 ILCS 5/26A-45. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/10-22.6(c-5), amended by P.A. 103-896. **Issue 118, April 2025**

## *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, religion, sex, national origin, ancestry, physical appearance, socioeconomic status, academic status, pregnancy, parenting status, homelessness, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, order of protection status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic **is prohibited** in each of the following situations:

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

#### Definitions from [105 ILCS 5/27-23.7](#)

*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 category that is identified in the Ill. Human Rights Act.

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

### Bullying Prevention and Response Plan

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

1. Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
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 [Title IX Coordinator](#), [PRESSPlus1](#) 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:**

James M. Hermes  
999 N. Strong Ave.  
Spring Valley, IL 61362  
Email: [jimh@sv99.org](mailto:jimh@sv99.org)  
815.664.4242

## **Complaint Managers:**

Ryan Geist  
999 N. Strong Ave.  
Spring Valley, IL 61362  
Email: [ryang@sv99.org](mailto:ryang@sv99.org)  
815.664.4601

Shelly Nauman  
999 N. Strong Ave.  
Spring Valley, IL 61362  
Email: [shellyn@sv99.org](mailto:shellyn@sv99.org)  
815.664.4601

## **Anonymous Reporting call: 815.664.4242 - (3)**

4. Consistent with federal and State laws and rules governing student privacy rights, the parents/guardians of all students involved in an alleged incident of bullying will be notified of such, along with threats, suggestions, or instances of self-harm determined to be the result of bullying, within 24 hours after the school's administration is made aware of the student's involvement in the incident. As appropriate, the school's administration shall also discuss the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained within the 24-hour period.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within

the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. Any person's act of reprisal or retaliation will be subject to disciplinary action, up to and including discharge with regard to employees, or suspension and/or expulsion with regard to students.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, a person who is found to have falsely accused another of bullying, as a means of retaliation, as a means of bullying, or provided false information will be treated as either: (a) *bullying*, (b) student discipline up to and including suspension and/or expulsion, and/or (c) both (a) and (b) for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan is based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.
11. Pursuant to State law and Board policy 2:240, *Board Policy Development*, the Board monitors this policy every two years by conducting a review and re-evaluation of this policy to make any necessary and appropriate revisions. The Superintendent or designee shall assist the Board with its re-evaluation and assessment of this policy's outcomes and effectiveness. Updates to this policy will reflect any necessary and appropriate revisions. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. Acceptable documentation to satisfy the re-evaluated policy submission include one of the following:

- 1) An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
- 2) If no revisions are deemed necessary, a copy of Board minutes indicating that the policy was re-evaluated and no changes were deemed to be necessary; or
- 3) A signed statement from the Board President indicating that the Board re-evaluated the policy and no changes to it were necessary.

The Superintendent or designee must post the information developed as a result of the policy re-evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and

students. Reviews and re-evaluations in years they are due must be submitted to ISBE by September 30.

12. The District's bullying prevention plan must be consistent with other Board policies.
13. The Superintendent or designee shall fully inform staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes each of the following:
  - a. Communicating the District's expectation and State law requirement that teachers and other ~~certificated or~~ licensed employees maintain discipline.
  - b. Establishing the expectation that staff members: (1) intervene immediately to stop a bullying incident that they witness or immediately contact building security and/or law enforcement if the incident involves a weapon or other illegal activity, (2) report bullying, whether they witness it or not, to an administrator, and (3) inform the administration of locations on school grounds where additional supervision or monitoring may be needed to prevent bullying.
  - c. Where appropriate in the staff development program, providing strategies to staff members to effectively prevent bullying and intervene when it occurs.
  - d. Establishing a process for staff members to fulfill their obligation to report alleged acts of bullying.

#### LEGAL REF.:

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

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

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

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

CROSS REF.: 2:240 (Board Policy Development), 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Grievance Procedure), 2:270 (Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited), 4:170 (Safety), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:235 (Access to Electronic Networks), 7:20 (Harassment of Students Prohibited), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Anaphylaxis Prevention, Response, and Management Program), 7:310 (Restrictions on Publications; Elementary Schools)

---

#### **PRESSPlus Comments**

PRESSPlus 1. Please [click here to submit the name and contact information](#) that will be applied to each of the following policies: 2:260, 2:265, 5:10, 5:20, 7:20, 7:180, and 7:255. Following the form's submission, IASB will add the Title IX Coordinator's name and contact information to this policy. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:185 Teen Dating Violence Prohibited**

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

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

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

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, or a Complaint Manager.
5. Notifies students and parents/guardians of this policy.

Incorporated

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

LEGAL REF.:

[105 ILCS 110/3.10.](#)

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

---

### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to *State of Tennessee v. Cardona*, striking down the 2024 Title IX sex discrimination regulations and restoring the 2020 Title IX regulations. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:190 Student Behavior**

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

#### When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

#### Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
  - a. Any illegal drug or controlled substance, or cannabis (including marijuana, hashish, and medical cannabis unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*).
  - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
  - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
  - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing

physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited unless the student is authorized to be administered a medical cannabis infused product under *Ashley's Law*

- e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
- f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
- g. *Look-alike* or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
- h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

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

- 4. Using, possessing, controlling, or transferring a *weapon* as that term is defined in the **Weapons** section of this policy, or violating the **Weapons** section of this policy.
- 5. Using or possessing an electronic paging device. [PRESSPlus1](#)
- 6. Using or possessing a cellular telephone, ~~electronic signaling device~~, two-way radio, video recording device, and/or other telecommunication device, unless authorized and approved by the Building Principal.
- 7. Sexting, which, for purposes of this policy, is the act of creating, sending, sharing, viewing, receiving, or possessing sexually explicit messages, images, or videos electronically, regardless of whether they are authentic or computer-generated, through the use of a computer, electronic communication device, or cellular phone. Sexting also includes creating, sending, sharing, viewing, receiving, or possessing *indecent visual depictions, non-consensual dissemination of private sexual images, and non-consensual dissemination of sexually explicit digitized depictions*, as defined in State law. [PRESSPlus2](#)
- 8. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- 9. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
- 10. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, using a writing service and/or generative artificial intelligence technology in place of original work unless specifically authorized by staff, wrongfully giving or receiving help during an academic

examination, altering report cards, and wrongfully obtaining test copies or scores.

11. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
12. Engaging in any sexual activity, including without limitation, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the non-disruptive: (a) expression of gender or sexual orientation or preference, or (b) display of affection during non-instructional time.
13. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
14. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
15. Entering school property or a school facility without proper authorization.
16. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
17. Being absent without a recognized excuse; State law and Board of Education policy regarding truancy control will be used with chronic and habitual truants.
18. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
19. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
20. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
21. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
22. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
23. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term *possession* includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while

at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

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

### Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

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

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion. Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s).

Corporal punishment is prohibited in all circumstances. *Corporal punishment* is defined as a discipline method in which a person deliberately inflicts pain upon a student in response to the student's unacceptable behavior or inappropriate language, with an aim to halt an offense, prevent its recurrence, or set an example for others. <sup>PRESSPlus3</sup> It includes slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as permitted by 105 ILCS 5/10-20.33 ~~needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.~~

### Isolated Time Out, Time Out, and Physical Restraint

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

### Weapons

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

1. A *firearm*, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65/](#)), or firearm as defined in Section 24-1 of the Criminal Code of 2012 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including *look-alikes* of any *firearm* as defined above.

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

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

### Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a

period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

### Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member or is subject to a battery. *School grounds* includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Upon receiving a report of (1), above, the Building Principal or designee shall immediately notify local law enforcement. In addition, upon receiving a report on any of the above (1)-(3), the Building Principal or designee shall notify the Superintendent or designee and, if a student is reportedly in possession of a firearm, also any involved student's parent/guardian.

Upon receiving a report on any of the above (1)-(3), the Superintendent or designee shall immediately notify local law enforcement. The Superintendent or designee shall also report these incidents involving battery against staff members to the Ill. State Board of Education ISBE through its web-based School Incident Reporting System as they occur during the year and no later than August 1 July 31 PRESSPlus4 for the preceding school year.

### Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated licensed educational employees, and any other persons (whether or not a licensed employee) providing a related service for or with respect to a student, may only use reasonable force as permitted by 105 ILCS 5/10-20.33 PRESSPlus5 needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

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

### Student Handbook

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

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

Incorporated

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

LEGAL REF.:

[20 U.S.C. §7971](#), Pro-Children Act of 2004.

[20 U.S.C. §7961](#) *et seq.*, Gun Free Schools Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/22-33](#), [5/22-100](#), [5/24-24](#), [5/26-12](#), [5/27-23.7](#), and [5/31-3](#).

[105 ILCS 110/3.10](#), Critical Health Problems and Comprehensive Health Education Act.

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

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[23 Ill.Admin.Code §§1.280](#), [1.285](#).

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

---

## **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/10-21.10. **Issue 116, April 2025**

PRESSPlus 2. This definition of sexting is adapted from Merriam-Webster's definition at [www.merriam-webster.com/dictionary/sexting](http://www.merriam-webster.com/dictionary/sexting), and it incorporates offenses under State law that address the dissemination of explicit images. A district may wish to use another definition or create its own with the board attorney. See sample administrative procedure 7:190-AP6, *Guidelines for Investigating Sexting Allegations*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), for definitions of the italicized terms in this paragraph and their accompanying citations. See also sample administrative procedure 7:190-AP5, *Student Handbook - Electronic Devices*. **Issue 118, April 2025**

PRESSPlus 3. Updated in response to 105 ILCS 5/22-100, added by P.A. 103-806. **Issue 118, April 2025**

PRESSPlus 4. Updated in response to 105 ILCS 5/10-27.1A and 10-27.1B, amended by P.A.s 103-609 (first to pass both houses) and 103-780 (second to pass both houses and controlling). **Issue**

**118, April 2025**

PRESSPlus 5. Updated in response to 105 ILCS 5/24-24, amended by P.A. 103-806. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:200 Suspension Procedures**

#### In-School Suspension

The Superintendent or designee is authorized to maintain an in-school suspension program. The program shall include, at a minimum, each of the following:

1. Before assigning a student to in-school suspension, the charges will be explained and the student will be given an opportunity to respond to the charges.
2. Students are supervised by licensed school personnel.
3. Students are given the opportunity to complete classroom work during the in-school suspension for equivalent academic credit.

#### Out-of-School Suspension

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. An attempted phone call to the student's parent(s)/guardian(s).
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall:
  - a. Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension;
  - b. Include information about an opportunity to make up work missed during the suspension for equivalent academic credit;
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend;
  - d. Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and
  - e. Depending upon the length of the out-of-school suspension, include the following applicable information:
    - i. For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose:
      - a. A threat to school safety, or
      - b. A disruption to other students' learning opportunities.
    - ii. For a suspension of 4 or more school days, an explanation:
      - a. That other appropriate and available behavioral and disciplinary interventions have been exhausted,
      - b. As to whether school officials attempted other interventions or determined that

- no other interventions were available for the student, and
- c. That the student's continuing presence in school would either:
    - i. Pose a threat to the safety of other students, staff, or members of the school community, or
    - ii. Substantially disrupt, impede, or interfere with the operation of the school.
  - d. Of For a suspension of 4 or more school days, the information listed in section 4.e.ii., above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension, as determined by the Superintendent or designee.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
  6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board.
    - a. At the review, the student s and his or her parent(s)/guardian(s) may appear with a representative of their choice and at their expense, be accompanied by a support person of their choice and at their expense, disclose any factor to be considered in mitigation (including the student's status as a parent, expectant parent, or victim of domestic or sexual violence as defined in 105 ILCS 5/26A), and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus1](#)
    - b. If the review involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus2](#)
    - c. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
    - d. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14, 5/10-22.6.](#)

[23 Ill.Admin.Code §1.280.](#)

CROSS REF.: 5:100 (Staff Development), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

---

**PRESSPlus Comments**

PRESSPlus 1. Updated in response to 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, a/k/a

*Ensuring Success in School (ESS) Law*, eff. 7-1-25. A representative chosen by the parent/guardian (or by the student, if emancipated) must be permitted to represent the student "throughout the proceedings and to address the school board or its appointed hearing officer." A support person chosen by the parent/guardian (or by the student, if emancipated) must also be permitted to accompany the student to any expulsion hearing or proceeding. For the definition of *support person*, see sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 2. Updated in response to 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

## Document Status: Draft Update

### 7:210 Expulsion Procedures

The Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall:
  - a. Include the time, date, and place for the hearing.
  - b. Briefly describe what will happen during the hearing.
  - c. Detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion.
  - d. Inform the student and parent(s)/guardian(s) that a representative of their choice and at their expense is permitted to represent the student throughout the proceedings and to address the Board or its hearing officer. [PRESSPlus1](#)
  - e. Inform the student and parent(s)/guardian(s) that a support person [PRESSPlus2](#) of their choice and at their expense is permitted to accompany the student throughout the proceedings.
  - f. List the student's prior suspension(s).
  - g. State that the School Code allows the Board of Education to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case-by-case basis.
  - h. Ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney appear with a representative and/or support person and, if so, provide the attorney's name(s) and contact information for the representative and/or support person
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from a local mental health agency to consult with the Board.
4. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged.
  - a. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or disruption posed by the student.
  - b. The student and his or her parent(s)/guardian(s) may be represented by counsel appear with a representative, be accompanied by a support person, disclose any factor to be considered in mitigation (including his or her status as a parent, expectant parent, or victim

of domestic or sexual violence as defined in 105 ILCS 5/26A), offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. Any representative and support person must comply with hearing rules and may be prohibited from further participation if they violate the rules or engage in behavior or advocacy that harasses, abuses, or intimidates either party, a witness, or anyone else in attendance at the hearing. [PRESSPlus3](#)

- c. If the expulsion hearing involves allegations of sexual violence by the student, neither the student nor the student's representative shall directly question nor have direct contact with the alleged victim. The student or the student's representative may, at the discretion of the Board or its hearing officer, suggest questions to be posed by the Board or its hearing officer to the alleged victim. [PRESSPlus4](#)

5. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
6. If the Board acts to expel the student, its written expulsion decision shall:
  - a. Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
  - b. Provide a rationale for the specific duration of the recommended expulsion.
  - c. Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student.
  - d. Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.
7. Upon expulsion, the District may refer the student to appropriate and available support services.

#### LEGAL REF.:

[Goss v. Lopez](#), 419 U.S. 565 (1975).

[105 ILCS 5/10-20.14](#), [10-22.6](#).

CROSS REF.: 5:100 (Staff Development); 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:200 (Suspension Procedures), 7:230 (Misconduct by Students with Disabilities)

---

#### **PRESSPlus Comments**

PRESSPlus 1. Items d and e are required by 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, *a/k/a Ensuring Success in School (ESS) Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. For the definition of support person, see sample administrative procedure 7:255-AP1, *Supporting Students who are Parents, Expectant Parents, or Victims of Sexual or Domestic Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 3. 105 ILCS 5/10-22.6(b-35), added by P.A. 102-466, *a/k/a ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 4. 105 ILCS 5/10-22.6(b-40), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

## *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.

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/guardian must consent to regular or continuing services from a social worker.
4. ~~Guidance and~~ School counseling services. The Superintendent or designee shall annually inform all school personnel and students 12 years of age and older, in writing, of the availability of counseling without parent/guardian consent under 405 ILCS 5/3-550. [PRESSPlus1](#)

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, along with District and community-based options for victims of sexual abuse and grooming behaviors to obtain assistance and intervention. Community-based options must include a Children's Advocacy Center and sexual assault crisis center(s) that serve the District, if any.

#### Article 26A Domestic or Sexual Violence and Parenting Resource Personnel [PRESSPlus2](#)

The Superintendent or designee will ensure that at least one staff member in each school building is designated as a resource person (Article 26A Resource Person) for students who are parents, expectant parents, or victims of domestic or sexual violence and offers those services required by 105 ILCS 5/26A. See Board policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*. The Article 26A Resource Person may be a member of the building's Student Support Committee.

The Superintendent shall ensure that this policy ~~shall be~~ is implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 et seq., and that it is respectful of student privacy, including that student records are maintained and their confidentiality protected in accordance with Board policy and District procedures. [PRESSPlus3](#)

LEGAL REF.:

105 ILCS 5/10-23.13(b), 5/10-20.59, ~~and 5/21B-25(G)~~, and 5/26A.

405 ILCS 5/, Mental Health and Developmental Disabilities Code.

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

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

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations, Immunizations, and Exclusion of Students), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease), 7:340 (Student Records)

---

### **PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 5/26A-40(h), added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. **Issue 118, April 2025**

PRESSPlus 2. Required by 105 ILCS 5/26A-35, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. See policy 7:255, *Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, and sample administrative procedure 7:255-AP1, *Supporting Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 118, April 2025**

PRESSPlus 3. This policy text is based on recommendations of the second ESS Task Force. See pp. 13-14 of the June 2024 ESS Task Force final report, at: [www.isbe.net/Documents\\_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf](http://www.isbe.net/Documents_ESSTaskForce/Final-Report-ESS-Report-June-2024.pdf). **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:270 Administering Medicines to Students**

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

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

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

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

#### Self-Administration of Medication

A student may possess and self-administer an epinephrine injector, e.g., EpiPen®, and/or asthma medication prescribed for use at the student's discretion, provided the student's parent/guardian has completed and signed an *SMA Form*. The Superintendent or designee will ensure an Emergency Action Plan is developed for each self-administering student.

A student may self-administer medication required under a *qualifying plan*, provided the student's parent/guardian has completed and signed an *SMA Form*. A qualifying plan means: (1) an asthma action plan, (2) an Individual Health Care Action Plan, (3) an allergy emergency action plan, (4) a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973, or (5) a plan pursuant to the federal Individuals with Disabilities Education Act. A student may also possess the supplies and equipment necessary to monitor and treat diabetes in accordance with the student's diabetes care plan and/or the supplies, equipment, and medication necessary to treat epilepsy in accordance with the student's seizure action plan. [PRESSPlus1](#)

The District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication, including asthma medication or epinephrine injectors, or medication required under a qualifying plan. A student's parent/guardian must indemnify and hold harmless the District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine injector, asthma medication, and/or a medication required under a qualifying plan.

#### School District Supply of Undesignated Opioid Antagonists

The Superintendent or designee shall implement [105 ILCS 5/22-30\(f\)](#) and maintain a supply of

undesigned opioid antagonists and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools or obtained by the District without a prescription. A school nurse or trained personnel, as defined in State law, may administer an undesigned opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law. See the website for the Ill. Dept. of Human Services for information about opioid prevention, abuse, public awareness, and a toll-free number to provide information and referral services for persons with questions concerning substance abuse treatment.

### School District Supply of Undesignated Glucagon

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

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

### Administration of Medical Cannabis

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

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

*Medical cannabis infused product* (product) includes oils, ointments, foods, and other products that

contain usable cannabis but are not smoked or vaped. Smoking and/or vaping medical cannabis is prohibited.

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

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

### Void Policy

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is unable to obtain a supply of opioid antagonists due to a shortage, in which case the District shall make reasonable efforts to maintain a supply.

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

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

### Administration of Undesignated Medication

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

### Undesignated Medication Disclaimers

Upon implementation of this policy, the protections from liability and hold harmless provisions applicable under State law apply.

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

LEGAL REF.:

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

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

[105 ILCS 150/](#), Seizure Smart School Act.

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

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

[23 Ill.Admin.Code §1.540](#).

**PRESSPlus Comments**

PRESSPlus 1. 105 ILCS 145/30; 105 ILCS 150/30. This is not a new requirement, but it is added to make clear in policy that self-carry may also be authorized for diabetes/seizure management. **Issue 118, April 2025**

## *Document Status: Draft Update*

### **7:310 Restrictions on Publications; Elementary Schools**

#### School-Sponsored Publications and Web Sites

School-sponsored publications, productions, and web sites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission.

All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is socially inappropriate, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated.

The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

#### Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a *publication* includes, without limitation: (1) written or electronic print material, (2) audio-visual material on any medium including electromagnetic media (e.g., images, digital files flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, digital files, etc.) or online (e.g., any website, social networking site, database for information retrieval, etc.), or (3) information or material on electronic devices (e.g., text or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing, and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or *sexting* as defined by School Board policy 7:190, Student Behavior, PRESSPlus1 and/or Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing “on-campus” includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for: (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

#### Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing publications that cause: (a) substantial disruption or a foreseeable risk of substantial disruption to school operations or interferes with the rights of other students or staff members.

#### Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

LEGAL REF.:

[105 ILCS 5/27-23.7.](#)

[Hazelwood v. Kuhlmeier](#), 484 U.S. 260 (1988).

[Tinker v. Des Moines Indep. Cmty. Sch. Dist.](#), 393 U.S. 503 (1969).

[Hedges v. Wauconda Cmty. Unit Sch. Dist. No. 118](#), 9 F.3d 1295 (7th Cir. 1993).

CROSS REF.: 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), [7:190 \(Student Behavior\)](#), 8:25 (Advertising and Distributing Materials in Schools Provided by Non-School Related Entities)

---

#### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to the addition of a definition of *sexting* in 7:190, *Student Behavior*. **Issue 118, April 2025**

## *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.

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

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

### Student Biometric Information Collection

The Superintendent or designee may recommend a student biometric information collection system solely for the purposes of identification and fraud prevention. Such recommendation shall be consistent with budget requirements and in compliance with State law. Biometric information means any information that is collected through an identification process for individuals based on their unique behavioral or physiological characteristics, including fingerprint, hand geometry, voice, or facial recognition or iris or retinal scans.

Before collecting student biometric information, the District shall obtain written permission from the person having legal custody/parental responsibility or the student (if over the age of 18). Upon a student's 18<sup>th</sup> birthday, the District shall obtain written permission from the student to collect student biometric information. Failure to provide written consent to collect biometric information shall not be the basis for refusal of any services otherwise available to a student.

All collected biometric information shall be stored and transmitted in a manner that protects it from disclosure. Sale, lease, or other disclosure of biometric information to another person or entity is strictly prohibited.

The District will discontinue use of a student's biometric information and destroy all collected biometric information within 30 days after: (1) the student graduates or withdraws from the School District, or (2) the District receives a written request to discontinue use of biometric information from the person having legal custody/parental responsibility of the student or the student (if over the age of 18). Requests to discontinue using a student's biometric information shall be forwarded to the Superintendent or designee.

The Superintendent or designee shall develop procedures to implement this policy consistent with State and federal law.

LEGAL REF.:

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

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

105 ILCS 5/10-20.12b, 5/10-20.40, ~~and 5/14-1.01 et seq.~~ [and 5/26A-30](#). [PRESSPlus1](#)

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

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

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

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

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

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

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

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct), [7:255 \(Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence\)](#), 7:345 (Use of Educational Technologies; Student Data Privacy and Security)

---

## PRESSPlus Comments

PRESSPlus 1. The Legal References are updated in response to 105 ILCS 5/26A-30, added by P.A. 102-466, a/k/a *ESS Law*, eff. 7-1-25. . **Issue 118, April 2025**



## Assistant Principal's Report- May 28, 2025

Below you will find a breakdown of the number of minors and majors given since our last meeting. It has been a smooth end to the school year as we wind down to summer break. We only have a couple more field trips to conduct this last week. Eighth graders had a wonderful time on their field trip and did an amazing job during graduation. We had our awards assembly and staff vs student game on May 19th. It was a fun day as we saw Mr. Sebastian compete in his last game! The track team had a successful end of the year run with multiple placed finishes at the Bureau County and Starved Rock Conference meets. We had a total of 13 athletes qualify for the state track meet in 4 different events. They represented JFK well and will surely improve moving into next year. If you have any questions, please feel free to reach out.

Grade	# of Minors	Yearly total	# of Majors	Yearly Total
K	4	29	0	2
1	13	84	0	5
2	6	58	0	1
3	6	42	0	4
4	11	43	1	3
5	17	100	2	4
6	15	117	1	2
7	11	189	1	8
8	4	124	0	4
<b>Total as of 5/23/25</b>	<b>87</b>	<b>786</b>	<b>5</b>	<b>33</b>

Grade	# of Students	
EC	5	NC
Pre-K	55	4
K	52	NC
1	57	NC
2	66	NC
3	71	-1
4	62	2
5	64	NC
6	68	NC
7	60	NC
8	69	1
<b>Total</b>	<b>629</b>	<b>6</b>





# ILLINOIS YOUTH SURVEY

## 2024 School Report

### John F Kennedy Elem School Spring Valley

**I ILLINOIS**  
CPRD | Center for Prevention  
Research & Development  
SCHOOL OF SOCIAL WORK



*Data collected Spring 2024*

## Introduction

Thank you for administering the Illinois Youth Survey (2024)! This report provides data on a variety of health and social indicators including drug use, bullying, school climate, and much more. Your data has been organized into topical sections as noted in the table of contents on the next page. To help you get started using your data, here are a few suggestions:

Review the table below to determine how many of your students participated in the survey. If the “% of Enrolled Students Reported” **is at least 50% for each grade level**, you can be more confident that the data in your report is representative of your total student population.

There will be no data in this report for any grade level with **fewer than 10 valid surveys** (in the column “N Students Surveyed”). This is to protect the confidentiality of your students.

**Comparison of Students Surveyed with Enrollment**

	<b>N Students Surveyed</b>	<b>N Enrolled Students</b>	<b>% of Enrolled Students Reported</b>
8th	52	58	90%
Total	52	58	90%

The IYS 8th grade form does not include all questions asked on the IYS high school form. For that reason, responses to some questions do not appear in the tables and charts for some grade levels. If you would like to determine what section includes responses to a specific survey item or verify if a question was asked at a specific grade level, please refer to the Site Report Appendix on the IYS website at <http://iys.cprd.illinois.edu/results>.

When looking at percentages, keep in mind that 0% may be a rounded number that does not mean "0" people affected. For example, a value of 0.4% would be rounded down to 0%.

Tables can be helpful when you are looking for a summary of responses for a particular survey question, for example, the percentage of 8th grade youth who report using prescription painkillers to get high. Some tables may contain a mean score (an average of all the responses), a median score (the middle point of all responses given) or an “N” (number of students who responded to that question). Tables can also be useful when you need specific data to support a grant or report. If you see an “**N/A**” (**Not Applicable**) noted in a table, this indicates that the question was **not asked at that grade level**. If you see an “**N/R**” (**Not Reported**) noted in a table, this indicates, unless otherwise specified, that *at least 90% of students skipped the question for no known reason*, making the results too biased to report. For tables that are “among users” only grade levels with “at least one user” will display; grade levels with “0” users will not show.

Summary charts were provided in previous years to help you compare your results to a random sample of students across the state of Illinois. Due to the lingering effects of the COVID-19 pandemic and a subsequent decline in participation, an IYS state sample is not available for 2022 and there are no summary charts included in this report. State level results from the 2024 IYS will be available in late fall, so you will be able to compare these results to the state estimate at that time. Until then, you can compare your results to your district or county (if available), to a county with similar characteristics, or to the 2020 report for suburban Chicago counties, other urban/suburban counties, or rural counties (Chicago is not available). All of these reports are available on the IYS website, with the exception of district reports, which are available only through district superintendents. Summary charts will return in the next IYS administration year.

We are confident that you will find this report to be a valuable resource for planning, grant writing, program development and reporting. If you have any questions about your report, please call 888-333-5612 to speak to an IYS Coordinator or visit the IYS website at <http://iys.cprd.illinois.edu/>.

# Table of Contents

## Data Tables

<b>(1) Student Characteristics</b> .....	1
Includes demographic data and other information about the surveyed population.	
<b>(2) Drug Prevalence and Behaviors</b> .....	4
Includes substance use behaviors including type, frequency, consequences, age at first use, and recovery.	
<b>(3) Drug Use Contributing Factors</b> .....	10
Includes factors in students, their families, and their communities that may increase or reduce the risk of youth substance use, such as access to substances, perceptions, and parental communication about expectations.	
<b>(4) Interpersonal Conflict, Violence, and Delinquency</b> .....	16
Includes experiences with violence and high-risk behaviors including bullying, fighting, and gambling.	
<b>(5) Academic and School Experiences</b> .....	17
Includes youth opinions of their academic experiences, school climate, and engagement in activities in and out of school.	
<b>(6) Mental, Social, and Physical Health</b> .....	21
Includes a variety of mental and physical health measures including depression, nutrition, and physical activity (including screen time).	

## (1) Student Characteristics

### Age

8th	
Avg	N
13.6	52

### Gender\*

	8th	
	%	N
Female	50%	26
Male	48%	25
Prefer not to answer	2%	1
Total	100%	52

\*In 2024 question and response options were changed

### Race

	8th	
	%	N
White	53%	27
Black/African American	6%	3
Latino/Latina	20%	10
Asian American	0%	0
Native American/American Indian	2%	1
Multi-racial	16%	8
Other	4%	2
Total	100%	51

**Who do you live with MOST OF THE TIME:**

	8th	
	%	N
Both parents	48%	25
Parent and step parent	12%	6
Mother only	15%	8
Father only	4%	2
Split time between parents	10%	5
Legal guardian	6%	3
Foster parent (including relatives if they are your foster parent)	0%	0
Group home or residential care	0%	0
Grandparents only	2%	1
Living independently	N/A	N/A
Multiple living situations	4%	2
Total	100%	52

**During the past 30 days, where did you usually sleep:**

	8th	
	%	N
In my parent's or guardian's home	98%	51
In the home of a friend, family member, or other person because I had to leave my home or my parent or guardian cannot afford housing	0%	0
In a shelter or emergency housing	0%	0
In a motel or hotel	2%	1
In a car, park, campground, or other public place	0%	0
I do not have a usual place to sleep	0%	0
Somewhere else	0%	0
Total	100%	52

**Zip code of student**

	<b>8th</b>
60629	2%
61329	4%
61362	79%
Invalid or no response	15%

**At school, are you eligible to receive:**

	<b>8th</b>	
	<b>%</b>	<b>N</b>
Free lunch	77%	40
Reduced price lunch	6%	3
Neither	17%	9
Total	100%	52

**Amount of time spent home alone each week after school:**

	<b>8th</b>
None	49%
1 to 2 days, less than 3 hours per day	25%
1 to 2 days, more than 3 hours per day	4%
3 or more days, less than 3 hours per day	10%
3 or more days, more than 3 hours per day	12%
Total	100%

## (2) Drug Prevalence and Behaviors

### 2024 Substance Use Rates by Grade - Part 1 of 3

Substance Used	8th Grade
<b>Used Past Year</b>	
<b>Any common substance (including alcohol, inhalants or marijuana)*</b>	29%
<b>Any common substances plus vaping (including alcohol, tobacco products, e-cigarettes or other vaping products, inhalants, or marijuana)*</b>	29%
Alcohol	27%
E-cigarettes or other vaping products	6%
Any Tobacco Product (including smokeless tobacco, tobacco smoked through cigarettes or cigars/cigarillos, or tobacco used in a hookah water pipe)	2%
Inhalants	2%
Marijuana	4%
Synthetic marijuana	0%
Alcohol and marijuana at the same time	2%
Alcohol and energy drinks at the same time	4%
<b>Any Illicit Drugs (excluding marijuana)</b>	0%
Crack/Cocaine	0%
Hallucinogens/LSD	0%
Ecstasy/MDMA	0%
Methamphetamine	0%
Heroin	0%
<b>Any Prescription Drugs to get high</b>	0%
Prescription Painkillers	0%
Other Prescription Drugs	0%
Prescription <b>pain medicine</b> without prescription or differently than prescribed	4%
Prescription drugs not prescribed to you	2%
Over-the-Counter Drugs	2%
<b># of Respondents</b>	52

\*Past year cigarette use was not asked in 2024. Not comparable to 2022

2024 Substance Use Rates by Grade - Part 2 of 3

Substance Used	8th Grade
<b>Used Past 30 Days</b>	
Alcohol	10%
<b>Any tobacco products OR e-cigarettes or other vaping products</b>	6%
Cigarettes*	2%
Smokeless tobacco	0%
Smoked tobacco (other than cigarettes)	0%
E-cigarettes or other vaping products	6%
Marijuana	2%
Prescription drugs not prescribed to you	0%
<b># of Respondents</b>	<b>52</b>

\*In 2024 response options were changed

2024 Substance Use Rates by Grade - Part 3 of 3

Substance Used	8th Grade
<b>Used Past 2 Weeks</b>	
Binge Drinking	0%
<b># of Respondents</b>	<b>52</b>

How old were you when you first:

		Never have	10 or younger	11	12	13	14	15	16	17	18 or older	Total
8th	Had more than a sip or two of alcohol	69%	10%	12%	2%	6%	2%	0%	0%	0%	0%	100%
	Began drinking alcohol regularly (at least once or twice a month)	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
	Smoked a cigarette, even just a puff	96%	2%	2%	0%	0%	0%	0%	0%	0%	0%	100%
	Used an e-cigarette or other vaping product	92%	4%	4%	0%	0%	0%	0%	0%	0%	0%	100%
	Used marijuana	96%	4%	0%	0%	0%	0%	0%	0%	0%	0%	100%

ALCOHOL: On how many occasions (if any) have you had alcohol:

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions	Total
8th	In the past 30 days	90%	10%	0%	0%	0%	0%	100%
	In the past year	73%	15%	8%	4%	0%	0%	100%

**ALCOHOL PLUS: In the past year, on how many occasions (if any) have you:**

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions	Total
8th	Used marijuana and alcohol at the same time	98%	2%	0%	0%	0%	0%	100%
	Used alcohol and energy drinks at the same time	96%	2%	2%	0%	0%	0%	100%

**BINGE DRINKING: Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row:**

		8th
None		100%
Once		0%
Twice		0%
3-5 times		0%
6-9 times		0%
10 or more times		0%
Total		100%

**ALCOHOL TYPE: Among alcohol users in the past 30 days, what did you drink\*:**

		8th Grade
Beer from bottles, cans, or a keg		40%
Wine		0%
Hard liquor (vodka, whiskey, or gin)		40%
Alcopops (wine coolers, hard lemonade, hard cider, or hard seltzers)		40%

\*A similar version of this question appeared in 2018

**CIGARETTES: During the past 30 days, how frequently have you\*:**

		Never	Once or twice	Once or twice per week	About once a day	More than once a day	Total
8th	Smoked cigarettes	98%	2%	0%	0%	0%	100%

\*In 2024 response options were changed

**E-CIGARETTES OR VAPING PRODUCTS:** During the past 30 days, how frequently have you:

		Never	Once or twice	Once or twice per week	About once a day	More than once a day	Total
8th	Used e-cigarettes or other vaping products	94%	4%	0%	0%	2%	100%

**E-CIGARETTES OR VAPING PRODUCTS:** In the past year, on how many occasions (if any) have you:

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions	Total
8th	Used e-cigarettes or other vaping products	94%	2%	0%	2%	0%	2%	100%

**TOBACCO PRODUCTS OTHER THAN CIGARETTES:** During the past 30 days, how frequently have you used:

		Never	Once or twice	Once or twice per week	About once a day	More than once a day	Total
8th	Smokeless tobacco such as chewing tobacco, snuff, dip, or snus	100%	0%	0%	0%	0%	100%
	Smoked tobacco products other than cigarettes such as cigars, cigarillos, or little cigars	100%	0%	0%	0%	0%	100%

**TOBACCO PRODUCTS:** In the past year, on how many occasions (if any) have you: used any tobacco product including smokeless tobacco, tobacco smoked through cigarettes or cigars/cigarillos, or a hookah water pipe:

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions	Total
8th	In the past year	98%	0%	0%	2%	0%	0%	100%

**INHALANTS:** On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high:

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions	Total
8th	In the past year	98%	2%	0%	0%	0%	0%	100%

**MARIJUANA:** On how many occasions (if any) have you used marijuana:

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions	Total
8th	In the past 30 days	96%	4%	0%	0%	0%	0%	100%
	In the past year	96%	0%	0%	2%	0%	2%	100%

**SYNTHETIC MARIJUANA, SPICE, OR FAKE WEED:** On how many occasions (if any) have you used synthetic marijuana:

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions	Total
8th	In the past year	100%	0%	0%	0%	0%	0%	100%

**MARIJUANA METHOD OF USE:** Among users in the past 30 days, how have you used marijuana\*:

	8th Grade
Smoked it (in a joint, bong, pipe, blunt)	0%
Vaporized it (e.g., vapor pen)	100%
Ate it (in brownies, cakes, candy, etc.)	0%
Dabbed it	0%
<b># of Marijuana Users in the Past 30 days</b>	<b>1</b>

\*If you see an **N/R (Not Reported)** noted in this table, it means that *at least 50% of students skipped the question for no known reason*, making the results too biased to report

**PRESCRIPTION DRUGS: Have you used prescription drugs not prescribed to you:**

		Yes	No	Total
8th	In the past 30 days	0%	100%	100%
	In the past year	2%	98%	100%

**ILLICIT DRUGS: During the past 12 months, how often have you used:**

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions	Total
8th	MDMA ("ecstasy")	100%	0%	0%	0%	0%	0%	100%
	LSD or other psychedelics	100%	0%	0%	0%	0%	0%	100%
	Cocaine or crack	100%	0%	0%	0%	0%	0%	100%
	Meth (methamphetamine)	100%	0%	0%	0%	0%	0%	100%
	Heroin	100%	0%	0%	0%	0%	0%	100%

**PRESCRIPTION AND OVER THE COUNTER DRUGS: During the past 12 months, how often have you used:**

		Never	1-2 times	3-5 times	6+ times	Total
8th	Prescription pain medicine without a prescription or differently than prescribed	96%	4%	0%	0%	100%
	Prescription painkillers to get high (e.g., OxyContin, Vicodin, Lortab, etc.)	100%	0%	0%	0%	100%
	Other prescription drugs to get high (e.g., Ritalin, Adderall, Xanax, etc.)	100%	0%	0%	0%	100%
	Something you bought in a store to get high (e.g., cough syrup, etc.)	98%	2%	0%	0%	100%

### (3) Drug Use Contributing Factors

**PERSONAL DISAPPROVAL:** How wrong do you think it is for someone your age to:

		Very wrong	Wrong	A little bit wrong	Not wrong at all	Total
8th	Drink beer, wine or hard liquor (e.g., vodka, whiskey or gin) regularly	71%	19%	10%	0%	100%
	Smoke cigarettes	85%	13%	2%	0%	100%
	Use e-cigarettes or other vaping products	77%	21%	2%	0%	100%
	Use marijuana	75%	19%	6%	0%	100%
	Use prescription drugs not prescribed to them	87%	13%	0%	0%	100%

**PERCEIVED RISK ASSOCIATED WITH USE:** How much do you think people risk harming themselves (physically or in other ways) if they:

		No risk	Slight risk	Moderate risk	Great risk	Total
8th	Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	10%	15%	42%	33%	100%
	Have five or more drinks of an alcoholic beverage once or twice a week	10%	2%	33%	55%	100%
	Smoke one or more packs of cigarettes per day	10%	10%	17%	63%	100%
	Use e-cigarettes or other vaping products	8%	10%	33%	50%	100%
	Use marijuana once or twice a week	8%	13%	42%	37%	100%
	Use prescription drugs not prescribed to them	6%	2%	18%	75%	100%

**PERCEIVED RISK ASSOCIATED WITH TEEN ALCOHOL USE:** How much do you think people YOUR AGE risk harming themselves (physically or in other ways) if they:

		No risk	Slight risk	Moderate risk	Great risk	Total
8th	Use alcohol once or twice per month	6%	21%	44%	29%	100%

**PERCEIVED PEER NORMS: What are the chances you would be seen as cool if you:**

		No or very little chance	Little chance	Some chance	Pretty good chance	Very good chance	Total
8th	Began drinking alcohol regularly, that is, at least once or twice a month	63%	15%	13%	8%	0%	100%
	Smoked cigarettes	75%	16%	6%	4%	0%	100%
	Used e-cigarettes or other vaping products	69%	15%	8%	8%	0%	100%
	Used marijuana	71%	15%	6%	8%	0%	100%

**PERCEIVED PEER DISAPPROVAL OF USE: How wrong do your friends feel it would be for you to:**

		Very wrong	Wrong	A little bit wrong	Not wrong at all	Total
8th	Have one or two drinks of an alcoholic beverage nearly every day	67%	21%	10%	2%	100%
	Smoke tobacco	79%	19%	0%	2%	100%
	Use e-cigarettes or other vaping products	69%	22%	8%	2%	100%
	Use marijuana	73%	21%	2%	4%	100%
	Use prescription drugs not prescribed to you	77%	19%	2%	2%	100%

**PERCEIVED PARENT DISAPPROVAL OF USE: How wrong do your parents feel it would be for you to:**

		Very wrong	Wrong	A little bit wrong	Not wrong at all	Total
8th	Drink beer, wine, or hard liquor (e.g., vodka, whiskey, or gin) regularly (at least once or twice a month)	83%	13%	4%	0%	100%
	Have one or two drinks of an alcoholic beverage nearly every day	94%	6%	0%	0%	100%
	Smoke tobacco	94%	6%	0%	0%	100%
	Use e-cigarettes or other vaping products	94%	4%	2%	0%	100%
	Use marijuana	92%	6%	2%	0%	100%
	Use prescription drugs not prescribed to you	96%	4%	0%	0%	100%

**PARENT COMMUNICATION ABOUT DRUGS:** In the past year, have your parents/guardians talked to you about:

		Yes	No	Don't remember	Total
8th	Not using alcohol	67%	29%	4%	100%
	Not using tobacco	60%	31%	10%	100%
	Not using marijuana	67%	29%	4%	100%
	Not using opioids for non-medical reasons	46%	42%	12%	100%

**PARENT ALCOHOL MONITORING:** Would you be caught by your parents if:

		Never	Sometimes	Most of the time	Always	Total
8th	You drank some beer, wine or liquor (e.g., vodka, whiskey, or gin) without your parents' permission	17%	23%	15%	44%	100%
	You go to a party where alcohol is served	19%	25%	17%	38%	100%

**PARENT OVERALL MONITORING:**

		Never	Sometimes	Most of the time	Always	Total
8th	When I am not at home, one of my parents/guardians knows where I am and who I am with	0%	2%	19%	79%	100%
	My parents/guardians ask if I've gotten my homework done	4%	13%	33%	50%	100%
	Would your parents/guardians know if you did not come home on time	2%	12%	13%	73%	100%

**My family has clear rules about alcohol and drug use:**

8th	
Yes	85%
No	15%
Total	100%

**PERCEIVED ACCESS:** If you wanted to get the following, how easy would it be for you to get some:

		Very hard	Sort of hard	Sort of easy	Very easy	Total
8th	Beer, wine, or hard liquor (e.g., vodka, whiskey, or gin)	44%	35%	15%	6%	100%
	Cigarettes	59%	25%	14%	2%	100%
	E-cigarettes or other vaping products	52%	23%	21%	4%	100%
	Marijuana	56%	29%	13%	2%	100%
	Prescription drugs not prescribed to you	56%	21%	17%	6%	100%
	Opioid medications from your home	79%	17%	4%	0%	100%

**TOBACCO, E-CIGARETTES, OR OTHER VAPING PRODUCTS\*\* SUPPLY SOURCE ONLY AMONG USERS:** During the past year, did you get any tobacco products, e-cigarettes, or other vaping products from the following sources\*:

	8th Grade
<b>Retail Purchase</b>	
I bought them at a gas station or store or mall	0%
<b>Online Access</b>	
Bought online	0%
<b>Parent Supply</b>	
My parents WITH their permission	33%
<b>Social Access</b>	
A friend gave them to me	67%
My older brother or sister gave them to me	33%
<b>Accessed Without Permission</b>	
My parents WITHOUT their permission	33%
<b># of Tobacco, E-cigarette, or Vaping Users in the Past Year</b>	<b>3</b>

\*If you see an **N/R (Not Reported)** noted in this table, it means that *at least 50% of students skipped the question for no known reason*, making the results too biased to report

\*\*In 2024 wording changed to TOBACCO, E-CIGARETTES, OR OTHER VAPING PRODUCTS

**ALCOHOL SUPPLY SOURCE ONLY AMONG ALCOHOL USERS:** During the past year, did you usually get your own beer, wine or liquor from the following sources\*:

	<b>8th Grade</b>
<b>Retail Purchase</b>	
<b>Any Retail Source</b>	21%
I bought it at a bar or restaurant	14%
I bought it at a gas station or store	14%
Curbside/Home delivery	7%
<b>Parent Supply</b>	
My parents WITH their permission	64%
<b>Social Access</b>	
<b>Any Social Source (excluding parents)</b>	57%
A friend gave it to me	29%
I got it at a party	29%
I gave a stranger money to buy it for me	7%
My older brother or sister gave it to me	14%
An adult (other than my parents) WITH that adult's permission	43%
<b>Accessed Without Permission</b>	
<b>Stole or Took Without Permission</b>	29%
My parents WITHOUT their permission	29%
An adult (other than my parents) WITHOUT that adult's permission	14%
<b># of Alcohol Users in the Past Year</b>	14

\*If you see an **N/R (Not Reported)** noted in this table, it means that *at least 50% of students skipped the question for no known reason*, making the results too biased to report

**MARIJUANA SUPPLY SOURCE ONLY AMONG MARIJUANA USERS:** In the past year, did you get your own marijuana from any of the following sources\*:

	8th Grade
I bought it from someone who sells drugs	50%
I gave a stranger money to buy it at a marijuana dispensary	0%
<b>Someone gave it to me</b>	100%
A friend gave it to me	50%
My parents WITH their permission	0%
My older brother or sister gave it to me	100%
An adult (other than my parents) WITH that adult's permission	0%
My parents WITHOUT their permission	50%
Someone else's medical marijuana prescription	0%
My own medical marijuana prescription	0%
<b># of Marijuana Users in the Past Year</b>	<b>2</b>

\*If you see an **N/R (Not Reported)** noted in this table, it means that *at least 50% of students skipped the question for no known reason*, making the results too biased to report

**PRESCRIPTION DRUG SOURCE TYPE ONLY AMONG PRESCRIPTION DRUG USERS:** In the past year, did you get prescription drugs not prescribed to you from any of the following sources\*:

	8th Grade
<b>I bought them from someone (friend, relative, stranger, etc.)</b>	0%
<b>Someone gave them to me</b>	0%
My parents gave them to me	0%
Someone other than my parents gave them to me (friend, relative, friends' parent, etc.)	0%
<b>I took them from somewhere</b>	0%
I took them from home without the knowledge of my parents/guardians	0%
I took them from someone else's home	0%
<b># of Prescription Drug Users in the Past Year</b>	<b>1</b>

\*If you see an **N/R (Not Reported)** noted in this table, it means that *at least 50% of students skipped the question for no known reason*, making the results too biased to report

## (4) Interpersonal Conflict, Violence, and Delinquency

**DELINQUENCY:** How many times in the past year (12 months) have you:

		Never	1-2 times	3-5 times	6+ times	Total
8th	Been in a physical fight	87%	12%	0%	2%	100%
	Carried a weapon such as a handgun, knife, or club	92%	6%	2%	0%	100%
	Sold illegal drugs	98%	2%	0%	0%	100%
	Been drunk or high at school	96%	0%	2%	2%	100%

**BULLYING EXPERIENCES:** During the past 12 months, has another student at school:

		8th
Bullied you by calling you names		35%
Threatened to hurt you		8%
Bullied you by hitting, punching, kicking, or pushing you		6%
Bullied, harassed, or spread rumors about you on the Internet, social media, or through text messages		27%
<b>Ever bullied (reported at least 1 type of bullying)</b>		<b>42%</b>
<b>Intensely bullied (reported all types of bullying)</b>		<b>4%</b>

**BIAS-BASED BULLYING:** In the past 12 months at school, how often have you been bullied, harassed, or made fun of because of:

		Never	1-2 times	3-5 times	6+ times	Total
8th	Your appearance or a disability	42%	35%	12%	12%	100%

**DATING VIOLENCE:** During the past 12 months, have any of the following been done by someone in a dating relationship with you:

		I have not begun to date	Yes	No	Not sure	Total
8th	Slapped, kicked, punched, hit, or threatened you	35%	2%	63%	0%	100%

## (5) Academic and School Experiences

**SCHOOL ABSENCES:** About how many days are you absent from school during an entire year:

	8th
0-9 days	79%
10-19 days	19%
20-30 days	2%
More than 30 days	0%
Total	100%

**ACTIVITIES AND OPPORTUNITIES:** In which of the following activities do you participate:

	8th	
	%	N
School sports team	78%	39
Other sports	62%	30
School clubs	50%	24
Service clubs or volunteer projects (e.g., Scouting, 4H)	22%	10
Other activity clubs (e.g., Boys & Girls, YMCA, etc.)	41%	19
Church youth group or other faith-based youth group	37%	18

**ACTIVITIES AND OPPORTUNITIES:** Participation in activities:

	8th
0 activities	8%
1 activity	21%
2 or more activities	71%
Total	100%

**ACADEMIC ACHIEVEMENT:** Putting them all together, what were your grades like for the last year:

	<b>8th</b>
Mostly A	60%
Mostly A and B	29%
Mostly B	4%
Mostly B and C	6%
Mostly C	0%
Mostly C and D	2%
Mostly D	0%
Mostly F	0%
Total	100%

**SCHOOL CLIMATE/CARING ADULTS:** At my school, there is a teacher or some other adult:

		<b>Not at all true</b>	<b>A little true</b>	<b>Pretty much true</b>	<b>Very much true</b>	<b>Total</b>
8th	Who really cares about me	0%	21%	44%	35%	100%
	Who notices when I'm not there	0%	17%	42%	40%	100%
	Who listens to me when I have something to say	0%	12%	44%	44%	100%
	Who notices if I have trouble learning something	4%	19%	48%	29%	100%

**SCHOOL CLIMATE/HIGH EXPECTATIONS:** At my school, there is a teacher or some other adult:

		<b>Not at all true</b>	<b>A little true</b>	<b>Pretty much true</b>	<b>Very much true</b>	<b>Total</b>
8th	Who tells me when I do a good job	0%	17%	50%	33%	100%
	Who always wants me to do my best	0%	6%	35%	60%	100%
	Who believes I will be a success	2%	15%	42%	40%	100%
	Who encourages me to work hard in school	2%	15%	38%	44%	100%

**SCHOOL CLIMATE/MEANINGFUL PARTICIPATION: How true are the following statements:**

		Not at all true	A little true	Pretty much true	Very much true	Total
8th	At school, I do interesting activities	6%	29%	38%	27%	100%
	At school, I help decide things like class activities or rules	33%	38%	23%	6%	100%
	At school, I do things that make a difference	29%	46%	21%	4%	100%

**SCHOOL CLIMATE/SCHOOL CONNECTEDNESS: How strongly do you agree or disagree with the following statements about your school:**

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
8th	I feel close to people at this school	6%	2%	25%	48%	19%	100%
	I am happy to be at this school	8%	2%	37%	33%	21%	100%
	I feel safe in my school	0%	2%	17%	50%	31%	100%
	The teachers at this school treat students fairly	0%	8%	25%	40%	27%	100%

**During the past 30 days, how many days did you not go to school because you felt you would be unsafe:**

	8th
0 days	88%
1 day	8%
2 or 3 days	4%
4 or 5 days	0%
6 or more days	0%
Total	100%

**SUBSTANCE USE EDUCATION IN SCHOOL: To what extent have you seen ads or participated in these activities in the past 12 months\*:**

		Never	Rarely	Sometimes	Often	Total
8th	Played interactive games to learn about alcohol and other drugs	59%	27%	12%	2%	100%
	Saw posters or messages displayed at school encouraging students not to use alcohol or other drugs	20%	29%	35%	16%	100%
	Had films, lectures, discussions, or printed information about drugs or alcohol IN regular classes, such as health or physical education	6%	14%	52%	28%	100%
	Had films, lectures, discussions, or printed information about drugs or alcohol OUTSIDE OF regular classes, such as in a special assembly	43%	25%	25%	6%	100%

\*New question added in 2024

## (6) Mental, Social, and Physical Health

During the past 12 months did you ever:

	8th	
	%	N
Feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities	35%	18

Is there an adult you know (other than your parent) you could talk to about important things in your life:

	No	Yes, one adult	Yes, more than one adult	Total
8th	13%	37%	50%	100%

BMI (Body Mass Index) Categories based on CDC guidelines:

	8th	
	%	N
Underweight	0%	0
Healthy weight	67%	30
Overweight	18%	8
Obese	16%	7
Total	100%	45

Body Mass Index categories as calculated by self-reported height and weight

During the past 7 days, on how many days did you eat dinner at home with at least one of your parents or guardians:

	8th
0 days	6%
1 day	0%
2 days	6%
3 days	2%
4 days	8%
5 days	8%
6 days	16%
7 days	54%
Total	100%

During the past 7 days, how many times did you:

		0 times during the past 7 days	1 to 3 times during the past 7 days	4 to 6 times during the past 7 days	1 time per day	2 times per day	3 times per day	4 or more times per day	Total
8th	Eat fruit	6%	25%	16%	16%	24%	6%	8%	100%
	Eat vegetables	8%	24%	27%	16%	4%	12%	10%	100%

During the past 30 days, how often did you go hungry because there was not enough food in your home:

	8th
Never	47%
Rarely	35%
Sometimes	16%
Most of the time	2%
Always	0%
Total	100%

**SCREEN TIME:** On an average school day, how many hours do you spend on NON-SCHOOL RELATED "screen time" (e.g., TV, videos, streaming, gaming (Xbox, PlayStation, or internet-based games), smart phone use, texting, social media, or the Internet):

	<b>8th</b>
No screen time on an average school day	4%
Less than 2 hours per day	6%
2-3 hours per day	39%
4-6 hours per day	35%
7 or more hours per day	16%
Total	100%

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day:

	<b>8th</b>
0 days	4%
1 day	2%
2 days	14%
3 days	10%
4 days	12%
5 days	20%
6 days	18%
7 days	22%
Total	100%



ILLINOIS YOUTH SURVEY

# 2024 Frequency Report

## State of Illinois

Weighted Sample to Represent  
the State of Illinois



**I ILLINOIS**

CPRD | Center for Prevention  
Research & Development  
SCHOOL OF SOCIAL WORK

*Data collected Spring 2024*

## Overview of the Illinois Youth Survey

The Illinois Department of Human Services (IDHS) has funded the administration of the Illinois Youth Survey (IYS) biennially since 1993. The IYS is a self-report survey administered in school settings and is designed to gather information about a variety of health and social indicators including substance use, bullying, school climate, and more.

The administration of the IYS has two major goals, the first of which is to supply local data to schools and school districts throughout Illinois. During even-numbered years, the survey is available to all public and private schools in the state at no cost. Each participating school is eligible to receive a report specific to their own student responses. These local reports provide critical information to school administrators, prevention professionals, and community members as they work to address health and social issues in their communities.

The second goal of administering the IYS is to provide a scientific estimate of health and social indicators for the state of Illinois. The scientific estimate is based on a random sample representing the state population of 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> graders in Illinois' public schools. The sampling design assures that youth in the state sample represent the state's diverse community types.

These community types have been defined based on the 'urbanicity' of the school's setting. Each county in Illinois is assigned a type based on the Federal Office of Management and Budget's definitions of Metropolitan Statistical Areas (MSAs). Schools are assigned to a county based on the Illinois State Board of Education's county designation for each school district. Because Cook County is a blend of the city of Chicago and suburban communities, city of Chicago schools are sampled and reported as a distinct community type, while suburban Cook schools are included as part of suburban Chicago.

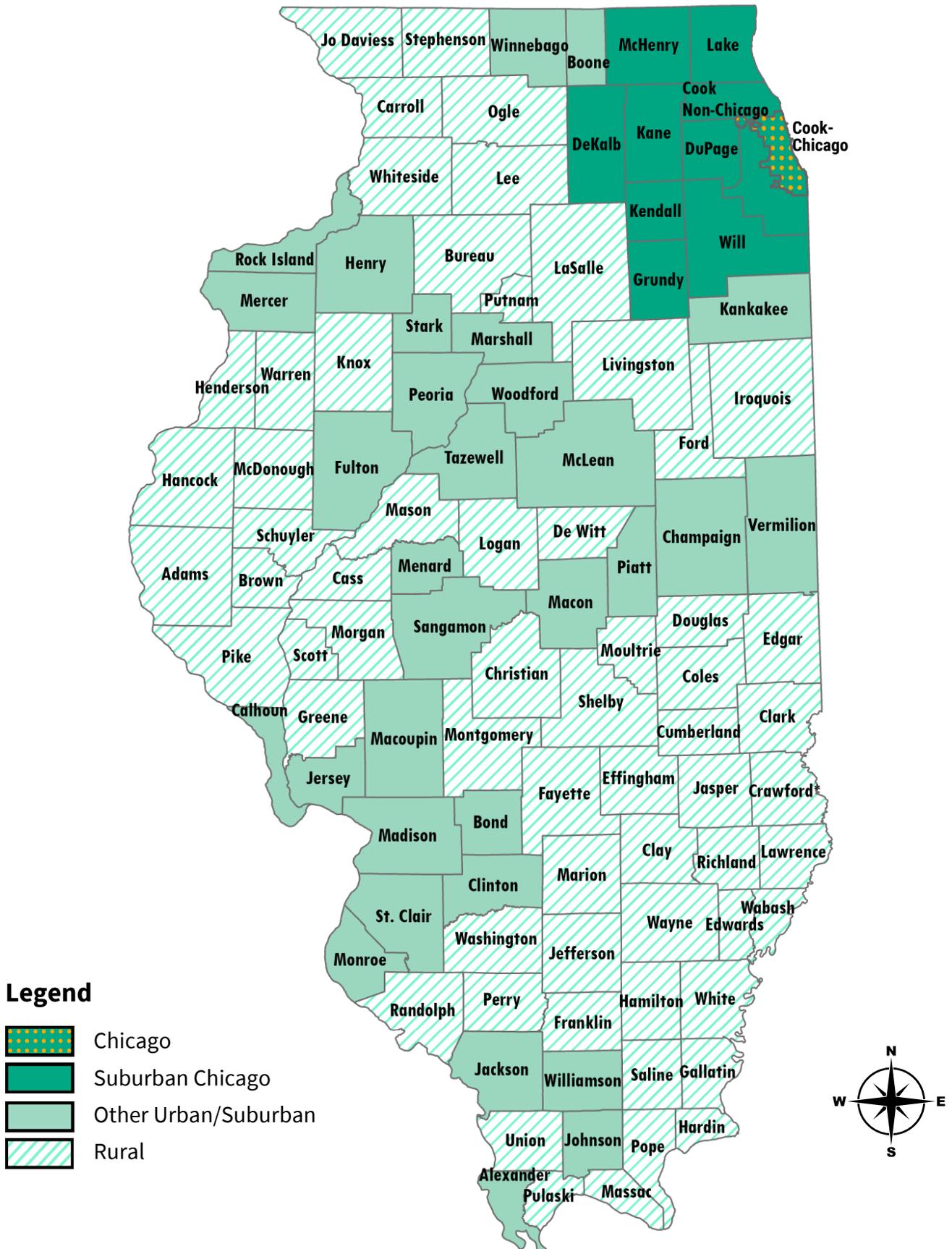
The four types of Illinois communities based on their urbanicity include: 1) Suburban Chicago counties including suburban Cook, DeKalb, DuPage, Grundy, Kane, Kendall, Lake, McHenry, and Will, 2) City of Chicago, 3) Other Urban/Suburban counties excluding suburban Chicago counties, and 4) Rural counties.

*Illinois Youth Survey 2024 Frequency Report: State of Illinois* presents findings based on data gathered from January to May 2024 from students in the random sample of schools, scientifically weighted to represent 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> graders attending public schools across Illinois.

### **Suggested citation:**

Center for Prevention Research and Development. (2024). *Illinois Youth Survey 2024 Frequency Report: State of Illinois*. Champaign, IL: CPRD, School of Social Work, University of Illinois.

# ILLINOIS COUNTIES BY COMMUNITY TYPE



Following the 2020 Census, Crawford, DeWitt, and Ford counties changed from Other Urban/Suburban to Rural. Fulton and Johnson counties changed from Rural to Other Urban/Suburban.

## Table of Contents

### Data Tables

<b>(1) Student Characteristics .....</b>	<b>1</b>
Includes demographic data and other information about the surveyed population.	
<b>(2) Drug Prevalence and Behaviors .....</b>	<b>3</b>
Includes substance use behaviors including type, frequency, consequences, age at first use, and recovery.	
<b>(3) Drug Use Contributing Factors .....</b>	<b>11</b>
Includes factors in students, their families, and their communities that may increase or reduce the risk of youth substance use, such as access to substances, perceptions, and parental communication about expectations.	
<b>(4) Interpersonal Conflict, Violence, and Delinquency .....</b>	<b>19</b>
Includes experiences with violence and high-risk behaviors including bullying, fighting, and gambling.	
<b>(5) Academic and School Experiences .....</b>	<b>22</b>
Includes youth opinions of their academic experiences, school climate, and engagement in activities in and out of school.	
<b>(6) Mental, Social, and Physical Health .....</b>	<b>27</b>
Includes a variety of mental and physical health measures including depression, nutrition, and physical activity (including screen time).	

# Section 1: Student Characteristics

## Grade

	Weighted Count
8th	3470
10th	3639
12th	3381
Total	10490

## Age

8th		10th		12th	
Mean	N	Mean	N	Mean	N
13.5	3465	15.6	3638	17.6	3377

## Gender\*

	8th		10th		12th	
	N	%	N	%	N	%
Female	1643	47%	1744	48%	1655	49%
Male	1759	51%	1848	51%	1676	50%
Prefer not to answer	67	2%	45	1%	46	1%

\*In 2024 question and response options were changed

## Race

	8th		10th		12th	
	N	%	N	%	N	%
White	1821	53%	1977	55%	1809	54%
Black/African American	416	12%	420	12%	397	12%
Latino/Latina	823	24%	844	23%	800	24%
Asian American	235	7%	225	6%	217	6%
Native American/ American Indian	7	0%	4	0%	3	0%
Multi-racial	125	4%	124	3%	118	4%
Other	25	1%	16	0%	14	0%

## Who do you live with MOST OF THE TIME:

	8th		10th		12th	
	N	%	N	%	N	%
Both parents	2231	65%	2394	66%	2168	65%
Parent and step parent	249	7%	263	7%	233	7%
Mother only	412	12%	488	13%	531	16%
Father only	58	2%	79	2%	82	2%
Split time between parents	326	9%	218	6%	151	5%
Legal guardian	37	1%	45	1%	64	2%
Foster parent (including relatives if they are your foster parent)	8	0%	5	0%	10	0%
Group home or residential care	0	0%	0	0%	0	0%
Grandparents only	21	1%	32	1%	24	1%
Living independently	N/A	N/A	1	0%	16	0%
Multiple living situations	107	3%	96	3%	78	2%

## Section 1: Student Characteristics

**During the past 30 days, where did you usually sleep:**

	8th		10th		12th	
	N	%	N	%	N	%
In my parent's or guardian's home	3383	98%	3579	99%	3323	99%
In the home of a friend, family member, or other person	18	1%	26	1%	27	1%
In a shelter or emergency housing	32	1%	5	0%	0	0%
In a motel or hotel	1	0%	3	0%	5	0%
In a car, park, campground, or other public place	6	0%	1	0%	1	0%
I do not have a usual place to sleep	1	0%	5	0%	1	0%
Somewhere else	13	0%	9	0%	12	0%

**At school, are you eligible to receive:**

	8th		10th		12th	
	N	%	N	%	N	%
Free lunch	1476	43%	1373	38%	1245	37%
Reduced price lunch	196	6%	198	6%	171	5%
Neither	1735	51%	2011	56%	1927	58%

**Amount of time spent home alone each week after school:**

	8th
None	45%
1 to 2 days, less than 3 hours per day	23%
1 to 2 days, more than 3 hours per day	5%
3 or more days, less than 3 hours per day	15%
3 or more days, more than 3 hours per day	12%

## Section 2: Drug Prevalence and Behaviors

### 2024 Substance Use Rates by Grade: Part 1 of 3 - Past Year

	8th		10th		12th	
	Yes		Yes		Yes	
	N	%	N	%	N	%
Any common substance (including alcohol, inhalants or marijuana)*	708	21%	998	28%	1287	38%
Any common substances plus vaping (including alcohol, tobacco products, e-cigarettes or other vaping products, inhalants, or marijuana)*	730	21%	1015	28%	1309	39%
Alcohol	620	18%	898	26%	1184	37%
E-cigarettes or other vaping products	176	5%	279	8%	408	12%
Any Tobacco Product (including smokeless tobacco, tobacco smoked through cigarettes or cigars/cigarillos, or tobacco used in a hookah water pipe)	42	1%	84	2%	150	4%
Inhalants	137	4%	60	2%	39	1%
Marijuana	108	3%	304	9%	597	18%
Synthetic marijuana	19	1%	35	1%	43	1%
Alcohol and marijuana at the same time	30	1%	138	4%	266	8%
Alcohol and energy drinks at the same time	85	2%	115	3%	207	6%
Any Illicit Drugs (excluding marijuana)	20	1%	29	1%	55	2%
Crack/Cocaine	6	0%	5	0%	16	0%
Hallucinogens/LSD	8	0%	26	1%	45	1%
Ecstasy/MDMA	4	0%	11	0%	16	0%
Methamphetamine	4	0%	3	0%	3	0%
Heroin	3	0%	2	0%	2	0%
Any Prescription Drugs to get high	26	1%	31	1%	35	1%
Prescription Painkillers	16	0%	20	1%	14	0%
Other Prescription Drugs	19	1%	22	1%	28	1%
Prescription pain medicine without prescription or differently than prescribed	84	2%	80	2%	48	1%
Prescription drugs not prescribed to you	68	3%	96	3%	73	2%
Over-the-Counter Drugs	26	1%	46	1%	25	1%
<b># of Respondents</b>	<b>3470</b>		<b>3639</b>		<b>3381</b>	

\*Past year cigarette use was not asked in 2024. Not comparable to 2022

### 2024 Substance Use Rates by Grade: Part 2 of 3 - Past 30 Days

	8th		10th		12th	
	Yes		Yes		Yes	
	N	%	N	%	N	%
Alcohol	261	8%	431	12%	684	21%
Any tobacco products OR e-cigarettes or other vaping products	115	3%	180	5%	293	9%
Cigarettes*	24	1%	35	1%	73	2%
Smokeless tobacco	24	1%	42	1%	84	3%
Smoked tobacco (other than cigarettes)	25	1%	49	1%	96	3%
E-cigarettes or other vaping products	86	3%	151	4%	234	7%
Marijuana	62	2%	189	5%	364	11%
Prescription drugs not prescribed to you	42	1%	25	1%	15	1%
<b># of Respondents</b>	<b>3470</b>		<b>3639</b>		<b>3381</b>	

\*In 2024 response options changed

### 2024 Substance Use Rates by Grade: Part 3 of 3 - Past 2 Weeks

	8th		10th		12th	
	Yes		Yes		Yes	
	N	%	N	%	N	%
Binge Drinking	45	1%	132	4%	276	8%
<b># of Respondents</b>	<b>3470</b>		<b>3639</b>		<b>3381</b>	

## Section 2: Drug Prevalence and Behaviors

How old were you when you first:

		Never have	10 or younger	11	12	13	14	15	16	17	18 or older
8th	Had more than a sip or two of alcohol	72%	12%	4%	5%	6%	2%	0%	0%	0%	0%
	Began drinking alcohol regularly (at least once or twice a month)	97%	1%	0%	0%	1%	1%	0%	0%	0%	0%
	Smoked a cigarette, even just a puff	96%	1%	1%	1%	1%	0%	0%	0%	0%	0%
	Used an e-cigarette or other vaping product	92%	1%	1%	2%	4%	1%	0%	0%	0%	0%
	Used marijuana	95%	0%	1%	1%	2%	1%	0%	0%	0%	0%
10th	Had more than a sip or two of alcohol	62%	10%	3%	4%	4%	7%	9%	2%	0%	0%
	Began drinking alcohol regularly (at least once or twice a month)	93%	0%	0%	0%	1%	2%	3%	1%	0%	0%
	Smoked a cigarette, even just a puff	93%	1%	1%	0%	1%	1%	1%	0%	0%	0%
	Used an e-cigarette or other vaping product	85%	1%	1%	1%	3%	4%	4%	1%	0%	0%
	Used marijuana	88%	1%	0%	1%	2%	3%	4%	1%	0%	0%
12th	Had more than a sip or two of alcohol	50%	5%	2%	2%	5%	5%	8%	11%	8%	4%
	Began drinking alcohol regularly (at least once or twice a month)	84%	0%	0%	0%	1%	1%	2%	4%	5%	2%
	Smoked a cigarette, even just a puff	88%	2%	0%	1%	1%	1%	1%	3%	2%	1%
	Used an e-cigarette or other vaping product	76%	1%	1%	1%	2%	3%	4%	6%	4%	1%
	Used marijuana	76%	0%	0%	1%	2%	3%	4%	6%	5%	2%

**DRUG INITIATION AMONG THOSE WHO HAVE EVER USED EACH DRUG: Average (mean) age when first\*:**

	12th	
	Avg	N
	Had more than a sip or two of alcohol	14.7
Began drinking alcohol regularly (at least once or twice a month)	16.1	540
Smoked a cigarette, even just a puff	14.6	394
Used an e-cigarette or other vaping product	15.0	786
Used marijuana	15.5	794

\*Includes 12th grade only to provide a more accurate estimate of age at first use

**ALCOHOL: On how many occasions (if any) have you had alcohol:**

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions
8th	In the past 30 days	91%	7%	1%	0%	0%	0%
	In the past year	82%	11%	4%	2%	0%	0%
10th	In the past 30 days	86%	10%	3%	1%	0%	0%
	In the past year	75%	13%	6%	3%	2%	1%
12th	In the past 30 days	76%	17%	4%	1%	1%	0%
	In the past year	64%	13%	10%	5%	3%	4%

## Section 2: Drug Prevalence and Behaviors

**ALCOHOL PLUS: In the past year, on how many occasions (if any) have you:**

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions
8th	Used marijuana and alcohol at the same time	99%	1%	0%	0%	0%	0%
	Used alcohol and energy drinks at the same time	98%	2%	0%	0%	0%	0%
10th	Used marijuana and alcohol at the same time	96%	2%	1%	0%	0%	0%
	Used alcohol and energy drinks at the same time	97%	2%	1%	0%	0%	0%
12th	Used marijuana and alcohol at the same time	92%	4%	2%	1%	1%	1%
	Used alcohol and energy drinks at the same time	94%	3%	1%	1%	0%	1%

**BINGE DRINKING: Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row:**

	8th	10th	12th
None	98%	96%	91%
Once	1%	2%	5%
Twice	0%	1%	2%
3-5 times	0%	1%	1%
6-9 times	0%	0%	0%
10 or more times	0%	0%	0%

**ALCOHOL TYPE: Among alcohol users in the past 30 days, what did you drink\*:**

	8th	10th	12th
	%	%	%
Beer from bottles, cans, or a keg	14.3%	26.4%	59.3%
Wine	19.1%	31.4%	49.6%
Hard liquor (vodka, whiskey, or gin)	10.5%	27.3%	62.2%
Alcopops (wine coolers, hard lemonade, hard cider, or hard seltzers)	12.0%	28.9%	59.1%

\*A similar version of this question appeared in 2018

**CIGARETTES: During the past 30 days, how frequently have you\*:**

		Never	Once or twice	Once or twice per week	About once a day	More than once a day
8th	Smoked cigarettes	99%	1%	0%	0%	0%
10th	Smoked cigarettes	99%	1%	0%	0%	0%
12th	Smoked cigarettes	98%	2%	0%	0%	0%

\*In 2024 response options changed

## Section 2: Drug Prevalence and Behaviors

**E-CIGARETTES OR VAPING PRODUCTS: During the past 30 days, how frequently have you:**

		Never	Once or twice	Once or twice per week	About once a day	More than once a day
8th	Used e-cigarettes or other vaping products	97%	2%	1%	0%	0%
10th	Used e-cigarettes or other vaping products	95%	2%	1%	1%	2%
12th	Used e-cigarettes or other vaping products	92%	3%	1%	1%	3%

**E-CIGARETTES OR VAPING PRODUCTS: In the past year, on how many occasions (if any) have you:**

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions
8th	Used e-cigarettes or other vaping products	95%	2%	1%	0%	0%	1%
10th	Used e-cigarettes or other vaping products	92%	3%	1%	1%	1%	2%
12th	Used e-cigarettes or other vaping products	88%	4%	2%	1%	1%	4%

**TOBACCO PRODUCTS OTHER THAN CIGARETTES: During the past 30 days, how frequently have you used:**

		Never	Once or twice	Once or twice per week	About once a day	More than once a day
8th	Smokeless tobacco such as chewing tobacco, snuff, dip, or snus	99%	1%	0%	0%	0%
	Smoked tobacco products other than cigarettes such as cigars, cigarillos, or little cigars	99%	1%	0%	0%	0%
10th	Smokeless tobacco such as chewing tobacco, snuff, dip, or snus	99%	1%	0%	0%	0%
	Smoked tobacco products other than cigarettes such as cigars, cigarillos, or little cigars	99%	1%	0%	0%	0%
12th	Smokeless tobacco such as chewing tobacco, snuff, dip, or snus	97%	2%	0%	0%	1%
	Smoked tobacco products other than cigarettes such as cigars, cigarillos, or little cigars	97%	2%	0%	0%	0%

**TOBACCO PRODUCTS: In the past year, on how many occasions (if any) have you: used any tobacco product including smokeless tobacco, tobacco smoked through cigarettes or cigars/ cigarillos, or a hookah water pipe:**

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions
8th	In the past year	99%	1%	0%	0%	0%	0%
10th	In the past year	98%	1%	1%	0%	0%	0%
12th	In the past year	96%	2%	1%	1%	0%	1%

**INHALANTS: On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high:**

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions
8th	In the past year	96%	3%	1%	0%	0%	0%
10th	In the past year	98%	1%	0%	0%	0%	0%
12th	In the past year	99%	1%	0%	0%	0%	0%

## Section 2: Drug Prevalence and Behaviors

**MARIJUANA: On how many occasions (if any) have you used marijuana:**

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions
8th	In the past 30 days	98%	1%	0%	0%	0%	0%
	In the past year	97%	1%	1%	0%	0%	1%
10th	In the past 30 days	94%	2%	1%	1%	1%	2%
	In the past year	92%	3%	1%	1%	1%	3%
12th	In the past 30 days	88%	5%	2%	1%	1%	2%
	In the past year	82%	5%	4%	2%	2%	5%

**SYNTHETIC MARIJUANA, SPICE, OR FAKE WEED: On how many occasions (if any) have you used synthetic marijuana:**

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions
8th	In the past year	99%	0%	0%	0%	0%	0%
10th	In the past year	99%	0%	0%	0%	0%	0%
12th	In the past year	99%	1%	0%	0%	0%	0%

**MARIJUANA METHOD OF USE: Among users in the past 30 days, how have you used marijuana\*:**

		8th	10th	12th
		%	%	%
Smoked it (in a joint, bong, pipe, blunt)		66%	57%	62%
Vaporized it (e.g., vapor pen)		66%	81%	65%
Ate it (in brownies, cakes, candy, etc.)		43%	47%	45%
Dabbed it		12%	19%	20%
<b># of Marijuana Users in the Past 30 Days</b>		<b>62</b>	<b>189</b>	<b>364</b>

\*If you see an 'N/R' (Not Reported) noted in this table, it means that *at least 50% of students skipped the question for no known reason*, making the results too biased to report

**PRESCRIPTION DRUGS: Have you used prescription drugs not prescribed to you:**

		Yes	No
8th	In the past 30 days	2%	98%
	In the past year	3%	97%
10th	In the past 30 days	1%	99%
	In the past year	3%	97%
12th	In the past 30 days	1%	99%
	In the past year	2%	98%

## Section 2: Drug Prevalence and Behaviors

**ILLICIT DRUGS: During the past 12 months, how often have you used:**

		0 occasions	1-2 occasions	3-5 occasions	6-9 occasions	10-19 occasions	20 or more occasions
8th	MDMA ("ecstasy")	100%	0%	0%	0%	0%	0%
	LSD or other psychedelics	100%	0%	0%	0%	0%	0%
	Cocaine or crack	100%	0%	0%	0%	0%	0%
	Meth (methamphetamine)	100%	0%	0%	0%	0%	0%
	Heroin	100%	0%	0%	0%	0%	0%
10th	MDMA ("ecstasy")	100%	0%	0%	0%	0%	0%
	LSD or other psychedelics	99%	0%	0%	0%	0%	0%
	Cocaine or crack	100%	0%	0%	0%	0%	0%
	Meth (methamphetamine)	100%	0%	0%	0%	0%	0%
	Heroin	100%	0%	0%	0%	0%	0%
12th	MDMA ("ecstasy")	100%	0%	0%	0%	0%	0%
	LSD or other psychedelics	99%	1%	0%	0%	0%	0%
	Cocaine or crack	100%	0%	0%	0%	0%	0%
	Meth (methamphetamine)	100%	0%	0%	0%	0%	0%
	Heroin	100%	0%	0%	0%	0%	0%

**PRESCRIPTION AND OVER THE COUNTER DRUGS: During the past 12 months, how often have you used:**

		Never	1-2 times	3-5 times	6 or more times
8th	Prescription pain medicine without prescription or differently than prescribed	98%	1%	0%	1%
	Prescription painkillers to get high (e.g., OxyContin, Vicodin, Lortab, etc.)	100%	0%	0%	0%
	Other prescription drugs to get high (e.g., Ritalin, Adderall, Xanax, etc.)	99%	0%	0%	0%
	Something you bought in a store to get high (e.g., cough syrup, etc.)	99%	1%	0%	0%
10th	Prescription pain medicine without prescription or differently than prescribed	98%	1%	0%	1%
	Prescription painkillers to get high (e.g., OxyContin, Vicodin, Lortab, etc.)	99%	0%	0%	0%
	Other prescription drugs to get high (e.g., Ritalin, Adderall, Xanax, etc.)	99%	0%	0%	0%
	Something you bought in a store to get high (e.g., cough syrup, etc.)	99%	1%	0%	0%
12th	Prescription pain medicine without prescription or differently than prescribed	99%	1%	0%	0%
	Prescription painkillers to get high (e.g., OxyContin, Vicodin, Lortab, etc.)	100%	0%	0%	0%
	Other prescription drugs to get high (e.g., Ritalin, Adderall, Xanax, etc.)	99%	0%	0%	0%
	Something you bought in a store to get high (e.g., cough syrup, etc.)	99%	0%	0%	0%

## Section 2: Drug Prevalence and Behaviors

**ALCOHOL CONSEQUENCES:** During the past 12 months, how often have you experienced the following while or after drinking alcohol:

		Never	1-2 times	3-5 times	6 or more times
10th	Performed poorly on a test or important project	98%	1%	1%	1%
	Been in trouble with the police	98%	1%	0%	1%
	Damaged property	98%	1%	0%	1%
	Got into an argument or fight	96%	2%	1%	1%
	Been hurt or injured	97%	2%	0%	1%
	Been a victim of a violent crime	99%	0%	0%	1%
	Been treated in a hospital Emergency Department	99%	0%	0%	1%
	A friend said they were worried about your alcohol use	98%	1%	0%	1%
12th	Performed poorly on a test or important project	98%	1%	0%	0%
	Been in trouble with the police	99%	1%	0%	0%
	Damaged property	99%	1%	0%	0%
	Got into an argument or fight	96%	3%	0%	1%
	Been hurt or injured	97%	3%	0%	0%
	Been a victim of a violent crime	99%	0%	0%	0%
	Been treated in a hospital Emergency Department	99%	0%	0%	0%
	A friend said they were worried about your alcohol use	98%	2%	0%	0%

**SUBSTANCE USE CONSEQUENCES:** During the past 12 months:

	10th	12th
	Yes	Yes
	%	%
Did you ever use alcohol or drugs to relax, feel better about yourself, or fit in	8%	14%
Did you ever use alcohol or drugs while you were by yourself, alone	7%	11%
Did you ever forget things you did while using alcohol or drugs	6%	10%
Did your family or friends ever tell you that you should cut down on your drinking or drug use	3%	4%
Have you ever gotten into trouble while you were using alcohol or drugs	3%	4%
Have you ever ridden in a car driven by someone (including yourself) who was "high" or had been using alcohol or drugs	6%	11%
<b>Experienced 2 or more consequences (indicating the potential need for substance use disorder assessment according to the CRAFFT Screening)</b>	<b>8%</b>	<b>14%</b>

**DUI:** During the past 12 months, how many times did you drive a car or other vehicle when:

		Never	1-2 times	3-5 times	6 or more times
10th	You had been drinking alcohol	98%	1%	0%	1%
	You had been using marijuana	98%	1%	0%	1%
12th	You had been drinking alcohol	96%	3%	1%	1%
	You had been using marijuana	94%	3%	1%	2%

## Section 2: Drug Prevalence and Behaviors

### RECOVERY FROM SUBSTANCE USE:

	10th	12th
	Yes	Yes
	%	%
Besides nicotine, used to have a problem with drugs or alcohol, but no longer do	2%	3%
Consider yourself to be in recovery	5%	5%

### RECOVERY FROM SUBSTANCE USE: With which substance do you no longer have a problem? (select all that apply)\*

	10th	12th
	Yes	Yes
	%	%
Does not apply	86%	85%
Alcohol	4%	4%
Marijuana	4%	4%
Opioids	2%	2%
Other Substance	3%	3%

\*Percentages do not add up to 100% because this is a "select all that apply" question

## Section 3: Drug Use Contributing Factors

**PERSONAL DISAPPROVAL: How wrong do you think it is for someone your age to:**

		Very wrong	Wrong	A little bit wrong	Not wrong at all
8th	Drink beer, wine or hard liquor (e.g., vodka, whiskey or gin) regularly	67%	24%	8%	1%
	Smoke cigarettes	82%	15%	2%	0%
	Use e-cigarettes or other vaping products	76%	18%	5%	1%
	Use marijuana	81%	14%	4%	1%
	Use prescription drugs not prescribed to them	81%	15%	3%	1%
10th	Drink beer, wine or hard liquor (e.g., vodka, whiskey or gin) regularly	49%	30%	18%	2%
	Smoke cigarettes	68%	25%	6%	1%
	Use e-cigarettes or other vaping products	60%	28%	10%	2%
	Use marijuana	59%	25%	12%	3%
	Use prescription drugs not prescribed to them	78%	18%	3%	1%
12th	Drink beer, wine or hard liquor (e.g., vodka, whiskey or gin) regularly	40%	30%	24%	6%
	Smoke cigarettes	61%	29%	8%	2%
	Use e-cigarettes or other vaping products	50%	32%	14%	3%
	Use marijuana	46%	26%	21%	7%
	Use prescription drugs not prescribed to them	76%	20%	3%	1%

### PERCEPTIONS OF PEER ALCOHOL USE\*:

	10th	12th
	%	%
What percent of students at your school do you think have had beer, wine, or hard liquor in the past 30 days**	40%	43%
Actual past 30 days alcohol use reported	12%	21%

\*In 2024 response options were changed

\*\*Values are an average of student answers to this question

### PERCEPTIONS OF PEER CIGARETTE USE\*:

	10th	12th
	%	%
What percent of students at your school do you think have smoked cigarettes in the past 30 days**	29%	27%
Actual past 30 days cigarette use reported	1%	2%

\*In 2024 response options were changed

\*\*Values are an average of student answers to this question

## Section 3: Drug Use Contributing Factors

### PERCEPTIONS OF PEER MARIJUANA USE\*:

	10th	12th
	%	%
What percent of students at your school do you think have used marijuana in the past 30 days**	38%	41%
Actual past 30 days marijuana use reported	5%	11%

\*In 2024 response options were changed

\*\*Values are an average of student answers to this question

### PERCEIVED RISK ASSOCIATED WITH USE: How much do you think people risk harming themselves (physically or in other ways) if they:

		No risk	Slight risk	Moderate risk	Great risk
8th	Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	6%	15%	26%	54%
	Have five or more drinks of an alcoholic beverage once or twice a week	6%	9%	23%	62%
	Smoke one or more packs of cigarettes per day	5%	6%	18%	71%
	Use e-cigarettes or other vaping products	5%	9%	28%	57%
	Use marijuana once or twice a week	8%	13%	25%	54%
	Use prescription drugs not prescribed to them	6%	7%	17%	71%
10th	Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	5%	12%	30%	53%
	Have five or more drinks of an alcoholic beverage once or twice a week	4%	10%	28%	58%
	Smoke one or more packs of cigarettes per day	5%	7%	18%	70%
	Use e-cigarettes or other vaping products	4%	10%	33%	53%
	Use marijuana once or twice a week	8%	20%	29%	43%
	Use prescription drugs not prescribed to them	5%	7%	18%	71%
12th	Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day	5%	13%	31%	51%
	Have five or more drinks of an alcoholic beverage once or twice a week	5%	12%	31%	53%
	Smoke one or more packs of cigarettes per day	6%	7%	17%	70%
	Use e-cigarettes or other vaping products	5%	12%	34%	50%
	Use marijuana once or twice a week	13%	26%	27%	34%
	Use prescription drugs not prescribed to them	6%	6%	17%	72%

### PERCEIVED RISK ASSOCIATED WITH TEEN ALCOHOL USE: How much do you think people YOUR AGE risk harming themselves (physically or in other ways) if they:

		No risk	Slight risk	Moderate risk	Great risk
8th	Use alcohol once or twice per month	6%	20%	36%	37%
10th	Use alcohol once or twice per month	6%	24%	40%	30%
12th	Use alcohol once or twice per month	9%	30%	36%	25%

## Section 3: Drug Use Contributing Factors

**PERCEIVED PEER NORMS: What are the chances you would be seen as cool if you:**

		No or very little chance	Little chance	Some chance	Pretty good chance	Very good chance
8th	Began drinking alcohol regularly, that is, at least once or twice a month	64%	17%	11%	5%	3%
	Smoked cigarettes	68%	16%	10%	4%	2%
	Used e-cigarettes or other vaping products	60%	17%	13%	7%	3%
	Used marijuana	67%	14%	10%	6%	4%
10th	Began drinking alcohol regularly, that is, at least once or twice a month	46%	20%	19%	11%	4%
	Smoked cigarettes	57%	22%	15%	5%	2%
	Used e-cigarettes or other vaping products	47%	20%	19%	10%	4%
	Used marijuana	46%	20%	18%	11%	6%
12th	Began drinking alcohol regularly, that is, at least once or twice a month	44%	22%	19%	11%	4%
	Smoked cigarettes	57%	23%	14%	4%	2%
	Used e-cigarettes or other vaping products	44%	23%	19%	9%	4%
	Used marijuana	43%	21%	20%	11%	5%

**PERCEIVED PEER DISAPPROVAL OF USE: How wrong do your friends feel it would be for you to:**

		Very wrong	Wrong	A little bit wrong	Not wrong at all
8th	Have one or two drinks of an alcoholic beverage nearly every day	66%	22%	8%	3%
	Smoke tobacco	75%	19%	4%	2%
	Use e-cigarettes or other vaping products	68%	20%	9%	4%
	Use marijuana	73%	18%	6%	4%
	Use prescription drugs not prescribed to you	76%	18%	4%	2%
10th	Have one or two drinks of an alcoholic beverage nearly every day	54%	27%	13%	5%
	Smoke tobacco	61%	25%	10%	4%
	Use e-cigarettes or other vaping products	53%	25%	14%	7%
	Use marijuana	54%	23%	14%	9%
	Use prescription drugs not prescribed to you	69%	22%	7%	2%
12th	Have one or two drinks of an alcoholic beverage nearly every day	50%	28%	15%	7%
	Smoke tobacco	57%	26%	12%	5%
	Use e-cigarettes or other vaping products	46%	25%	18%	11%
	Use marijuana	44%	22%	18%	16%
	Use prescription drugs not prescribed to you	68%	22%	7%	2%

## Section 3: Drug Use Contributing Factors

**PERCEIVED PARENT DISAPPROVAL OF USE: How wrong do your parents feel it would be for you to:**

		Very wrong	Wrong	A little bit wrong	Not wrong at all
8th	Drink beer, wine, or hard liquor (e.g., vodka, whiskey, or gin) regularly (at least once or twice a month)	80%	13%	5%	2%
	Have one or two drinks of an alcoholic beverage nearly every day	91%	7%	2%	1%
	Smoke tobacco	94%	5%	1%	0%
	Use e-cigarettes or other vaping products	92%	6%	2%	0%
	Use marijuana	92%	5%	2%	1%
	Use prescription drugs not prescribed to you	91%	7%	1%	0%
10th	Drink beer, wine, or hard liquor (e.g., vodka, whiskey, or gin) regularly (at least once or twice a month)	70%	18%	9%	2%
	Have one or two drinks of an alcoholic beverage nearly every day	89%	9%	2%	0%
	Smoke tobacco	90%	8%	1%	1%
	Use e-cigarettes or other vaping products	89%	8%	2%	1%
	Use marijuana	86%	10%	3%	1%
	Use prescription drugs not prescribed to you	92%	7%	1%	1%
12th	Drink beer, wine, or hard liquor (e.g., vodka, whiskey, or gin) regularly (at least once or twice a month)	60%	21%	14%	5%
	Have one or two drinks of an alcoholic beverage nearly every day	85%	12%	2%	1%
	Smoke tobacco	87%	11%	1%	1%
	Use e-cigarettes or other vaping products	83%	13%	3%	1%
	Use marijuana	77%	13%	8%	2%
	Use prescription drugs not prescribed to you	91%	7%	1%	1%

**PARENT COMMUNICATION ABOUT DRUGS: In the past year, have your parents/guardians talked to you about:**

		Yes	No	Don't remember
8th	Not using alcohol	53%	34%	13%
	Not using tobacco	47%	36%	16%
	Not using marijuana	49%	37%	14%
	Not using opioids for non-medical reasons	35%	46%	19%
10th	Not using alcohol	49%	41%	10%
	Not using tobacco	44%	46%	10%
	Not using marijuana	48%	42%	9%
	Not using opioids for non-medical reasons	34%	53%	13%
12th	Not using alcohol	43%	49%	8%
	Not using tobacco	36%	54%	10%
	Not using marijuana	44%	48%	8%
	Not using opioids for non-medical reasons	30%	60%	10%

## Section 3: Drug Use Contributing Factors

In the past year, have your parents/guardians talked with you about not drinking and driving or riding with a drunk driver:

	10th	12th
Yes	76%	74%
No	24%	26%

**PARENT ALCOHOL MONITORING: Would you be caught by your parents if:**

		Never	Someti mes	Most of the time	Always
8th	You drank some beer, wine or liquor (e.g., vodka, whiskey, or gin) without your parents' permission	26%	16%	21%	38%
	You go to a party where alcohol is served	24%	19%	20%	38%
10th	You drank some beer, wine or liquor (e.g., vodka, whiskey, or gin) without your parents' permission	31%	21%	18%	31%
	You go to a party where alcohol is served	29%	24%	18%	28%
	You drank and drove	22%	13%	19%	47%
	You rode in a car driven by a teen driver who had been drinking	26%	21%	19%	33%
12th	You drank some beer, wine or liquor (e.g., vodka, whiskey, or gin) without your parents' permission	39%	21%	16%	24%
	You go to a party where alcohol is served	38%	24%	15%	23%
	You drank and drove	28%	12%	17%	43%
	You rode in a car driven by a teen driver who had been drinking	34%	20%	15%	31%

**PARENT OVERALL MONITORING:**

		Never	Sometimes	Most of the time	Always
8th	When I am not at home, one of my parents/guardians knows where I am and who I am with.	3%	5%	18%	74%
	My parents/guardians ask if I've gotten my homework done.	6%	16%	24%	54%
	Would your parents/guardians know if you did not come home on time?	4%	8%	21%	66%
10th	When I am not at home, one of my parents/guardians knows where I am and who I am with.	5%	5%	24%	65%
	My parents/guardians ask if I've gotten my homework done.	10%	17%	24%	48%
	Would your parents/guardians know if you did not come home on time?	6%	9%	21%	65%
12th	When I am not at home, one of my parents/guardians knows where I am and who I am with.	6%	9%	27%	58%
	My parents/guardians ask if I've gotten my homework done.	17%	21%	23%	40%
	Would your parents/guardians know if you did not come home on time?	8%	11%	21%	60%

**My family has clear rules about alcohol and drug use:**

	8th	10th	12th
Yes	86%	88%	83%
No	14%	12%	17%

## Section 3: Drug Use Contributing Factors

**PERCEIVED ACCESS:** If you wanted to get the following, how easy would it be for you to get some:

		Very hard	Sort of hard	Sort of easy	Very easy
8th	Beer, wine, or hard liquor (e.g., vodka, whiskey, or gin)	55%	22%	13%	9%
	Cigarettes	75%	16%	6%	3%
	E-cigarettes or other vaping products	69%	17%	9%	5%
	Marijuana	80%	11%	6%	4%
	Prescription drugs not prescribed to you	68%	16%	9%	7%
	Opioid medications from your home	80%	12%	4%	3%
10th	Beer, wine, or hard liquor (e.g., vodka, whiskey, or gin)	44%	24%	20%	13%
	Cigarettes	60%	22%	11%	7%
	E-cigarettes or other vaping products	53%	20%	15%	13%
	Marijuana	59%	18%	12%	11%
	Prescription drugs not prescribed to you	60%	21%	11%	7%
	Opioid medications from your home	77%	14%	5%	3%
12th	Beer, wine, or hard liquor (e.g., vodka, whiskey, or gin)	38%	22%	25%	16%
	Cigarettes	50%	25%	14%	11%
	E-cigarettes or other vaping products	42%	20%	20%	18%
	Marijuana	47%	19%	19%	16%
	Prescription drugs not prescribed to you	60%	22%	10%	8%
	Opioid medications from your home	75%	16%	5%	4%

**TOBACCO, E-CIGARETTES, OR OTHER VAPING PRODUCTS\*\* SUPPLY SOURCE ONLY AMONG USERS:**  
During the past year, did you get any tobacco products, e-cigarettes, or other vaping products from the following sources\*:

	8th		10th		12th	
	Yes		Yes		Yes	
	N	%	N	%	N	%
I bought them at a gas station or store or mall	20	11%	73	26%	167	40%
Bought online	6	4%	11	4%	18	4%
My parents <u>with</u> their permission	7	4%	18	6%	30	7%
A friend gave them to me	92	50%	171	59%	246	59%
My older brother or sister gave them to me	36	20%	44	16%	42	10%
My parents <u>without</u> their permission	46	25%	74	26%	66	16%
<b># of Tobacco, E-Cigarette, or Other Vaping Products Users in the Past Year</b>	<b>199</b>		<b>292</b>		<b>431</b>	

\*If you see an 'N/R' (Not Reported) noted in this table, it means that at least 50% of students skipped the question for no known reason, making the results too biased to report

\*\*In 2024 wording changed to 'TOBACCO, E-CIGARETTES, OR OTHER VAPING PRODUCTS'

## Section 3: Drug Use Contributing Factors

**ALCOHOL SUPPLY SOURCE ONLY AMONG ALCOHOL USERS: During the past year, did you usually get your own beer, wine or liquor from the following sources\*:**

	8th		10th		12th	
	Yes		Yes		Yes	
	N	%	N	%	N	%
<b>ANY RETAIL SOURCE</b>	78	13%	101	12%	220	19%
I bought it at a bar or restaurant	67	11%	56	6%	120	10%
I bought it at a gas station or a store	67	11%	80	9%	190	17%
Curbside/Home delivery	60	10%	33	4%	42	4%
My parents <u>with</u> their permission	303	50%	351	41%	547	48%
<b>ANY SOCIAL SOURCE (excluding parents)</b>	233	39%	421	49%	695	61%
A friend gave it to me	132	22%	266	31%	515	45%
I got it at a party	132	22%	270	31%	482	42%
I gave a stranger money to buy it for me	61	10%	47	5%	52	5%
My older brother or sister gave it to me	111	18%	147	17%	229	20%
An adult (other than my parents) <u>with</u> that adult's permission	145	24%	190	22%	291	25%
<b>STOLE OR TOOK WITHOUT PERMISSION</b>	145	24%	218	25%	240	21%
My parents <u>without</u> their permission	139	23%	194	23%	212	19%
An adult (other than my parents) <u>without</u> that adult's permission	81	13%	90	10%	90	8%
<b># of Alcohol Users in the Past Year</b>	<b>620</b>		<b>898</b>		<b>1184</b>	

\*If you see an 'N/R' (Not Reported) noted in this table, it means that at least 50% of students skipped the question for no known reason, making the results too biased to report

**MARIJUANA SUPPLY SOURCE ONLY AMONG MARIJUANA USERS: In the past year, did you get your own marijuana from any of the following sources\*:**

	8th		10th		12th	
	Yes		Yes		Yes	
	N	%	N	%	N	%
I bought it from someone who sells drugs	32	31%	120	41%	179	31%
I gave a stranger money to buy it at a marijuana dispensary	6	6%	31	11%	20	3%
Someone gave it to me	74	71%	202	68%	453	78%
A friend gave it to me	64	62%	181	61%	400	69%
My parents <u>with</u> their permission	8	8%	42	15%	73	13%
My older brother or sister gave it to me	23	23%	57	20%	115	20%
An adult (other than my parents) <u>with</u> that adult's permission	16	15%	49	17%	88	15%
My parents <u>without</u> their permission	30	29%	71	24%	76	13%
Someone else's medical marijuana prescription	12	12%	17	6%	29	5%
My own medical marijuana prescription	1	1%	6	2%	17	3%
<b># of Marijuana Users in the Past Year</b>	<b>108</b>		<b>304</b>		<b>597</b>	

\*If you see an 'N/R' (Not Reported) noted in this table, it means that at least 50% of students skipped the question for no known reason, making the results too biased to report.

## Section 3: Drug Use Contributing Factors

**PRESCRIPTION DRUG SOURCE TYPE ONLY AMONG PRESCRIPTION DRUG USERS: In the past year, did you get prescription drugs not prescribed to you from any of the following sources\*:**

	8th		10th		12th	
	Yes		Yes		Yes	
	N	%	N	%	N	%
I bought them from someone (friend, relative, stranger, etc.)	7	10%	14	15%	24	34%
Someone gave them to me	35	51%	49	54%	32	46%
My parents gave them to me	29	43%	39	43%	23	34%
Someone other than my parents gave them to me (friend, relative, friends' parent, etc.)	9	14%	17	19%	17	26%
I took them from somewhere	13	19%	17	19%	11	16%
I took them from home without the knowledge of my parents/guardians	11	16%	12	14%	11	16%
I took them from someone else's home	5	7%	10	11%	7	11%
<b># of Prescription Drug Users in the Past Year</b>	<b>68</b>		<b>96</b>		<b>73</b>	

\*If you see an 'N/R' (Not Reported) noted in this table, it means that at least 50% of students skipped the question for no known reason, making the results too biased to report

## Section 4: Interpersonal Conflict, Violence, and Delinquency

**DELINQUENCY: How many times in the past year (12 months) have you:**

		Never	1-2 times	3-5 times	6 or more times
8th	Been in a physical fight	76%	18%	4%	2%
	Carried a weapon such as a handgun, knife or club	89%	5%	2%	4%
	Sold illegal drugs	100%	0%	0%	0%
	Been drunk or high at school	97%	2%	0%	1%
10th	Been in a physical fight	87%	11%	1%	1%
	Carried a weapon such as a handgun, knife or club	92%	3%	1%	3%
	Sold illegal drugs	99%	1%	0%	0%
	Been drunk or high at school	96%	2%	1%	1%
12th	Been in a physical fight	92%	7%	1%	1%
	Carried a weapon such as a handgun, knife or club	94%	3%	1%	3%
	Sold illegal drugs	99%	0%	0%	1%
	Been drunk or high at school	95%	2%	1%	2%

**BULLYING EXPERIENCES: During the past 12 months, has another student at school:**

	8th	10th	12th
	Yes	Yes	Yes
	%	%	%
Bullied you by calling you names	31%	18%	14%
Threatened to hurt you	16%	12%	8%
Bullied you by hitting, punching, kicking, or pushing you	11%	7%	6%
Bullied, harassed or spread rumors about you on the Internet, social media, or through text messages	20%	16%	13%
<b>Ever Bullied (reported at least 1 type of bullying)</b>	<b>38%</b>	<b>25%</b>	<b>20%</b>
<b>Intensely Bullied (reported all types of bullying)</b>	<b>6%</b>	<b>4%</b>	<b>4%</b>

**BIAS-BASED BULLYING: In the past 12 months at school, how often have you been bullied, harassed, or made fun of because of:**

		Never	1-2 times	3-5 times	6 or more times
8th	Your appearance or a disability	61%	18%	8%	13%
10th	What someone assumed about your religion, sexual orientation, or race/ethnicity	87%	7%	3%	4%
	Your appearance or a disability	82%	9%	4%	5%
12th	What someone assumed about your religion, sexual orientation, or race/ethnicity	89%	6%	2%	3%
	Your appearance or a disability	87%	7%	2%	3%

## Section 4: Interpersonal Conflict, Violence, and Delinquency

**DATING VIOLENCE:** During the past 12 months, have any of the following been done by someone in a dating relationship with you:

		I have not begun to date	Yes	No	Not sure
8th	Slapped, kicked, punched, hit, or threatened you	39%	4%	53%	4%
10th	Slapped, kicked, punched, hit, or threatened you	24%	3%	69%	3%
	Put you down or tried to control you	26%	8%	62%	4%
12th	Slapped, kicked, punched, hit, or threatened you	18%	3%	76%	3%
	Put you down or tried to control you	19%	9%	70%	3%

**GAMBLING:** During the past 12 months, how often have you bet/gambled for money in the following ways:

		Never	Less than once a month	1-3 times per month	Once a week or more
10th	At a gambling machine in a bar, restaurant, gas station, or gambling establishment	97%	2%	0%	1%
	Online (internet) gambling	94%	4%	1%	2%
12th	At a gambling machine in a bar, restaurant, gas station, or gambling establishment	96%	2%	1%	0%
	Online (internet) gambling	93%	3%	2%	2%

**GAMBLING:** Calculated variable based on gambling options in the past 12 months (at a gambling machine, or online gambling):

		No gambling (machine, online)	At least one way (machine or online)	Both ways (machine and online)
10th	Ways of gambling in the past 12 months (gambling machines, online)	92%	6%	1%
12th	Ways of gambling in the past 12 months (gambling machines, online)	91%	7%	2%

## Section 4: Interpersonal Conflict, Violence, and Delinquency

**GAMBLING: In the past 12 months, have you ever:**

		Yes	No
10th	Felt bad about the amount of money you bet, or about what happens when you bet money	4%	96%
	Gambled more than you had planned to	3%	97%
12th	Felt bad about the amount of money you bet, or about what happens when you bet money	5%	95%
	Gambled more than you had planned to	3%	97%

**GAMBLING: Calculated variable based on unwanted gambling experiences in the past 12 months (felt bad about the money bet, or gambled more than planned):**

		Experienced none (felt bad, gambled more)	Experienced at least one (felt bad or gambled more)	Experienced both (felt bad and gambled more)
10th	Unwanted gambling experiences in the past 12 months (feeling bad, gambling more)	94%	5%	1%
12th	Unwanted gambling experiences in the past 12 months (feeling bad, gambling more)	94%	5%	1%

## Section 5: Academic and School Experiences

**SCHOOL ABSENCES:** About how many days are you absent from school during an entire year:

	8th	10th	12th
0-9 days	67%	68%	66%
10-19 days	25%	23%	24%
20-30 days	6%	6%	6%
More than 30 days	3%	3%	4%

**ACTIVITIES AND OPPORTUNITIES:** In which of the following activities do you participate:

	8th		10th		12th	
	Yes		Yes		Yes	
	%	N	%	N	%	N
School sports team	49%	1627	56%	1962	47%	1538
Other sports	56%	1829	38%	1244	32%	960
School clubs	38%	1200	46%	1536	57%	1772
Service clubs or volunteer projects (e.g., Scouting, 4H)	21%	645	25%	797	39%	1186
Other activity clubs (e.g., Boys & Girls, YMCA, etc.)	18%	559	18%	564	21%	612
Church youth group or other faith-based youth group	37%	1159	28%	905	27%	800

**ACTIVITIES AND OPPORTUNITIES:** Participation in activities:

	8th	10th	12th
0 activities	15%	18%	21%
1 activity	24%	25%	22%
2 or more activities	61%	57%	57%

**ACTIVITIES AND OPPORTUNITIES:** On the average over the school year, how many hours per week do you work in a paid or unpaid job:

	10th	12th
None	69%	35%
5 or less hours	12%	11%
6 to 10 hours	8%	12%
11 to 15 hours	4%	13%
16 to 20 hours	3%	12%
21 to 25 hours	2%	7%
26 to 30 hours	1%	5%
More than 30 hours	2%	4%

**ACTIVITIES AND OPPORTUNITIES:** Participation in activities and/or work:

	10th	12th
No activities and no work	14%	8%
No activities but work	3%	13%
At least one activity but no work	54%	27%
At least one activity and work	28%	52%

## Section 5: Academic and School Experiences

**ACADEMIC ACHIEVEMENT:** Putting them all together, what were your grades like for the last year:

	8th	10th	12th
Mostly A	29%	29%	30%
Mostly A and B	43%	39%	39%
Mostly B	5%	7%	7%
Mostly B and C	16%	16%	15%
Mostly C	3%	3%	3%
Mostly C and D	3%	5%	5%
Mostly D	1%	1%	1%
Mostly F	1%	1%	1%

**ACADEMIC EXPECTATIONS:** How likely is it that you will complete a post high school program such as vocational training program, military service, community college, or 4-year college:

	10th	12th
Definitely will not	5%	6%
Probably will not	5%	4%
Probably will	29%	17%
Definitely will	48%	64%
Not sure	14%	10%

**SCHOOL CLIMATE/CARING ADULTS:** At my school, there is a teacher or some other adult:

		Not at all true	A little true	Pretty much true	Very much true
8th	Who really cares about me	8%	19%	37%	36%
	Who notices when I'm not there	9%	20%	37%	33%
	Who listens to me when I have something to say	8%	17%	36%	39%
	Who notices if I have trouble learning something	12%	24%	33%	31%
10th	Who really cares about me	10%	21%	37%	33%
	Who notices when I'm not there	12%	23%	34%	31%
	Who listens to me when I have something to say	9%	19%	38%	34%
	Who notices if I have trouble learning something	14%	24%	35%	27%
12th	Who really cares about me	9%	15%	32%	44%
	Who notices when I'm not there	9%	18%	33%	39%
	Who listens to me when I have something to say	8%	14%	34%	43%
	Who notices if I have trouble learning something	13%	20%	35%	32%

## Section 5: Academic and School Experiences

**SCHOOL CLIMATE/HIGH EXPECTATIONS: At my school, there is a teacher or some other adult:**

		Not at all true	A little true	Pretty much true	Very much true
8th	Who tells me when I do a good job	9%	18%	34%	38%
	Who always wants me to do my best	6%	12%	31%	51%
	Who believes I will be a success	8%	16%	31%	44%
	Who encourages me to work hard in school	9%	14%	31%	46%
10th	Who tells me when I do a good job	11%	21%	36%	33%
	Who always wants me to do my best	8%	14%	36%	42%
	Who believes I will be a success	9%	19%	35%	37%
	Who encourages me to work hard in school	9%	16%	35%	39%
12th	Who tells me when I do a good job	11%	16%	34%	39%
	Who always wants me to do my best	8%	12%	31%	49%
	Who believes I will be a success	9%	13%	31%	47%
	Who encourages me to work hard in school	9%	13%	32%	45%

**SCHOOL CLIMATE/MEANINGFUL PARTICIPATION: How true are the following statements:**

		Not at all true	A little true	Pretty much true	Very much true
8th	At school, I do interesting activities	16%	32%	33%	18%
	At school, I help decide things like class activities or rules	37%	34%	18%	11%
	At school, I do things that make a difference	30%	36%	22%	12%
10th	At school, I do interesting activities	16%	30%	34%	20%
	At school, I help decide things like class activities or rules	38%	31%	19%	12%
	At school, I do things that make a difference	32%	34%	22%	12%
12th	At school, I do interesting activities	17%	26%	33%	24%
	At school, I help decide things like class activities or rules	34%	30%	21%	14%
	At school, I do things that make a difference	29%	32%	23%	17%

## Section 5: Academic and School Experiences

**SCHOOL CLIMATE/SCHOOL CONNECTEDNESS: How strongly do you agree or disagree with the following statements about your school:**

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
8th	I feel close to people at this school	7%	6%	19%	41%	27%
	I am happy to be at this school	12%	9%	26%	33%	20%
	I feel safe in my school	6%	5%	24%	41%	24%
	The teachers at this school treat students fairly	8%	11%	25%	35%	21%
10th	I feel close to people at this school	9%	9%	21%	41%	20%
	I am happy to be at this school	10%	9%	29%	34%	17%
	I feel safe in my school	5%	6%	27%	42%	19%
	The teachers at this school treat students fairly	6%	9%	28%	40%	17%
12th	I feel close to people at this school	10%	8%	21%	39%	22%
	I am happy to be at this school	10%	10%	26%	34%	20%
	I feel safe in my school	6%	6%	23%	42%	24%
	The teachers at this school treat students fairly	7%	9%	24%	41%	20%

## Section 5: Academic and School Experiences

During the past 30 days, how many days did you not go to school because you felt you would be unsafe:

	8th	10th	12th
0 days	87%	91%	90%
1 day	6%	4%	5%
2 or 3 days	4%	3%	3%
4 or 5 days	1%	1%	0%
6 or more days	2%	1%	1%

**SUBSTANCE USE EDUCATION IN SCHOOL: To what extent have you seen ads or participated in these activities in the past 12 months\*:**

		Never	Rarely	Sometimes	Often
8th	Played interactive games to learn about alcohol and other drugs	57%	22%	17%	4%
	Saw posters or messages displayed at school encouraging students not to use alcohol or other drugs	33%	20%	27%	20%
	Had films, lectures, discussions, or printed information about drugs or alcohol IN regular classes, such as health or physical education	24%	23%	33%	21%
	Had films, lectures, discussions, or printed information about drugs or alcohol OUTSIDE OF regular classes, such as in a special assembly	44%	27%	20%	9%
10th	Played interactive games to learn about alcohol and other drugs	59%	22%	16%	4%
	Saw posters or messages displayed at school encouraging students not to use alcohol or other drugs	25%	20%	33%	22%
	Had films, lectures, discussions, or printed information about drugs or alcohol IN regular classes, such as health or physical education	27%	22%	34%	17%
	Had films, lectures, discussions, or printed information about drugs or alcohol OUTSIDE OF regular classes, such as in a special assembly	40%	28%	24%	8%
12th	Played interactive games to learn about alcohol and other drugs	66%	18%	13%	3%
	Saw posters or messages displayed at school encouraging students not to use alcohol or other drugs	29%	19%	32%	20%
	Had films, lectures, discussions, or printed information about drugs or alcohol IN regular classes, such as health or physical education	43%	24%	25%	9%
	Had films, lectures, discussions, or printed information about drugs or alcohol OUTSIDE OF regular classes, such as in a special assembly	50%	25%	19%	6%

\*New question added in 2024

## Section 6: Mental, Social, and Physical Health

During the past 12 months did you ever:

	8th		10th		12th	
	Yes		Yes		Yes	
	%	N	%	N	%	N
Seriously consider attempting suicide	N/A	N/A	12%	412	10%	318
Feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities	30%	1040	32%	1096	30%	966

Is there an adult you know (other than your parent) you could talk to about important things in your life:

	No	Yes, one adult	Yes, more than one adult
8th	13%	20%	67%
10th	13%	21%	66%
12th	11%	19%	71%

BMI (Body Mass Index) Categories based on CDC guidelines:

	8th		10th		12th	
	N	%	N	%	N	%
Underweight	71	3%	68	2%	81	3%
Healthy Weight	1801	72%	1947	71%	1849	72%
Overweight	391	16%	412	15%	365	14%
Obese	235	9%	317	12%	274	11%

Body Mass Index categories as calculated by self-reported height and weight

During the past 7 days, on how many days did you eat dinner at home with at least one of your parents or guardians:

	8th	10th	12th
0 days	7%	8%	11%
1 day	2%	3%	4%
2 days	3%	5%	7%
3 days	5%	7%	8%
4 days	5%	9%	10%
5 days	12%	16%	17%
6 days	7%	10%	8%
7 days	58%	43%	35%

During the past 7 days, how many times did you:

		0 times during the past 7 days	1 to 3 times during the past 7 days	4 to 6 times during the past 7 days	1 time per day	2 times per day	3 times per day	4 or more times per day
8th	Eat fruit	5%	20%	22%	11%	20%	8%	14%
	Eat vegetables	10%	24%	20%	14%	14%	8%	10%
10th	Eat fruit	6%	21%	24%	15%	19%	7%	9%
	Eat vegetables	9%	23%	22%	16%	15%	7%	9%
12th	Eat fruit	8%	25%	22%	14%	16%	6%	8%
	Eat vegetables	9%	24%	21%	16%	15%	6%	9%

## Section 6: Mental, Social, and Physical Health

During the past 30 days, how often did you go hungry because there was not enough food in your home:

	8th	10th	12th
Never	69%	75%	74%
Rarely	21%	16%	17%
Sometimes	8%	6%	7%
Most of the time	1%	1%	2%
Always	1%	1%	1%

**SCREEN TIME:** On an average school day, how many hours do you spend on NON-SCHOOL RELATED 'screen time' (e.g., TV, videos, streaming, gaming (Xbox, PlayStation, or internet-based games), smart phone use, texting, social media, or the Internet):

	8th	10th	12th
No screen time on an average school day	4%	6%	5%
Less than 2 hours per day	15%	13%	12%
2-3 hours per day	33%	31%	30%
4-6 hours per day	33%	36%	37%
7 or more hours per day	15%	15%	15%

During the past 7 days, on how many days were you physically active for a total of at least 60 minutes per day:

	8th	10th	12th
0 days	6%	9%	9%
1 day	4%	4%	5%
2 days	8%	7%	8%
3 days	12%	11%	12%
4 days	12%	10%	10%
5 days	19%	18%	17%
6 days	11%	14%	12%
7 days	28%	27%	25%