

METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 1  
REGULAR BOARD OF EDUCATION MEETING AGENDA  
Metamora Grade School - Cafeteria  
Thursday, August 7, 2025, 7:00 PM

- 1 Call to Order - President Dana Smith
- 2 Roll Call - Secretary Mary Schierer
- 3 Pledge of Allegiance
- 4 **Reports from the Public**
  - A. Public Comments and/or Petitions to the Board

People wishing to address the Board of Education are guided by Board of Education Policy 2:230, "Public Participation at School Board Meetings and Petitions to the Board"

- 5 Acknowledgement of Cards and Letters
- 6 **Consent Agenda**
  - A. Minutes

METAMORA COMMUNITY CONSOLIDATED SCHOOL DISTRICT #1  
Regular Board of Education Meeting–Metamora Grade School  
Thursday, July 10, 2025, 7:00 p.m.  
**DRAFT MINUTES**

Those in attendance: Dana Smith, Jared Frye, Mary Schierer, Kristina Grebner-Rauh, Dave Gleissner, Matt Wilkerson - via telephone, Dr. Lee, Lisa DeVore, Anna Staab

**PUBLIC COMMENT**

no public comment

**CONSENT AGENDA**

Motion by Dana Smith , second by Mary Schierer, to approve the consent agenda, including June 12 minutes, bills and payroll, treasurer's report, investment report and activity account. Motion carried 6-0.

**ADMINISTRATIVE REPORTS**

In his Superintendent's report Dr. Lee shared the following:

Engaged Learning

- Several classrooms are being re-oriented and upgraded with new technology and flexible seating layouts to enhance student engagement and achievement. Classrooms are being phased in for financial purposes, rather than doing them all at once.

Facility and Operations

- Lighting and carpeting in the library is complete. Furniture is scheduled to arrive later this month. Another big thank you to the MGS Foundation for their support!!
- Three classroom windows are also scheduled to be replaced this summer, bringing our total to 28 new windows over the past 3 years. There are 30 more in the old sections of the building that will eventually be replaced in the next 2-3 years

Community Partnerships

- In an attempt to stay current on SRO trends—especially with the discussion of adding more SRO time at MGS—I attended one day of a workshop sponsored by the IL School Resource Officers Association. The activities that day were specifically designed for k-12 administrators and included conversations on building a school culture of security, tactical medical devices for schools as well as a keynote session by the founder of Safe School Systems—a recently retired Superintendent from southern Illinois who simultaneously served as a police department deputy

**DISCUSSION ITEMS**

Dr. Lee requested feedback from the Board regarding the eLearning plan. These days would be used sparingly and would still need to result in learning objectives being met.

The Board discussed the option to put a 13,000 square foot parking lot of recycled asphalt millings on the north side of the property, adding approximately 50-75 parking spots. This would free up parking for parents at arrival and dismissal in addition to special events. The money would come from facility tax revenue.

**ACTION ITEMS**

**APPROVE MGS SUPERINTENDENT TO MAKE EXPENDITURES UNTIL FY 26 BUDGET IS ADOPTED.**

Motion by Smith, second by Gleissner, Motion carried 6-0

**APPROVE INTERGOVERNMENTAL COOPERATION AGREEMENT FOR MUTUAL ASSISTANCE IN RESPONSE TO CRISES IN THE PUBLIC SCHOOLS OF PEORIA, TAZEWELL, WOODFORD AND MASON COUNTIES, ILLINOIS**

Motion by Gleissner, second by Frye, motion carried 6-0.

**APPROVE FIRST READING OF BOARD POLICY UPDATES AS PRESENTED IN IASB PRESS POLICY UPDATE 119.**

Motion by Grebner-Rauh, second by Gleissner, Motion carried 6-0.

**APPROVE MILLER HALL & TRIGGS AS DISTRICT'S LEGAL COUNSEL FOR 2025-2026 SCHOOL YEAR.**

Motion by Frye , second by Gleissner, Motion carried 6-0.

**ADJOURN**

Motion by Smith , Seconded by Gleissner, Motion carried by voice vote at 8:00 pm.

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Dana Smith, President

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Mary Schierer, Secretary



Metamora CCSD #1  
815 E Chatham  
Metamora, IL 61548

Summary July & August Bills and June & July Payroll

July & August Bills	\$	792,727.53
6/15/2025 Payroll	\$	186,585.93
6/15/2025 Liabilities	\$	117,038.14
6/30/2025 Payroll	\$	107,612.02
6/30/2025 Liabilities	\$	65,824.53
7/15/2025 Payroll	\$	142,776.68
7/15/2025 Liabilities	\$	84,371.91
7/30/2025 Payroll	\$	112,780.95
7/30/2025 Liabilities	\$	66,551.70
<b>Total Bills and Payroll</b>	<b>\$</b>	<b>1,676,269.39</b>

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Dana Smith, President

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Mary Schierer, Secretary

# Bills Payable List

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Metamora Com Cons Grade School Dist

Expense on Date: 7/1/2025 to 8/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
<b>309 Concrete and Blacktop LLC</b>						
		Bus Garage Asphalt		9	7,100.00	60-2530-530-03-4
		Bus Barn-approach		9	4,837.50	60-2530-530-03-4
					<u>\$11,937.50</u>	
<b>AF Group</b>						
		Workers Compensation Insurance		9	39,371.00	80-2310-311-01
					<u>\$39,371.00</u>	
<b>Amazon Capital Services</b>						
		Amazon order		9	95.02	10-2560-419-32-4
					<u>\$95.02</u>	
<b>AMEREN ILLINOIS</b>						
		Natural Gas		10	749.24	20-2540-465-00
		Natural Gas		10	71.32	20-2540-465-00
					<u>\$820.56</u>	
<b>American Express - Amazon Business</b>						
		Software License		11	12.00	10-1110-310-05-110000
		laminating		5	399.12	10-1110-410-00-4
		General Supplies		5	21.48	10-1110-410-00-4
		General Supplies-workroom		11	77.60	10-1110-410-00-4
		General Supplies-workroom		11	70.11	10-1110-410-00-4
		General Supplies		11	239.99	10-1110-410-00-4
		General Supplies		11	107.80	10-1110-410-00-4
		Main office supplies		5	29.97	10-1110-410-00-4
		General Supplies-workroom		11	149.27	10-1110-410-00-4
		General Supplies-workroom		11	43.74	10-1110-410-00-4
		General Supplies-workroom		11	59.44	10-1110-410-00-4
		General Supplies-workroom		11	41.73	10-1110-410-00-4
		General Supplies-workroom		11	1,826.97	10-1110-410-00-4
		Teacher Institute		5	95.92	10-1110-410-00-4
		Workroom		5	(39.17)	10-1110-410-00-4
		Workroom		5	(38.70)	10-1110-410-00-4
		Workroom		5	(36.18)	10-1110-410-00-4
		Workroom		5	(17.45)	10-1110-410-00-4
		Workroom		5	(17.44)	10-1110-410-00-4
		General Supplies		5	102.44	10-1110-410-00-4
		Tardy passes		5	320.00	10-1110-410-00-4
		Workroom		5	(13.18)	10-1110-410-00-4
		Workroom		5	19.50	10-1110-410-00-4
		Technology supplies		5	33.60	10-1110-410-05
		Golf Supplies		11	159.76	10-1500-410-31-4
		Golf Supplies		11	69.98	10-1500-410-31-4
		Postage		10	44.75	10-2310-340-00-4
		Postage		10	8.95	10-2310-340-00-4
		Postage		10	2.04	10-2310-340-00-4
		Postage		5	390.00	10-2310-340-00-4
		PD - Damery - IPA		5	449.00	10-2410-310-00
		Principal Office Supplies		11	19.80	10-2410-410-00-4
		Principal Office Supplies		11	30.76	10-2410-410-00-4

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Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		Dues - Damery - IPA		5	431.24	10-2410-640-00-4
		Teacher Institute		5	151.42	10-2560-412-32-4
		SEL meeting		5	15.12	10-2560-412-32-4
		SEL meeting		5	160.58	10-2560-412-32-4
		Garbage		5	360.00	20-2540-321-00-4
		Garbage		11	360.00	20-2540-321-00-4
		Supplies - Custodial		5	160.96	20-2540-410-00-4
		Supplies - Custodial		5	164.70	20-2540-410-00-4
		Grounds Materials		11	37.03	20-2543-410-00-4
		Grounds Materials		11	43.97	20-2543-410-00-4
		Fuel - mower		5	46.95	20-2543-410-00-4
		Life Safety Supplies		5	535.00	90-2530-410-00
10002MM		Supplies - Miller, M		5	173.72	10-1110-410-02
10002Roley		Supplies - Roley		5	153.20	10-1110-410-02
10002Trent		Supplies Trentman		5	28.99	10-1110-410-02
10002Trent		Supplies Trentman		5	24.85	10-1110-410-02
10002Trent		Supplies Trentman		5	318.70	10-1110-410-02
10003Dome		Supplies - Domenighini		5	200.27	10-1110-410-02
10003Dome		Supplies - Domenighini		5	257.90	10-1110-410-02
10003LA		Supplies - Anglin, L		5	183.64	10-1110-410-02
10003Peter		Supplies - Peterson		5	11.67	10-1110-410-02
10003Peter		Supplies - Peterson		5	473.61	10-1110-410-02
10003Peter		Supplies - Peterson		5	20.92	10-1110-410-02
10004Hunts		Supplies - Huntsman		5	291.78	10-1110-410-02
10006Becke		Classroom Supplies- Becker		11	49.08	10-1110-410-02
10006Becke		Classroom Supplies- Becker		11	104.49	10-1110-410-02
10006Becke		Classroom Supplies- Becker		11	136.53	10-1110-410-02
10007Stamm		Supplies - Stamm		5	323.38	10-1110-410-02
10007Stamm		Supplies - Stamm		5	24.99	10-1110-410-02
10008Tjade		Supplies - Tjaden		5	400.69	10-1110-410-02
10009Carus		Supplies - Caruso		5	124.97	10-1110-410-02
10009Carus		Supplies - Caruso		5	264.94	10-1110-410-02
10015Suare		Sped Suarez		5	89.98	10-1220-410-01-300100-4
10015Suare		Sped Suarez		5	110.18	10-1220-410-01-300100-4
10018Kradi		SpEd - Krasin		5	42.62	10-1220-410-01-300100-4
10018Kradi		Sp. Ed. Classroom Supplies-Krasin		11	22.87	10-1220-410-01-300100-4
10019Abney		Supplies- Abney		5	28.99	10-1110-410-02
10019Abney		Supplies Abney		5	17.25	10-1110-410-02
10019Abney		Supplies Abney		5	286.65	10-1110-410-02
6942		Textbooks/Instruction		5	404.25	10-1110-420-00-4
6945		Mobile storage closets - Lelm		5	5,158.85	10-1110-500-01-4
6946		Bsck to School Night		5	29.97	10-2560-412-32-4
6947		Grounds Materials		5	2,655.00	20-2543-410-00-4
6950		General Supplies		5	168.63	10-1110-410-00-4
8385		Technology supplies		5	16.14	10-1110-410-05
8385		Technology supplies		5	79.85	10-1110-410-05
8385		Technology supplies		5	13.99	10-1110-410-05
8385		Technology supplies		5	27.02	10-1110-410-05

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Vendor Name						
P.O. Number	Description	Override	Batch #	Amount	State Account Number	
8385	Technology supplies		5	75.26	10-1110-410-05	
8385	Technology supplies		5	464.31	10-1110-410-05	
8385	Technology supplies		5	15.99	10-1110-410-05	
8410	Workroom		5	30.84	10-1110-410-00-4	
8415	Main office supplies		5	46.77	10-1110-410-00-4	
8415	Main office supplies		5	39.99	10-1110-410-00-4	
8415	Main office		5	147.71	10-1110-410-00-4	
	Jt Conf Scholarship credit		5	(540.00)	10-2310-640-00-4	
	Garbage		9	360.00	20-2540-321-00-4	
	Humidifiers for classrooms		5	5,504.42	20-2540-410-00-4	
10002MM	Supplies - Miller, M		5	107.58	10-1110-410-02	
10002Trent	Supplies Trentman		5	19.49	10-1110-410-02	
10018Kراسي	SpEd Supplies- Kراسي		5	99.99	10-1220-410-01-300100-4	
6899	General Instructional Material		9	1,500.00	10-1110-411-00-4	
6943	Parking lot signs		5	1,115.40	20-2543-410-00-4	
8415	Recess- ball carts		5	288.98	10-1110-410-00-4	
8434	Baseball Supplies		5	110.49	10-1500-410-55-4	
8434	Baseball Supplies		5	222.98	10-1500-410-55-4	
				<u>\$29,461.33</u>		
<b>Apptegy, Inc.</b>						
	Thrill Share Rooms Subscription		9	6,930.00	10-2660-300-01	
				<u>\$6,930.00</u>		
<b>ATLAS SUPPLY CO.</b>						
	Supplies - Custodial		9	621.13	20-2540-410-00-4	
	Supplies - Custodial		4	887.60	20-2540-410-00-4	
				<u>\$1,508.73</u>		
<b>Barr Landscaping &amp; Lawn Services</b>						
	Fertilization		10	75.00	20-2543-324-00-4	
				<u>\$75.00</u>		
<b>BLICK Art Materials</b>						
10014	Art- Foster		5	909.42	10-1110-410-02	
				<u>\$909.42</u>		
<b>BLUE CROSS - BLUE SHIELD</b>						
	F. Frisk Health Insurance		9	969.09	10-2310-383-00-4	
				<u>\$969.09</u>		
<b>BROWN, MARSHA</b>						
	Void Tuition Reimbursement		9191	(489.00)	10-1110-230-00-4	
	Tuition Reimbursement		8191	399.00	10-1110-230-00-4	
				<u>(\$90.00)</u>		
<b>BSN Sports LLC</b>						
	Jersey's Basketball		9	593.50	10-1500-410-55-4	
				<u>\$593.50</u>		
<b>Bushue Background Screening</b>						
	Criminal Background Check		9	180.00	10-2310-318-00-4	
	5 YR Recheck		4	422.50	10-2310-318-00-4	
				<u>\$602.50</u>		

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Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
<b>BusRight</b>						
	6937	Software License		9	15,000.00	40-2550-310-02
		Software License - June 2025		5	1,250.00	40-2550-310-02
					<u>\$16,250.00</u>	
<b>C.L. O'Brien &amp; Co Inc</b>						
		locker room leak		5	1,602.73	20-2540-324-00-4
					<u>\$1,602.73</u>	
<b>Camfil USA, Inc.</b>						
		Filters		4	3,762.70	20-2540-410-00-4
					<u>\$3,762.70</u>	
<b>Commerce Bank- Commercial Cards</b>						
		Software License		9	21.64	10-1110-310-05-110000
		General Supplies		9	30.00	10-1110-410-00-4
		Florist Expense		9	32.76	10-2310-691-00-4
		RTI Meeting		9	191.50	10-2560-412-32-4
					<u>\$275.90</u>	
<b>COMMERCE BANK NA</b>						
		Software License		4	21.64	10-1110-310-05-110000
		General Supplies		4	30.00	10-1110-410-00-4
		gradebooks		4	79.85	10-1110-410-00-4
		Safety Deposit Box		9	55.00	10-2310-690-00-4
	6934	Kinder. nametags		4	125.43	10-1110-410-00-4
					<u>\$311.92</u>	
<b>Crescent Electric Supply Company</b>						
		Ballasts		9	210.60	20-2540-410-00-4
					<u>\$210.60</u>	
<b>Curriculum Associates LLC</b>						
	6939	2nd Gr. Everyday Writer		4	141.85	10-1110-410-00-4
					<u>\$141.85</u>	
<b>Dearborn Life Insurance</b>						
		Teachers - Life Insurance		29	6.32	10-1110-221-00-34-4
		SpEd Life Insurance		29	6.32	10-1220-221-00-311000-34-4
		Title 1 Teacher Salary		29	6.32	10-1250-221-30-430000-34-4
		Librarian - Life		29	3.16	10-2222-221-00-34-4
		Food Service Life		29	12.64	10-2560-221-32-34
		Technology Director (FTDEA)		29	3.16	10-2660-221-00-34
		Bus Driver Life		29	3.16	40-2550-221-00-34-4
		SpEd Life Insurance - Aides		29	22.12	10-1220-221-00-311000-34-4
					<u>\$63.20</u>	
<b>Design Mavens Architecture PLLC</b>						
		Capital Outlay - Maintenance Grant		4	1,443.75	60-2530-530-04
		Purchased Services		5	6,941.50	10-1110-310-01-110000
					<u>\$8,385.25</u>	
<b>DIGITAL COPY SYSTEMS LLC</b>						
		Staples		9	424.63	10-1110-414-00-4
		Copier Rental and Equipment		9	2,782.80	10-1110-325-00-4

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					<u>\$3,207.43</u>	
<b>Discovery Education</b>		Title 1 Instructional		9	8,640.00	10-1250-314-30-430000
					<u>\$8,640.00</u>	
<b>Domenighini, Megan</b>		Void Tuition Reimbursement		9191	(489.00)	10-1110-230-00-4
		Tuition Reimbursement		8191	440.10	10-1110-230-00-4
					<u>(\$48.90)</u>	
<b>Easter Seals Central Illinois</b>		June 2025 Tuition-Easter Seals		9	15,193.80	10-1912-670-00-300100-4
					<u>\$15,193.80</u>	
<b>ECRA Group Incorporated</b>		Strategic Dashboard		9	2,625.00	10-2310-640-00-4
		State Percentile Analysis		9	2,000.00	10-2310-640-00-4
					<u>\$4,625.00</u>	
<b>Educational League of Illinois</b>		Professional Development		4	130.00	10-2410-310-00
					<u>\$130.00</u>	
<b>Embrace Education</b>		Sp. Ed. Contracted Services		9	37.08	10-1220-310-00-300100-4
		Sp. Ed. Contracted Services		4	748.43	10-1220-310-00-300100-4
					<u>\$785.51</u>	
<b>EMS LINQ</b>		SDS Maintenance Agreement		4	12,990.47	10-2520-316-00-4
					<u>\$12,990.47</u>	
<b>ENTEC SERVICES, INC.</b>		RTU-1		9	4,391.21	20-2540-324-00-4
		AHU-106		9	230.00	20-2540-324-00-4
		CUH-102		4	1,196.76	20-2540-324-00-4
		VRF Head 3		4	1,714.88	20-2540-324-00-4
		Maintenance Contracts		9	818.92	20-2540-326-00-4
		Maintenance Contracts		4	664.42	20-2540-326-00-4
		Maintenance Contracts		4	154.50	20-2540-326-00-4
					<u>\$9,170.69</u>	
<b>Eric Armin Inc</b>		Jr High Math - Ermenputsch		4	431.10	10-1110-410-02
					<u>\$431.10</u>	
<b>ESI - CFR IL01</b>		Food Service Maint Contract		9	167.00	10-2560-310-01-4
5906		Metro Heating Cabinet		9	614.32	10-2560-323-32-4
6905		Trenton walk in freezer repair		4	3,885.30	10-2560-323-32-4
		Food Service Maint Contract		4	167.00	10-2560-310-01-4
					<u>\$4,833.62</u>	
<b>Foster, Erin</b>		Art- Foster		5	73.84	10-1110-410-02
10014						
					<u>\$73.84</u>	

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Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
<b>Frontline Technologies Group LLC</b>						
	6691	AESOP Processing Fee		9	4,861.42	10-2540-316-00-14
					<u>\$4,861.42</u>	
<b>Georgetown University as Edunomic</b>						
		Supt Prof Development		9	3,500.00	10-2321-310-00-4
					<u>\$3,500.00</u>	
<b>GFL Environmental</b>						
		Garbage		4	300.00	20-2540-321-00-4
					<u>\$300.00</u>	
<b>Hartter Interiors</b>						
	6920	Carpet Library		9	9,967.47	60-2530-530-03-4
					<u>\$9,967.47</u>	
<b>Heart Technologies Inc</b>						
		Chromebook lease		9	3,064.35	10-1110-325-01
		Chromebook lease		5	3,064.35	10-1110-325-01
		Chromebook lease		5	1,029.68	10-1110-325-01
					<u>\$7,158.38</u>	
<b>Heart Technologies</b>						
		Fire Alarm Monitoring		5	600.00	20-2540-310-01-4
		Horn Strobes		9	2,550.48	90-2530-319-00-4
		Mitel Head end phone system		4	12,485.84	10-1110-500-02-4
					<u>\$15,636.32</u>	
<b>Henricksen &amp; Company Inc</b>						
		Equipment		9	556.26	10-1110-500-01-4
		Equipment		9	62,132.38	10-1110-500-01-4
					<u>\$62,688.64</u>	
<b>I Know A Guy</b>						
		Building Repairs- main office		10	470.00	20-2540-320-00-4
		3 closets in classroom		4	4,500.00	60-2530-530-02-4
		3 closets in classroom		5	3,000.00	60-2530-530-02-4
					<u>\$7,970.00</u>	
<b>I.D.E.S</b>						
		Unemployment Insurance		21	2,504.13	80-2310-311-02
					<u>\$2,504.13</u>	
<b>IDEAL ENVIRONMENTAL</b>						
		Asbestos Inspection		9	550.00	80-2540-319-03
					<u>\$550.00</u>	
<b>ILLINOIS ASSOC OF SCHOOL ADMIN</b>						
		Supt. Dues & Fees		9	1,093.52	10-2321-640-00-4
					<u>\$1,093.52</u>	
<b>ILLINOIS ASSOC OF SCHOOL BOAR</b>						
		Board Dues & Fees		9	3,592.00	10-2310-640-00-4
		Boardbook Subscription		9	4,000.00	10-2310-640-00-4
		PRESS		9	1,055.00	10-2310-640-00-4
		Press Plus Add on		9	825.00	10-2310-640-00-4
		School Board Policies Online		9	2,625.00	10-2310-640-00-4

# Bills Payable List

Printed: 8/5/2025 5:01 PM  
 Metamora Com Cons Grade School Dist  
 Expense on Date: 7/1/2025 to 8/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$12,097.00</u>	
<b>Illinois Power Marketing</b>						
		Acct # 400001723708		9	62.75	10-2540-466-00-4
		Acct # 400001732907		9	177.35	10-2540-466-00-4
		Acct # 400001733918		9	11,758.40	10-2540-466-00-4
		Acct # 400001732907		4	14,455.73	10-2540-466-00-4
		Acct # 400001732907		4	385.05	10-2540-466-00-4
		Acct # 400001723708		4	77.33	10-2540-466-00-4
					<u>\$26,916.61</u>	
<b>Intech Innovations</b>						
		DC-21 Cameras		4	1,001.97	10-1110-410-05
					<u>\$1,001.97</u>	
<b>ISCorp</b>						
		Technology supplies		9	275.00	10-1110-410-05
		Technology supplies		4	275.00	10-1110-410-05
					<u>\$550.00</u>	
<b>IXL Learning</b>						
		July 2025 - July 2026		9	12,656.25	10-1110-411-00-4
					<u>\$12,656.25</u>	
<b>K &amp; T Disposal, Inc.</b>						
		Garbage		9	2,045.00	20-2540-321-00-4
					<u>\$2,045.00</u>	
<b>Kirby Foods Metamora</b>						
		General Supplies		4	39.92	10-1110-410-00-4
		Supplies - Custodial		9	53.97	20-2540-410-00-4
					<u>\$93.89</u>	
<b>Krasin, Ellen</b>						
10018Krasi		Sp. Ed. Classroom Supplies		5	50.33	10-1220-410-01-300100-4
					<u>\$50.33</u>	
<b>KS State Bank</b>						
		Bus Purchase		4	173,570.07	40-2550-550-01-110000-4
					<u>\$173,570.07</u>	
<b>Laser Electric</b>						
		Capital Outlay - Cap Imp.		9	8,890.00	60-2530-530-03-4
					<u>\$8,890.00</u>	
<b>Lexia Learning Systems LLC</b>						
		Software License		9	4,600.00	10-1110-310-05-110000
					<u>\$4,600.00</u>	
<b>Liminex Inc.</b>						
		GO Guardian Beacon Core		4	1,657.20	10-1110-310-05-110000
					<u>\$1,657.20</u>	
<b>Mansfield Power &amp; Gas LLC</b>						
		Natural Gas		9	817.30	20-2540-465-00
		Natural Gas		5	1,254.36	20-2540-465-00
		Natural Gas - transportation		9	4.71	20-2540-465-01
					<u>\$2,076.37</u>	

# Bills Payable List

Printed: 8/5/2025 5:01 PM  
 Metamora Com Cons Grade School Dist  
 Expense on Date: 7/1/2025 to 8/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
<b>Martin Sign Service, Inc.</b>						
		Installtaion of plaque		4	100.00	20-2543-324-00-4
		Outfield banners		4	1,400.00	20-2543-324-00-4
					<u>\$1,500.00</u>	
<b>McGraw Hill</b>						
6896		Textbooks/Instruction		10	516.69	10-1110-420-00-4
6925		Gr 2, 3, 4 Bundles		10	753.38	10-1110-410-00-4
6926		Spanish materials		9	813.81	10-1110-420-00-4
6926		Spanish materials		10	611.84	10-1110-420-00-4
6926		Spanish materials		10	1,593.22	10-1110-420-00-4
6896		Textbooks/Instruction		9	55,352.43	10-1110-420-00-4
6896		Textbooks/Instruction		9	8,033.11	10-1110-420-00-4
6896		Textbooks/Instruction		9	116.46	10-1110-420-00-4
6896		Textbooks/Instruction		9	3,928.32	10-1110-420-00-4
					<u>\$71,719.26</u>	
<b>Meridian Student Planners</b>						
6922		Planners		9	465.00	10-1110-410-00-4
6922		Planners		9	1,304.50	10-1110-410-00-4
					<u>\$1,769.50</u>	
<b>METAMORA GRADE SCHOOL ACTIV</b>						
		XC Meal		5	60.00	10-1611-32
					<u>\$60.00</u>	
<b>METAMORA, VILLAGE OF</b>						
		Sewer		9	117.59	20-2540-321-00-4
		Sewer		9	15.04	20-2540-321-00-4
		Sewer		5	15.04	20-2540-321-00-4
		Sewer - Transportation		5	15.04	20-2540-321-01-4
		Sewer - Transportation		9	15.04	20-2540-321-01-4
		Water		9	367.06	20-2540-370-00
		Water		9	37.83	20-2540-370-00
		Water		9	37.83	20-2540-370-00
		Water		5	37.83	20-2540-370-00
		Water-South Diamond		5	37.83	20-2540-370-00
		Water- Transportation		9	37.83	20-2540-370-01
		Water- Transportation		5	37.83	20-2540-370-01
		School Resource Officer		4	3,750.00	80-2365-319-03
		Sewer		5	57.62	20-2540-321-00-4
		Water		5	174.52	20-2540-370-00
		Water- North Diamond		5	37.83	20-2540-370-00
					<u>\$4,791.76</u>	
<b>Metamora-Germantown Hills Rotary</b>						
		Rotary		5	420.00	10-2321-640-00-4
					<u>\$420.00</u>	
<b>Mohawk USA LLC</b>						
		Chrombook Sleeves		9	1,432.87	10-1110-410-00-4
					<u>\$1,432.87</u>	
<b>MTCO</b>						

# Bills Payable List

Printed: 8/5/2025 5:01 PM

Metamora Com Cons Grade School Dist

Expense on Date: 7/1/2025 to 8/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		Internet Services		9	1,234.92	10-1110-340-00-4
		Internet Services		5	1,234.92	10-1110-340-00-4
		Telephone		9	425.31	10-2540-340-00-4
		Telephone		5	430.02	10-2540-340-00-4
					<u>\$3,325.17</u>	
<b>MTHS</b>		Spring Choir Concert		9	292.50	10-1500-640-22-4
					<u>\$292.50</u>	
<b>Nena Hardware Peoria</b>		Supplies - Custodial		9	142.45	20-2540-410-00-4
		Supplies - Custodial		9	80.47	20-2540-410-00-4
		Supplies - Custodial		9	39.11	20-2540-410-00-4
		Supplies - Custodial		5	102.33	20-2540-410-00-4
		Grounds Materials		9	55.58	20-2543-410-00-4
					<u>\$419.94</u>	
<b>NWEA</b>		Title 1 Assessments		4	14,833.50	10-2230-310-30
					<u>\$14,833.50</u>	
<b>ODP Business Solutions LLC</b>		Copy paper		5	462.85	10-1110-410-00-4
		Workroom		4	79.44	10-1110-410-00-4
		Copy paper		5	1,560.00	10-1110-410-00-4
		Supplies - Toner		4	197.27	10-1110-410-04-4
		Supplies - Toner		5	275.48	10-1110-410-04-4
					<u>\$2,575.04</u>	
<b>Ott, Tara</b>		Void Tuition Reimbursement	10-110	9217	(489.00)	10-1110-230-00-4
		Tuition Reimbursement	10-110	8217	399.00	10-1110-230-00-4
					<u>(\$90.00)</u>	
<b>Peck, Amanda</b>		Void Tuition Reimbursement		9191	(489.00)	10-1110-230-00-4
		Tuition Reimbursement		8191	399.00	10-1110-230-00-4
					<u>(\$90.00)</u>	
<b>Peoria County Regional Office of Ed</b>		Driver CCourse - Gibson		4	10.00	40-2550-310-00
					<u>\$10.00</u>	
<b>Personal Touch Service Solutions</b>		Cleaning Service		4	9,425.00	20-2540-322-01
					<u>\$9,425.00</u>	
<b>PLS 3rd Learning</b>		Supt Eval platform 2025-2026		9	1,890.00	10-2310-640-00-4
					<u>\$1,890.00</u>	
<b>PLTW</b>		General Supplies		9	950.00	10-1110-410-00-4
					<u>\$950.00</u>	
<b>R.J. Rhodes Electric Inc</b>						

# Bills Payable List

Printed: 8/5/2025 5:01 PM

Metamora Com Cons Grade School Dist

Expense on Date: 7/1/2025 to 8/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		Outlets Rm 1 & 5		9	950.00	20-2540-324-00-4
					<u>\$950.00</u>	
<b>Raptor Technologies</b>		Software License		9	850.00	10-1110-310-05-110000
					<u>\$850.00</u>	
<b>Regional Office Education #17</b>		ROE 17 Math Training		9	8,000.00	10-1110-300-00
					<u>\$8,000.00</u>	
<b>Regional Office of Education #35</b>		Food Service Dues & Fees		9	768.55	10-2560-641-32-4
					<u>\$768.55</u>	
<b>Regional Office of Education #53</b>		Refresher Gregait, Roley, Smith, Vogel		5	40.00	40-2550-310-00
		Refresher: BA, KB, DH, JL, DS, ES, MU, LD		4	80.00	40-2550-310-00
					<u>\$120.00</u>	
<b>Renaissance</b>		Accele Reader Subscription		9	1,460.00	10-1110-310-05-110000
					<u>\$1,460.00</u>	
<b>RICO, LLC</b>		lunch cards		5	245.00	10-1110-410-00-4
					<u>\$245.00</u>	
<b>Rochester 100 Inc</b>		Kinder Folders		4	154.00	10-1110-410-00-4
					<u>\$154.00</u>	
<b>School Specialty LLC</b>	10002	2nd Grade - Ratliffe		4	98.53	10-1110-410-02
	6931	Kindergarten Supplies Add'l		4	664.82	10-1110-410-00-4
					<u>\$763.35</u>	
<b>Schwartz Electric and Sign Co.</b>		Library lighting		4	8,923.00	20-2540-320-00-4
					<u>\$8,923.00</u>	
<b>SEL Integrations</b>		Restorative Practices		9	6,000.00	10-1110-300-00
					<u>\$6,000.00</u>	
<b>SHERWIN WILLIAMS</b>		Supplies - Custodial		4	316.42	20-2540-410-00-4
					<u>\$316.42</u>	
<b>Skyward, Inc</b>		Software License		9	5,538.00	10-1110-310-05-110000
					<u>\$5,538.00</u>	
<b>Smithereen Pest Management</b>		Extermination		9	45.00	20-2540-327-00-4
		Extermination		4	45.00	20-2540-327-00-4
					<u>\$90.00</u>	
<b>St Mary's School</b>						

# Bills Payable List

Printed: 8/5/2025 5:01 PM

Metamora Com Cons Grade School Dist

Expense on Date: 7/1/2025 to 8/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
		Softball St Mary Tournament		5	200.00	10-1500-640-57-4
					<u>\$200.00</u>	
<b>Stalker Sports Floor</b>						
		Gym Floor Frisk		9	1,450.00	60-2530-530-03-4
		Gym Floor Main		9	2,650.00	60-2530-530-03-4
					<u>\$4,100.00</u>	
<b>Stephens, Elizabeth</b>						
		Lowry, Bell, Vogel		5	12.00	40-2550-642-00-4
					<u>\$12.00</u>	
<b>Tazwood Athletic Conference</b>						
		Tazwood Dues		9	125.00	10-1500-640-55-4
		Tazwood Dues		9	125.00	10-1500-640-57-4
					<u>\$250.00</u>	
<b>Teacher Synergy LLC</b>						
10018		Sped Suarez		4	209.55	10-1220-410-01-300100-4
					<u>\$209.55</u>	
<b>TEACHERS HEALTH INS. SECURITY</b>						
		balance Teachers - TRIP		24	0.01	10-1110-221-00-5-4
		balance Teachers - TRIP		24	(0.03)	10-1110-221-00-5-4
		balance Teachers - THIS		24	(0.04)	10-1110-221-00-5-4
		balance Teachers - THIS		24	(0.03)	10-1110-221-00-5-4
		balance Teachers - This		24	(0.04)	10-1110-221-00-5-4
		balance Teachers - TRIP		24	0.01	10-1110-221-00-5-4
					<u>(\$0.12)</u>	
<b>TEACHERS RETIREMENT SYSTEM</b>						
		balance Teachers - TRS		24	0.02	10-1110-211-00-1-4
		balance Teachers - NEC		24	(0.03)	10-1110-211-00-1-4
		balance Teachers - NEC		24	(0.04)	10-1110-211-00-1-4
		balance Teachers - TRS		24	0.02	10-1110-211-00-1-4
		balance Teachers - NEC		24	(0.03)	10-1110-211-00-1-4
		balance Teachers - TRS		24	(0.01)	10-1110-211-00-1-4
		balance Teachers - TRS		24	(0.01)	10-1110-211-00-1-4
		balance Teachers - NEC		24	(0.04)	10-1110-211-00-1-4
					<u>(\$0.12)</u>	
<b>THE MUSIC SHOPPE INC.</b>						
		Cases		4	8.49	10-1500-410-24-4
		REvised new contract amount		4	9,063.00	10-1500-323-24-4
		Upkeep - Band Equipment		4	(9,193.00)	10-1500-323-24-4
		Band Supplies		4	45.05	10-1500-410-24-4
		Music Resale		9	8.49	10-1500-411-24-4
		Upkeep - Band Equipment		9	9,193.00	10-1500-323-24-4
		Cases		9	534.98	10-1500-410-24-4
		Music Resale		9	5.94	10-1500-411-24-4
		Music Resale		9	5.94	10-1500-411-24-4
		Music Resale		9	8.49	10-1500-411-24-4
		Music Resale		9	14.44	10-1500-411-24-4
		Music Resale		9	54.98	10-1500-411-24-4

# Bills Payable List

Printed: 8/5/2025 5:01 PM  
 Metamora Com Cons Grade School Dist  
 Expense on Date: 7/1/2025 to 8/31/2025

Vendor Name	P.O. Number	Description	Override	Batch #	Amount	State Account Number
					<u>\$9,749.80</u>	
<b>Tjaden, Madison</b>		mileage golf		5	147.49	10-1500-640-55-4
		Girls Athletics Dues & Fees		5	147.49	10-1500-640-57-4
		Boys Athletics Dues & Fees		10	164.92	10-1500-640-55-4
					<u>\$459.90</u>	
<b>UMB Bank</b>		Service Charge on Bonds		9	200.00	30-5400-640-00
					<u>\$200.00</u>	
<b>Unland Insurance &amp; Benefits</b>		Treasurer Bond		9	1,500.00	10-2310-385-00-4
		Notary - Bookkeeper		9	30.00	10-2310-385-00-4
		Commercial Property Insurance		9	51,069.00	80-2310-311-03
		Cyber Liability		9	5,017.00	80-2310-311-05
					<u>\$57,616.00</u>	
<b>Vista Learning NFP</b>	6892	Evaluwise teacher evaluation software		9	2,546.20	10-1110-310-05-110000
					<u>\$2,546.20</u>	
<b>VOGEL, WENDY</b>	6935	Kindergarten Supplies Add'l		4	320.77	10-1110-410-00-4
					<u>\$320.77</u>	
<b>Washington National Ins Co</b>		F. Frisk Health Insurance		9	20.30	10-2310-383-00-4
					<u>\$20.30</u>	
<b>WILLIAM MACGILL &amp; CO.</b>		School Nurse Supplies		9	779.91	10-2130-410-00
					<u>\$779.91</u>	
<b>WOODFORD COUNTY SPECIAL ED.</b>		Sp. Ed. Support - WCSEA - Cox		9	659.75	10-4120-314-00-310500-4
		Woodford Co. Sp. Ed. Tuition		9	5,739.86	10-4220-670-00-310500-4
		Black Partridge Program		9	9,000.26	10-4220-670-00-310500-4
		Sp. Ed. Support - WCSEA Gary		9	55.68	10-4120-314-00-310500-4
					<u>\$15,455.55</u>	
<b>Zevitz Student Accident Insurance S</b>		Student Accident Insurance		9	3,240.00	80-2310-311-06
					<u>\$3,240.00</u>	
<b>Zoobean Inc</b>	6941	Software License		4	1,500.00	10-1110-310-05-110000
					<u>\$1,500.00</u>	
<b>Report Total</b>					<u><u>\$792,727.53</u></u>	

- C. Treasurer's Report
- D. Financial Report



# ISDLAF+ Monthly Statement

Metamora C.C.S.D. #1

**Please Note:**

THE FUND WILL BE CLOSED SEPTEMBER 1ST IN OBSERVANCE OF THE LABOR DAY HOLIDAY

## Activity Summary (IL01-11327-0101) General Fund

7/1/2025 - 7/31/2025

Investment Pool Summary	LIQ	MAX
Beginning Market Balance	\$1,175.48	\$900.97
Dividends	\$4.32	\$3.10
Purchases	\$0.00	\$0.00
Redemptions	\$0.00	\$0.00
Ending Market Balance	\$1,179.80	\$904.07
Average Monthly Rate	4.208%	4.230%
NAV / Share Price	\$1.000	\$1.000
<b>Total</b>	<b>\$1,179.80</b>	<b>\$904.07</b>

<b>Total Fixed Income</b>	<b>\$1,650,000.00</b>
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<b>Account Total</b>	<b>\$1,652,083.87</b>
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**Your Representative(s)**

**Matt Pitstick**

(630) 657-6433

mpitstick@pmanetwork.com

*Representatives are associated with PMA Securities, LLC*

**Metamora C.C.S.D. #1**  
815 E Chatham  
Metamora, IL 61548-0552



**PMA Financial Network**  
2135 CityGate Lane, 7th Floor  
Naperville, IL 60563



# ISDLAF+ Monthly Statement

Metamora C.C.S.D. #1

## Transaction Activity (IL01-11327-0101) General Fund

LIQ 7/1/2025 - 7/31/2025

Transaction	Trade Date	Settle Date	Description	Redemption	Purchase	NAV / Share Price	Shares this Transaction
	07/31/2025	07/31/2025	Total Dividend Reinvestment	\$0.00	\$4.32	\$1.000	4.320
				<b>\$0.00</b>	<b>\$4.32</b>		<b>4.320</b>

Beginning Market Value: \$1,175.48 | Ending Market Value: \$1,179.80



# ISDLAF+ Monthly Statement

Metamora C.C.S.D. #1

## Transaction Activity (IL01-11327-0101) General Fund

MAX 7/1/2025 - 7/31/2025

Transaction	Trade Date	Settle Date	Description	Redemption	Purchase	NAV / Share Price	Shares this Transaction
	07/31/2025	07/31/2025	Total Dividend Reinvestment	\$0.00	\$3.10	\$1.000	3.100
				<b>\$0.00</b>	<b>\$3.10</b>		<b>3.100</b>

Beginning Market Value: \$900.97 | Ending Market Value: \$904.07



Current Portfolio

7/31/2025

Type	Code	Holding Id	Trade Date	Settle Date	Maturity Date	Description	Cost	Rate	NAV / Share Price	Face/Par	Market Value
LIQ				07/31/2025		LIQ Account Balance	\$1,179.80	4.208%	\$1.000	\$1,179.80	\$1,179.80
MAX				07/31/2025		MAX Account Balance	\$904.07	4.230%	\$1.000	\$904.07	\$904.07
CD	N	1377741-1	04/09/2025	04/09/2025	04/08/2026	First Pryority Bank, OK	\$240,200.00	3.992%		\$249,762.00	\$240,200.00
CD	N	1377743-1	04/09/2025	04/09/2025	04/08/2026	T Bank, National Association, TX	\$240,200.00	3.981%		\$249,737.18	\$240,200.00
CD	N	1377738-1	04/09/2025	04/09/2025	04/08/2026	Cornerstone Bank, NE	\$239,900.00	4.127%		\$249,773.55	\$239,900.00
CD	N	1377739-1	04/09/2025	04/09/2025	04/08/2026	Solera National Bank, CO	\$210,000.00	3.935%		\$218,240.86	\$210,000.00
CD	N	1377740-1	04/09/2025	04/09/2025	04/08/2026	NorthEast Community Bank, NY	\$240,200.00	3.969%		\$249,707.42	\$240,200.00
CD	N	1377742-1	04/09/2025	04/09/2025	04/08/2026	State Bank of Texas, TX	\$239,200.00	3.943%		\$248,604.62	\$239,200.00
CD	N	1377744-1	04/09/2025	04/09/2025	04/08/2026	Veritex Community Bank, TX	\$240,300.00	3.871%		\$249,575.56	\$240,300.00
							<b>\$1,652,083.87</b>			<b>\$1,717,485.06</b>	<b>\$1,652,083.87</b>

Time and Dollar Weighted Average Portfolio Yield: 3.975%

Weighted Average Portfolio Maturity: 251.00 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments.

Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
LIQ	0.071%	\$1,179.80	LIQ Account
MAX	0.055%	\$904.07	MAX Account
CD	99.874%	\$1,650,000.00	Certificate of Deposit

Index

**Cost** is comprised of the total amount you paid for the investment (including any fees and commissions) plus any reinvested dividends.

**Rate** is the average monthly yield for pool investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

**Face/Par** is the amount received at maturity for fixed rate investments or the balance at statement date for pool investments.

**Market Value** reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost" for fixed term investments or the balance at statement date for pool investments.

**Deposit Codes**

N	Single FEIN
---	-------------

## ISDLAF+ MONTHLY STATEMENT DISCLAIMER

Securities and municipal advisory brokerage services (investments purchased with proceeds from a municipal securities issuance), and investments cleared through our clearing firm, Pershing LLC, are offered through PMA Securities, LLC, a broker-dealer and municipal advisor registered with the SEC and MSRB, and a member of FINRA and SIPC. All other products and brokerage services are generally provided by PMA Financial Network, LLC. Thus, certificates of deposit ("CD"), savings deposit accounts ("SDA") and commercial paper ("CP") may be executed through either PMA entity, as applicable, depending on whether the investment was purchased with proceeds derived from the issuance of municipal securities. PMA Securities, LLC and PMA Financial Network, LLC are operated under common ownership and are affiliated with PMA Asset Management, LLC.

### Fixed Rate Investment Activity

This section shows all of the fixed term investments purchased and sold, maturities, interest received, and activity. This will include all CD, SDA, CP, securities and money market funds purchased through PMA Financial Network, LLC or PMA Securities, LLC as applicable. It also shows the approximate market value of each security and DTC CD whose price is obtained from an independent source believed to be reliable. However, PMA cannot guarantee their accuracy. This data is provided for informational purposes only. Listed values should not be interpreted as an offer to buy or sell at a specific price. Other CDs and CP are listed at their original cost. Redemption of a CD prior to maturity may result in early withdrawal penalties. Market values are based on the last day of the month for which this report date range is ending. If the run date of this report is prior to the end of the current month, the market values are listed as equivalent to the cost values.

### ISDLAF+ Activity

This section shows all of the client's transactions in ISDLAF+. The Average Rate represents the average net interest rate over the previous month which is then annualized. Information regarding the ISDLAF+ investment objectives, risks, charges and expenses can be found in the ISDLAF+ Information Statement, which can be obtained at [www.iasbop2p.org/isdlaf/home](http://www.iasbop2p.org/isdlaf/home) or by calling PMA at the phone number listed. An investment in any series of ISDLAF+ is not a deposit of any bank, and is neither insured nor guaranteed by the Federal Deposit Insurance Corporation, the U.S. Government, any state governmental agency or ISDLAF+. Investors could lose money investing in any series of ISDLAF+, and there can be no assurance that any series of ISDLAF+ that seeks to maintain a stable net asset value of \$1.00 per share will be able to do so.

### Money Market Fund

The Rate shown for the money market fund represents the average net interest rate over the previous month which is then annualized. Information regarding the money market fund's investment objectives, risks, charges and expenses can be found in the money market fund's prospectus, which can be obtained by calling PMA at the phone numbers listed. The performance data featured represents past performance, which is no guarantee of future results. Investment returns will fluctuate. Current performance may be higher or lower than the performance data quoted. Please call PMA for the most recent performance figures.

The performance data featured represents past performance, which is no guarantee of future results. Investment returns will fluctuate. Current performance may be higher or lower than the performance data quoted. Please call PMA for the most recent performance figures.

### Additional Disclosures

All funds, and/or securities are located and safe kept in an account under the client's name at their custodial bank. Any non-DTC CD listed is located in the client's name at the respective bank. Any money market fund shares are held directly with the money market fund. It is recommended that any oral communications be re-confirmed in writing to further protect your rights, including rights under the Securities Investor Protection Act.

### Debt Securities

Some debt securities are subject to redemption prior to maturity. In the event of a partial or whole call of a security, the securities call will be automatically selected on a random basis as is customary in the securities industry. The probability that your securities will be selected is proportional to the amount of your holdings relative to the total holdings. Redemption prior to maturity could affect the yield represented. Additional information is available upon request.

A financial statement of PMA Securities, LLC is available for inspection at its office or a copy will be mailed to you upon written request.

**PLEASE ADVISE PMA AND OUR CLEARING FIRM, PERSHING LLC, IMMEDIATELY OF ANY INACCURACY OR DISCREPANCY ON YOUR STATEMENT. FOR A CHANGE OF ADDRESS OR QUESTIONS REGARDING YOUR ACCOUNT, PLEASE NOTIFY YOUR PMA REPRESENTATIVE. ANY ORAL COMMUNICATIONS SHOULD BE RE-CONFIRMED IN WRITING.**

#### How to Contact PMA

Please call (630) 657-6400 or write to us at PMA, 2135 CityGate Lane, 7th Floor, Naperville, Illinois 60563.

#### How to Contact Pershing, LLC

Please call (201) 413-3330 or write to Pershing, LLC, One Pershing Plaza, Jersey City, New Jersey, 07399

PMA Securities, LLC provides the following items of information pursuant to the Financial Industry Regulatory Authority ("FINRA") Rule 2267. (1) The FINRA BrokerCheck Hotline Number is 1-800-289-9999; (2) The FINRA Web site address is: [www.finra.org](http://www.finra.org); and (3) FINRA publishes an investor brochure that includes information describing the FINRA BrokerCheck Program. This brochure is available by contacting FINRA at the above telephone number or on the FINRA website. PMA Securities, LLC is also registered as a municipal securities dealer and municipal advisor with the U.S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board (MSRB). The MSRB website address is [www.msrb.org](http://www.msrb.org). Investor brochures relating to municipal securities firms and municipal advisory firms are available and posted on the website of the MSRB that describe the protections that may be provided by the MSRB rules and how to file a complaint with an appropriate regulatory authority.



# Itemized Categories

6/30/2017 through 8/5/2025

8/5/2025

Page 1

Date	Account	Num	Description	Memo	Amount
<b>INCOME</b>					<b>865,997.30</b>
	5th Grade Coin Wars Income				2,107.27
	8th Grade Class, Field Trip Income				24,403.82
	Art Commotion Income				20,724.19
	Bank Charge Income				206.29
	Book Fair Income				18,948.28
	Boy's Baseball Income				9,115.00
	Boy's Basketball Income				10,256.00
	Cheerleaders Income				81,655.67
	Chorus Income				5,583.00
	Cross Country Income				12,491.59
	Girl's Basketball Income				2,886.20
	Girl's Softball Income				815.10
	Golf Income				1,000.00
	Kdg Trips Income				700.00
	Lego Club Income				118.00
	Math Counts Income				627.50
	Newspaper Income				1,487.80
	PE Income				4,065.00
	Playground Income				159,876.86
	Pom Pon Income				13,324.73
	PTO Income				352,412.81
	Redbird Boosters Income				26,475.62
	Roley Service Project Income				954.50
	Scholastic Team Income				340.00
	Snack Donation Income				200.00
	Snacks & Smiles Income				617.45
	Speech Literary Income				3,993.97
	Student Council Income				40,640.59
	Sunshine Fund Income				43,292.38
	Target, Kroger Rebate Income				6,783.90
	Tjaden 6th Grade Math Income				1,000.00
	Track (Boys And Girls) Income				1,403.37
	Ukuelle Club Income				27.00
	Unified Redbirds Income				2,165.91
	Volleyball Income				2,751.00
	water fund				0.00
	Yearbook Income				12,546.50
<b>EXPENSES</b>					<b>-779,928.05</b>
	Uncategorized				0.00
	1st Grade Trip				0.00
	2nd Grade Trip				0.00
	3rd Grade Trip				0.00
	4th Grade Trip				0.00
	5th Grade Coin Wars				-1,716.30
	5th Grade PNC Grant				0.00
	5th Grade Trip				0.00
	6th Grade Trip				0.00
	7th Grade Trip				0.00
	8th Grade Class, Field Trip				-20,981.62

## Itemized Categories

6/30/2017 through 8/5/2025

8/5/2025

Page 2

Date	Account	Num	Description	Memo	Amount
	8th Grade Field Trips				0.00
	8th grade Science Fund				0.00
	Art Commotion				-18,403.23
	Bank Charge				-324.79
	Blakesly Memorial Fund				0.00
	Book Fair				-14,948.93
	Boy's Baseball				-7,513.32
	Boy's Basketball				-9,327.00
	Character Education				0.00
	Cheerleaders				-76,213.07
	Chess Club				0.00
	Chorus				-4,505.50
	Cross Country				-8,856.60
	Diversity Fair				0.00
	Donna Shifeling Memorial				0.00
	Erin's Law				0.00
	Galeen Driscoll Memorial				0.00
	Girl's Basketball				-973.48
	Girl's Softball				-744.33
	Graduation				0.00
	Jacobs-Private Donation				0.00
	Jean's Donation				0.00
	Jr High Incentives				0.00
	Kdg Trips				-700.00
	Math Counts				-387.50
	Misc.				0.00
	Miscellaneous				0.00
	Paper Machine				0.00
	PE				-3,820.65
	Playground				-157,070.86
	Pom Pon				-11,506.99
	PTO				-328,705.92
	Reading - AW				0.00
	Reading Program				0.00
	Recycling Program				0.00
	Redbird Boosters				-12,707.47
	Roley Service Project				-954.50
	Scholastic Team				-4.36
	SESS				0.00
	Simpsons Stem Group				0.00
	Snack Donation				-185.66
	Snacks and Smiles				-150.93
	Speech Literary				-3,330.22
	Student Council				-34,783.48
	Summer School Scholarship				0.00
	Sunshine Fund				-42,461.89
	Target, Kroger Rebate				-4,261.49
	Taylor Rudd Memorial				0.00
	Technology-chromebook Repair				0.00
	Technology-chromebooks				0.00
	Tjaden 6th Grade Math				-996.43
	Track (Boys And Girls)				-1,218.24

# Itemized Categories

6/30/2017 through 8/5/2025

8/5/2025

Date	Account	Num	Description	Memo	Amount
			<b>Unified Redbirds</b>		-780.40
			<b>Volleyball</b>		-2,439.57
			<b>Wood-private Donation</b>		0.00
			<b>Yearbook</b>		-8,953.32
				<b>OVERALL TO...</b>	<b>86,069.25</b>



- F. Destruction of Executive Session Audio Recordings Older than 18 Months
- 7 **Information Items**
  - A. **Administrative Reports**
    - 1. K-4 Principal Report



**METAMORA GRADE SCHOOL**  
**TIM DAMERY - K-4 PRINCIPAL**

815 EAST CHATHAM ST.  
METAMORA, IL 61548  
[tdamery@mgsredbirds.org](mailto:tdamery@mgsredbirds.org)  
309-367-2361



**BOARD OF EDUCATION REPORT**

August 7, 2025

**Academic Growth**

- [Spring Map Growth Results](#) - Excellent Growth from Fall to Spring
- MTSS/RtI Planning Team Update
- IAR Scores - Preliminary Reports Received on July 29th. Final results not available.

**Engaging Learning Environments**

- Class List posted on Aug 1.
- Teacher Inservice Trainings Related to Small Group Instruction/Station Rotation Model.

**Social Emotional/Wellness**

- SEL Team meet on July 29th.
- 2025-2026 - Restorative Practices Training - SEL Team on July 28th.
- Beginning of year assembly

**Community Engagement**

- Back to School Night - Monday, August 11.
- Kiwanis St. Jude volunteering to serve lunch on Aug. 2.







# METAMORA GRADE SCHOOL

**BEN DIRKS - 5-8 PRINCIPAL**

815 EAST CHATHAM ST.

METAMORA, IL 61548

[bdirks@mgsredbirds.org](mailto:bdirks@mgsredbirds.org)

309-367-2361



## BOARD OF EDUCATION REPORT

August 14, 2025

### Academic Growth

- Preliminary results from the 2024-25 year IAR test are out. Mr. Damery and I will be looking at the data and waiting for final results to be released.
- Our MTSS team of Administrators, teachers, and support staff are working to finalize our Multi-tiered Support System (MTSS) in order to better support all students more successfully at MGS. We will present the plan to the staff during the beginning of the year staff meetings.

### Engaging Learning Environments

- Jr. High schedules are completed for the upcoming school year.
- Teacher in-service training on August 11 and 12.

### Social Emotional/Wellness

- SEL team participated in training on Restorative Practices. We will have part two of this training in December in order for our SEL team to train our staff on Restorative Practices.
- SEL team participated in a work day to modify existing programs and plan for the upcoming school year.

### Community Engagement

- Kiwanis provided and served lunch to runners from the Metamora to Peoria St. Jude run on August 2.
- Back to School Night August 11, 2025.







## August 2025 Superintendent Report

### Strategic Pillar 2: Engaging Learning Environment

As of July 31, only 230 students have been officially registered. That number typically ramps up the first week of August. There was no increase in registration fees. We've had 20 new students register.

### Strategic Pillar 4: Facilities & Operations

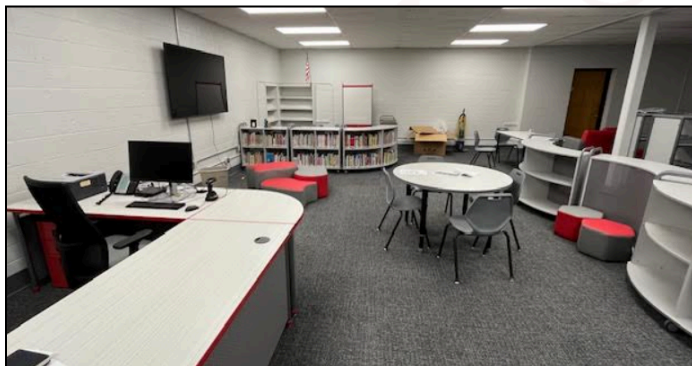
#### Tentative Budget–

In preparing this year's budget, the 15 cent increase to the Ed Fund will be reflected for the first time. That in conjunction with the EAV increase will provide a much needed \$600,000 boost to the Ed Fund. As mentioned in earlier meetings, that Ed Fund levy increase will not be an annual ask, meaning the levy will not increase by another 15 cents next year and each additional year, but was planned as a fractional increase of the 79 cents available in the levy to operate until our Working Cash Bonds are retired in 2030.

#### Facility Projects–

Progress has been made on the north parking lot (pictured on right). The picture below shows the first phase of library furniture that was delivered. The final shelving units are expected to be installed and filled with books before the first day of school.

In other projects, upgrading lighting is being installed in the new gym foyer, multipurpose room and Frisk Gym. Incentives from Ameren are being used to offset the cost of the project. Upon completion of that project, every light at MGS will have been upgraded within the past four years.



- B. Bus Driver Shortage
- C. Finance Committee Meeting Summary

# Finance Agenda

## August 7, 5:15 pm

### I. Roll Call

### II. Review Tentative Budget

#### A. Revenue

#### B. Expenses

#### C. Notable changes

##### 1. Ed Fund

a) +\$610k via Tax Levy

b) +\$300k?? EBF

c) Title Funds (Federal)

(1) -20k less in Title 1;

(2) -\$25k in Title 2 (eliminated)

(3) -30k less in IDEA Flowthrough

d) WCSEA Billing

e) Risk Management Plan

##### 2. Operations & Maintenance

a) Electricity

(1) Current kWh's

(2) Solar PPA

b) Natural Gas

##### 3. Transportation

a) -100k in transportation;

b) -30k in SpEd transportation

### III. Health Insurance Updates

### IV. Evidence Based Funding

- MGS is Tier 1 (furthest from adequacy). 50% of all funding goes to tier 1 schools. Tier 1 schools also get most of tier 2 funding (a second bite of the apple).
- The security that comes with EBF is the base funding minimum—more so than the adequacy level. We're guaranteed a base funding minimum and a share of the tier funding—we're just not sure how large of a share.
- Below is what we received in Tier funding since EBF began. We became Tier 1 in FY 23.  
FY 20 +\$ 30,000  
FY 21 +\$ 35,000  
FY 22 +\$ 45,000  
FY 23 +\$113,000

FY 24 +\$207,000 (\$2,159,884)  
 FY 25 +\$295,286 (\$2,455,171)  
 FY 26 +\$131,913 (\$2,587,084)

<b>District Name</b>		<b>District Type</b>
METAMORA C C SCH DIST 1		Elementary
<b>Average Student Enrollment</b>		<b>Adequacy Target</b>
815.20		\$10,493,442.99
<b>Final Resources</b>	<i>Final Resources / Adequacy Target = Percent of Adequacy</i>	<b>Percent of Adequacy</b>
\$7,698,754.69		73%
<b>Tier Assignment</b>		<b>Tier Funding</b>
1	<i>Base Funding Minimum</i>	\$131,913.64
<b>Base Funding Minimum</b>	<i>+ Tier Funding = Gross State Contribution</i>	<b>Gross State Contribution</b>
\$2,455,171.28		\$2,587,084.92

**V. Working Cash Fund Balance & Projections**

End of FY	Working Cash Balance-
2022	\$ 550,000
2023	\$3,751,662
2024	\$2,941,902
2025	\$2,166,771
2026	\$1,500,000
2027	\$1,100,000
2028	\$800,000
2029	\$500,000
2030	\$200,000 Last bond payment**

**VI. Adjourn**

8 **Discussion Items**  
A. PRESS Updates

40

# 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)

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### **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*

### **2:80 Board Member Oath and Conduct**

Each School Board member, before taking his or her seat on the Board, shall take the following oath of office:

**I, (name), do solemnly swear** (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Metamora CCSD 1, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

**I further swear** (or affirm) that:

**I shall respect** taxpayer interests by serving as a faithful protector of the School District's assets;

**I shall encourage** and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

**I shall recognize** that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting;

**I shall abide** by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels;

**As part of the Board of Education**, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;

**I shall foster** with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Metamora CCSD 1;

**I shall assist** in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

**I shall strive** to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

**I shall serve** as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Metamora CCSD 1; and

**I shall strive** to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

The Board President will administer the oath in an open Board meeting; in the absence of the President, the Vice President will administer the oath. If neither is available, the Board member with

the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards (Code)*. [PRESSPlus1](#) A copy of the *Code* shall be displayed in the regular Board meeting room. [Q1](#)

LEGAL REF.:

[105 ILCS 5/10-16.5.](#)

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification), 2:50 (Board Member Term of Office), [2:60 \(Board Member Removal from Office\)](#), 2:100 (Board Member Conflict of Interest), 2:105 (Ethics and Gift Ban), 2:210 (Organizational School Board Meeting)

[ADOPTED: March 17, 2022](#)

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## Questions and Answers:

\*\*\*Required Question 1. The School Code does not specifically address what happens when board members violate their oath of office, nor does it create an opportunity to take legal action for such violations. *Collins v. Bd. of Educ. of North Chicago Comm. Unit Sch. Dist. 187*, 792 F.Supp.2d 992 (N.D.Ill. 2011). **Consult the board attorney for guidance when considering any type of disciplinary action or sanction against a board member.**

Depending on the situation, a board self-evaluation or private one-on-one meetings with a board member may be appropriate to address an issue relating to board member behavior (for a list of IASB workshops, see [www.iasb.com/conference-training-and-events/training/workshops/](http://www.iasb.com/conference-training-and-events/training/workshops/)). When a board member's violation of the oath of office also constitutes a willful failure to perform his or her official duties, the board may request the regional superintendent to remove the member from office. See sample policy 2:60, *Board Member Removal from Office*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), at footnote 2, for further discussion. A board member whose conduct violates conflict of interest laws may also be subject to criminal liability and removal from office. See sample policy 2:100, *Board Member Conflict of Interest*, and its footnotes, for additional information. In consultation with the board attorney, a board may also consider other actions to address a member's violation of the oath of office, such as publicly censuring a member. *Houston Comm. College System v. Wilson*, 595 U.S. 468 (2022) (holding that a college board of trustees did not violate a trustee's First Amendment rights when it adopted a resolution censuring him for "reprehensible" conduct). Other sanctions may be also warranted, depending on the facts. For example, in *Earnest v. Jasper Cty. Comm. Unit Sch. Dist. No. 1*, 371 F.Supp.3d 459 (S.D.Ill 2019), a court held a board member was not deprived of his liberty interest under the 14th Amendment when the board limited his access to confidential board packet information after it found the board member shared confidential personnel and student information with members of the public.

To encourage appropriate conduct, boards may wish to have their policy express potential consequences for violating the oath of office or the *Code of Conduct for Members of School Boards*. Such boards may add the following sentence to the end of this policy:

"A board member who fails to abide by the oath of office or the *Code* may be subject to action by the Board, including, but not limited to, formal censure and/or referral to the Regional Superintendent for

removal from office under Board policy 2:60, *Board Member Removal from Office.*"

Has the Board adopted this policy to include the optional sentence shown above?

No. (Default)

Yes. (For districts in suburban Cook County, IASB will replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director.")

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### **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 119, June 2025**

## *Document Status: Draft Update*

### **2:130 Board-Superintendent Relationship**

The School Board directs, through policy, the Superintendent in his or her charge of the administration of the District by delegating its authority to operate the District and provide leadership to staff. The Board employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law.

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide ~~general~~ [PRESSPlus1](#) direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

LEGAL REF.:

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

CROSS REF.: 3:40 (Superintendent)

~~ADOPTED: March 17, 2022~~

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 2025**

## Document Status: Draft Update

### 2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or its agents have violated his or her rights guaranteed by the [State](#) or federal [Constitution](#), State or federal statute, or Board policy, or 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 gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager 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 of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days 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 by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days 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 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: Title IX Coordinator:**

Dr. Benjamin Lee

Ben Dirks

815 E. Chatham St.,

815 E. Chatham St.,

Metamora, IL 61548

Metamora, IL 61548

[blee@mgsredbirds.org](mailto:blee@mgsredbirds.org)

[bdirks@mgsredbirds.org](mailto:bdirks@mgsredbirds.org)

(309) 367-2361

(309) 367-2361

**Complaint Managers:**

Tim Damery

Lisa DeVore

815 E. Chatham St.,

815 E. Chatham St.,

Metamora, IL 61548

Metamora, IL 61548

[tdamery@mgsredbirds.org](mailto:tdamery@mgsredbirds.org)

[ldevore@mgsredbirds.org](mailto:ldevore@mgsredbirds.org)

(309) 367-2361

(309) 367-2361

**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)

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## **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**

## Document Status: Draft Update

### 2:220-E2 Exhibit - Motion to Adjourn to Closed Meeting

#### Motion to Adjourn to Closed Meeting

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

A motion was made by \_\_\_\_\_, and seconded by \_\_\_\_\_, to adjourn to closed meeting to discuss:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor, or a volunteer of the District or against legal counsel for the District to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. [5 ILCS 120/2\(c\)\(1\)](#); amended by P.A. 101-459
- Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. [5 ILCS 120/2\(c\)\(2\)](#).
- The selection of a person to fill a public office, including a vacancy in a public office, when the District is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the District is given power to remove the occupant under law or ordinance. [5 ILCS 120/2\(c\)\(3\)](#).
- Evidence or testimony presented in open hearing, or in closed hearing where authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision with its determinative reasoning. [5 ILCS 120/2\(c\)\(4\)](#).
- Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. [5 ILCS 120/2\(c\)\(4.5\)](#), added by P.A. 103-311. [PRESSPlus1](#)
- The purchase or lease of real property for the use of the District, including meetings held for the purpose of discussing whether a particular parcel should be acquired. [5 ILCS 120/2\(c\)\(5\)](#).
- The setting of a price for sale or lease of property owned by the District. [5 ILCS 120/2\(c\)\(6\)](#).
- The sale or purchase of securities, investments, or investment contracts. [5 ILCS 120/2\(c\)\(7\)](#).

- Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. [5 ILCS 120/2\(c\)\(8\)](#).
- Student disciplinary cases. [5 ILCS 120/2\(c\)\(9\)](#).
- The placement of individual students in special education programs and other matters relating to individual students. [5 ILCS 120/2\(c\)\(10\)](#).
- Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. [5 ILCS 120/2\(c\)\(11\)](#).
- The establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool of which the District is a member. [5 ILCS 120/2\(c\)\(12\)](#).
- Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the District is a member. [5 ILCS 120/2\(c\)\(16\)](#).
- Discussion of minutes of meetings lawfully closed, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. [5 ILCS 120/2\(c\)\(21\)](#).
- Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. [5 ILCS 120/2\(c\)\(29\)](#).

**Closed Meeting Roll Call:**

"Yeas"	"Nays"
--------	--------

**Motion:**  Carried  Failed

**DATED:** March 17, 2022

**PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. **Issue 113, October 2023**

# Document Status: Draft Update

## 2:220-E4 Exhibit - Open Meeting Minutes

[PRESSPlus1](#)

### Meeting Minutes Protocol

1. Meeting minutes are the permanent record of the proceedings during a School Board meeting. All Board action must be recorded in the minutes; thus, the minutes focus on Board action.
2. The minutes only include information provided at the meeting. Information may not be corrected or updated in the minutes unless it was discussed at the meeting.
3. Minutes include a summary of the Board's discussion on an agenda topic; the minutes do not state what is said verbatim. The minutes do not repeat the same point made by different individuals. If appropriate, the minutes include a brief background and an explanation of the circumstances surrounding an issue discussed. The minutes do not include the names of Board members making specific points during discussion. Requests from individual Board members to include their vote or an opinion in the minutes [PRESSPlus2](#) are handled according to Board policy 2:220, *School Board Meeting Procedure*.
4. The minutes include the topic of reports that are made to the Board including reports from the Superintendent or a Board committee. Written reports are filed with the minutes but do not become part of the minutes.
5. The minutes note when a member is not present for the entire meeting due to late arrival and/or early departure.
6. Although items may be considered by the Board in a different order than appeared on the agenda, items in the minutes are generally recorded in the same order as they appeared on the agenda. When a meeting is reconvened on a different date, the minutes must describe what happened on each meeting date.
7. The minutes should be recorded in an objective but positive/constructive tone. Answers and explanations, rather than questions, are recorded. Writing style, including choice of words and sentence structure, is at the discretion of the individual recording the minutes.
8. The minutes include individuals' names who speak during the meeting's public participation segment as well as the topics they address. All written documents presented at a Board meeting are filed with the minutes but do not become part of the minutes.
9. The following template generally governs meeting minutes.

### Open Meeting Minutes

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

Type of meeting:  Regular  Special  Reconvened or rescheduled  Emergency

Name of person taking the minutes: \_\_\_\_\_

Name of person presiding: \_\_\_\_\_

name of person presiding. \_\_\_\_\_

Members in attendance:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Members absent:

- 1.
- 2.
- 3.

Members in attendance remotely (by audio or video conference):

- 1.
- 2.
- 3.

### Approval of Agenda

List any items removed from the consent agenda:

Motion made by: \_\_\_\_\_

Motion:  To approve

To add items as follows: *(No action may be taken on new agenda items.)*

Motion seconded by: \_\_\_\_\_

Action:  Passed  Failed

### Approval of Previous Meeting Minutes *(Needed only if this item is not on the consent agenda.)*

Minutes from the Board meeting held on: \_\_\_\_\_

Motion made by: \_\_\_\_\_

Motion:  To approve

To approve subject to incorporation of the following amendment(s):

Motion seconded by: \_\_\_\_\_

Action:  Passed  Failed

### Approval of Items on Consent Agenda *(This may include expense advancements, reimbursements, and/or purchase orders regulated by the Local Government Travel Expense Control Act (see Board policies 2:125, Board Member Compensation; Expenses, and 5:60, Expenses)*

Summary of discussion:

Motion to approve the consent agenda made by: \_\_\_\_\_

Motion seconded by: \_\_\_\_\_

Roll Call: *(Needed when consent agenda contains an item involving the expenditure of money.)*

"Yeas"

"Nays"

Action:  Passed  Failed

**Public Comments** *(Reproduce this section for each individual making a comment.)*

The following individual appeared and commented on the topic noted below: *(Include the title of any documents presented to the Board.)*

Name: \_\_\_\_\_

Topic:

**Remaining Agenda Items** *(Reproduce this section for each agenda item.)*

Agenda item:

Summary of discussion:

Motion made by: \_\_\_\_\_

Motion to:

Motion seconded by: \_\_\_\_\_

Action:  Passed  Failed

*(If a roll call vote occurred, record the vote of individual Board members.)*

"Yeas"

"Nays"

**If Applicable, Approval of Motion to Adjourn to Closed Meeting** *(Insert exhibit 2:220-E2, Motion to Adjourn to Closed Meeting.)*

**Approval of Motion to Adjourn**

Motion to adjourn made by: \_\_\_\_\_

Motion seconded by: \_\_\_\_\_

Action:  Passed  Failed

Time of adjournment: \_\_\_\_\_

### Post-Meeting Action

Date minutes approved: \_\_\_\_\_

Date minutes were available for public inspection: \_\_\_\_\_

Date minutes were posted on District website: \_\_\_\_\_

~~DATED: March 17, 2022~~

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### PRESSPlus Comments

PRESSPlus 1. The footnote information previously included above within a popup note has been deleted. Footnotes are not intended to be included in an adopted policy and/or implemented board exhibit. Up-to-date footnote information can be found by viewing the Policy Reference Manual samples available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 119, June 2025**

PRESSPlus 2. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 2025**

## Document Status: Draft Update

### 2:220-E6 Exhibit - Log of Closed Meeting Minutes

The purpose of this log is to facilitate the Board's semi-annual review of closed meeting minutes. *Semi-annual* means every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the board. [5 ILCS 120/2.06\(d\)](#), amended by P.A. 102-653. See 2:220-E5, *Semi-Annual Review of Closed Meeting Minutes*.

The Board Secretary or Recording Secretary shall maintain a list of closed meeting minutes, arranged according to the reason for the closed meeting, that have not been released for public inspection.

Closed Session Held to Discuss:	Dates of Closed Sessions		
Specific employee(s), specific independent contractors, specific volunteers, or District legal counsel; however, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. <a href="#">5 ILCS 120/2(c)(1)</a> ; amended by P.A. 101-459.			
Collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees. <a href="#">5 ILCS 120/2(c)(2)</a> .			
Selection of a person to fill a vacancy on the Board. <a href="#">5 ILCS 120/2(c)(3)</a> .			
Evidence or testimony presented in a hearing where authorized by law. <a href="#">5 ILCS 120/2(c)(4)</a> .			
<u>Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)</u>			

(4.5), added by P.A. 103-311. <a href="#">PRESSPlus1</a>			
Purchase or lease of real property. <a href="#">5 ILCS 120/2(c)(5)</a> .			
Setting of a price for sale or lease of District property. <a href="#">5ILCS 120/2(c)(6)</a> .			
Sale or purchase of securities, investments, or investment contracts. <a href="#">5 ILCS 120/2(c)(7)</a> .			
Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger. <a href="#">5 ILCS 120/2(c)(8)</a> .			
Student disciplinary cases. <a href="#">5 ILCS 120/2(c)(9)</a> . <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i>			
Any matter involving an individual student. <a href="#">5 ILCS 120/2(c)(10)</a> . <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i>			
Litigation, when an action against, affecting, or on behalf of the District has been filed and is pending before a court or administrative tribunal, or when the Board finds that an action is probable or imminent. <a href="#">5 ILCS 120/2(c)(11)</a> .			
Establishment of reserves or settlement of claims as provided in the Local Government and Governmental			

<p>Employees Tort Immunity Act or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool. <a href="#">5 ILCS 120/2(c)(12)</a>.</p>			
<p>Self-evaluation, practices and procedures or professional ethics, when meeting with an IASB representative. <a href="#">5 ILCS 120/2(c)(16)</a>.</p>			
<p>Minutes of meetings lawfully closed, whether for purposes of approval or semi-annual review. <a href="#">5 ILCS 120/2(c)(21)</a>.</p>			
<p>Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. <a href="#">5 ILCS 120/2(c)(29)</a>.</p>			

~~DATED: March 17, 2022~~

**PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. **Issue 113, October 2023**

## Document Status: Draft Update

### 2:220-E7 Exhibit - Access to Closed Meeting Minutes and Verbatim Recordings

The Board must allow its duly elected officials or appointed officials filling a vacancy of an elected office access to closed session minutes and verbatim recordings. [5 ILCS 120/2.06](#)(e). The following subheads implement the logistics of granting this access.

#### Access to Closed Meeting Minutes

*Duplicate this section for each grant of access to closed meeting minutes.*

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Storage Location:

\_\_\_\_\_

Name of person(s) responsible for storing the closed meeting minutes:

\_\_\_\_\_

**Access granted**

Date access occurred: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

Requesting Board member's name *(Please print)*

\_\_\_\_\_

In the presence of: *(Check appropriate box and insert name on line. [PRESSPlus1](#))*

Recording Secretary

\_\_\_\_\_

Superintendent or designated administrator

\_\_\_\_\_

Elected Board member

\_\_\_\_\_

**For requesting Board member:** *(Read the following and sign below.)*

While the Open Meetings Act does not provide a cause of action against me or the Board for disclosing closed session discussions (*Swanson v. Bd. of Police Commissioners*, 197 Ill.App.3d 592 (2nd Dist. 1990)), I acknowledge and understand that any disclosures by me of information in the closed session minutes not yet released to the public could subject me to a possible civil action alleging that I created harm to another, i.e., an intentional tort(s).

\_\_\_\_\_  
Requesting Board Member Signature

\_\_\_\_\_  
Date

Verbatim Recording Access

*Duplicate this section for each grant of access to verbatim recordings.*

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Storage Location:

\_\_\_\_\_

Name of person(s) responsible for storing the verbatim recording:

\_\_\_\_\_

**Access granted**

Date access occurred: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

Requesting Board member's name (*Please print*) \_\_\_\_\_

In the presence of: (*Check appropriate box and insert name on line.*)

Recording Secretary

\_\_\_\_\_

Superintendent or designated administrator

\_\_\_\_\_

Elected Board member

\_\_\_\_\_

**Access denied**  **Access unavailable.** Verbatim recording requested is older than 18 months and was \_\_\_\_\_ destroyed pursuant to [5 ILCS 120/2.06\(c\)](#).

**For requesting Board member:** (*Read the following and sign below*)

While the Open Meetings Act does not provide a cause of action against me or the Board for disclosing closed session discussions (*Swanson v. Bd. of Police Commissioners*, 197 Ill.App.3d 592 (2nd Dist. 1990)), I acknowledge and understand that any disclosures by me of information in the closed session verbatim recordings could subject me to a possible civil action alleging that I created harm to another, i.e., an intentional tort(s).

\_\_\_\_\_  
Requesting Board Member Signature

\_\_\_\_\_  
Date

DATED: March 17, 2022

**PRESSPlus Comments**

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 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, measures to safeguard: (1) *protected personally identifiable information*, (2) other information that a federal awarding agency, pass-through agency 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)

~~ADOPTED: March 17, 2022~~

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## **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 personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention [PRESSPlus2](#) of property acquired by the District under grant awards that comply with federal and State law.

### 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. 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.

### 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 District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.

8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
9. Any unnecessary weaknesses or financial risks must be promptly corrected.

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)

ADOPTED: March 17, 2022

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## **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*

### **4:130-E Exhibit - Free and Reduced-Price Food Services; Meal Charge Notifications**

*On District letterhead, website, in student handbook, newsletters, bulletins, and/or calendars*

Date:

To: Parents/Guardians, Students, and Staff

Re: Eligibility and Meal Charge Notifications

The following notification is provided to all households of students <sup>PRESSPlus1</sup> at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services*, and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see [www.fns.usda.gov/school-meals/unpaid-meal-charges](http://www.fns.usda.gov/school-meals/unpaid-meal-charges), and/or contact the Building Principal or designee.

#### Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

#### Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30<sup>th</sup>.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act ([105 ILCS 123/](#), added by P.A. 100-1092). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low or and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money

when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

LEGAL REF.:

Healthy Hunger-Free Kids Act of 2010 ([P.L. 111-296](#)).

[7 C.F.R. §245.5](#).

[105 ILCS 123/](#), Hunger-Free Students' Bill of Rights Act.

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

~~DATED: March 17, 2022~~

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**PRESSPlus Comments**

PRESSPlus 1. Updated throughout in response to a PRM five-year review. Revisions are consistent with federal guidance; see U.S. Dept. of Agriculture memo, *Unpaid Meal Charges: Local Meal Charge Policies* (7-8-2016), available at: [www.fns.usda.gov/cn/unpaid-meal-charges-local-meal-charge-policies](http://www.fns.usda.gov/cn/unpaid-meal-charges-local-meal-charge-policies). **Issue 113, October 2023**

## 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 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:**

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

Dr. Benjamin Lee

Ben Dirks

815 E. Chatham St.,

815 E. Chatham St.,

Metamora, IL 61548

[blee@mgsredbirds.org](mailto:blee@mgsredbirds.org)

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### **Complaint Managers:**

Tim Damery

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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 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

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## 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 that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

#### Making a Report or Complaint

Employees and *nonemployees* (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, and Complaint Managers.

#### **Nondiscrimination Coordinator:**

Dr. Benjamin Lee

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

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#### **Complaint Managers:**

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### Investigation Process

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

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

For any report or complaint alleging sexual-based PRESSPlus1 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or

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

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

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

#### Retaliation Prohibited

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

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## **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*

### **5:60 Expenses**

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

**For employees not covered by a current applicable bargaining agreement:**

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.
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)

~~ADOPTED: March 17, 2022~~

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## **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*.

#### 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](#).

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

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

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

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

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

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

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

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

[77 Ill.Admin.Code §527.800](#).

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

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## **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**



## 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 Illinois 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.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

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 Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease)

ADOPTED: March 17, 2022

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## **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 and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. 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 networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the appropriate uses, ethics, 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 federal law 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 Superintendent or system administrator. 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 student and his or her parent(s)/guardian(s) must sign the *Authorization for Electronic Network Access* 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), 6:230 (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)

ADOPTED: March 17, 2022

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## 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 identity, 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, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the 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 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)

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## **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 identity; 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, 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.

#### **Nondiscrimination Coordinator:**

Dr. Benjamin Lee

815 E. Chatham St.,  
Metamora, IL 61548

[hlee@masredbirds.org](mailto:hlee@masredbirds.org)

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

Ben Dirks

815 E. Chatham St.,  
Metamora, IL 61548

[hdirks@masredbirds.org](mailto:hdirks@masredbirds.org)

[tdamery@mgsredbirds.org](mailto:tdamery@mgsredbirds.org)

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**Complaint Managers:**

Tim Damery

Lisa DeVore

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(309) 367-2361

(309) 367-2361

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 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)

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## **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 the 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 the District school 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

Nonresident students may attend the District school pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. 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](#)
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.
5. The student is a child of a district employee.

#### 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. School 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 school, 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)

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## **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, and (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.

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 School Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
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 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.
9. 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.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

### MonitoringUpdating

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), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

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## **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*

### **7:140 Search and Seizure**

In order to maintain order and security in the school, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

#### School Property and Equipment as well as Personal Effects Left There On School Property by Students [PRESSPlus1](#)

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

#### Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a [certificated licensed](#) employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

#### Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

#### Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the

following in accordance with the Right to Privacy in the School Setting Act, [105 ILCS 75/](#):

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.:

[T.L.O. v. New Jersey, 469 U.S. 325 \(1985\).](#)

[Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 \(1995\).](#)

[Safford Unified Sch. Dist. No. 1 v. Redding, 557 U.S. 364 \(2009\).](#)

105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.

[Right to Privacy in the School Setting Act, 105 ILCS 75/](#), [Right to Privacy in the School Setting Act.](#)

[Cornfield v. Consolidated High Sch. Dist. No. 230, 991 F.2d 1316 \(7th Cir. 1993\).](#)

[People v. Dilworth, 169 Ill.2d 195 \(1996\), cert. denied, 116 S.Ct. 1692](#) [517 U.S. 1197](#) (1996).

[People v. Pruitt, 278 Ill.App.3d 194 \(1st Dist. 1996\), app. denied, 167 Ill.2d 564](#) [667 N.E. 2d 1061](#) (Ill.App.1, 1996).

[T.L.O. v. New Jersey, 469 U.S. 325 \(1985\).](#)

[Vernonia School Dist. 47J v. Acton, 515 U.S. 646 \(1995\).](#)

[Safford Unified School Dist. No. 1 v. Redding, 557 U.S. 364 \(2009\).](#)

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Behavior)

[ADOPTED: March 17, 2022](#)

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## PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 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 non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by 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 non-school-related activity, function, or program.

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

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

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

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

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

*Restorative measures* means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other 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. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus1](#) Building Principal, Assistant Building Principal, 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:**

**Title IX Coordinator:**

Dr. Benjamin Lee

Ben Dirks

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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 Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  - b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sexual harassment discrimination PRESSPlus2 in violation of Title IX of the Education Amendments of 1972.
  - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
  - d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  - e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
  - f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
  - g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
  - h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
  - i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
  - j. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

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

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

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

[23 Ill.Admin.Code §§1.240](#), [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)

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## **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*

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

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

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

1. Fully implements and enforces each of the following Board policies:
  - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
  - b. 2:265, *Title IX 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, Assistant Building Principal, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 and 8, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This

includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, 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)

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## **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.
- 6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. ~~Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.~~ [PRESSPlus1](#) Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off and or silenced out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- 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 School Board 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 one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do

bodily harm.

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 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, or Assistant Building Principal 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)

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## PRESSPlus Comments

PRESSPlus 1. This text is moved to #7, below. **Issue 118, 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 Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

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**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 School Board 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:
- Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
  - Provide a rationale for the specific duration of the recommended expulsion.
  - 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.
  - 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](#), [5/10-22.6](#).

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

~~ADOPTED: March 17, 2022~~

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#### 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 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)

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### **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/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

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

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 Epinephrine Injectors

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

undesigned epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesigned epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesigned epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

### School District Supply of Undesigned 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. *Undesigned 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.

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

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is 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 **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.](#)

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

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### **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

### 7:300 Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The **Pre-Participation Physical Examination Form**, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by a policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance plan.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parents/guardians must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about the Board's concussion policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.:

105 ILCS 5/10-20.30, ~~5/10-20.54~~, [PRESSPlus1](#) 5/22-80, and 25/2.

[23 Ill.Admin.Code §1.530\(b\)](#).

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Athlete Concussions and Head Injuries), 7:340 (Student Records)

~~ADOPTED: March 17, 2022~~

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**PRESSPlus Comments**

PRESSPlus 1. Updated in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 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 a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

#### Bullying and Cyberbullying

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)

~~ADOPTED: March 17, 2022~~

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#### **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 a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. 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.

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)

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## **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**

## Document Status: Draft Update

### 7:10-E Exhibit - Equal Educational Opportunities Within the School Community

The School District welcomes diversity in its schools. **Board Policy 7:10, *Equal Educational Opportunities*** cites the many civil rights laws that guarantee equal education opportunities to all students. In addition, the policies below address the equal educational opportunities, health, safety, and general welfare of students within the District. These policies are not a complete list, and depending on the factual context, another policy not specifically listed may apply: [PRESSPlus1](#)

1. 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
2. 2:265, *Title IX Grievance Procedure*, contains the process that must be followed for complaints of Title IX harassment. [PRESSPlus2](#)
3. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, prohibits any person from discriminating against or harassing a student based on race, color, or national origin.
4. 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
5. 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
6. 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
7. 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
8. 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. It recognizes that students have the right to wear hairstyles historically associated with race, ethnicity, or hair texture, and to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity, or other characteristic protected by State law.
9. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
10. 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health needs that impact learning.
11. 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

DATED: March 17, 2022

## **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 110, October 2022**

PRESSPlus 2. Updated in response to a five-year review. **Issue 114, March 2024**

## *Document Status: Draft Update*

### **8:80 Gifts to the District**

The School Board appreciates gifts from any education foundation, other entities, or individuals. All gifts must adhere to each of the following:

1. Be accepted by the Board or, if less than \$500.00 in value, the Superintendent or designee. Individuals should obtain a pre-acceptance commitment before identifying the District, any school, or school program or activity as a beneficiary in any fundraising attempt, including without limitation, any Internet fundraising attempt.
2. Be given without a stated purpose or with a purpose deemed by the party with authority to accept the gift to be compatible with the Board's educational objectives and policies.
3. Be consistent with the District's mandate to provide equal educational and extracurricular opportunities to all students in the District as provided in Board policy 7:10, *Equal Educational Opportunities*. State and federal laws require the District to provide equal treatment for members of both sexes to educational programming, extracurricular activities, and athletics. This includes the distribution of athletic benefits and opportunities.
4. Permit the District to maintain resource equity among its learning centers.
5. Be viewpoint neutral when the gift involves the incorporation of any messages. [PRESSPlus1](#) The Superintendent or designee shall manage a process for the review and approval of donations involving the incorporation of messages into or placing messages upon school property.
6. Comply with all laws applicable to the District including, without limitation, the Americans with Disabilities Act, the Prevailing Wage Act, the Health/Life Safety Code for Public Schools, and all applicable procurement and bidding requirements.

The District will provide equal treatment to all individuals and entities seeking to donate money or a gift. Upon acceptance, all gifts become the District's property. The acceptance of a gift is not an endorsement by the Board, District, or school of any product, service, activity, or program. The method of recognition is determined by the party accepting the gift.

LEGAL REF.:

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

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

[23 Ill.Admin.Code §200.40.](#)

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs), 6:10 (Educational Philosophy and Objectives), 6:210 (Instructional Materials), 7:10 (Equal Educational Opportunities)

ADOPTED: March 17, 2022

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**PRESSPlus Comments**

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 2025**



- B. Administration
- C. Other
- D. Upcoming Dates
- 9 **Action Items**
  - A. Approve Second Reading of Board Policy Updates as Presented in IASB Press Policy Update 119 153

# 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)

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### **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*

### **2:80 Board Member Oath and Conduct**

Each School Board member, before taking his or her seat on the Board, shall take the following oath of office:

**I, (name), do solemnly swear** (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Metamora CCSD 1, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

**I further swear** (or affirm) that:

**I shall respect** taxpayer interests by serving as a faithful protector of the School District's assets;

**I shall encourage** and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

**I shall recognize** that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting;

**I shall abide** by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels;

**As part of the Board of Education**, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;

**I shall foster** with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Metamora CCSD 1;

**I shall assist** in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

**I shall strive** to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

**I shall serve** as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Metamora CCSD 1; and

**I shall strive** to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

The Board President will administer the oath in an open Board meeting; in the absence of the President, the Vice President will administer the oath. If neither is available, the Board member with

the longest service on the Board will administer the oath.

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards (Code)*. [PRESSPlus1](#) A copy of the *Code* shall be displayed in the regular Board meeting room. [Q1](#)

LEGAL REF.:

[105 ILCS 5/10-16.5.](#)

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification), 2:50 (Board Member Term of Office), [2:60 \(Board Member Removal from Office\)](#), 2:100 (Board Member Conflict of Interest), 2:105 (Ethics and Gift Ban), 2:210 (Organizational School Board Meeting)

[ADOPTED: March 17, 2022](#)

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## Questions and Answers:

\*\*\*Required Question 1. The School Code does not specifically address what happens when board members violate their oath of office, nor does it create an opportunity to take legal action for such violations. *Collins v. Bd. of Educ. of North Chicago Comm. Unit Sch. Dist. 187*, 792 F.Supp.2d 992 (N.D.Ill. 2011). **Consult the board attorney for guidance when considering any type of disciplinary action or sanction against a board member.**

Depending on the situation, a board self-evaluation or private one-on-one meetings with a board member may be appropriate to address an issue relating to board member behavior (for a list of IASB workshops, see [www.iasb.com/conference-training-and-events/training/workshops/](http://www.iasb.com/conference-training-and-events/training/workshops/)). When a board member's violation of the oath of office also constitutes a willful failure to perform his or her official duties, the board may request the regional superintendent to remove the member from office. See sample policy 2:60, *Board Member Removal from Office*, available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com), at footnote 2, for further discussion. A board member whose conduct violates conflict of interest laws may also be subject to criminal liability and removal from office. See sample policy 2:100, *Board Member Conflict of Interest*, and its footnotes, for additional information. In consultation with the board attorney, a board may also consider other actions to address a member's violation of the oath of office, such as publicly censuring a member. *Houston Comm. College System v. Wilson*, 595 U.S. 468 (2022) (holding that a college board of trustees did not violate a trustee's First Amendment rights when it adopted a resolution censuring him for "reprehensible" conduct). Other sanctions may be also warranted, depending on the facts. For example, in *Earnest v. Jasper Cty. Comm. Unit Sch. Dist. No. 1*, 371 F.Supp.3d 459 (S.D.Ill 2019), a court held a board member was not deprived of his liberty interest under the 14th Amendment when the board limited his access to confidential board packet information after it found the board member shared confidential personnel and student information with members of the public.

To encourage appropriate conduct, boards may wish to have their policy express potential consequences for violating the oath of office or the *Code of Conduct for Members of School Boards*. Such boards may add the following sentence to the end of this policy:

"A board member who fails to abide by the oath of office or the *Code* may be subject to action by the Board, including, but not limited to, formal censure and/or referral to the Regional Superintendent for

removal from office under Board policy 2:60, *Board Member Removal from Office.*"

Has the Board adopted this policy to include the optional sentence shown above?

No. (Default)

Yes. (For districts in suburban Cook County, IASB will replace "Regional Superintendent" with "appropriate Intermediate Service Center Executive Director.")

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### **PRESSPlus Comments**

PRESSPlus 1. Updated for continuous improvement. **Issue 119, June 2025**

## *Document Status: Draft Update*

### **2:130 Board-Superintendent Relationship**

The School Board directs, through policy, the Superintendent in his or her charge of the administration of the District by delegating its authority to operate the District and provide leadership to staff. The Board employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law.

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide ~~general~~ [PRESSPlus1](#) direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

LEGAL REF.:

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

CROSS REF.: 3:40 (Superintendent)

~~ADOPTED: March 17, 2022~~

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### **PRESSPlus Comments**

PRESSPlus 1. Updated in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 2025**

## Document Status: Draft Update

### 2:260 Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or its agents have violated his or her rights guaranteed by the [State](#) or federal [Constitution](#), State or federal statute, or Board policy, or 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 gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For any complaint alleging bullying and/or cyberbullying of students, the Complaint Manager 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 of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this policy about the status of the investigation. Within 30 school business days 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 by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board.

Within 30 school business days 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 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: Title IX Coordinator:**

Dr. Benjamin Lee

Ben Dirks

815 E. Chatham St.,

815 E. Chatham St.,

Metamora, IL 61548

Metamora, IL 61548

[blee@mgsredbirds.org](mailto:blee@mgsredbirds.org)

[bdirks@mgsredbirds.org](mailto:bdirks@mgsredbirds.org)

(309) 367-2361

(309) 367-2361

**Complaint Managers:**

Tim Damery

Lisa DeVore

815 E. Chatham St.,

815 E. Chatham St.,

Metamora, IL 61548

Metamora, IL 61548

[tdamery@mgsredbirds.org](mailto:tdamery@mgsredbirds.org)

[ldevore@mgsredbirds.org](mailto:ldevore@mgsredbirds.org)

(309) 367-2361

(309) 367-2361

**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)

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## 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**

## Document Status: Draft Update

### 2:220-E2 Exhibit - Motion to Adjourn to Closed Meeting

#### Motion to Adjourn to Closed Meeting

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

A motion was made by \_\_\_\_\_, and seconded by \_\_\_\_\_, to adjourn to closed meeting to discuss:

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor, or a volunteer of the District or against legal counsel for the District to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. [5 ILCS 120/2\(c\)\(1\)](#); amended by P.A. 101-459
- Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. [5 ILCS 120/2\(c\)\(2\)](#).
- The selection of a person to fill a public office, including a vacancy in a public office, when the District is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the District is given power to remove the occupant under law or ordinance. [5 ILCS 120/2\(c\)\(3\)](#).
- Evidence or testimony presented in open hearing, or in closed hearing where authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision with its determinative reasoning. [5 ILCS 120/2\(c\)\(4\)](#).
- Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. [PRESSPlus1](#)
- The purchase or lease of real property for the use of the District, including meetings held for the purpose of discussing whether a particular parcel should be acquired. [5 ILCS 120/2\(c\)\(5\)](#).
- The setting of a price for sale or lease of property owned by the District. [5 ILCS 120/2\(c\)\(6\)](#).
- The sale or purchase of securities, investments, or investment contracts. [5 ILCS 120/2\(c\)\(7\)](#).

- Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. [5 ILCS 120/2\(c\)\(8\)](#).
- Student disciplinary cases. [5 ILCS 120/2\(c\)\(9\)](#).
- The placement of individual students in special education programs and other matters relating to individual students. [5 ILCS 120/2\(c\)\(10\)](#).
- Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. [5 ILCS 120/2\(c\)\(11\)](#).
- The establishment of reserves or settlement of claims as provided in the Local Government and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool of which the District is a member. [5 ILCS 120/2\(c\)\(12\)](#).
- Self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the District is a member. [5 ILCS 120/2\(c\)\(16\)](#).
- Discussion of minutes of meetings lawfully closed, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. [5 ILCS 120/2\(c\)\(21\)](#).
- Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. [5 ILCS 120/2\(c\)\(29\)](#).

**Closed Meeting Roll Call:**

"Yeas"	"Nays"
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**Motion:**  Carried  Failed

**DATED:** March 17, 2022

**PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. **Issue 113, October 2023**

# Document Status: Draft Update

## 2:220-E4 Exhibit - Open Meeting Minutes

[PRESSPlus1](#)

### Meeting Minutes Protocol

1. Meeting minutes are the permanent record of the proceedings during a School Board meeting. All Board action must be recorded in the minutes; thus, the minutes focus on Board action.
2. The minutes only include information provided at the meeting. Information may not be corrected or updated in the minutes unless it was discussed at the meeting.
3. Minutes include a summary of the Board's discussion on an agenda topic; the minutes do not state what is said verbatim. The minutes do not repeat the same point made by different individuals. If appropriate, the minutes include a brief background and an explanation of the circumstances surrounding an issue discussed. The minutes do not include the names of Board members making specific points during discussion. Requests from individual Board members to include their vote or an opinion in the minutes [PRESSPlus2](#) are handled according to Board policy 2:220, *School Board Meeting Procedure*.
4. The minutes include the topic of reports that are made to the Board including reports from the Superintendent or a Board committee. Written reports are filed with the minutes but do not become part of the minutes.
5. The minutes note when a member is not present for the entire meeting due to late arrival and/or early departure.
6. Although items may be considered by the Board in a different order than appeared on the agenda, items in the minutes are generally recorded in the same order as they appeared on the agenda. When a meeting is reconvened on a different date, the minutes must describe what happened on each meeting date.
7. The minutes should be recorded in an objective but positive/constructive tone. Answers and explanations, rather than questions, are recorded. Writing style, including choice of words and sentence structure, is at the discretion of the individual recording the minutes.
8. The minutes include individuals' names who speak during the meeting's public participation segment as well as the topics they address. All written documents presented at a Board meeting are filed with the minutes but do not become part of the minutes.
9. The following template generally governs meeting minutes.

### Open Meeting Minutes

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Location: \_\_\_\_\_

Type of meeting:  Regular  Special  Reconvened or rescheduled  Emergency

Name of person taking the minutes: \_\_\_\_\_

Name of person presiding: \_\_\_\_\_

name of person presiding. \_\_\_\_\_

Members in attendance:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Members absent:

- 1.
- 2.
- 3.

Members in attendance remotely (by audio or video conference):

- 1.
- 2.
- 3.

### Approval of Agenda

List any items removed from the consent agenda:

Motion made by: \_\_\_\_\_

Motion:  To approve

To add items as follows: *(No action may be taken on newagenda items.)*

Motion seconded by: \_\_\_\_\_

Action:  Passed  Failed

### Approval of Previous Meeting Minutes *(Needed only if this item is not on the consent agenda.)*

Minutes from the Board meeting held on: \_\_\_\_\_

Motion made by: \_\_\_\_\_

Motion:  To approve

To approve subject to incorporation of the following amendment(s):

Motion seconded by: \_\_\_\_\_

Action:  Passed  Failed

### Approval of Items on Consent Agenda *(This may include expense advancements, reimbursements, and/or purchase orders regulated by the Local Government Travel Expense Control Act (see Board policies 2:125, Board Member Compensation; Expenses, and 5:60, Expenses)*

Summary of discussion:

Motion to approve the consent agenda made by: \_\_\_\_\_

Motion seconded by: \_\_\_\_\_

Roll Call: *(Needed when consent agenda contains an item involving the expenditure of money.)*

"Yeas"

"Nays"

Action:  Passed  Failed

**Public Comments** *(Reproduce this section for each individual making a comment.)*

The following individual appeared and commented on the topic noted below: *(Include the title of any documents presented to the Board.)*

Name: \_\_\_\_\_

Topic:

**Remaining Agenda Items** *(Reproduce this section for each agenda item.)*

Agenda item:

Summary of discussion:

Motion made by: \_\_\_\_\_

Motion to:

Motion seconded by: \_\_\_\_\_

Action:  Passed  Failed

*(If a roll call vote occurred, record the vote of individual Board members.)*

"Yeas"

"Nays"

**If Applicable, Approval of Motion to Adjourn to Closed Meeting** *(Insert exhibit 2:220-E2, Motion to Adjourn to Closed Meeting.)*

**Approval of Motion to Adjourn**

Motion to adjourn made by: \_\_\_\_\_

Motion seconded by: \_\_\_\_\_

Action:  Passed  Failed

Time of adjournment: \_\_\_\_\_

### Post-Meeting Action

Date minutes approved: \_\_\_\_\_

Date minutes were available for public inspection: \_\_\_\_\_

Date minutes were posted on District website: \_\_\_\_\_

~~DATED: March 17, 2022~~

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### PRESSPlus Comments

PRESSPlus 1. The footnote information previously included above within a popup note has been deleted. Footnotes are not intended to be included in an adopted policy and/or implemented board exhibit. Up-to-date footnote information can be found by viewing the Policy Reference Manual samples available at PRESS Online by logging in at [www.iasb.com](http://www.iasb.com). **Issue 119, June 2025**

PRESSPlus 2. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 2025**

## Document Status: Draft Update

### 2:220-E6 Exhibit - Log of Closed Meeting Minutes

The purpose of this log is to facilitate the Board's semi-annual review of closed meeting minutes. *Semi-annual* means every six months, or as soon after as is practicable, taking into account the nature and meeting schedule of the board. [5 ILCS 120/2.06\(d\)](#), amended by P.A. 102-653. See 2:220-E5, *Semi-Annual Review of Closed Meeting Minutes*.

The Board Secretary or Recording Secretary shall maintain a list of closed meeting minutes, arranged according to the reason for the closed meeting, that have not been released for public inspection.

Closed Session Held to Discuss:	Dates of Closed Sessions		
Specific employee(s), specific independent contractors, specific volunteers, or District legal counsel; however, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with [the Open Meetings Act]. <a href="#">5 ILCS 120/2(c)(1)</a> ; amended by P.A. 101-459.			
Collective negotiating matters or deliberations concerning salary schedules for one or more classes of employees.  <a href="#">5 ILCS 120/2(c)(2)</a> .			
Selection of a person to fill a vacancy on the Board. <a href="#">5 ILCS 120/2(c)(3)</a> .			
Evidence or testimony presented in a hearing where authorized by law. <a href="#">5 ILCS 120/2(c)(4)</a> .			
<u>Evidence or testimony presented to the Board regarding denial of admission to school events or property pursuant to 105 ILCS 5/24-24, provided that the Board prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)</u>			

<p>(4.5), added by P.A. 103-311. <a href="#">PRESSPlus1</a></p>			
<p>Purchase or lease of real property. <a href="#">5 ILCS 120/2(c)(5)</a>.</p>			
<p>Setting of a price for sale or lease of District property. <a href="#">5ILCS 120/2(c)(6)</a>.</p>			
<p>Sale or purchase of securities, investments, or investment contracts. <a href="#">5 ILCS 120/2(c)(7)</a>.</p>			
<p>Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger. <a href="#">5 ILCS 120/2(c)(8)</a>.</p>			
<p>Student disciplinary cases. <a href="#">5 ILCS 120/2(c)(9)</a>. <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i></p>			
<p>Any matter involving an individual student. <a href="#">5 ILCS 120/2(c)(10)</a>. <i>Minutes of meetings held for this reason shall never be released to protect the individual student's privacy.</i></p>			
<p>Litigation, when an action against, affecting, or on behalf of the District has been filed and is pending before a court or administrative tribunal, or when the Board finds that an action is probable or imminent. <a href="#">5 ILCS 120/2(c)(11)</a>.</p>			
<p>Establishment of reserves or settlement of claims as provided in the Local Government and Governmental</p>			

<p>Employees Tort Immunity Act or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the District or any intergovernmental risk management association or self insurance pool. <a href="#">5 ILCS 120/2(c)(12)</a>.</p>			
<p>Self-evaluation, practices and procedures or professional ethics, when meeting with an IASB representative. <a href="#">5 ILCS 120/2(c)(16)</a>.</p>			
<p>Minutes of meetings lawfully closed, whether for purposes of approval or semi-annual review. <a href="#">5 ILCS 120/2(c)(21)</a>.</p>			
<p>Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. <a href="#">5 ILCS 120/2(c)(29)</a>.</p>			

~~DATED: March 17, 2022~~

**PRESSPlus Comments**

PRESSPlus 1. Updated in response to the Open Meetings Act (OMA), 5 ILCS 120/2(c)(4.5), added by P.A. 103-311. **Issue 113, October 2023**

## Document Status: Draft Update

### 2:220-E7 Exhibit - Access to Closed Meeting Minutes and Verbatim Recordings

The Board must allow its duly elected officials or appointed officials filling a vacancy of an elected office access to closed session minutes and verbatim recordings. [5 ILCS 120/2.06](#)(e). The following subheads implement the logistics of granting this access.

#### Access to Closed Meeting Minutes

*Duplicate this section for each grant of access to closed meeting minutes.*

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Storage Location:

\_\_\_\_\_

Name of person(s) responsible for storing the closed meeting minutes:

\_\_\_\_\_

**Access granted**

Date access occurred: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

Requesting Board member's name *(Please print)*

\_\_\_\_\_

In the presence of: *(Check appropriate box and insert name on line.)* [PRESSPlus1](#)

Recording Secretary

\_\_\_\_\_

Superintendent or designated administrator

\_\_\_\_\_

Elected Board member

\_\_\_\_\_

**For requesting Board member:** *(Read the following and sign below.)*

While the Open Meetings Act does not provide a cause of action against me or the Board for disclosing closed session discussions (*Swanson v. Bd. of Police Commissioners*, 197 Ill.App.3d 592 (2nd Dist. 1990)), I acknowledge and understand that any disclosures by me of information in the closed session minutes not yet released to the public could subject me to a possible civil action alleging that I created harm to another, i.e., an intentional tort(s).

\_\_\_\_\_  
Requesting Board Member Signature

\_\_\_\_\_  
Date

Verbatim Recording Access

*Duplicate this section for each grant of access to verbatim recordings.*

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Storage Location:

\_\_\_\_\_

Name of person(s) responsible for storing the verbatim recording:

\_\_\_\_\_

**Access granted**

Date access occurred: \_\_\_\_\_ Start time: \_\_\_\_\_ End time: \_\_\_\_\_

Requesting Board member's name (*Please print*) \_\_\_\_\_

In the presence of: (*Check appropriate box and insert name on line.*)

Recording Secretary

\_\_\_\_\_

Superintendent or designated administrator

\_\_\_\_\_

Elected Board member

\_\_\_\_\_

**Access denied**  **Access unavailable.** Verbatim recording requested is older than 18 months and was \_\_\_\_\_ destroyed pursuant to [5 ILCS 120/2.06\(c\)](#).

**For requesting Board member:** (*Read the following and sign below*)

While the Open Meetings Act does not provide a cause of action against me or the Board for disclosing closed session discussions (*Swanson v. Bd. of Police Commissioners*, 197 Ill.App.3d 592 (2nd Dist. 1990)), I acknowledge and understand that any disclosures by me of information in the closed session verbatim recordings could subject me to a possible civil action alleging that I created harm to another, i.e., an intentional tort(s).

\_\_\_\_\_  
Requesting Board Member Signature

\_\_\_\_\_  
Date

DATED: March 17, 2022

**PRESSPlus Comments**

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 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, measures to safeguard: (1) protected personally identifiable information, (2) other information that a federal awarding agency, pass-through agency 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)

~~ADOPTED: March 17, 2022~~

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## **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 personal property of a diminutive value. The Superintendent shall establish procedures for the disposition and, when permitted by the terms and conditions of the award, the retention [PRESSPlus2](#) of property acquired by the District under grant awards that comply with federal and State law.

### 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. 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.

### 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 District's system of internal controls shall include the following:

1. All financial transactions must be properly authorized and documented.
2. Financial records and data must be accurate and complete.
3. Accounts payable must be accurate and punctual.
4. District assets must be protected from loss or misuse.
5. Incompatible duties should be segregated, if possible.
6. Accounting records must be periodically reconciled.
7. Equipment and supplies must be safeguarded.

8. Staff members with financial or business responsibilities must be properly trained and supervised, and must perform their responsibilities with utmost care and competence.
9. Any unnecessary weaknesses or financial risks must be promptly corrected.

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)

ADOPTED: March 17, 2022

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## **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*

### **4:130-E Exhibit - Free and Reduced-Price Food Services; Meal Charge Notifications**

*On District letterhead, website, in student handbook, newsletters, bulletins, and/or calendars*

Date:

To: Parents/Guardians, Students, and Staff

Re: Eligibility and Meal Charge Notifications

The following notification is provided to all households of students <sup>PRESSPlus1</sup> at the beginning of each school year as federally required notification regarding eligibility requirements and the application process for the free and reduced-price food services that are listed in Board policy 4:130, *Free and Reduced-Price Food Services*, and 4:140, *Waiver of Student Fees*. This notification is also provided to households of students transferring to the District during the school year. For more information, see [www.fns.usda.gov/school-meals/unpaid-meal-charges](http://www.fns.usda.gov/school-meals/unpaid-meal-charges), and/or contact the Building Principal or designee.

#### Free and Reduced-Price Food Services Eligibility

When the parents/guardians of students are unable to pay for their child(ren)'s meal services, meal charges will apply per a student's eligibility category and will be processed by the District accordingly.

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Dept. of Agriculture, and distributed by the Ill. State Board of Education.

#### Meal Charges for Meals Provided by the District

The Building Principal and District staff will work jointly to prevent meal charges from accumulating. Every effort to collect all funds due to the District will be made on a regular basis and before the end of the school year. Contact your Building Principal or designee about whether your child(ren)'s charges may be carried over at the end of the school year, i.e., beyond June 30<sup>th</sup>.

Unpaid meal charges are considered delinquent debt when payment is overdue as defined by Board policy 4:45, *Insufficient Fund Checks and Debt Recovery* and the Hunger-Free Students' Bill of Rights Act ([105 ILCS 123/](#) <sup>added by P.A. 100-1092</sup>). The District will make reasonable efforts to collect charges classified as delinquent debt, including repeated contacts to collect the amounts and, when necessary, requesting that the student's parent(s)/guardian(s) apply for meal benefits to determine if the student qualifies for such benefits under Board policy 4:130, *Free and Reduced-Price Food Services*. The District will provide a federally reimbursable meal or snack to a student who requests one, regardless of the student's ability to pay or negative account balance.

When a student's funds are low <sup>or</sup> and when there is a negative balance, reminders will be provided to the staff, students, and their parent(s)/guardian(s) at regular intervals during the school year. State law allows the Building Principal to contact parents(s)/guardian(s) to attempt collection of the owed money

when the amount owed is more than the amount of five lunches. If a parent/guardian regularly fails to provide meal money for the child(ren) that he/she is responsible for in the District and does not qualify for free meal benefits or refuses to apply for such benefits, the Building Principal or designee will direct the next course of action. Continual failure to provide meal money may require the District to notify the Ill. Dept. of Children and Family Services (DCFS) and/or take legal steps to recover the unpaid meal charges, up to and including seeking an offset under the State Comptroller Act, if applicable.

LEGAL REF.:

Healthy Hunger-Free Kids Act of 2010 ([P.L. 111-296](#)).

[7 C.F.R. §245.5](#).

[105 ILCS 123/](#), Hunger-Free Students' Bill of Rights Act.

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

~~DATED: March 17, 2022~~

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**PRESSPlus Comments**

PRESSPlus 1. Updated throughout in response to a PRM five-year review. Revisions are consistent with federal guidance; see U.S. Dept. of Agriculture memo, *Unpaid Meal Charges: Local Meal Charge Policies* (7-8-2016), available at: [www.fns.usda.gov/cn/unpaid-meal-charges-local-meal-charge-policies](http://www.fns.usda.gov/cn/unpaid-meal-charges-local-meal-charge-policies). **Issue 113, October 2023**

## 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 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:**

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

Dr. Benjamin Lee

Ben Dirks

815 E. Chatham St.,

815 E. Chatham St.,

Metamora, IL 61548

[blee@mgsredbirds.org](mailto:blee@mgsredbirds.org)

(309) 367-2361

Metamora, IL 61548

[bdirks@mgsredbirds.org](mailto:bdirks@mgsredbirds.org)

(309) 367-2361

### **Complaint Managers:**

Tim Damery

815 E. Chatham St.,  
Metamora, IL 61548

[tdamery@mgsredbirds.org](mailto:tdamery@mgsredbirds.org)

(309) 367-2361

Lisa DeVore

815 E. Chatham St.,  
Metamora, IL 61548

[ldevore@mgsredbirds.org](mailto:ldevore@mgsredbirds.org)

(309) 367-2361

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 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities)

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## 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 that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

#### Making a Report or Complaint

Employees and *nonemployees* (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, and Complaint Managers.

#### **Nondiscrimination Coordinator:**

Dr. Benjamin Lee

815 E. Chatham St.,  
Metamora, IL 61548

[blee@mgsredbirds.org](mailto:blee@mgsredbirds.org)

(309) 367-2361

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

Ben Dirks

815 E. Chatham St.,  
Metamora, IL 61548

[bdirks@mgsredbirds.org](mailto:bdirks@mgsredbirds.org)

(309) 367-2361

#### **Complaint Managers:**

Tim Damery

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### Investigation Process

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

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

For any report or complaint alleging sexual-based PRESSPlus1 harassment that, if true, would implicate Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq.), the Title IX Coordinator or

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

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

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

#### Retaliation Prohibited

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

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## **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*

### **5:60 Expenses**

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

**For employees not covered by a current applicable bargaining agreement:**

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.
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)

~~ADOPTED: March 17, 2022~~

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## **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*.

#### 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](#).

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

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

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

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

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

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

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

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

[77 Ill.Admin.Code §527.800](#).

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

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## **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**



## 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 Illinois 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.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

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 Parents, or Victims of Domestic or Sexual Violence), 7:280 (Communicable and Chronic Infectious Disease)

ADOPTED: March 17, 2022

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## **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 and appoint system administrator(s).

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet. 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 networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right. Users of the District's electronic networks have no expectation of privacy in any material that is stored on, transmitted, or received via the District's electronic networks. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks*, contains the appropriate uses, ethics, 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 federal law 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 Superintendent or system administrator. 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 student and his or her parent(s)/guardian(s) must sign the *Authorization for Electronic Network Access* 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), 6:230 (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)

ADOPTED: March 17, 2022

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## 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 identity, 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, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using Board policy 2:260, *Uniform Grievance Procedure*. A student may appeal the Board's resolution of the complaint to the 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 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)

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## **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 identity; 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, 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.

#### **Nondiscrimination Coordinator:**

Dr. Benjamin Lee

815 E. Chatham St.,  
Metamora, IL 61548

[hlee@masredbirds.org](mailto:hlee@masredbirds.org)

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

Ben Dirks

815 E. Chatham St.,  
Metamora, IL 61548

[hdirks@masredbirds.org](mailto:hdirks@masredbirds.org)

[tdamery@mgsredbirds.org](mailto:tdamery@mgsredbirds.org)

(309) 367-2361

[ldevore@mgsredbirds.org](mailto:ldevore@mgsredbirds.org)

(309) 367-2361

**Complaint Managers:**

Tim Damery

Lisa DeVore

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[ldevore@mgsredbirds.org](mailto:ldevore@mgsredbirds.org)

(309) 367-2361

(309) 367-2361

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 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)

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## **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 the 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 the District school 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

Nonresident students may attend the District school pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and nonresident pupils of charitable institutions.
3. 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](#)
4. Whenever any State or federal law or a court order mandates the acceptance of a nonresident student.
5. The student is a child of a district employee.

#### 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. School 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 school, 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)

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## **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, and (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.

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 School Board policy. The program shall include but not be limited to:

1. A protocol for excusing a student from attendance who is necessarily and lawfully employed. The Superintendent or designee is authorized to determine when the student's absence is justified.
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 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.
9. 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.
10. A process to request the assistance and resources of outside agencies, such as, the juvenile officer of the local police department or the truant office of the appropriate Regional Office of Education, if truancy continues after supportive services have been offered.
11. A protocol for cooperating with non-District agencies including County or municipal authorities, the Regional Superintendent, truant officers, the Community Truancy Review Board, and a comprehensive community based youth service agency. Any disclosure of school student records must be consistent with Board policy 7:340, *Student Records*, as well as State and federal law concerning school student records.
12. An acknowledgement that no punitive action, including out-of-school suspensions, expulsions, or court action, shall be taken against a truant minor for his or her truancy unless available supportive services and other school resources have been provided to the student.
13. The criteria to determine whether a student's non-attendance is due to extraordinary circumstances shall include economic or medical necessity or family hardship and such other criteria that the Superintendent believes qualifies.

### MonitoringUpdating

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), 7:190 (Student Behavior), 7:255 (Students Who are Parents, Expectant Parents, or Victims of Domestic or Sexual Violence), 7:340 (Student Records)

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## **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*

### **7:140 Search and Seizure**

In order to maintain order and security in the school, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers.

#### School Property and Equipment as well as Personal Effects Left There On School Property by Students [PRESSPlus1](#)

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there.

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs.

#### Students

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction.

When feasible, the search should be conducted as follows:

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certificated licensed employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

#### Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

#### Notification Regarding Student Accounts or Profiles on Social Networking Websites

The Superintendent or designee shall notify students and their parents/guardians of each of the

following in accordance with the Right to Privacy in the School Setting Act, [105 ILCS 75/](#):

1. School officials may not request or require a student or his or her parent/guardian to provide a password or other related account information to gain access to the student's account or profile on a social networking website.
2. School officials may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on the student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to allow school officials to make a factual determination.

LEGAL REF.:

[T.L.O. v. New Jersey, 469 U.S. 325 \(1985\).](#)

[Vernonia Sch. Dist. 47J v. Acton, 515 U.S. 646 \(1995\).](#)

[Safford Unified Sch. Dist. No. 1 v. Redding, 557 U.S. 364 \(2009\).](#)

105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.

[Right to Privacy in the School Setting Act, 105 ILCS 75/](#), [Right to Privacy in the School Setting Act.](#)

[Cornfield v. Consolidated High Sch. Dist. No. 230, 991 F.2d 1316 \(7th Cir. 1993\).](#)

[People v. Dilworth, 169 Ill.2d 195 \(1996\), cert. denied, 116 S.Ct. 1692](#) [517 U.S. 1197](#) (1996).

[People v. Pruitt, 278 Ill.App.3d 194 \(1st Dist. 1996\), app. denied, 167 Ill.2d 564](#) [667 N.E. 2d 1061](#) (Ill.App.1, 1996).

[T.L.O. v. New Jersey, 469 U.S. 325 \(1985\).](#)

[Vernonia School Dist. 47J v. Acton, 515 U.S. 646 \(1995\).](#)

[Safford Unified School Dist. No. 1 v. Redding, 557 U.S. 364 \(2009\).](#)

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Behavior)

[ADOPTED: March 17, 2022](#)

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## PRESSPlus Comments

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 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 non-school-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by 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 non-school-related activity, function, or program.

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

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

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

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

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

*Restorative measures* means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other 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. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the [First Amendment to the U.S. Constitution](#) or under [Section 3 of Article I of the Illinois Constitution](#).
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the Nondiscrimination Coordinator, [Title IX Coordinator](#), [PRESSPlus1](#) Building Principal, Assistant Building Principal, 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.

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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 Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
- a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  - b. 2:265, *Title IX Grievance Procedure*. Any person may use this policy to complain about sexual harassment discrimination PRESSPlus2 in violation of Title IX of the Education Amendments of 1972.
  - c. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*. Any person may use this policy to complain about discrimination or harassment on the basis of race, color, or national origin in violation of Title VI of the Civil Rights Act of 1964 and/or the Illinois Human Rights Act.
  - d. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  - e. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
  - f. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
  - g. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing, intimidating, or bullying a student based on an identified actual or perceived characteristic (the list of characteristics in 7:20 is the same as the list in this policy).
  - h. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
  - i. 7:190, *Student Behavior*. This policy prohibits, and provides consequences for, hazing, bullying, or other aggressive behaviors, or urging other students to engage in such conduct.
  - j. 7:310, *Restrictions on Publications; Elementary Schools*. This policy prohibits students from and provides consequences for: (1) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (2) creating and/or distributing written, printed, or electronic material, including photographic material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.:

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

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

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

[23 Ill.Admin.Code §§1.240](#), [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)

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## **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*

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

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

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

1. Fully implements and enforces each of the following Board policies:
  - a. 2:260, *Uniform Grievance Procedure*. This policy provides a method for any student, parent/guardian, employee, or community member to file a complaint if he or she believes that the School Board, its employees, or its agents have violated his or her rights under the State or federal Constitution, State or federal statute, Board policy, or various enumerated bases.
  - b. 2:265, *Title IX 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, Assistant Building Principal, or a Complaint Manager identified in policy 7:20, *Harassment of Students Prohibited*.
3. Incorporates age-appropriate instruction in grades 7 and 8, in accordance with the District's comprehensive health education program in Board policy 6:60, *Curriculum Content*. This

includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.

4. Incorporates education for school staff, as recommended by the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, 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)

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## **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.
- 6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. ~~Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone.~~ [PRESSPlus1](#) Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered off and or silenced out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP) or Section 504 plan; (c) it is used during the student's lunch period, or (d) it is needed in an emergency that threatens the safety of students, staff, or other individuals.
- 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 School Board 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 one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do

bodily harm.

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 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, or Assistant Building Principal 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)

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## PRESSPlus Comments

PRESSPlus 1. This text is moved to #7, below. **Issue 118, 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 Program), 7:130 (Student Rights and Responsibilities), 7:190 (Student Behavior), 7:220 (Bus Conduct)

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**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 School Board 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:
- Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school.
  - Provide a rationale for the specific duration of the recommended expulsion.
  - 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.
  - 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](#), [5/10-22.6](#).

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

[ADOPTED: March 17, 2022](#)

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#### 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 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)

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### **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/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

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

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 Epinephrine Injectors

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

undesigned epinephrine injectors in the name of the District and provide or administer them as necessary according to State law. *Undesigned epinephrine injector* means an epinephrine injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesigned epinephrine injector to a person when they, in good faith, believe a person is having an anaphylactic reaction. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

### School District Supply of Undesigned 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. *Undesigned 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.

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

The **School District Supply of Undesignated Opioid Antagonists** section of the policy is void whenever the Superintendent or designee is 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 **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.](#)

CROSS REF.: 7:285 (Anaphylaxis Prevention, Response, and Management Program)

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### **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

### 7:300 Extracurricular Athletics

Student participation in school-sponsored extracurricular athletic activities is contingent upon the following:

1. The student must meet the academic criteria set forth in Board policy 6:190, *Extracurricular and Co-Curricular Activities*.
2. A parent/guardian of the student must provide written permission for the student's participation, giving the District full waiver of responsibility of the risks involved.
3. The student must present a current certificate of physical fitness issued by a licensed physician, an advanced practice registered nurse, or a physician assistant. The **Pre-Participation Physical Examination Form**, offered by the Illinois High School Association and the Illinois Elementary School Association, is the preferred certificate of physical fitness.
4. The student must show proof of accident insurance coverage either by a policy purchased through the District-approved insurance plan or a parent/guardian written statement that the student is covered under a family insurance plan.
5. The student must agree to follow all conduct rules and the coaches' instructions.
6. The student and his or her parents/guardians must: (a) comply with the eligibility rules of, and complete any forms required by, any sponsoring association (such as, the Illinois Elementary School Association, the Illinois High School Association, or the Southern Illinois Junior High School Athletic Association), and (b) complete all forms required by the District including, without limitation, signing an acknowledgment of receiving information about the Board's concussion policy 7:305, *Student Athlete Concussions and Head Injuries*.

The Superintendent or designee (1) is authorized to impose additional requirements for a student to participate in extracurricular athletics, provided the requirement(s) comply with Board policy 7:10, *Equal Educational Opportunities*, and (2) shall maintain the necessary records to ensure student compliance with this policy.

LEGAL REF.:

105 ILCS 5/10-20.30, ~~5/10-20.54~~, [PRESSPlus1](#) 5/22-80, and 25/2.

[23 Ill.Admin.Code §1.530\(b\)](#).

CROSS REF.: 4:100 (Insurance Management), 4:170 (Safety), 6:190 (Extracurricular and Co-Curricular Activities), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:305 (Student Athlete Concussions and Head Injuries), 7:340 (Student Records)

~~ADOPTED: March 17, 2022~~

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**PRESSPlus Comments**

PRESSPlus 1. Updated in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 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 a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

#### Bullying and Cyberbullying

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)

~~ADOPTED: March 17, 2022~~

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#### **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 a parent/guardian shall have the right to opt-out of the release of directory information regarding his or her child. The District will comply with State or federal law with regard to release of a student's school records, including, where applicable, without notice to, or the consent of, the student's parent/guardian or eligible student. 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.

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)

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## **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**

## Document Status: Draft Update

### 7:10-E Exhibit - Equal Educational Opportunities Within the School Community

The School District welcomes diversity in its schools. **Board Policy 7:10, *Equal Educational Opportunities*** cites the many civil rights laws that guarantee equal education opportunities to all students. In addition, the policies below address the equal educational opportunities, health, safety, and general welfare of students within the District. These policies are not a complete list, and depending on the factual context, another policy not specifically listed may apply: [PRESSPlus1](#)

1. 2:260, *Uniform Grievance Procedure*, contains the process for an individual to seek resolution of a complaint. A student may use this policy to complain about bullying. The District Complaint Manager shall address the complaint promptly and equitably.
2. 2:265, *Title IX Grievance Procedure*, contains the process that must be followed for complaints of Title IX harassment. [PRESSPlus2](#)
3. 2:270, *Discrimination and Harassment on the Basis of Race, Color, and National Origin Prohibited*, prohibits any person from discriminating against or harassing a student based on race, color, or national origin.
4. 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
5. 7:10, *Equal Educational Opportunities*, requires that equal educational and extracurricular opportunities be available to all students without regard to, among other protected statuses, sex, sexual orientation, and gender identity.
6. 7:20, *Harassment of Students Prohibited*, prohibits any person from harassing, intimidating, or bullying a student based on an actual or perceived characteristic that is identified in the policy including, among other protected statuses, sex, sexual orientation, and gender identity.
7. 7:130, *Student Rights and Responsibilities*, recognizes that all students are entitled to rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting.
8. 7:160, *Student Appearance*, prohibits students from dressing or grooming in such a way as to disrupt the educational process, interfere with a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. It recognizes that students have the right to wear hairstyles historically associated with race, ethnicity, or hair texture, and to wear or accessorize the student's graduation attire with items associated with the student's cultural, ethnic, or religious identity, or other characteristic protected by State law.
9. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
10. 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health needs that impact learning.
11. 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

DATED: March 17, 2022

## **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 110, October 2022**

PRESSPlus 2. Updated in response to a five-year review. **Issue 114, March 2024**

## *Document Status: Draft Update*

### **8:80 Gifts to the District**

The School Board appreciates gifts from any education foundation, other entities, or individuals. All gifts must adhere to each of the following:

1. Be accepted by the Board or, if less than \$500.00 in value, the Superintendent or designee. Individuals should obtain a pre-acceptance commitment before identifying the District, any school, or school program or activity as a beneficiary in any fundraising attempt, including without limitation, any Internet fundraising attempt.
2. Be given without a stated purpose or with a purpose deemed by the party with authority to accept the gift to be compatible with the Board's educational objectives and policies.
3. Be consistent with the District's mandate to provide equal educational and extracurricular opportunities to all students in the District as provided in Board policy 7:10, *Equal Educational Opportunities*. State and federal laws require the District to provide equal treatment for members of both sexes to educational programming, extracurricular activities, and athletics. This includes the distribution of athletic benefits and opportunities.
4. Permit the District to maintain resource equity among its learning centers.
5. Be viewpoint neutral when the gift involves the incorporation of any messages. [PRESSPlus1](#) The Superintendent or designee shall manage a process for the review and approval of donations involving the incorporation of messages into or placing messages upon school property.
6. Comply with all laws applicable to the District including, without limitation, the Americans with Disabilities Act, the Prevailing Wage Act, the Health/Life Safety Code for Public Schools, and all applicable procurement and bidding requirements.

The District will provide equal treatment to all individuals and entities seeking to donate money or a gift. Upon acceptance, all gifts become the District's property. The acceptance of a gift is not an endorsement by the Board, District, or school of any product, service, activity, or program. The method of recognition is determined by the party accepting the gift.

LEGAL REF.:

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

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

[23 Ill.Admin.Code §200.40.](#)

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs), 6:10 (Educational Philosophy and Objectives), 6:210 (Instructional Materials), 7:10 (Equal Educational Opportunities)

ADOPTED: March 17, 2022

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**PRESSPlus Comments**

PRESSPlus 1. Updated throughout in response to a PRESS five-year review. PRESS Editors have a quality assurance goal to ensure that a review of each piece of the 1500+ page IASB PRESS Policy Reference Manual occurs once every five years. **Issue 119, June 2025**



B. Approve Tentative Budget for 2025-2026

266

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
3	ESTIMATED BEGINNING FUND BALANCE (without Student Activity Funds) <sup>1</sup> as of July 1, 2025		1,220,589	177,375	27,382	81,939	148,564	337,391	2,169,033	48,484	110,605	
4	<b>RECEIPTS/REVENUES (without Student Activity Funds)</b>											
5	LOCAL SOURCES	1000	4,406,527	575,929	1,424,373	276,426	287,225	475,100	182,014	246,198	114,090	
6	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000	0	0	0	0	0	0	0	0	0	
7	STATE SOURCES	3000	2,915,861	0	0	300,000	0	0	0	0	0	
8	FEDERAL SOURCES	4000	390,179	0	0	0	0	0	0	0	0	
9	Total Direct Receipts/Revenues <sup>8</sup>		7,712,567	575,929	1,424,373	576,426	287,225	475,100	182,014	246,198	114,090	
10	Receipts/Revenues for "On Behalf" Payments <sup>2</sup>	3998										
11	Total Receipts/Revenues		7,712,567	575,929	1,424,373	576,426	287,225	475,100	182,014	246,198	114,090	
12	<b>DISBURSEMENTS/EXPENDITURES (without Student Activity Funds)</b>											
13	INSTRUCTION	1000	5,560,584				118,305				0	
14	SUPPORT SERVICES	2000	1,290,794	621,299		739,184	178,680	375,000			230,757	0
15	COMMUNITY SERVICES	3000	7,756	0		0	0				0	
16	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	1,230,026	0	0	0	0	0			0	0
17	DEBT SERVICES	5000	0	0	1,423,544	0	0				0	0
18	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0			0	0
19	Total Direct Disbursements/Expenditures <sup>9</sup>		8,089,160	621,299	1,423,544	739,184	296,985	375,000			230,757	0
20	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	0	0	0	0	0	0			0	0
21	Total Disbursements/Expenditures		8,089,160	621,299	1,423,544	739,184	296,985	375,000			230,757	0
22	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(376,593)	(45,370)	829	(162,758)	(9,760)	100,100	182,014	15,441	114,090	
23	<b>OTHER SOURCES/USES OF FUNDS</b>											
24	<b>OTHER SOURCES OF FUNDS (7000)</b>											
25	<b>PERMANENT TRANSFER FROM VARIOUS FUNDS</b>											
26	Abolishment the Working Cash Fund <sup>16</sup>	7110	1,000,000									
27	Abatement of the Working Cash Fund <sup>16</sup>	7110										
28	Transfer of Working Cash Fund Interest	7120										
29	Transfer Among Funds	7130										
30	Transfer of Interest	7140										
31	Transfer from Capital Projects Fund to O&M Fund	7150		0								
32	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	7160		0								
33	Transfer of Excess Accumulated Fire Prev & Safety Bond and Int <sup>3a</sup> Proceeds to Debt Service Fund	7170			0							
34	<b>SALE OF BONDS (7200)</b>											
35	Principal on Bonds Sold <sup>4</sup>	7210										
36	Premium on Bonds Sold	7220										
37	Accrued Interest on Bonds Sold	7230										
38	Sale or Compensation for Fixed Assets <sup>5</sup>	7300										
39	Transfer to Debt Service to Pay Principal on Leases	7400			0							
40	Transfer to Debt Service to Pay Interest on Leases	7500			0							
41	Transfer to Debt Service Fund to Pay Principal on Revenue Bonds	7600			0							
42	Transfer to Debt Service Fund to Pay Interest on Revenue Bonds	7700			0							
43	Transfer to Capital Projects Fund	7800						0				
44	ISBE Loan Proceeds	7900										
45	Other Sources Not Classified Elsewhere	7990										
46	Total Other Sources of Funds <sup>8</sup>		1,000,000	0	0	0	0	0	0	0	0	0

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
47	<b>OTHER USES OF FUNDS (8000)</b>											
49	<b>TRANSFER TO VARIOUS OTHER FUNDS (8100)</b>											
50	Abolishment or Abatement of the Working Cash Fund <sup>16</sup>	8110							1,000,000			
51	Transfer of Working Cash Fund Interest	8120							0			
52	Transfer Among Funds	8130										
53	Transfer of Interest <sup>6</sup>	8140										
54	Transfer from Capital Projects Fund to O&M Fund	8150										
55	Transfer of Excess Fire Prev & Safety Tax & Interest <sup>3</sup> Proceeds to O&M Fund	8160										
56	Transfer of Excess Accumulated Fire Prev & Safety Bond <sup>3a</sup> and Int Proceeds to Debt Service Fund	8170										
57	Taxes Pledged to Pay Principal on Leases	8410										
58	Grants/Reimbursements Pledged to Pay Principal on Leases	8420										
59	Other Revenues Pledged to Pay Principal on Leases	8430										
60	Fund Balance Transfers Pledged to Pay Principal on Leases	8440										
61	Taxes Pledged to Pay Interest on Leases	8510										
62	Grants/Reimbursements Pledged to Pay Interest on Leases	8520										
63	Other Revenues Pledged to Pay Interest on Leases	8530										
64	Fund Balance Transfers Pledged to Pay Interest on Leases	8540										
65	Taxes Pledged to Pay Principal on Revenue Bonds	8610										
66	Grants/Reimbursements Pledged to Pay Principal on Revenue Bonds	8620										
67	Other Revenues Pledged to Pay Principal on Revenue Bonds	8630										
68	Fund Balance Transfers Pledged to Pay Principal on Revenue Bonds	8640										
69	Taxes Pledged to Pay Interest on Revenue Bonds	8710										
70	Grants/Reimbursements Pledged to Pay Interest on Revenue Bonds	8720										
71	Other Revenues Pledged to Pay Interest on Revenue Bonds	8730										
72	Fund Balance Transfers Pledged to Pay Interest on Revenue Bonds	8740										
73	Taxes Transferred to Pay for Capital Projects	8810										
74	Grants/Reimbursements Pledged to Pay for Capital Projects	8820										
75	Other Revenues Pledged to Pay for Capital Projects	8830										
76	Fund Balance Transfers Pledged to Pay for Capital Projects	8840										
77	Transfer to Debt Service Fund to Pay Principal on ISBE Loans	8910										
78	Other Uses Not Classified Elsewhere	8990										
79	<b>Total Other Uses of Funds <sup>9</sup></b>		0	0	0	0	0	0	1,000,000	0	0	
80	<b>Total Other Sources/Uses of Fund</b>		1,000,000	0	0	0	0	0	(1,000,000)	0	0	
81	<b>ESTIMATED ENDING FUND BALANCE (without Student Activity Funds) as of June 30, 2026</b>		1,843,996	132,005	28,211	(80,819)	138,804	437,491	1,351,047	63,925	224,695	
82												
83	<b>Student Activity (Fund 11) ESTIMATED BEGINNING FUND BALANCE as of July 1, 2025</b>		110,507									
84	<b>RECEIPTS/REVENUES (For Student Activity Funds)</b>											
85	<b>Total Student Activity Direct Receipts/Revenues (Local Sources)</b>	1799	170,000									
86	<b>DISBURSEMENTS/EXPENDITURES (For Student Activity Funds)</b>											
87	<b>Total Student Activity Direct Disbursements/Expenditures</b>	1999	245,000									
88	<b>Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures</b>		(75,000)									
89	<b>Student Activity ESTIMATED ENDING FUND BALANCE as of June 30, 2026</b>		35,507									
90												

	A	B	C	D	E	F	G	H	I	J	K	L
1	<i>Begin entering data on EstRev 6-11 and EstExp 12-20 tabs.</i>		(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	
2	Description: Enter Whole Numbers Only	Acct #	Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
91	Total ESTIMATED BEGINNING FUND BALANCE (All Sources Including Student Activity Funds) as of July 1, 2025		1,331,096	177,375	27,382	81,939	148,564	337,391	2,169,033	48,484	110,605	
92	RECEIPTS/REVENUES (All Sources with Student Activity Funds)											
93	LOCAL SOURCES	1000	4,576,527	575,929	1,424,373	276,426	287,225	475,100	182,014	246,198	114,090	
94	FLOW-THROUGH RECEIPTS/REVENUES FROM ONE DISTRICT TO ANOTHER DISTRICT	2000										
95	STATE SOURCES	3000	2,915,861	0	0	300,000	0	0	0	0	0	
96	FEDERAL SOURCES	4000	390,179	0	0	0	0	0	0	0	0	
97	Total Direct Receipts/Revenues <sup>5</sup>		7,882,567	575,929	1,424,373	576,426	287,225	475,100	182,014	246,198	114,090	
98	Receipts/Revenues for "On Behalf" Payments <sup>2</sup>	3998	0	0	0	0	0	0	0	0	0	
99	Total Receipts/Revenues		7,882,567	575,929	1,424,373	576,426	287,225	475,100	182,014	246,198	114,090	
100	DISBURSEMENTS/EXPENDITURES (All Sources with Student Activity Funds)											
101	INSTRUCTION	1000	5,805,584				118,305			0		
102	SUPPORT SERVICES	2000	1,290,794	621,299		739,184	178,680	375,000		230,757	0	
103	COMMUNITY SERVICES	3000	7,756	0		0	0			0		
104	PAYMENTS TO OTHER DISTRICTS & GOVT UNITS	4000	1,230,026	0	0	0	0	0		0	0	
105	DEBT SERVICES	5000	0	0	1,423,544	0	0			0	0	
106	PROVISION FOR CONTINGENCIES	6000	0	0	0	0	0	0		0	0	
107	Total Direct Disbursements/Expenditures <sup>9</sup>		8,334,160	621,299	1,423,544	739,184	296,985	375,000		230,757	0	
108	Disbursements/Expenditures for "On Behalf" Payments <sup>2</sup>	4180	0	0	0	0	0	0		0	0	
109	Total Disbursements/Expenditures		8,334,160	621,299	1,423,544	739,184	296,985	375,000		230,757	0	
110	Excess of Direct Receipts/Revenues Over (Under) Direct Disbursements/Expenditures		(451,593)	(45,370)	829	(162,758)	(9,760)	100,100	182,014	15,441	114,090	
111	OTHER SOURCES/USES OF FUNDS											
112	OTHER SOURCES OF FUNDS (7000)											
113	Total Other Sources of Funds <sup>8</sup>		1,000,000	0	0	0	0	0	0	0	0	
114	OTHER USES OF FUNDS (8000)											
116	Total Other Uses of Funds <sup>9</sup>		0	0	0	0	0	0	1,000,000	0	0	
117	Total Other Sources/Uses of Fund		1,000,000	0	0	0	0	0	(1,000,000)	0	0	
118	ESTIMATED ENDING FUND BALANCE (All Sources with Student Activity Funds) as of June 30, 2026		1,879,503	132,005	28,211	(80,819)	138,804	437,491	1,351,047	63,925	224,695	
120	SUMMARY OF EXPENDITURES Without Student Activity Funds (by Major Object)											
121	Description	Acct #	(10)	(20)	(30)	(40)	(50)	(60)	(70)	(80)	(90)	Total By Object
122			Educational	Operations & Maintenance	Debt Service	Transportation	Municipal Retirement/ Social Security	Capital Projects	Working Cash	Tort	Fire Prevention & Safety	
123	Object Name											
124	Salaries	100	4,383,638	261,048		316,742		0		94,276	0	5,055,703
125	Employee Benefits	200	921,214	41,366		0	296,985	0		0	0	1,259,565
126	Purchased Services	300	953,222	139,685	0	174,673		0		136,481	0	1,404,061
127	Supplies & Materials	400	540,771	129,000		73,200		0		0	0	742,971
128	Capital Outlay	500	281,548	50,000		171,819		375,000		0	0	878,367
129	Other Objects	600	1,008,767	200	1,423,544	2,750	0	0		0	0	2,435,261
130	Non-Capitalized Equipment	700	0	0		0		0		0	0	0
131	Termination Benefits	800	0	0		0				0	0	0
132	Total Expenditures		8,089,160	621,299	1,423,544	739,184	296,985	375,000		230,757	0	11,775,928

- C. Set Date and Time of Public Hearing to Approve 2025-2026 Metamora CCSD #1 Budget for 7:00PM on Thursday, September 11, 2025
- D. Approve Jim Dunnan as Principal Mentor for the 2025-2026 School Year 270

## EDUCATIONAL CONSULTANT CONTRACT

This Educational Consultant Contract (the "Agreement") is made this 7th day of August, 2025, by and between the **BOARD OF EDUCATION OF METAMORA CCSD #1** Woodford County, Illinois (the "Board" or "District") and **DR. JIM DUNNAN** (the "Dr. Dunnan").

In mutual consideration of the covenants herein set forth, the parties agree as follows:

1. **Employment.** Dr. Dunnan is retained as Educational Consultant in the District for the 2025-2026 school year. The parties acknowledge that Dr. Dunnan shall not work more than 100 hours in the 2025-2026 school year. Such hours shall generally be determined jointly by the parties but the parties contemplate that Dr. Dunnan will meet in person with the Principal at least two partial days per month for at least the first semester of the 2025-2026 school year.

2. **Duties.** The duties and responsibilities of Dr. Dunnan shall be to serve as a mentor for the Middle School Principal and to provide consulting services to the administration and board for all matters related to the smooth and successful operation of the District. In particular, the parties contemplate that Dr. Dunnan will provide consulting services to the administration and the board regarding improvement of labor and personnel relations to strengthen the ability of the District to attract and retain quality employees.

3. **Compensation, Pension Contribution and Withholding.** The District agrees to pay to Dr. Dunnan an hourly consulting fee of ninety (\$90) dollars per hour. The parties contemplate that Dr. Dunnan shall work no more than one hundred (100) hours per school year as directed by the Superintendent. Because Dr. Dunnan is an annuitant in the Teacher's Retirement System (TRS), no TRS contributions shall be paid by the Board or Dr. Dunnan. Dr. Dunnan shall receive no other benefits unless specifically authorized in this Agreement. Dr. Dunnan's consulting fee shall be billed monthly with a brief narrative for the services rendered and time entries rounded to the nearest tenth of an hour. Payment shall be made, less applicable withholdings, during the next regular payroll of the District, provided such bill is received at least five business days before the date of the payroll. In addition to the actual hours worked on site, Dr. Dunnan shall be available for phone consultation to the administration and Board at mutually convenient times during the business day and during board meetings.

4. **Vacation and Sick Leave.** Dr. Dunnan shall receive no paid vacation or sick leave from the District. Unpaid vacation and absence due to illness shall be taken on non-working days, provided that Dr. Dunnan shall provide notice to the Board President of any absence of five consecutive days or more. Unpaid leave for illness or injury shall be allowed.

5. **Medical Insurance.** The Board shall not provide medical or dental insurance coverage for either Dr. Dunnan or his family.

6. **Mileage.** The Board shall reimburse Dr. Dunnan for mileage expenses incurred on behalf of the District (not including normal commuting expenses) verified by receipt in accordance with Internal Revenue Service regulations. Reimbursement for this and other eligible expenses incurred while serving as Educational Consultant as submitted shall be pursuant to the District's policies, rules and regulations.

7. **License.** Dr. Dunnan shall maintain during the entire term of this Agreement, a valid and appropriate license to act as Superintendent of the District in accordance with the laws of the State of Illinois and as directed by the Board.

8. **Other Work.** Dr. Dunnan shall be allowed to perform other work outside the district during non-working times provided such work does not present an actual or apparent conflict with the duties that Dr. Dunnan provides to the Board.

9. **Termination of Agreement.** Either party may terminate this agreement without cause by giving at least 10 days written notice to the other party before the effective date of the termination.

10. **Criminal Background Search.** Dr. Dunnan acknowledges that this Agreement is contingent upon receipt of a criminal background search report deemed acceptable by the Board in its sole discretion.

11. **Entire Agreement.** This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements and communications between the parties concerning such subject matter whether oral or written.

12. **Illinois Law.** This Agreement has been executed in the State of Illinois and shall be governed in accordance with the laws of the State of Illinois in every respect. Signed copies of this agreement shall be provided by the Superintendent to the Board of Education.

13. **Severability.** If any provision or paragraph of this Agreement is held to be illegal or unenforceable, that paragraph or provision shall be voided, but the rest of the Agreement shall not be affected thereby.

14. **Professional Liability.** The Board agrees that it shall defend, hold harmless, and indemnify the Dr. Dunnan from any and all demands, claims, suits, actions, and legal proceedings brought against the Dr. Dunnan in his individual capacity, or in his official capacity as agent and employee of the District, provided the incident arose while the Dr. Dunnan was acting within the scope of his employment. This indemnification obligation shall be the sole responsibility of the Board in its official capacity as a legal entity and in no case shall individual Board members be deemed to be personally liable for indemnifying the Dr. Dunnan against any such demands, claims, suits, actions, and legal proceedings.

**IN WITNESS WHEREOF,** this Agreement is effective as of the date written above.

**BOARD OF EDUCATION OF  
METAMORA CCSD #1**

**DR. JIM DUNNAN**

By \_\_\_\_\_  
Its President

\_\_\_\_\_

**ATTEST:**

\_\_\_\_\_  
Its Secretary

E. Approve Onsite Snow solutions for 2025-2026 Snow and Ice Management at MGS

273



Chatham St  
Metamora, IL 61548

## Quote

Onsite Snow Solutions, LLC  
1001 Redbud Lane  
Eureka, IL 61530  
Phone: (309) 303-9803  
Email: [onsitesnowsolutions@gmail.com](mailto:onsitesnowsolutions@gmail.com)

Date: 7/29/25

TO Metamora Grade School 815 E

Snow & Ice Management Service	Price
Pickup & Plow	\$115/hr
Skidsteer & Box	\$170/hr
Endloader & Box	\$200/hr
Full Salting Per Application	\$275

Quote Prepared by Chad Blunier

Onsite Snow Solution, LLC is fully insured and strives to perform exceptional 24-hour services. With many years of experience, we provide professional and prompt snow and ice management solutions to our customers.

To accept this quote, please sign & return:

\_\_\_\_\_  
Onsite Snow Solutions, LLC

Customer signature **Thank You for your business!!**

F. Approve Updated District MTSS Plan

276

~~RESPONSE TO~~  
~~INTERVENTION~~ MULTI TIERED  
SYSTEM OF SUPPORT (MTSS)  
PLAN



# Metamora Grade School's Plan for Intervention

2025-26

## ~~Response to Intervention Plan~~

## Multi Tiered System of Support

The following individuals have represented the school and have been involved in the writing and or approving of this ~~RtI~~ MTSS-Plan:

Board of Education	
Mrs. Dana Smith	Mr. Matt Wilkerson
Mrs. Kristina Grebner-Rauh	Mr. Trent Yoder
Mrs. Mary Schierer	Mr. Jared Frye
Mr. Dave Gleissner	

MGS & WCSEA	
Dr. Lee, Superintendent	Mr. Damery, K-4 Principal
Mr. Dirks, 5-8 Principal	Mrs. Lorenzatti, Student Services Coordinator
Mrs. Gruber, WCSEA Administrator	Mrs. Marriott, WCSEA School Psychologist
Mrs. Alig, WCSEA School Social Worker	Ms. Gary, WCSEA School Social Worker
Mrs. Ryon, MGS Speech Pathologist	Mrs. A. Gaffney, WCSEA Speech Pathologist
Ms. Humphrey, Rtl	
Mrs. Wallace, Teacher	Mrs. Karcher, Teacher
Ms. Tjaden, Teacher	Mrs. Colantoni, Teacher
Mrs. Southerland, Teacher	Mrs. White, Teacher

The District ~~RtI~~ **MTSS** Committee was charged with the following responsibilities:

1. Review the State of Illinois RtI Requirements and the current processes in district
2. Identify gaps and make recommendations
3. Create a ~~RtI~~ **MTSS** Plan that aligns K-8

## Table of Contents

<b>SECTION 1: INTRODUCTION.....</b>	<b>3</b>
Response to Intervention Defined.....	3
Legislative Background.....	3
Minimum Requirements.....	3
Vision and Outcomes.....	5
<b>SECTION 2: RTI AS A MULTI-TIERED PREVENTION FRAMEWORK.....</b>	<b>6</b>
Tier One Intervention.....	7
Tier Two Intervention.....	10
Tier Three Intervention.....	12
<b>SECTION 3: ASSESSMENT WITHIN AN RTI FRAMEWORK.....</b>	<b>13</b>
Benchmark.....	15
Progress Monitoring.....	16
Diagnostic Assessment.....	16
<b>SECTION 4: DATA-BASED DECISION MAKING.....</b>	<b>18</b>
Determining Initial Risk Status.....	18
Determining Student Response to Intervention.....	22
Criteria for Consideration of Entitlement .....	23
<b>SECTION 5: Professional Development.....</b>	<b>23</b>
<b>SECTION 6: Parent Notification.....</b>	<b>23</b>
<b>Speech-Language RtI Policy.....</b>	<b>24</b>

## SECTION 1: INTRODUCTION

~~Response to Intervention (Rtl) is a legally required, data-informed multi-tiered approach that guides the practice of providing support to students with specific learning and behavioral needs. Students who are at risk of performing lower academically are provided targeted supplemental interventions to improve specific skills, and to measure the impact of the interventions on student progress. Based on students' needs, support and interventions are increased in intensity in order to increase their rate of learning.~~

Multi-Tiered Systems of Support (MTSS) is defined as a school-wide, data driven, prevention based, framework for improving academic and behavioral outcomes for every student through a layered continuum of **evidence based practices**.

The MTSS process ensures students receive early access to appropriate **academic and behavioral interventions**. Unlike the Response to Intervention (Rtl) model, MTSS addresses social-emotional and behavioral needs in addition to academic supports. It involves aligning student needs with high-quality instruction, targeted interventions, and enrichment opportunities. Data is gathered through ongoing assessments to monitor student progress and inform decision-making. This approach aims to provide students with the necessary support to succeed academically and behaviorally, with the potential for referral to special education services based on their responsiveness to interventions.

### **Response to Intervention Defined**

~~Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The use of RTI as a systematic process for screening, intervening and monitoring—while not mandated by federal law—is what was intended under IDEA to determine a child’s response to scientific, research-based intervention. (RTI Network, 2019)~~

## Legislative Background

In January of 2008, the Illinois State Board adopted a State Plan to support schools in establishing RtI policy and procedures. All districts were to have plans in place by January of 2009. There were three components that the plans needed to include: 1) using a three tier model of school supports, 2) utilizing a problem-solving method for decision-making, and 3) having an integrated data system that informs instruction.

([https://www.isbe.net/Documents/rti\\_state\\_plan.pdf](https://www.isbe.net/Documents/rti_state_plan.pdf))

## Minimum Requirements

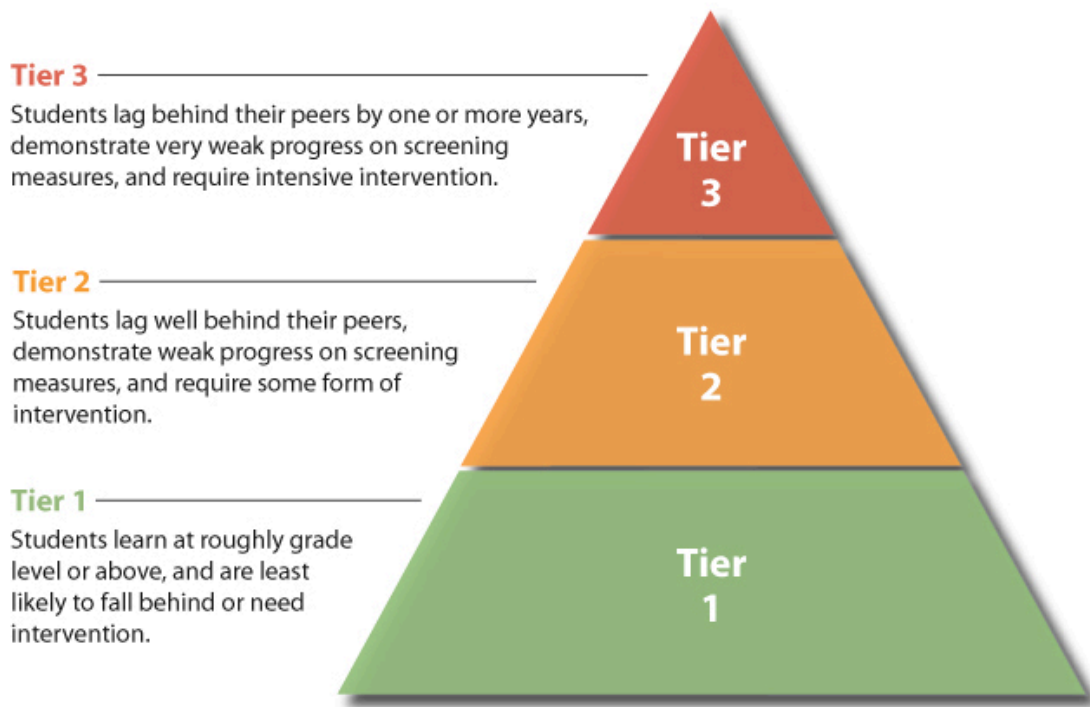
The policy framework should include:

### Key Features of MTSS

- **School-Wide Universal Screening**-All students are assessed to identify those at risk for learning outcomes or behavior or social emotional issues.
- **Diagnostic Screeners**-Targeted assessments that provide detailed insights into specific student needs for appropriate intervention planning.
- **Progress Monitoring**-Ongoing assessments used to evaluate student improvement and guide instruction or intervention adjustments.
- **Tiered Service Delivery**-A multi-level framework that offers varying levels of support intensity (e.g., Tier 1 for all students, Tier 2 for some, Tier 3 for few).
- **Data-Based Decision Making**-Involves systematic use of assessment data to inform instruction, intervention strategies, and placement decisions.
- **Parental Involvement**-Emphasizes regular, meaningful, two-way communication between families and schools about student progress and support.
- **Fidelity of Implementation**-Ensures that instruction and interventions are delivered consistently and accurately, with monitoring plans in place.

### Essential components of MTSS include:

1. Using a Three Tier Model of School Support
2. Utilizing a Problem-Solving Method for Decision-Making
3. Having an Integrated Data System that informs Instruction

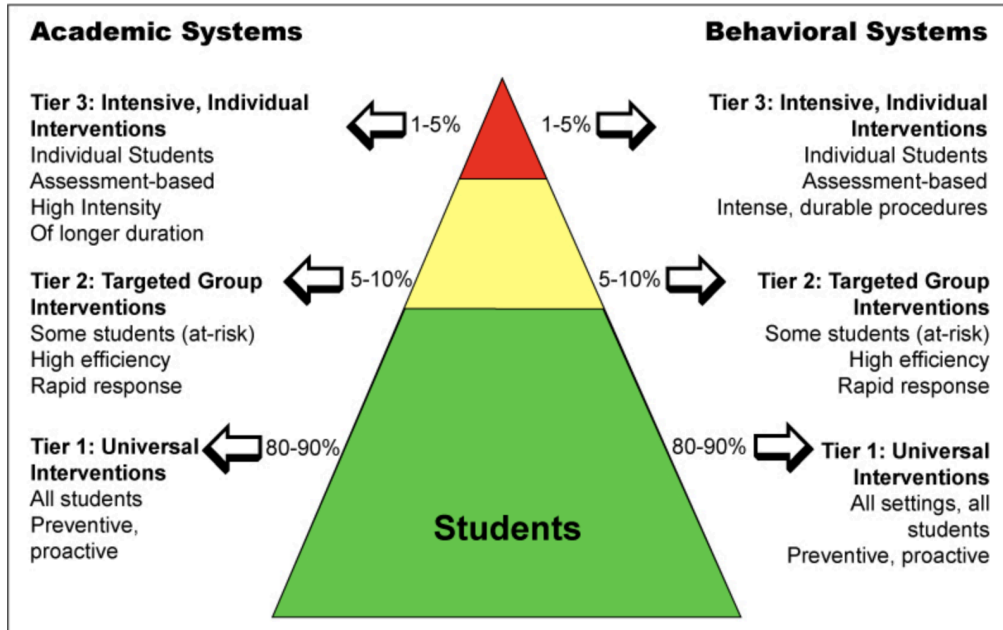


A multi-tiered framework is utilized to organize resources and support systems to promote student success. This three-tiered model adjusts the level of support based on student needs and provides differentiated services.

Tier 1 serves as the foundation and includes evidence-based instructional and behavioral practices designed for all students within the general curriculum. It aims to meet the needs of approximately 80% of students.

Tier 2 offers supplemental instruction and interventions in addition to core teaching, targeting students who, based on data, require additional support. It is intended to serve around 5–15% of students who need more assistance beyond Tier 1.

Tier 3 involves highly intensive instructional interventions provided alongside core instruction, with the goal of increasing individual student progress. This tier is designed to support approximately 5% of students whose needs are not fully addressed through Tier 1 and Tier 2 services.



MTSS consists of features similar to the service delivery model of RtI (National Research Center on Learning Disabilities <[www.nclrd.org](http://www.nclrd.org)>):

1. ~~RtI~~ **MTSS** would minimally include:

- **Appropriate Instruction** delivered to all students K-8 in the **general education setting**. Appropriate instruction would mean research based **reading** curriculum adopted by the school district that includes **explicit and systematic instruction** in phonemic awareness, phonics, vocabulary, reading fluency and reading comprehension.
- **Appropriate Instruction** delivered to all students K-8 in the general education setting. Appropriate instruction would mean research based **math** curriculum adopted by the school district that includes **focus, coherence, and rigor** to instruction in Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
- **Screening** applied to all students to identify those who are not making academic progress at expected rates.
- **Instruction matched to student need** with **increasingly intensive levels of targeted intervention and instruction** for those students not making adequate progress in performance or learning rate of improvement.

- Repeated or differentiated assessments of student achievement which includes curriculum based measures to determine if interventions are resulting in student progress towards the standard.
- The **process of information** about the student’s response to intervention **to make appropriate educational decisions** about changes to goals, instruction and/or services to make a referral for special education entitlement.
- Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education setting that provides information about:
  - What is currently provided with the general education setting
  - The amount of time and duration of intervention
  - The amount and nature of student performance data that will be collected
  - Strategies to help increase the student’s rate of learning

**2. Requires each school district to establish a plan and policies** for implementing school-wide approaches and pre-referral interventions through the ~~RtI~~ **MTSS** process in order to remediate a student’s performance prior to a special education referral.

The school district must select and define structure and components to its ~~RtI~~ **MTSS** program that include, but are not limited to the:

- Criteria for determining the level of intervention to be provided to the student
- Type of interventions
- The time and duration of the intervention
- Amount and nature of student performance data to be collected
- Manner and frequency for progress monitoring

**3. Requires each school district implementing an Rtl program to take appropriate steps to ensure that staff members have the knowledge and skills** necessary to implement an Rtl model as outlined in the State of Illinois Rtl Plan. “ The Illinois State Rtl Plan issued on January 1, 2008, outlines a framework for statewide implementation of Rtl and delineates requirements for District Rtl Plans, which were to be in place by January 1, 2009.” ([https://www.isbe.net/Documents/sped\\_rti\\_framework.pdf](https://www.isbe.net/Documents/sped_rti_framework.pdf))

**4. Authorizes the use of Rtl in the State’s criteria to determine learning disabilities (LD) and requires effective no later than the 2010-11 school year that all school districts have a program in place as part of the process to determine if a student has a learning disability.** *“In accordance with 23 IAC 226.130, beginning no later than the 2010-2011 school year, school districts in Illinois are required to use a process that determines how a student responds to scientific, research-based interventions (Rtl) when*

*determining whether that student is or continues to be eligible for and entitled to special education services under the category of specific learning disability (SLD).”*

[https://www.isbe.net/Documents/sped\\_rti\\_framework.pdf](https://www.isbe.net/Documents/sped_rti_framework.pdf)

## **Vision and Outcomes**

### **Vision:**

We will provide quality instruction, best practices, and interventions that will match the needs of the individual student to ensure that all children reach their fullest potential. We will provide academic support to meet all student needs by monitoring progress and evaluating outcomes.

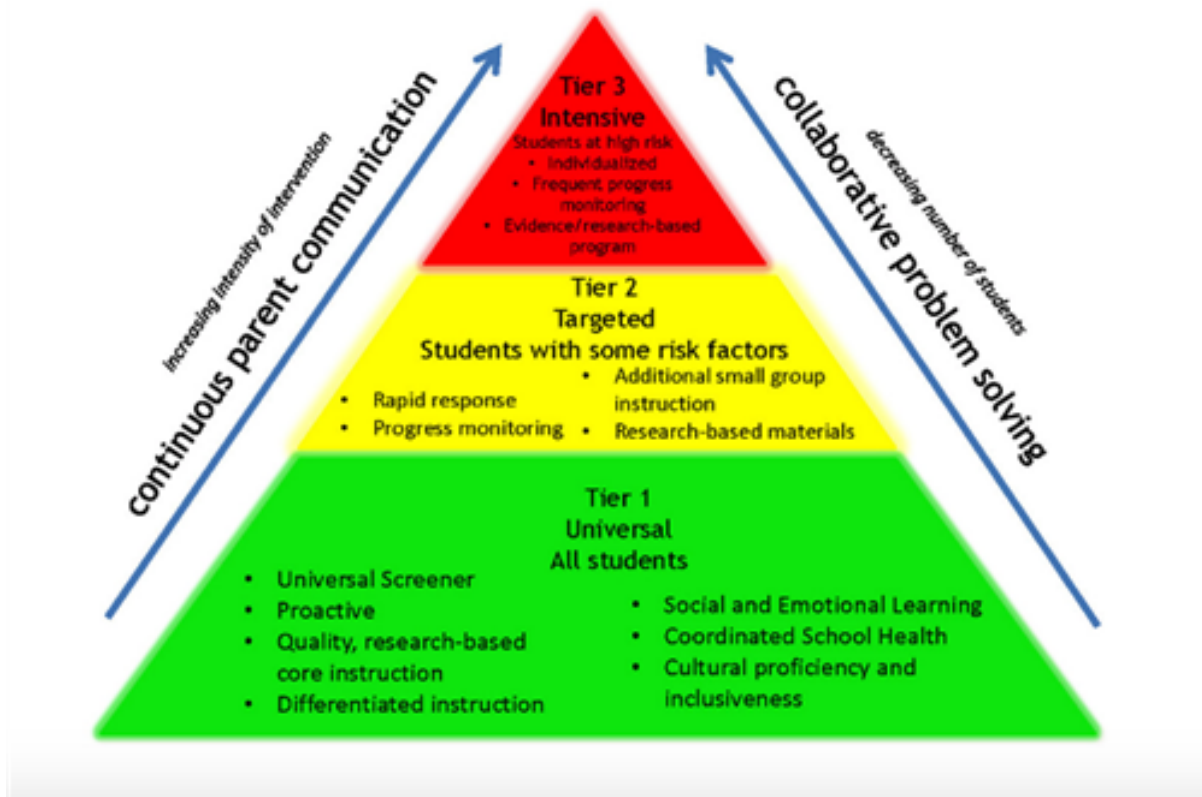
### **Outcomes:**

1. Provide quality instruction of the core curriculum that results in the mastery of the Common Core Curriculum.
2. Utilize a problem solving method to assess, monitor, and evaluate students' needs.
3. Ensure that all staff utilize student data to drive instruction.
4. Use progress monitoring tools and data to track progress on students who have been identified as not meeting grade-level expectations for academic subjects.
5. Provide small group support and interventions based on individual student needs from classroom teachers, Rtl reading teachers, paraprofessionals, and other faculty.
6. Analyze the data of students in all Tiers to make sure we are supporting them to the fullest potential.
7. Increase collaboration among classroom teachers, Rtl teachers, and special education staff concerning services, modifications and accommodations, best practices and interventions to facilitate learning for students with diverse needs.

## **Section 2: RTI AS A MULTI-TIERED PREVENTION FRAMEWORK**

### **Section 2: MTSS A THREE TIER MODEL**

~~RTI~~ **MTSS** is a multi-tiered prevention approach that guides the practice of providing support to students with specific learning and behavior needs. As students' needs increase, supports and interventions are increased in intensity in order to increase their rate of learning.



**Tier 1: General Education Teacher- 80%**

- 5 days a week- Whole and Small Group(6)

**Tier 2: Rtl Teacher, General Education Teacher, Speech Teacher- 10-15%**

- 15-30 minutes a session
- Minimum 3 out of 5 days in a week -5 days preferred
- Small Group (1-6)
- Push in or Pull out group
- Be mindful of Speech and SEL Minutes of Support
- Interventions provided by content expert

**Tier 3: Reading Teacher, Special Education Teacher- 1-5%**

- 15-30 minutes a session
- Minimum of 4 out of 5 days a week on top of Tier 2 time
- Small group (1-4)
- Push in or Pull out group

## Tier One Intervention

RtI begins with highly effective, scientifically based, quality instruction of the core academic subjects in the general education classroom. All students are assessed three times a year to determine academic and behavioral levels of baseline performance and to identify at-risk students. The following outlines Tier One interventions at Metamora Grade School.

## Description of Core Reading Instruction

The Common Core Standards as adopted by the State of Illinois require evidence-based instruction through the five pillars of literacy.

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension

*Implementing a systematic early literacy program that is research based is recommended to reduce gaps in instruction so that skills can be developed. When comprehensive early literacy programs are in place, achievement can be improved with all students, as it is recommended for English Language Learners, as well as students with disabilities.*

~~The following are part of Fountas and Pinnell literacy early literacy instruction introduced in Kindergarten and 1st Grade:~~

- Print, alphabet awareness -Phonological Awareness
- Phonemic Awareness
- Decoding
- Vocabulary
- Fluency
- Spelling

Tier One Curriculum- Reading	
Grade	Core Program
K-1	<ul style="list-style-type: none"><li>● Reading Horizons (Phonics)</li><li>● Decodables</li></ul>

	<ul style="list-style-type: none"> <li>• Guided Reading- DRA</li> <li>• IRA</li> </ul>
<b>2-3</b>	<ul style="list-style-type: none"> <li>• Reading Horizons (Phonics)</li> <li>• Wonders</li> </ul>
<b>4-5</b>	<ul style="list-style-type: none"> <li>• Reading Horizons/Elevate (Phonics)</li> <li>• Novel Units</li> <li>• Wonders</li> </ul>
<b>6-8</b>	<ul style="list-style-type: none"> <li>• Teacher Created Curriculum</li> <li>• Writers Choice</li> <li>• Sadlier-Oxford Vocabulary Workshop New Edition</li> <li>• Glencoe Writer's Choice Grammar and Composition 8</li> <li>• Prentice Hall Copper, Bronze, Silver Editions</li> <li>• Novel Units</li> </ul>

<b>Tier One Curriculum-Reading</b>					
<b>Grade</b>	<b>Gore Program</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Location</b>
<b>K</b>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Classroom</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>1</b>	<ul style="list-style-type: none"> <li>• Fountas and Pinnell Classroom</li> <li>• Guided Reading</li> <li>• Teacher Created Materials</li> <li>• Secret Stories</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>2</b>	<ul style="list-style-type: none"> <li>• Wonders</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>3</b>	<ul style="list-style-type: none"> <li>• Wonders</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>4</b>	<ul style="list-style-type: none"> <li>• Wonders</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
<b>5</b>	<ul style="list-style-type: none"> <li>• Wonders</li> </ul>	General Education Teacher	5 days/week		General Education Classroom

6	<ul style="list-style-type: none"> <li>● Teacher-Created Curriculum, Novels</li> <li>● Sadlier-Oxford Vocabulary Workshop New Edition, Level A</li> <li>● Glencoe Writer's Choice Grammar and Composition 6</li> <li>● Scott Foresman Great Expectations</li> <li>● Prentice Hall Copper Edition</li> </ul>	General Education Teacher	5 days/week	100 minutes	General Education Classroom
7	<ul style="list-style-type: none"> <li>● Teacher-Created Curriculum, Novels</li> <li>● Sadlier-Oxford Vocabulary Workshop New Edition, Level B</li> <li>● Glencoe Writer's Choice Grammar and Composition 7</li> <li>● Prentice Hall Bronze Edition</li> <li>● No Red Ink</li> </ul>	General Education Teacher	5 days/week	100 minutes	General Education Classroom
8	<ul style="list-style-type: none"> <li>● Teacher-Created Curriculum, Novels</li> <li>● Sadlier-Oxford Vocabulary Workshop New Edition, Level C</li> <li>● Glencoe Writer's Choice Grammar and Composition 8</li> <li>● Prentice Hall Silver Edition</li> </ul>	General Education Teacher	5 days/week	100 minutes	General Education Classroom

## Evidence Based- Reading

### Fountas and Pinnell Classroom

Fountas and Pinnell Classroom was developed by the literacy expertise of Irene C. Fountas and Gay Su Pinnell. (FPC) It is a multi-text approach to literacy for all students in grades K-1. The system supports the whole class, small group and independent learning. Through the use of Read-alouds, mini-lessons, shared reading, phonics, word study, guided reading and independent reading students are exposed to a variety of text through a systematic approach to literacy instruction.

## Wonders

Wonders was developed by McGraw-Hill and is used in Second-Fifth Grade for the core reading curriculum. Within Wonders modeled reading, shared reading, guided reading, independent reading and application occur. The approach teaches the whole child. The thought of learning is to increase curiosity and critical thinking. Genres vary in curriculum so that students are exposed to a wide variety of text. Additionally, there is a writing component to this curriculum.

## Description of Core Math Instruction

The Common Core Standards as adopted by the State of Illinois require evidence-based instruction through the

1. Operations and Algebraic Thinking
2. Number and Operations in Base 10
3. Number and Operations-Fractions
4. Ratios and Proportional Relationships
5. Measurements and Data
6. Geometry
7. Number System
8. Expressions and Equations

Tier One Curriculum-Math	
Grade	Core Program
K-8	<ul style="list-style-type: none"> <li>● Reveal</li> <li>● 99 Math (4-8)</li> <li>● Math Fact Lab (2,3)</li> <li>● Illustrative Math (Enriched 6-8)</li> </ul>

Tier One Curriculum- Math					
Grade	Core Program	Interventionist	Frequency	Duration	Location
K	<ul style="list-style-type: none"> <li>● Into Math</li> <li>● Reveal</li> </ul>	General Education Teacher	5 days/week		General Education

					Classroom
1	<ul style="list-style-type: none"> <li>● Into Math</li> <li>● Rocket Math</li> <li>● <b>Reveal</b></li> </ul>	General Education Teacher	5 days/week		General Education Classroom
2	<ul style="list-style-type: none"> <li>● Into Math</li> <li>● Rocket Math</li> <li>● Xtra Math</li> <li>● <b>Reveal</b></li> </ul>	General Education Teacher	5 days/week		General Education Classroom
3	<ul style="list-style-type: none"> <li>● Into Math</li> <li>● Rocket Math</li> <li>● Xtra Math</li> <li>● <b>Reveal</b></li> </ul>	General Education Teacher	5 days/week		General Education Classroom
4	<ul style="list-style-type: none"> <li>● Into Math</li> <li>● Rocket Math</li> <li>● <b>Reveal</b></li> <li>● Xtra Math</li> </ul>	General Education Teacher	5 days/week		General Education Classroom
5	<ul style="list-style-type: none"> <li>● Into Math</li> <li>● Accelerated Math</li> <li>● <b>Reveal</b></li> </ul>	General Education Teacher	5 days/week		General Education Classroom
6	<ul style="list-style-type: none"> <li>● Into Math</li> <li>● Accelerated Math</li> <li>● <b>Reveal</b></li> </ul>	General Education Teacher	5 days/week	50 Minutes	General Education Classroom
7	<ul style="list-style-type: none"> <li>● Into Math</li> <li>● <b>Reveal</b></li> </ul>	General Education Teacher	5 days/week	50 Minutes	General Education Classroom
8	<ul style="list-style-type: none"> <li>● Into Math</li> <li>● Research-Based Curriculum</li> <li>● <b>Reveal</b></li> </ul>	General Education Teacher	5 days/week	50 Minutes	General Education Classroom

9.—

## **Evidence Base—Math**

### **Into Math**

Go Math is a curriculum developed by Houghton Mifflin Harcourt. It meets rising standards with focus, coherence, and rigor and is used K-8 at Metamora Grade School. Through both whole

groups and differentiated instruction students can master content at appropriate levels of depth and rigor.

## MGS Assessment Systems

### ~~Section 3: ASSESSMENT WITHIN AN RTI FRAMEWORK~~

In an RtI framework a variety of assessments are used to support decisions in regards to Tier placement, the type of intervention needed, and how the student’s response to instruction and intervention. All students get universal screeners during benchmarking windows. Additionally, progress monitoring and diagnostic assessment can be used. Each assessment is used to target a specific point in the RtI progress as well as the goal for the individual student.

#### Benchmark Assessments

Benchmark assessments are generally completed **in the general education classroom** and **administered by the classroom teacher**.

Benchmark Assessments-Reading	
Grades	Assessment
K	<ul style="list-style-type: none"> <li>• MAP Growth K-2 (F, W, S)</li> <li>• Letter Naming Fluency (F, W, S)</li> <li>• Letter Sound Fluency (F, W, S)</li> <li>• Fry Sight Word (F,W,S)</li> </ul>
1	<ul style="list-style-type: none"> <li>• MAP Reading Growth K-2 (F, W, S)</li> <li>• Reading Horizons phonics screener (F, W, S)</li> <li>• Fry words (F, W, S)</li> </ul>
2-5	<ul style="list-style-type: none"> <li>• 2nd MAP Reading Growth K-2 (F, W)</li> <li>• 2nd MAP Reading Growth 2-5 (S)</li> <li>• 3-5 MAP Reading Growth 2-5 (F, W, S)</li> <li>• 3-5 IAR Testing</li> </ul>
6-8	<ul style="list-style-type: none"> <li>• MAP Reading Growth 6+ (F, W, S)-7th &amp; (F,W)-8th</li> <li>• IAR Testing</li> </ul>

Benchmark Assessments-Math	
Grades	Assessment
K	<ul style="list-style-type: none"> <li>• MAP Growth K-2 (F,W,S)</li> <li>• FastBridge Number ID (F,W,S)</li> <li>• FastBridge Number Sequence (S)</li> </ul>
1	<ul style="list-style-type: none"> <li>• MAP Math Growth K-2 (F,W,S)</li> <li>• FastBridge- Math Number Sequencing (F,W,S)</li> <li>• FastBridge Number ID (F,W,S)</li> </ul>
2-5	<ul style="list-style-type: none"> <li>• 2nd MAP Math Growth K-2 (F, W)</li> <li>• 2nd MAP Math Growth 2-5 (S)</li> <li>• 3-5 MAP Math Growth 2-5 (F, W, S)</li> <li>• 3-5 IAR Testing</li> </ul>
6-8	<ul style="list-style-type: none"> <li>• MAP Math Growth 6+</li> <li>• IAR Testing</li> </ul>

Benchmark Assessments-Social Emotional	
Grades	Assessment
K-4	<ul style="list-style-type: none"> <li>• SAEBRS (K-12)</li> </ul>
5-8	<ul style="list-style-type: none"> <li>• SAEBRS (K-12)</li> <li>• mySAEBRS (K-12)</li> </ul>

Benchmark Assessments-Reading			
Grades	Fall	Winter	Spring
K	<ul style="list-style-type: none"> <li>• Letter Naming Fluency-ISEL</li> <li>• Letter Sound Fluency-ISEL</li> </ul>	<ul style="list-style-type: none"> <li>• MAP Fluency</li> <li>• Sight Words</li> <li>• Letter Naming Fluency-ISEL</li> <li>• Letter Sound Fluency-ISEL</li> <li>• Fountas &amp; Pinnell-Independent B</li> </ul>	<ul style="list-style-type: none"> <li>• MAP Fluency</li> <li>• Sight Words</li> <li>• Letter Naming Fluency-ISEL</li> <li>• Letter Sound Fluency-ISEL</li> <li>• Fountas &amp; Pinnell-Independent G</li> </ul>
4	<ul style="list-style-type: none"> <li>• MAP Reading Growth K-2</li> <li>• MAP Fluency</li> </ul>	<ul style="list-style-type: none"> <li>• MAP Reading Growth K-2</li> </ul>	<ul style="list-style-type: none"> <li>• MAP Reading Growth K-2</li> </ul>

	<ul style="list-style-type: none"> <li>● <del>Fountas &amp; Pinnell Instructional Reading Level</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Fluency</del></li> <li>● <del>Fountas &amp; Pinnell Instructional Reading Level</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Fluency</del></li> <li>● <del>Fountas &amp; Pinnell Instructional Reading Level</del></li> </ul>
<b>2-3</b>	<ul style="list-style-type: none"> <li>● <del>MAP Reading Growth 2-5</del></li> <li>● <del>MAP Fluency Adaptive Oral Reading Only</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Reading Growth 2-5</del></li> <li>● <del>MAP Fluency Adaptive Oral Reading Only</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Reading Growth 2-5</del></li> <li>● <del>MAP Fluency Adaptive Oral Reading Only</del></li> </ul>
<b>4-5</b>	<ul style="list-style-type: none"> <li>● <del>MAP Reading Growth 2-5</del></li> <li>● <del>Fluency (4th as needed)</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Reading Growth 2-5</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Reading Growth 2-5</del></li> </ul>
<b>6-8</b>	<ul style="list-style-type: none"> <li>● <del>MAP Reading Growth 6+</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Reading Growth 6+</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Reading Growth 6+</del></li> </ul>

<b>Benchmark Assessments-Math</b>			
<b>Grades</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
<b>K</b>	<ul style="list-style-type: none"> <li>● <del>FastBridge Number ID</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>FastBridge Number ID</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>FastBridge Number Sequence</del></li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth K-2</del></li> <li>● <del>FastBridge Math Number Sequencing (21% ile norm)</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth K-2</del></li> <li>● <del>FastBridge Math Number Sequencing</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth K-2</del></li> <li>● <del>FastBridge Place Value</del></li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth 2-5</del></li> <li>● <del>FastBridge 1st Grade Place Value Spring</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth 2-5</del></li> <li>● <del>FastBridge 2nd Math Process Screener</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth 2-5</del></li> <li>● <del>FastBridge 2nd Math Process Screener</del></li> </ul>
<b>3-5</b>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth 2-5</del></li> <li>● <del>FastBridge Math Process Screener</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth 2-5</del></li> <li>● <del>FastBridge Math Process Screener</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth 2-5</del></li> <li>● <del>FastBridge Math Process Screener</del></li> </ul>
<b>6-8</b>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth 6+</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth 6+</del></li> </ul>	<ul style="list-style-type: none"> <li>● <del>MAP Math Growth 6+</del></li> </ul>

## Diagnostic Assessments

Benchmark assessments and progress monitoring tools provide an adequate amount of information to develop a plan for instruction. At times we need to take a deeper look into the student's specific skills. Assessments that are diagnostic in nature provide more detailed information in regards to the students skill and needs. Diagnostic

assessments show us what needs to be taught, and they are used to help guide instructional decisions.

### Progress Monitoring

What is progress monitoring? Progress monitoring is the practice of assessing student performance through assessments on a routine basis. This allows us to monitor progress in response to the instruction being provided. This data can 1) show the rate of improvement for the student, 2) show if the intervention is effective, and 3) Identify the need for further or more information to help support the student. We use progress monitoring data as a piece to help support movement through the tiers. Currently, Metamora Grade School uses FastBridge as our main universal piece to help document and support the rate of improvement and level of progress over time.

Progress Monitoring Assessments	
Grades	Assessment
K	ISEL
K-8	FastBridge
K-8	Do the Math (Modules)
2-8	Wilson Reading System
K-3	Reading Horizon Phonics Screening
K-1	Reading Horizon Phonemic Awareness Screener
K-8	Zearn
K-8	IXL
K-8	Lexia

Progress Monitoring Assessments				
Grades	Assessment	Tier	Frequency	Administrator
K-8	FastBridge	1-3	3 x year Biweekly weekly	Glassroom teacher Interventionist Resource Teacher

K	ISEL- Letter Naming, Letter Sounds, nonsense word fluency	4	3-x year	Classroom teacher Interventionist
K-2	Foundations	1-2	Biweekly	Interventionist
K-5	Fountas and Pinnell Benchmark Assessment	1-3	As needed for below-grade-level readers	Classroom Teacher Interventionist
4	DRA	4	Monthly	Classroom Teacher Interventionist
K-8	Wilson Reading System	3	As needed for below-grade-level readers	Interventionist
K-5	Teacher Checklists	1-3	Weekly	Classroom teacher Interventionist
K-2	Running Records	1-3	As needed for below-grade-level readers	Classroom Teacher Interventionist
K	ESGI	4	As needed for below-grade-level readers	Classroom teacher
K-8	IXL Diagnostic and Grade-Level problems	1-3	As needed for below-level students	Interventionist

## Tier Two Intervention

Within Metamora Grade School, Tier 2 intervention is typically small group, supplemental instruction. Supplemental instruction means that it is **in addition to the core, and not in place of the core instruction that students receive in Tier One**. Instruction in this tier addresses the need or weakness that a student has in a specific skill area in reading or math.

Tier Two intervention is provided by a professional that best matches the needs of the student. The intervention is provided by General Education Teachers, Reading Teachers, Speech Pathologists, and Educational Aide. The intervention can occur as a push in support or a pull out intervention. Progress is monitored during the course of these interventions to determine if students are making progress to close the gap. If it is determined that the intervention is not successful, an intervention change will take place. If it is determined that a student is still not

making progress, and the gap is not closing, then the student will be referred for more intensive support.

<b>Tier Two Supplemental Instruction- Reading</b>	
<b>Interventions</b>	
<ul style="list-style-type: none"> <li>● <b>Foundations</b></li> <li>● <b>Starfall</b></li> <li>● <b>Heggerty</b></li> <li>● <b>Leveled Literacy Instruction</b></li> <li>● <b>Dolch Sight Words</b></li> <li>● <b>Elconin Boxes</b></li> <li>● <b>Repeated Reading</b></li> <li>● <b>Listening Passages</b></li> <li>● <b>Wilson Reading System</b></li> <li>● <b>IXL Language</b></li> <li>● <b>Wilson Fluency</b></li> <li>● <b>Read Naturally</b></li> <li>● <b>Explode the Code</b></li> <li>● <b>SRA Skill Set</b></li> <li>● <b>Repeated Reading</b></li> <li>● <b>Listening passages</b></li> <li>● <b>Silent Reading</b></li> <li>● <b>Choral Reading</b></li> <li>● <b>Dolch Sight Words</b></li> <li>● <b>Read Well</b></li> <li>● <b>Lexia</b></li> <li>● <b>Leveled Literacy Instruction</b></li> <li>● <b>Just Words</b></li> <li>● <b>Reteaching Wonders-3rd, 4th</b></li> <li>● <b>Reading A to Z</b></li> <li>● <b>Read Well</b></li> <li>● <b>MAP Reading Skills</b></li> <li>● <b>Supported Study Hall -Reteaching</b></li> </ul>	

<b>Tier Two Supplemental Instruction-Reading</b>						
<b>Grade</b>	<b>Program Options</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Location</b>	<b>Group Size</b>
<b>K</b>	<ul style="list-style-type: none"> <li>● <b>Foundations</b></li> <li>● <b>Starfall</b></li> <li>● <b>Heggerty</b></li> <li>● <b>Leveled Literacy Instruction</b></li> <li>● <b>Dolch Sight Words</b></li> <li>● <b>Elconin Boxes</b></li> </ul>	<b>Reading Teacher</b> <b>Educational Aide</b> <b>Classroom Teacher</b> <b>Speech Pathologist</b>	<b>At least 3 out of 5 days</b>	<b>15-30 minutes outside of the core</b>	<b>Push in &amp; Pull Out</b>	<b>1-6</b>

	<ul style="list-style-type: none"> <li>● Repeated Reading</li> <li>● Listening Passages</li> <li>● Silent Reading</li> <li>● Choral Reading</li> </ul>					
1-2	<ul style="list-style-type: none"> <li>● Foundations</li> <li>● Leveled Literacy Instruction</li> <li>● Heggerty</li> <li>● Wilson Reading System</li> <li>● IXL Language</li> <li>● Wilson Fluency</li> <li>● Read Naturally</li> <li>● Explode the Code</li> <li>● SRA Skill Set</li> <li>● Repeated Reading</li> <li>● Listening passages</li> <li>● Silent Reading</li> <li>● Choral Reading</li> <li>● Dolch Sight Words</li> <li>● Read Well</li> <li>● Lexia</li> </ul>	Reading Teacher Educational Aide Classroom Teacher Speech Pathologist	At least 3 out of 5 days	15-30 minutes outside of the core	Push in & Pull Out	1-6
3-5	<ul style="list-style-type: none"> <li>● Leveled Literacy Instruction</li> <li>● Just Words</li> <li>● Reteaching Wonders 3rd, 4th</li> <li>● Repeated Reading</li> <li>● Silent Reading</li> <li>● Choral Reading</li> <li>● Fry Words</li> <li>● Reading A to Z</li> <li>● IXL Language</li> <li>● Wilson Reading System</li> <li>● Wilson Fluency</li> <li>● Read Well</li> <li>● MAP Reading Skills</li> </ul>	Reading Teacher Educational Aide Classroom Teacher Speech Pathologist	At least 3 out of 5 days	15-30 minutes outside of the core	Push in & Pull Out	1-6
6-8	<ul style="list-style-type: none"> <li>● Supported Study Hall-Reteaching</li> <li>● IXL Language</li> <li>● Repeated Reading</li> <li>● Silent Reading</li> <li>● Choral Reading</li> <li>● MAP Reading Skills</li> </ul>	Reading Teacher Educational Aide Classroom Teacher Speech Pathologist	At least 3 out of 5 days	15-30 minutes outside of the core	Push in & Pull Out	1-6

**Tier Two Supplemental Instruction- Math**

## Interventions

- IXL
- Reteaching
- Khan Academy Kids
- Zearn
- Happy Numbers Math
- Do the Math
- File Folder Activity - Skill Specific (In MTSS Room)
- Osmo
- Prodigy
- 99 Math Fact Lab
- Math Games- for Number Sense
- TouchMath

## Tier Two Supplemental Instruction–Math

Grade	Program Options	Interventionist	Frequency	Duration	Location	Group Size
K	<ul style="list-style-type: none"> <li>• IXL</li> <li>• Into Math</li> <li>• Reteaching</li> </ul>	Interventionist Educational Aide Classroom Teacher	At least 3 out of 5 days	15-30 minutes outside of the core	Push-in & Pull Out	4-6
1-2	<ul style="list-style-type: none"> <li>• IXL</li> <li>• Into Math</li> <li>• Reteaching</li> <li>• Khan Academy</li> </ul>	Interventionist Educational Aide Classroom Teacher	At least 3 out of 5 days	15-30 minutes outside of the core	Push-in & Pull Out	4-6
3-5	<ul style="list-style-type: none"> <li>• IXL</li> <li>• Into Math</li> <li>• Reteaching</li> <li>• Math MAP Skills</li> </ul>	Interventionist Educational Aide Classroom Teacher	At least 3 out of 5 days	15-30 minutes outside of the core	Push-in & Pull Out	4-6
6-8	<ul style="list-style-type: none"> <li>• IXL</li> <li>• Into Math</li> <li>• Reteaching</li> <li>• Khan Academy</li> <li>• Math MAP Skills</li> </ul>	Interventionist Educational Aide Classroom Teacher	At least 2 out of 5 days	15-30 minutes outside of the core	Push-in & Pull Out	4-6

## Tier Three Intervention

Tier Three is a part of the process designed for students who have not made adequate progress in Tier Two interventions, have been unresponsive to interventions, or have such significant need that intensive intervention is needed. Students need an increased frequency and/or intensity of an intervention. More intervention is needed to close the gap between the student and their peers.

<b>Tier Three Intervention–Reading</b>						
<b>Grade</b>	<b>Program Options</b>	<b>Interventionist</b>	<b>Frequency</b>	<b>Duration</b>	<b>Location</b>	<b>Group Size</b>
<b>K</b>	<ul style="list-style-type: none"> <li>● <b>Leveled Literacy Intervention</b></li> <li>● <b>Heggerty</b></li> <li>● <b>Fundations</b></li> </ul>	<b>RtI Teacher Educational Aide</b>	<b>At least 4 out of 5 days a week</b>	<b>Min. 25</b>	<b>Flexible Setting</b>	<b>1-3</b>
<b>1</b>	<ul style="list-style-type: none"> <li>● <b>Fundations</b></li> <li>● <b>Leveled Literacy Instruction</b></li> <li>● <b>Heggerty</b></li> </ul>	<b>RtI Teacher Educational Aide</b>	<b>At least 4 out of 5 days a week</b>	<b>Min. 25</b>	<b>Flexible Setting</b>	<b>1-3</b>
<b>2</b>	<ul style="list-style-type: none"> <li>● <b>Wilson Reading System</b></li> <li>● <b>Visualizing and Verbalizing</b></li> <li>● <b>Fundations</b></li> <li>● <b>Wilson Fluency</b></li> </ul>	<b>RtI Teacher Educational Aide</b>	<b>At least 4 out of 5 days a week</b>	<b>Min. 25</b>	<b>Flexible Setting</b>	<b>1-3</b>
<b>3-5</b>	<ul style="list-style-type: none"> <li>● <b>Wilson Reading System</b></li> <li>● <b>Visualizing and Verbalizing</b></li> <li>● <b>Leveled Literacy Instruction</b></li> <li>● <b>Wilson Fluency</b></li> </ul>	<b>RtI Teacher Educational Aide</b>	<b>At least 4 out of 5 days a week</b>	<b>Min. 25</b>	<b>Flexible Setting</b>	<b>1-3</b>
<b>6-8</b>	<ul style="list-style-type: none"> <li>● <b>Wilson Reading System</b></li> <li>● <b>Language!</b></li> <li>● <b>SRA Corrective Reading</b></li> </ul>	<b>RtI Teacher Educational Aide</b>	<b>At least 4 out of 5 days a week</b>	<b>Min. 25</b>	<b>Flexible Setting</b>	<b>1-3</b>

**Tier Three Intervention- Reading**

Interventions
<ul style="list-style-type: none"> <li>● <b>Leveled Literacy Intervention</b></li> <li>● <b>Heggerty</b></li> <li>● <b>Foundations</b></li> <li>● <b>Wilson Reading System</b></li> <li>● <b>Visualizing and Verbalizing</b></li> <li>● <b>Foundations</b></li> <li>● <b>Wilson Fluency</b></li> <li>● <b>Language!</b></li> <li>● <b>SRA Corrective Reading</b></li> </ul>

Tier Three Intervention- Math
Interventions
<ul style="list-style-type: none"> <li>● <b>IXL</b></li> <li>● <b>Go Math Reteaching</b></li> <li>● <b>Splash Math</b></li> <li>● <b>Khan Academy</b></li> </ul>

Tier Three Intervention- Math						
Grade	Program-Options	Interventionist	Frequency	Duration	Location	Group Size
K	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Go Math Reteaching</li> </ul>	RtI Teacher Educational Aide	At least 4 out of 5 days a week	15-30 min.	Flexible Setting	1-3
1-2	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Go Math Reteaching</li> </ul>	RtI Teacher Educational Aide	At least 4 out of 5 days a week	15-30 min.	Flexible Setting	1-3
3-5	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Go Math Reteaching</li> <li>● Splash Math</li> </ul>	Interventionist Educational Aide	At least 4 out of 5 days a week	15-30 min.	Flexible Setting	1-3
6-8	<ul style="list-style-type: none"> <li>● IXL</li> <li>● Go Math Reteaching</li> <li>● Khan Academy</li> </ul>	Core Teachers Resource Teachers Educational Aides	At least 4 out of 5 days a week	15-30 min.	Flexible Setting	1-3

## SECTION 4: DATA-BASED DECISION MAKING

A key component to the RtI framework is making sure we use data to make educationally informed decisions for students, classrooms, and grade levels. Benchmarks and progress monitoring data help drive decisions for who needs interventions as well as the type of intervention that may be needed for students to make progress.

Within the RtI framework we have two major decisions in regards to student performance:

1. Which students may or are at risk to struggle academically?
2. How well is the student responding to the interventions and instruction?

### Determining Initial Risk Status

To determine which students may need additional support and who is potentially at risk, we use data from benchmark assessment to make informed decisions. We also look at additional data collected to make these decisions as well.

Determining Who is At-Risk	
Primary Data Sources:	MAP FastBridge Benchmarking
Secondary Data Sources:	FastBridge Progress Monitoring Fountas and Pinnell Benchmark Assessments Report Card (Current and Historical) Attendance Behavior Report IAR State Assessments (3rd-8th) Common Assessments within the classroom
Purposes:	<ul style="list-style-type: none"> <li>• Identify students who are struggling</li> <li>• Identify the level of support that is needed</li> <li>• Identify the effectiveness of Tier One instruction</li> </ul>
Who is involved:	Classroom Teacher Principal Grade Level Team
Frequency:	Benchmarking occurs 3 times a year. Data meetings are held right after the benchmarking window closes

Decision Options and Criteria:	Students below grade level are discussed with the RtI team to review interventions
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### Determining Student Response to Intervention

Once a student is getting intervention, the RtI team uses data to determine how the student is responding to the intervention. Through progress monitoring data we examine the student’s level of performance, their rate of improvement and progress over time. Informed decisions are made regarding changes in Tier intervention level according to the following:

Determining Student Response to Intervention			
Primary Data Sources:	FastBridge Fountas and Pinnell Instructional Level		
Secondary Data Sources:	Wilson Reading System Classroom Assessments		
Purpose	<ul style="list-style-type: none"> <li>• Determine how the student responded to intervention</li> <li>• Determine if student is making progress towards grade level benchmarks</li> <li>• Determine the need for less or more intervention</li> </ul>		
Who is Involved:	RtI Team: Classroom Teacher Special Education Teacher Interventionist Principal	Additional Members: School Psychologist MTSS Coordinator Social Worker Speech/ Language Therapist Occupational Therapist	
Frequency of Tier placement decisions and decision options and criteria	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
	4-6 Weeks	8 weeks	8 weeks
	<b>Positive Response</b> <ul style="list-style-type: none"> <li>• Continue</li> <li>• End</li> <li>• Monitor</li> </ul>	<b>Positive Response</b> <ul style="list-style-type: none"> <li>• Continue</li> <li>• Move to Tier 1</li> <li>• End</li> <li>• Monitor Progress</li> <li>•</li> </ul>	<b>Positive Response</b> <ul style="list-style-type: none"> <li>• Continue</li> <li>• Move to Tier 1 or 2</li> <li>• End</li> <li>• Monitor Progress</li> </ul>
	<b>Inadequate Progress</b> <ul style="list-style-type: none"> <li>• Change intervention</li> </ul>	<b>Inadequate Progress</b> <ul style="list-style-type: none"> <li>• Change intervention</li> </ul>	<b>Inadequate Progress</b> <ul style="list-style-type: none"> <li>• Change intervention</li> </ul>

	Or <ul style="list-style-type: none"> <li>• Move to Tier 2</li> </ul>	<ul style="list-style-type: none"> <li>• Move to Tier 3</li> </ul>	<ul style="list-style-type: none"> <li>• Consider diagnostic assessment</li> <li>• Consider evaluation for special educational services</li> </ul>
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K-8 Rtl Policy			
Reading	Criteria for Movement from Tier 1 to Tier 2	Criteria for Movement from Tier 2 back to Tier 1	Criteria for Movement from Tier 2 to Tier 3
<b>Kindergarten</b>	1. ISEL <b>Fall</b> -21% or below-Letter Naming Fluency 7/54  <b>Winter</b> - 15% or below Letter Naming Fluency 46/54 or 10% or below on Letter Sound Fluency 16/26  <b>Spring</b> - 15% or below Letter Naming Fluency 52/54 or 10% or below on Letter Sound Fluency 21/26  2. Teacher Input  <b>Must meet 2 out of 2</b>	1. ISEL <b>Fall</b> -10% or above-Letter Naming Fluency 7/54  <b>Winter</b> - 15% or above - Letter Naming Fluency 46/54 or 10% or above on Letter Sound Fluency 16/26  <b>Spring</b> - 15% or above Letter Naming Fluency 52/54 or 10% or above on Letter Sound Fluency 21/26  2. Teacher Input  <b>Must meet 2 out of 2</b>	1. ISEL <b>Winter and Spring</b> - 10% or below Letter Naming Fluency and Letter Sound Fluency  Not Making Rate of Improvement on FastBridge for Letter Naming Fluency  2. MAP- January/Winter Growth below 15%  <b>Must meet both Letter Naming Fluency and Letter Sound Fluency criteria</b>
<b>1st Grade</b>	1. MAP Growth below 21%  2. Benchmark Instructional Reading Level on Running Records at least 2 levels below (or) less than 30% on the expected Reading Horizons Phonics Screener.	1. Above 21% MAP Growth Screening  2. Instructional Reading Level 1 level behind on Benchmark Assessment twice in a row, (or) more than 30% on the expected Reading Horizons Phonics Screener.	1. Instructional Reading Level 2 or more levels below  2. Not Meeting expected goal after 3 data points on FastBridge (or) more than 20% on the expected Reading Horizons Phonics Screener.

	<p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3</b></p>	<p>3. 3 Consecutive Progress Monitoring points at or above goal on FastBridge Nonsense Words</p> <p>4. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 3 out of 4</b></p>	<p>3. Below the 15% on MAP Growth Screening</p> <p>4. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 3 out of 4 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of student present for at least 8 weeks</li> <li>● Must have documented one change in intervention <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<p><b>2nd Grade</b></p>	<p>1. MAP Growth below 21%</p> <p>2. Running Record one level behind (or) less than 30% on the expected Reading Horizons Phonics Screener.</p> <p>3. MAP Fluency FASTBRIDGE</p> <ul style="list-style-type: none"> <li>a. Fall- less than 35</li> <li>b. Winter -less than 58</li> <li>c. Spring less than 71</li> </ul> <p>4. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 3 out of 4</b></p>	<p>1. Progress monitoring at or above goal for Fluency Rate three in a row</p> <p>2. Running Record on level using Fountas and Pinnell Benchmark</p> <ul style="list-style-type: none"> <li>a. 90% on J and K</li> <li>b. 95 % on L and M</li> </ul> <p>3. Above 30% on the expected Reading Horizons Phonics Screener.</p> <p>4. MAP growth screening greater than 21%</p> <p>5. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 3 out of 5</b></p>	<p>1. Fluency not meeting rate of Improvement 3 consecutive tests</p> <p>2. Running record with Fountas and Pinnell 2 levels behind</p> <p>3. Below 20% on the expected Reading Horizons Phonics Screener.</p> <p>4. MAP growth screening or benchmark below the 15%</p> <p>5. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 3 out of 5 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of students present for benchmarks for at least 8 weeks.</li> <li>● Must show or document one change in intervention: <ul style="list-style-type: none"> <li>○ Reduce group size</li> <li>○ Increase time,</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Change intervention</li> </ul>
<b>3rd Grade</b>	<ol style="list-style-type: none"> <li>1. MAP Growth below 21%</li> <li>2. Running Record one level behind (or) less than 40% on the expected Reading Horizons Phonics Screener.</li> <li>3. MAP Fluency <ul style="list-style-type: none"> <li>● Fall- less than 58</li> <li>● Winter -less than 78</li> <li>● Spring less than 90</li> </ul> </li> <li>4. Teacher Input to include teacher observation, grades, and additional assessments.</li> </ol> <p><b>Must meet 3 out of 4</b></p>	<ol style="list-style-type: none"> <li>1. Progress monitoring for Fluency Rate at or above goal line - three in a row</li> <li>2. Running Record on level using Fountas and Pinnell or DRA Benchmark <ul style="list-style-type: none"> <li>● 95 % on N, O, P</li> </ul> </li> <li>3. Above 40% on the expected Reading Horizons Phonics Screener.</li> <li>4. MAP growth screening greater than 21%</li> <li>5. Teacher Input to include teacher observation, grades, and additional assessments.</li> </ol> <p><b>Must meet 3 out of 5</b></p>	<ol style="list-style-type: none"> <li>1. Fluency-Not meeting Rate of Improvement 3 trending downward tests</li> <li>2. Running Record with Fountas and Pinnell or DRA 2 levels behind based on benchmarking at the specific time of year</li> <li>3. Below 30% on the expected Reading Horizons Phonics Screener.</li> <li>4. MAP growth screening or benchmark below the 15%</li> <li>5. Teacher Input to include teacher observation, grades, and additional assessments.</li> </ol> <p><b>Must meet 3 out of 5 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of students present for benchmarks for at least 8 weeks.</li> <li>● Must show or document one change in intervention: <ul style="list-style-type: none"> <li>○ Reduce group size</li> <li>○ Increase time,</li> <li>○ Change intervention</li> </ul> </li> </ul>
<b>4th/5th</b>	<ol style="list-style-type: none"> <li>1. MAP Growth Achievement below 21%</li> <li>2. FastBridge Fluency Rate <ul style="list-style-type: none"> <li>○ Fall less than 91</li> <li>○ Winter less than 108</li> <li>○ Spring less than 121</li> </ul> </li> <li>3. Teacher Input to include teacher observation, grades, and additional assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Progress monitoring at or above goal line - three data points trending upward</li> <li>2. MAP-Screener Benchmark above the 21%</li> <li>3. Teacher Input to include teacher observation, grades, and additional assessments.</li> </ol>	<ol style="list-style-type: none"> <li>1. Progress Monitoring not meeting their goal Rate of Improvement on 3 tests</li> <li>2. MAP Growth Achievement at or below the 15%</li> <li>3. Teacher Input to include teacher observation, grades, and additional assessments.</li> </ol>

	<b>Must Meet 2 out of 3</b>	<b>Must Meet 2 out of 3</b>	<b>Must Meet 2 out of 3 plus:</b> <ul style="list-style-type: none"> <li>● Documentation of students present for benchmarks for at least 8 weeks.</li> <li>● Must show or document one change in intervention: <ul style="list-style-type: none"> <li>○ Reduce group size</li> <li>○ Increase time,</li> <li>○ Change intervention</li> </ul> </li> </ul>
<b>6th/7th/8th</b>	<ol style="list-style-type: none"> <li>1. MAP Growth Achievement below 21%</li> <li>2. Triangulation data from Reading teacher on team includes: <ul style="list-style-type: none"> <li>○ Language Grade</li> <li>○ Literature Grade</li> <li>○ Teacher Recommendation</li> <li>○ Spring MAP Percentile</li> </ul> </li> </ol> <p>Total score below a 6.</p> <ol style="list-style-type: none"> <li>3. Teacher Input to include teacher observation, grades, and additional assessments.</li> </ol> <p><b>Must Meet 2 out of 3</b></p>	<ol style="list-style-type: none"> <li>1. Progress monitoring at or above goal line - three data points trending upward</li> <li>2. MAP-Screener Benchmark above the 21%</li> <li>3. Teacher Input to include teacher observation, grades, and additional assessments.</li> </ol> <p><b>Must Meet 2 out of 3</b></p>	<ol style="list-style-type: none"> <li>1. Progress Monitoring not meeting their goal Rate of Improvement on 3 tests</li> <li>2. MAP Growth Achievement at or below the 15%</li> <li>3. Teacher Input to include teacher observation, grades, and additional assessments.</li> </ol> <p><b>Must Meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of students present for benchmarks for at least 8 weeks.</li> <li>● Must show or document one change in intervention: <ul style="list-style-type: none"> <li>○ Reduce group size</li> <li>○ Increase time,</li> <li>○ Change intervention</li> </ul> </li> </ul>

\*Movement between tiers will be a decision made using criteria/data.

<b>Math</b>	<b>Criteria for Movement from Tier 1 to Tier 2</b>	<b>Criteria for Movement from Tier 2 back to Tier 1</b>	<b>Criteria for Movement from Tier 2 to Tier 3</b>
<b>K</b>	1. FastBridge- Number ID <ol style="list-style-type: none"> <li>Fall less than 7</li> <li>Winter less than 15</li> <li>Spring less than 24</li> </ol> 2. FastBridge- Decomposing <ol style="list-style-type: none"> <li>Spring less than 5</li> </ol> 3. Teacher Input to include teacher observation, grades, and additional assessments. <p><b>Must Meet 2 out of 3</b></p>	1. FastBridge- Number ID <ol style="list-style-type: none"> <li>Greater than 7</li> <li>Greater than 15</li> <li>Greater than 24</li> </ol> 2. FastBridge- Decomposing <ol style="list-style-type: none"> <li>Spring more than 5</li> </ol> 3. Teacher Input to include teacher observation, grades, and additional assessments. <p><b>Must Meet 2 out of 3</b></p>	1. FastBridge- Number ID <ol style="list-style-type: none"> <li>Fall below the 19%ile</li> <li>Winter -12 or below</li> <li>Spring-18 or less</li> </ol> 2. Not Making Rate of Improvement on FastBridge for Number ID           3. Teacher Input to include teacher observation, grades, and additional assessments. <p><b>Must Meet 2 out of 2</b></p>
<b>1st Grade</b>	1. MAP Growth below 21%           2. FastBridge -Number Sequencing <ol style="list-style-type: none"> <li>Fall below 3</li> <li>Winter below 6</li> <li>Spring below 9</li> </ol> 3. FastBridge- Decomposing Numbers <ol style="list-style-type: none"> <li>Fall below a 1</li> </ol> 4. Teacher Input to include teacher observation, grades, and additional assessments. <p><b>Must meet 3 out of 4</b></p>	1. Above 21% MAP Growth Screening           2. FastBridge- Number Sequencing <ol style="list-style-type: none"> <li>Fall greater than 3</li> <li>Winter greater than 6</li> <li>Spring greater than 9</li> </ol> 3. FastBridge- Decomposing Numbers <ol style="list-style-type: none"> <li>Greater than 1</li> </ol> 4. Teacher Input to include teacher observation, grades, and additional assessments. <p><b>Must meet 3 out of 4</b></p>	1. Not Meeting expected goal after 3 data points on FastBridge           2. Below the 15% on MAP Growth Screening           3. Teacher Input to include teacher observation, grades, and additional assessments. <p><b>Must meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>• Documentation of student present for at least 8 weeks</li> <li>• Must have documented one change in intervention               <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<b>2nd Grade</b>	1. MAP Growth below 21%           2. FastBridge- 1st Grade Place Value Spring	1. Above 21% MAP Growth Screening           2. FastBridge- 1st Grade	1. Not Meeting expected goal after 3 data points on FastBridge

<p>***</p>	<p>a. Fall below a 4 b. Winter below a 5 c. Spring below a 6</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3</b></p>	<p>Place Value Spring</p> <p>a. Fall score of 4 or above b. Winter above a 5 c. Spring above a 6</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3</b></p>	<p>2. Below the 15% on MAP Growth Screening</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of student present for at least 8 weeks</li> <li>● Must have documented one change in intervention <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<p><b>3rd Grade</b></p>	<p>1. MAP Growth below 21%</p> <p>2. FastBridge -CAP Fall- 3rd Grade CAP 3 Winter 3rd Grade CAP 5 Spring- 3rd Grade CAP 7</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3</b></p>	<p>1. MAP Growth above 21%</p> <p>2. FastBridge CBM-CAP a. Winter- CBM CAP of above 5 b. Spring- CBM CAP of above 7</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3</b></p>	<p>1. Not Meeting expected goal after 3 data points on FastBridge</p> <p>2. Below the 15% on MAP Growth Screening</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of student present for at least 8 weeks</li> <li>● Must have documented one change in intervention <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<p><b>4th Grade</b></p>	<p>1. MAP Growth below 21%</p> <p>2. FastBridge CBM-CAP a. Fall- CBM CAP 2 b. Winter-CBM CAP 2</p>	<p>1. MAP Growth above 21%</p> <p>2. FastBridge</p>	<p>1. Not Meeting expected goal after 3 data points on FastBridge</p>

	<p>c. Spring- CBM CAP 3</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3</b></p>	<p>CBM-CAP</p> <p>a. Fall- CBM CAP above 2</p> <p>b. Winter-CBM CAP above 2</p> <p>c. Spring- CBM CAP above 3</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3</b></p>	<p>2. Below the 15% on MAP Growth Screening</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of student present for at least 8 weeks</li> <li>● Must have documented one change in intervention <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<b>5th Grade</b>	<p>1. MAP Growth below 21%</p> <p>2. FastBridge CBM-CAP</p> <p>a. Fall- CBM CAP 2</p> <p>b. Winter-CBM CAP 3</p> <p>c. Spring- CBM CAP 3</p> <p>3. 2 failed Math unit assessments</p> <p>4. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must Meet 2 out of 3</b></p>	<p>1. MAP Growth above 21%</p> <p>2. Fast Bridge CBM-CAP</p> <p>a. Fall- CBM CAP above 2</p> <p>b. Winter-CBM CAP above 3</p> <p>c. Spring- CBM CAP above 3</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3</b></p>	<p>4. Not Meeting expected goal after 3 data points on FastBridge</p> <p>5. Below the 15% on MAP Growth Screening</p> <p>6. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of student present for at least 8 weeks</li> <li>● Must have documented one change in intervention <ul style="list-style-type: none"> <li>○ Reduced group size</li> <li>○ Increase in time</li> <li>○ Change of intervention</li> </ul> </li> </ul>
<b>6th/7th/8th</b>	<p>1. MAP Growth below 21%</p> <p>2. Triangulation of data from Math Teacher includes 5 data points:</p> <ul style="list-style-type: none"> <li>● MAP yearly %ile</li> <li>● Algebra Proficiency</li> <li>● Grade Level Proficiency</li> </ul>	<p>1. Progress monitoring at or above goal line - three data points trending upward</p> <p>2. MAP- Growth above the 21%</p> <p>3. Teacher Input to include</p>	<p>1. Progress Monitoring not meeting their goal rate of improvement on 3 tests</p> <p>2. MAP Growth at or below the 15%</p> <p>3. Teacher Input to include</p>

	<ul style="list-style-type: none"> <li>● End of Year Math Grade</li> <li>● Teacher Recommendation Score</li> </ul> <p>Triangulation Below 30%</p> <p>3. Teacher Input to include teacher observation, grades, and additional assessments.</p> <p><b>Must Meet 2 out of 3</b></p>	<p>teacher observation, grades, and additional assessments.</p> <p><b>Must Meet 2 out of 3</b></p>	<p>teacher observation, grades, and additional assessments.</p> <p><b>Must Meet 2 out of 3 plus:</b></p> <ul style="list-style-type: none"> <li>● Documentation of students present for benchmarks for at least 8 weeks.</li> <li>● Must show or document one change in intervention: <ul style="list-style-type: none"> <li>○ Reduce group size</li> <li>○ Increase time,</li> <li>○ Change intervention</li> </ul> </li> </ul>
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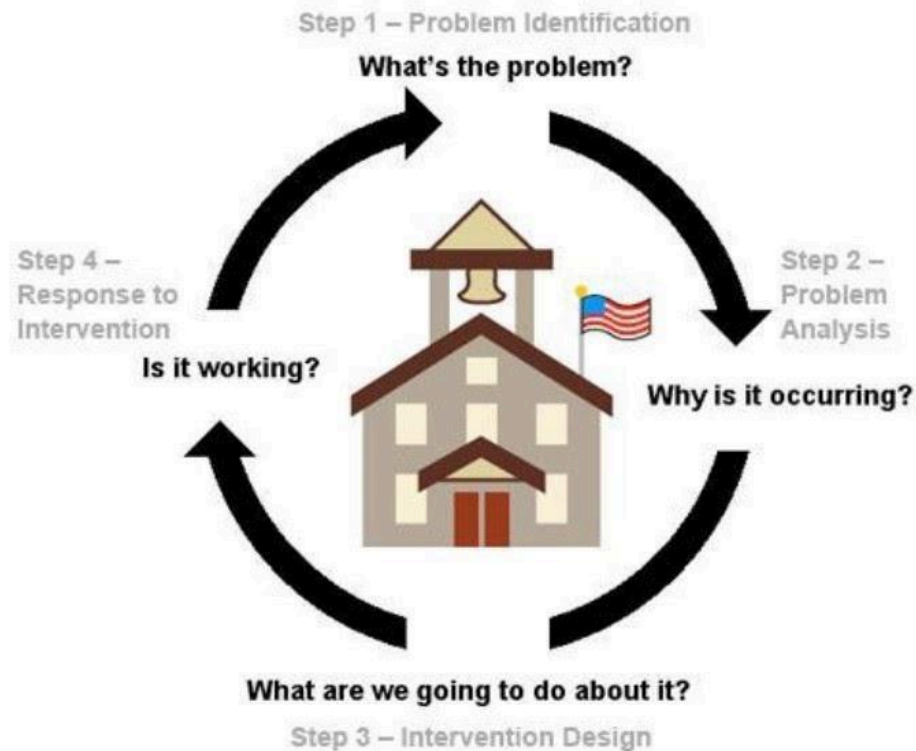
\*Movement between tiers will be a decision made using criteria/data.

### Progress Monitoring

Tier 2 and Tier 3 students will be progress monitored every 2 weeks. As needed Tier 3 students may need to be progress monitored more as determined during Problem Solving Team meetings.

### Problem-Solving Team (PST) Process

The Problem-Solving Team (PST) uses the Problem-Solving Model to reveal a complete picture of the problem and establish possible solutions. The Problem-Solving Model entails four steps that require careful consideration, suggestions, input, and ideas from team members. This is a paradigm shift from diagnosing, placing, and labeling students to problem-solving, intervening, and helping all students.



## Step 1: Problem Identification

Guiding Questions: Where are we? Where do we want to go? Is there a difference between the student's performance and the goal?

Define the problem:

- o PST reviews the student's data in relation to his/her classmates. If the class (80% or more) is making progress, then a problem involves factors influencing the individual student. If not, then whole group interventions must be considered.
- o Problems are stated in observable, measurable, and specific terms

Determine what you want the student to do (replacement behavior):

- o Identify the level of performance needed to achieve specific standards by the end of the school year or other identified time frame.
- o Goals must be realistic and achievable.

## Step 2: Problem Analysis

Guiding Questions: Why is the problem occurring?

Develop a hypothesis:

- o Determine probable reasons for the problem.

- o PST reviews multiple possible causes that may include but are not limited to the student, peers, teachers, school environment, and/or curriculum.

### Step 3: Intervention Design

Guiding Questions: What are we doing about the problem? What is it about the interaction of the instruction, curriculum, learners, and learning environment that should be altered so that the student can learn?

Develop a plan: Consider both how to teach and what to teach

- o Develop a research-based instructional/intervention plan that matches the student's needs and has the greatest likelihood of success.
- o A solid plan explicitly defines the skills to be taught, focuses on measurable objectives, defines how will complete the tasks (when and how), and describes a progress monitoring plan.

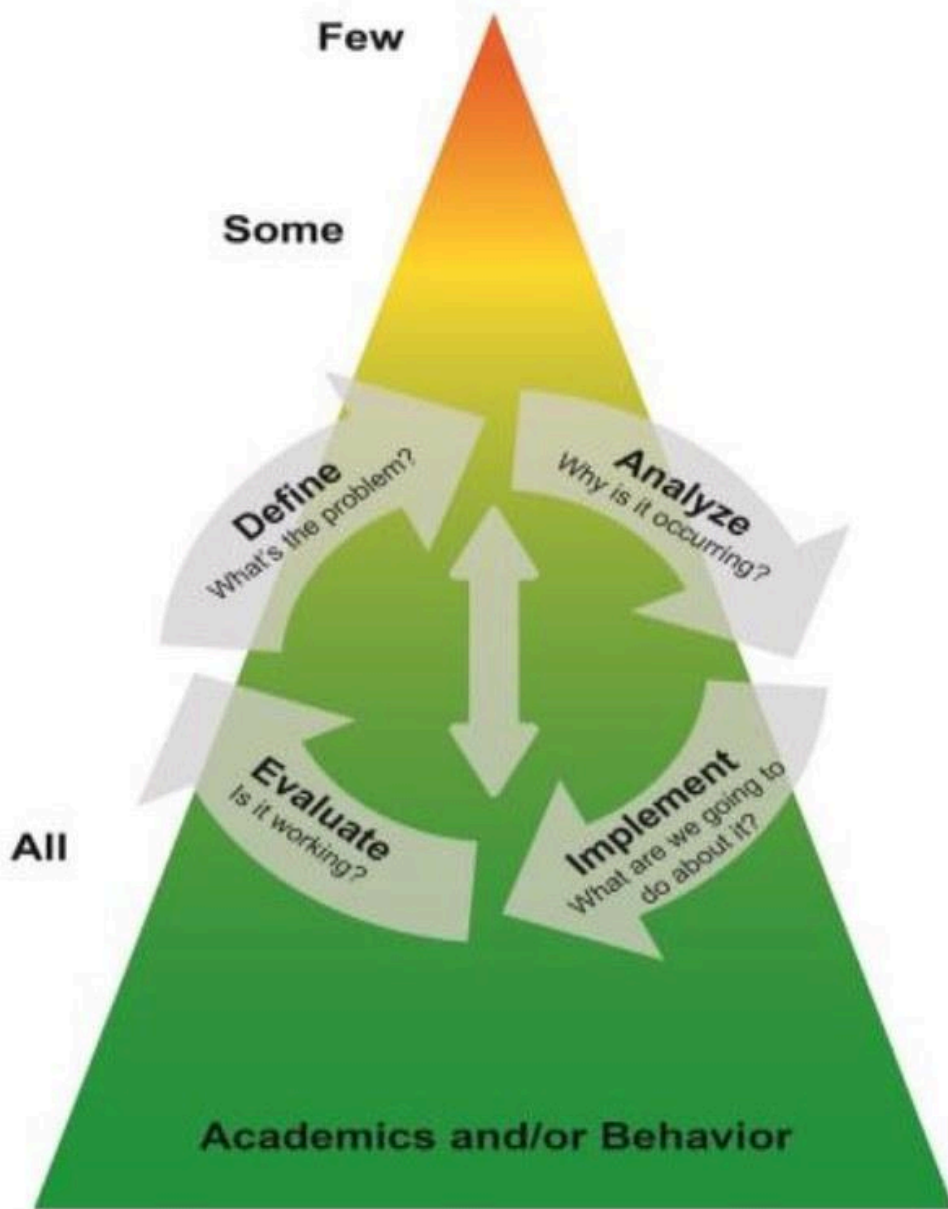
### Step 4: Plan Implementation and Evaluation

Guiding Questions: Is the intervention producing the desired results? Is the response positive, questionable, or poor? Should adjustments be made to ensure integrity and fidelity of the intervention? Should the intervention be increased by reducing group size, increasing amount of time and frequency, or narrowing the focus of the intervention?

- o Plan evaluation requires documented and graphed progress monitoring.
- o Progress monitoring methods may include, but are not limited to, curriculum-based measurements, frequency of behaviors, and the accuracy and completeness of assignments.
- o Intervention implementation **and fidelity** is checked.
- o PST reviews the gathered data and makes decisions about the student's response to interventions.

The Problem-Solving Process is a self-corrective, decision making model focused on academic and/or behavioral intervention development and progress monitoring with frequently collected, measurable data that illustrates student performance. By graphing data points collected from this ongoing progress monitoring, the response to intervention and trends in student performance can be easily visualized and will reveal the type of response achieved. MGS MTSS Decision Making Rules are used to assist the PST in the decision making process (see pg. 28).

### Visual Representation of the Problem-Solving Process



### The Problem-Solving Team Meeting

- o Make sure the referral form is filled out before each meeting (initial referrals).
- o Ensure that all data that has been collected is ready to share at the meeting.
- o Parents are aware of referral before meeting and are invited to meetings or involved with the process through communication with team members.

- o Each PST member will adhere to their assigned roles throughout the meeting.
- o Set up regular meeting slots to allow for PST meetings.
- o The case manager and referring teacher will briefly share the case (can be shared prior to meeting).
- o The PST will go through steps 1-4.
- o The PST will determine the next steps and ensure they are implemented.
  - o Continue the existing intervention with an increase in the intensity (i.e. 1:1) and/or frequency (i.e. additional 30 minutes)—Tier 3 individualized instruction
  - o Implement a different or more intense intervention—Tier 3 individualized instruction
  - o Design a progress monitoring plan (choose appropriate progress monitoring tool and timeline for progress monitoring).
  - o Determine the need for further assessment/screening.
- o Contact the parent again to determine that a referral is being made and explain how the process will work.
- o PST will review data regularly to ensure that students are in the appropriate intervention or lack thereof. They will also ensure that interventions are being implemented with fidelity.

### Responses and Use of Decision Rules

Intervention intensity can be increased by reducing the size of the group, increasing the amount of time and/or the frequency that the intervention is delivered, or by narrowing the focus of the intervention.

- o A **positive** response to intervention occurs when the academic and/or behavioral gap is closing, and the student is making progress towards the desired goal. At this point, continue the intervention until the student reaches the goal or discontinue if the student has achieved functional independence.
- o A **questionable** response to intervention occurs when the student is neither closing the gap nor widening it. At this point, ensure the intervention is being implemented with fidelity. The PST should consider increasing the intensity of the intervention for a period of time and then reassess the impact. If the rate of progress has not improved, the PST needs to return to problem solving and initiate a different intervention.
- o A **poor** response to intervention occurs when the deficiency gap widens, the student falls further behind classmates, or behaviors escalate. At this point, ensure the intervention is being implemented with fidelity. If the response is not due to lack of fidelity, the PST needs to return to problem solving and initiate a different intervention.

## **Problem-Solving Team (PST) Roles and Expectations**

### **Teacher -**

Before-

During-

After-

### **Principal-**

Before-

During-

After-

### **RTI Teacher-**

Before-

During-

After-

### **PST Team Time Member-**

Before-

During-

After-

### **Special Education Administrator or Psychologist-**

Before-

During-

After-

### **School Social Worker-**

Before-

During-

After

## Differentiated Strategies

When students struggle within the core curriculum there are a variety of strategies that teachers can do to support them. Some examples include:

<ul style="list-style-type: none"><li>● Pre-assessment</li><li>● Providing Explicit Systematic Instruction</li><li>● Flexible grouping</li><li>● Leveled Reading Group</li></ul>	<ul style="list-style-type: none"><li>● Learning Centers</li><li>● Learning Contracts</li><li>● Rubrics</li><li>● Choice in product</li><li>● Choice Boards</li></ul>
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**Check for fidelity:** Team meetings, data meetings and administrative classroom walkthroughs are used to evaluate implementation fidelity of core curriculum.

## Criteria for Consideration of Entitlement K-8

The Rtl team will engage in the following examinations to determine the appropriate course of action for the student:

- Examine the sufficiency of the interventions
- Examine the changes made in intervention
- Interventions over a minimum of nine weeks
- Analyze multiple consecutive data points (3 or more)
- Consider the degree of discrepancy and the rate of progress
- Observe the student in the classroom

The Rtl team will meet to determine whether additional data is necessary to consider entitlement. If additional information is necessary a domains meeting will be conducted and an evaluation will take place. If no further data is needed a domains/eligibility/IEP meeting will be held to move to entitlement.

## **Section 5: Professional Development**

Metamora Grade School has and will continue to provide professional development to staff members regarding the Rtl process through administrators and the Rtl team. We will continue to deliver updated Rtl process information regarding the Rtl plan. When needed we will continue to promote professional development when needed to support personnel.

## **Section 6: Parent Notification**

Parents are notified when their child requires an intervention beyond what is provided to all students in the general education classroom. Communication with parents comes from the general education teacher for movement from Tier 1 to Tier 2. When a student is moving from Tier 2 to Tier 3, parents are invited and encouraged to attend Tier 3 meetings to participate in developing and reviewing intervention plans. When a Tier 3 plan is developed for a student, parents sign consent making them aware they are being brought to the problem solving team and moving to a more intensive intervention. Parents are made aware of:

- Type of Intervention
- Frequency
- Duration
- Interventionist providing instruction
- Location
- The amount and nature of student performance data collected
  - Type of data
  - Screening tools
  - Frequency of progress monitoring
- When the Rtl team will review progress

## **Speech-Language RTI Policy**

### **Tier I**

- As needed, provide teachers or parents general strategies to enhance student's speech or language skills
- Universal articulation screenings for all kindergarten students and all students who are new to the district in 1<sup>st</sup> and 2<sup>nd</sup> grade
  - Send written notice to parents with the option to opt out

- o Sort students into 3 groups: Pass, Watch, or Fail
  - Pass: Age-appropriate speech. No further interaction with this student.
  - Watch : Borderline speech abilities. Rescreen in 1 year.
  - Fail: Delayed speech abilities. Determine if these students should be served under Tier II or Tier III.
- o Send letters home with each student with the results of the screening

## **Tier II**

- Short term interventions (approximately 4-8 weeks) that continue throughout the school year if needed
- Groups may be delayed until later in the school year
- Small groups with group practice; Intervention is not individualized
  - o Purpose: Introduce the sound or language concept and provide opportunities for group practice
- Groups may consist of phonological, articulation, or language targets
- Students may cycle in and out of groups and repeat groups if necessary
- Obtain written consent from parent
- Guidelines for recommending students for Tier II articulation
  - o Non-developmental speech sound errors are present and/or unintelligible speech
    - Provide parents with progress update at the end of each group (including baseline vs. current performance data); As needed, include ideas or materials for home practice

## **Tier III**

- Mild to moderate disorders
- Consistent interventions that are individualized to the student and data driven
- May be group or individual intervention
- May be “speech only” or part of an academic team plan
- Obtain written parent consent
- Complete an evaluation and develop a plan with the parents and teachers
- Flexible plan – may change minutes or goal targets at any time (as a team decision, including the parent and teacher)
  - o Student may also participate in Tier 2 groups as part of their Tier 3 plan
- Quarterly progress report updates sent to parents
  - o If the student is also receiving academic Tier 3 services - then progress updates may be reported to parents and teachers at the student’s academic Tier 3 meetings

## **Guidelines for Transitions Between Tiers**

- Team may consider a move from Tier II to Tier III when one of the following conditions are met:
  - o The student has not made progress following one or more Tier II groups and home practice

- o The student has made progress in Tier II groups but still presents with delayed skills that require individualized intervention
- o Clinical judgment regarding a student's need for individualized, consistent intervention

#### Guidelines for Determining Needs for Tier III or Individualized Education Plan (IEP)

- All decisions are made as a team and are individualized for each student. If a referral for an IEP evaluation is made by the RTI team, the special education team and/or SLP will begin the evaluation process.
- Tier III plans may be appropriate for students who:
  - o Have mild to moderate speech or language disorders/delays
  - o Do not require educational or assessment accommodations related to their speech/language disorder or delay
  - o Do not require summer speech-language therapy services to maintain skills
  - o Do not have an academic IEP
- Speech/language services through IEPs may be appropriate for students who:
  - o Have persistent severe or profound speech or language disorders/delays
  - o Have an academic IEP
  - o Require educational or assessment accommodations related to their speech/language disorder or delay
  - o Qualify for summer speech-language therapy services

## Behavioral/Social Emotional Policy

### Tier 1

- Students are expected to follow the school wide expectations of: Be Ready, Be Responsible, and Be Safe
  - All students will have the opportunity to earn redbird coupons for following the school wide expectations.
  - Teachers will have classroom management systems in place to address the needs of all students.
- All students will have access to monthly character education lessons provided by the school social worker and/or school psychologist.
- All students will be screened twice a year by the teachers examining both internalizing and externalizing behaviors.
  - Students flagged on the screener will automatically be entered into the Early Warning System (EWS)
- Once a teacher realizes a student is having difficulty, interventions will begin within the classroom, and data will be collected to examine the effectiveness.
- Interventions need to be in place for a minimum of 4 weeks before a recommendation to Tier 2.
  - Teachers can refer to Tier 1 Behavioral Packet for ideas or contact school social workers or school psychologists for assistance in developing a plan.

### Tier 2

- An Early Warning System (EWS) will be utilized to select students for participation in Tier 2 level supports.
  - The EWS will take into account scores on screener, current and past grades, attendance, office discipline referrals (ODRs), previous services/interventions, and teacher recommendation.
- Check In Check Out (CICO)
  - A letter will be sent home to parents of students who are participating in CICO.
  - All students who begin the CICO program will Progress Monitoring with the base card which examines the school wide expectations of Be Ready, Be Responsible, and Be Safe.
  - Data will be collected on a daily basis using the score on the CICO card.
  - CICO cards will be sent home on a regular basis (daily or weekly) for parent signature.
  - Data will be reviewed quarterly for all students.
    - At the end of each quarter, if a student has been on the program for a minimum of 4 weeks with consistent implementation, the team can decide if the behavioral expectations need to be modified to more accurately reflect the student's needs.
  - Parents receive quarterly progress updates.
- Small Skill Building Groups
  - A letter will be sent home to parents of students who are participating in Tier 2 Small Groups.
  - There are three types of groups offered: Prosocial, Problem Solving, and Academic.

- o Students can only be in one group at a time, however they can participate in multiple groups throughout the year.
- o Groups will run on a quarterly basis and contain no more than 6 students of similar age/grade levels.
- o All groups have a pre and post test that students complete that will help determine the effectiveness of the program.
- o Some of the groups also have a pre and post test to be completed by the parents and teachers.
- o For most groups (grades K-5), data is collected weekly from the teacher using a Daily Progress Report (DPR).
- o Progress reports for the groups will be sent home at the end of the quarter.
- Motivation and homework completion specific
  - o All Students
    - A Tier 2 skill building group with either responsibility, school success or executive functioning curriculum may be provided.
    - Weekly Check and Connect Groups
      - A letter will be sent home to parents of students who participate.
      - Groups will run on a quarterly basis and contain no more than 6 students of similar age/grade levels.
      - Each week students will be given a handout of their current grades and missing assignments.
      - Students will be given time to work on missing work.
      - Students will graph grades weekly.
      - Students will choose and work towards individualized motivators within the group.
  - o Junior High Only
    - Students will be recommended for services based on teacher recommendation due to homework completion, poor grades, or classroom performance.
      - Morning Check In
        - Provides a 10 minute opportunity before classes begin to receive support from staff and complete homework if necessary.
      - Lunch Bunch
        - Students are given additional study hall time during lunch/recess hour to complete missing work.
      - Success
        - An additional study hall in replacement of other elective classes to provide additional support with homework completion, organization, and study skills.
- Tier 1 interventions must continue even if a student is moved to Tier 2.

### **Tier 3**

- If a student is not making progress after two quarters (18 weeks) of Tier 2 level supports, a referral can be made for Tier 3.
- An Early Warning System (EWS) will be utilized to select students for participation in Tier 3 level support.

- o The EWS will take into account scores on screener, current and past grades, attendance, office discipline referrals (ODRs), previous services/interventions, Tier 2 data, and teacher recommendation.
- Parent permission is required for participation in Tier 3 (blue form).
- A Functional Behavior Assessment (FBA) may be completed upon receiving the referral if additional data is necessary.
- Depending on current data and/or upon completion of the FBA the team will convene to put a plan into place specific to the student's needs.
- Assessments can be conducted once a student is receiving Tier 3 services. When a student is receiving Tier 3 level services, classroom accommodations, long-term/individual counseling, Individual Check and Connect, a motivation group, lunch bunch credit recovery, consultative services and an individual behavior management plan may also be put into place.
- Final interventions relating to behavior which leads to potential retention include credit recovery and/or summer school. Credit recovery will begin to be assessed in the 3rd nine weeks and will possibly be implemented in the 3rd and/or 4th nine weeks. Students who are required to participate in credit recovery due to lack of motivation will participate in a motivation group with the counseling staff.
- For general behavior, progress meetings will be held 3-4 times per year. Students who are moved to a Tier 3 level due to motivation will be monitored closely and progress meetings will be held 1-2 times in the 2nd semester or earlier if concerns arise in the 1st semester.
- Tier 1 and Tier 2 interventions must continue even if a student is moved to Tier 3.
- The dean and/or the principal will act as case managers for Tier 3 behavior students.
- If it is determined in a Tier 3 meeting that a student is making progress based on various behavior data provided, the student can then be moved to monitor or back to a Tier 1 or Tier 2 status. This determination will be made by the Tier 3 team.

#### Special Education

- If a student is not making progress after two quarters (18 weeks) of Tier 3 level support, the team will convene to discuss a referral to special education.
- If a referral is made, the special education team will complete the evaluation as appropriate.
- If a referral is not deemed appropriate, the Rtl team will meet to revise services and support as necessary and continue to monitor progress.

G. Approve Cara Parr as Teacher's Aide

324



## METAMORA GRADE SCHOOL



### TIM DAMERY - PRINCIPAL

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309-367-2361

## MEMO

**To:** Dr. Benjamin Lee

**Date:** Thursday, Jul 31, 2025

**Re:** Para Professional Position

I would like to request that Cara Parr be recommended for a para-professional position at Metamora Grade School. She will work on Tuesday, Thursday and Fridays from August - October. For the months of November and December she will work Tuesday-Friday. Starting in January, she will be working Monday - Friday for the remainder of the school year. Her hourly rate will be \$16.00 per hour.

10 **Executive Session**

- A. 5ILCS 120/2 (c) (1) The appointment, compensation, discipline, performance, or dismissal of specific employees of the District or legal testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity.
- B. 5ILCS (c) (2) Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees.
- C. 5ILCS 12/2 (c) (14) Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by section 2.06 5ILCS 12/2 (c) (21)

11 Action Taken after the Executive Session Meeting

12 Adjournment