



## LINCOLNSHIRE – PRAIRIE VIEW SCHOOL DISTRICT 103

1370 N. Riverwoods Road • Lincolnshire, Illinois 60069

847/295-4030 • FAX 847/295-9196

<http://www.d103.org>

### **BOARD OF EDUCATION AGENDA**

**SEPTEMBER 6, 2016**

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, September 6, 2016 at 7:00 PM in the Learning Center of Daniel Wright Junior High School, 1370 N. Riverwoods Road, Lincolnshire, Illinois.

A. Call to Order and Roll Call

Time: Estimated time for meeting: 1 Hours 30 Minutes

B. Pledge of Allegiance

C. Community Participation

D. Discussion Items

Time: 1 Hour

1. Construction Update

2

2. 1st Reading Press Policy Issue 92

3

E. Community Participation

F. Executive Session

Time: 30 Minutes

G. Adjournment



## **Lincolnshire-Prairie View School District 103**

Memo

To: Board of Education  
From: Scott Warren  
Date: September 1, 2016  
Re: Construction Update

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A verbal update will be provided at the meeting.



Lincolnshire – Prairie View School District 103  
1370 N. RIVERWOODS ROAD  
LINCOLNSHIRE, IL 60069  
847.295.4030  
(Fax) 847.295.9196

Memo

To: Board of Education  
From: Scott Warren  
Date: September 1, 2016  
Re: 1<sup>st</sup> Reading for Board Policy Issue 92

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The following policies have been updated and presented for your review.

**Policy Updates – Issue 92**

2:70 Vacancies on the School Board - Filling Vacancies  
2:70-E Checklist for Filling Board Vacancies by Appointment  
2:120-E1 Guidelines for Serving as a Mentor to a New School Board Member  
2:120-E2 Website Listing of Development and Training Completed by Board Members  
2:240-E1 PRESS Issue Updates  
2:240-E2 Developing Local Policy  
6:100 Using Animals in the Educational Program  
7:10 Equal Educational Opportunities  
7:10-E Equal Educational Opportunities Within the School Community  
7:270 Administering Medicines to Students  
8:90 Parent Organizations and Booster Clubs

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

2:70

## Board of Education

### Vacancies on the Board of Education - Filling Vacancies

#### Vacancy

Elective office of a Board of Education member becomes vacant before the term's expiration when any of the following occurs:

1. Death of the incumbent;
2. Resignation in writing filed with the Secretary of the Board of Education;
3. Legal disability of the incumbent;
4. Conviction of a felony, bribery, perjury, or other infamous crime or of any offense involving a violation of official oath or of a violent crime against a child;
5. Removal from office;
6. The decision of a competent tribunal declaring his or her election void;
7. Ceasing to be an inhabitant of the District or a particular area from which he or she was elected, if the residential requirements contained in the School Code are violated;
8. An illegal conflict of interest; or
9. Acceptance of a second public office that is incompatible with Board of Education membership.

#### Filling Vacancies

Whenever a vacancy occurs, the remaining members shall notify the Regional Superintendent of Schools of that vacancy within five days after its occurrence and shall fill the vacancy until the next regular board election, at which election a successor shall be elected to serve the remainder of the unexpired term. However, if the vacancy occurs with less than 868 days remaining in the term or less than 88 days before the next regularly scheduled election, the person so appointed shall serve the remainder of the unexpired term, and no election to fill the vacancy shall be held. Members appointed by the remaining members of the Board to fill vacancies shall meet any residential requirements as specified in the School Code. The Board shall fill the vacancy within 45 days after it occurred by a public vote at a meeting of the Board.

Immediately following a vacancy on the Board of Education, the Board will publicize it and accept résumés from District residents who are interested in filling the vacancy. After reviewing the applications, the Board may invite the prospective candidates for personal interviews to be conducted during duly scheduled closed meetings.

LEGAL REF.: 105 ILCS 5/10-10 and 5/10-11.

CROSS REF.: 2:40 (Board Member Qualifications), 2:120 (Board Member Development)

ADOPTED: July 10, 2006

Commented [APowell1]:  
Edited for clarity.

Issue 92, July 2016

2:70

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# NEW TO THE DISTRICT

July 2016

2:70-E

## School Board

### Exhibit - Checklist for Filling Board Vacancies by Appointment

The Board of Education fills a vacancy by either appointment or election. The Board uses this checklist for guidance when it must fill a vacancy by appointment. Some items contain guidelines along with explanations. For more information, see *Vacancies on the Board of Education*, published by a committee of the Ill. Council of School Attorneys, and available at: [www.iasb.com/law/vacancies.cfm](http://www.iasb.com/law/vacancies.cfm).

Commented [AKL1]: The board manual does not currently include this board exhibit. The board may wish to consider adding it.

Issue 92, July 2016

- Confirm that the Board must fill the vacancy by appointment.

Guidelines	Explanation
Review Board policy 2:70, <i>Vacancies on the School Board - Filling Vacancies</i> , to determine if a vacancy on the Board occurred and, if so, whether the successor will be selected by election or Board appointment.	Filling a vacancy by Board appointment or election depends upon when the vacancy occurred. If a vacancy occurs with less than: (1) 868 days remaining in the term of office, or (2) 88 days before the next regularly scheduled election for the vacant office, no election to fill the vacancy is held and the appointee serves the remainder of the term. At all other times, an appointee serves until the next regular school election, at which election a successor is elected to serve the remainder of the unexpired term. See 105 ILCS 5/10-10.

- Notify the Regional Superintendent of the vacancy within 5 days of its occurrence (105 ILCS 5/10-10).

- Develop a list of qualifications for appointment of a person to fill the vacancy.

Guidelines	Explanation
At a minimum, a candidate must meet the following qualifications: <ul style="list-style-type: none"> <li>• Be a United States citizen</li> <li>• Be at least 18 years of age</li> <li>• Be a resident of Illinois and the District for at least one year immediately preceding the appointment</li> <li>• Be a registered voter</li> <li>• Not be a child sex offender</li> <li>• Not hold another incompatible public office</li> <li>• Not have a prohibited interest in any contract with the District</li> <li>• Not be a school trustee</li> <li>• Not hold certain types of</li> </ul>	While the School Code does not expressly set forth eligibility requirements for appointment to a Board vacancy, the Board may want to use the qualifications for elected Board members listed in 105 ILCS 5/10-3 and 5/10-10.  For guidance discussing other qualifications that the Board may want to consider, see IASB's <i>Recruiting School Board Candidates</i> , available at: <a href="http://www.iasb.com/training/recruiting.cfm">www.iasb.com/training/recruiting.cfm</a>  For guidance regarding conflict of interest and incompatible offices, see <a href="#">Conflict of Interest and Incompatible Offices FAQ (ICSA)</a> .

2:70-E

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Guidelines	Explanation
prohibited State or federal employment	
When additional qualifications apply, the following items may be included in the Board's list of qualifications: <ul style="list-style-type: none"> <li>Meet all qualifications based upon the distribution of population among congressional townships in the district.</li> <li>Meet all qualifications based upon the distribution of population among incorporated and unincorporated areas.</li> </ul>	Board members of some community unit school districts may be subject to historical residential qualifications based on the distribution of population among congressional townships in the district or between the district's incorporated and unincorporated areas (105 ILCS 5/11A-8).

**Decide who will receive completed vacancy applications.**

Guidelines	Explanation
The Board President will accept applications.  The Board will discuss, at an open meeting, its process to review the applications and who will contact applicants for an interview.	Who accepts vacancy applications is at the Board's sole discretion. According to 2:110, <i>Qualifications, Term, and Duties of Board Officers</i> , the Board President is a logical officer to accept the applications, but this task may be delegated to the Secretary or Superintendent's secretary if the Board determines that it is more convenient. Who accepts the applications must be decided prior to posting the vacancy announcement.

**Create the Board member vacancy announcement.**

Announcement	Explanation
<b>School District _____ Board Member Vacancy</b>  The School District is accepting applications to fill the vacancy resulting from [reason for vacancy] of [former Board member's name].  The individual selected will serve on the School Board from the date of appointment to [date].  The School District [School District's philosophy or mission statement].	The contents of a vacancy announcement, how it is announced, and where it is posted are at the Board's sole discretion.  The Board may want to announce the vacancy and its intent to fill it by appointment during an open meeting. The announcement may be posted on the District's website and in the local newspaper(s).  The length of the appointment depends upon when during the term of office the vacancy occurred. See 105 ILCS 5/10-10 and Board policy 2:70, <i>Vacancies on the School Board - Filling Vacancies</i> , to determine the length of the appointment.  See Board policy 1:30, <i>School District Philosophy</i> , for the District's mission statement that is specific to the community's goals.
Applicants for the Board vacancy _____	See checklist item titled <i>Develop a list of</i>

Announcement	Explanation
must be: [Board's list of qualifications].	qualifications for appointment of a person to fill the vacancy above.
<p>Applicants should show familiarity with the Board's policies regarding general duties and responsibilities of a Board and a Board member, including fiduciary responsibilities, conflict of interest, ethics and gift ban. The Board's policies are available at [locations].</p> <p>Applications may be obtained at [location and address and/or website] beginning on [date and time].</p> <p>Completed applications may be turned in by [time and date] to [name and title of person receiving applications].</p>	<p>Listing this along with the Board's list of qualifications assists candidates in understanding a Board member's duties and responsibilities and may facilitate a better conversation during the interview process. See Board policies: 2:20, <i>Powers and Duties of the School Board</i>; Indemnification; 2:80, <i>Board Member Oath and Conduct</i>; 2:100, <i>Board Member Conflict of Interest</i>; 2:105 <i>Ethics and Gift Ban</i>; and 2:120, <i>Board Member Development</i>.</p> <p>See action item titled <i>Decide who will receive completed vacancy applications</i> above.</p>

- Publicize the vacancy announcement by placing it on the District's website, announcing it at a meeting, and/or advertising it in the local newspaper(s).**
- Accept and review applications from prospective candidates (see *Decide who will receive completed vacancy applications* above).**
- Contact appropriate applicants for interviews (see *Decide who will receive completed vacancy applications* above).**
- Develop interview questions.**

Interview Questions	Explanation
<p>Why do you want to be a Board member?</p> <p>What specific skills would you bring to the Board?</p> <p>Please give specific examples of your ability in interpersonal relationships and teamwork.</p> <p>What do you see as the role of a Board member?</p> <p>What have you done to prepare yourself for the challenges of being a Board member?</p> <p>Please describe your previous community or non-profit experiences.</p>	<p>Interview questions are at the Board's sole discretion. This list is not exhaustive, but it may help the Board tailor its questions toward finding a candidate who will approach Board membership with a clear understanding of its demands and expectations along with a constructive attitude toward the challenge. The Board may also want to consider allowing an equal amount of time for each interview.</p> <p>See IASB's <i>Recruiting School Board Candidates</i>, available at: <a href="http://www.iasb.com/training/recruiting.cfm">www.iasb.com/training/recruiting.cfm</a></p> <p>A prospective candidate to fill a vacancy may raise other specific issues that the Board will want to cover during an interview.</p>

Interview Questions	Explanation
<p>What areas in the district would you like to see the Board strengthen?</p> <p>What is your availability to meet the time, training commitments, and other responsibilities required for Board membership?</p> <p>Describe what legacy you would like to leave behind.</p>	

**Conduct interviews with candidates (interviews may occur in closed session pursuant to 5 ILCS 120/2(c)(3)).**

Interview Plan	Explanation
<p>In each interview, the Board President will:</p> <p>Introduce Board members to the candidate at the beginning of the interview.</p> <p>Describe the Board's interview process, selection process, and ask the candidate if he or she has questions about the Board's process for filling a vacancy by appointment.</p> <p>Describe the District's philosophy or mission statement.</p> <p>Describe the vacancy for the candidate by reviewing the: (1) qualifications, and (2) general duties and responsibilities of the Board and the Board members, including fiduciary responsibilities, conflict of interest, ethics and gift ban, and general Board member development.</p> <p>Begin asking the interview questions that the Board developed.</p> <p>Ask the candidate whether he or she has any questions for the Board.</p> <p>Thank the candidate and inform the candidate when the Board expects to make a decision and how the candidate will be contacted regarding the Board's decision.</p>	<p>The Board President will lead the Board as it interviews prospective candidates. See Board policy 2:110, <i>Qualifications, Term, and Duties of Board Officers</i>. The president presides at all meetings (105 ILCS 5/10-13).</p> <p>The Board may also want to consider allowing an equal amount of time for each interview.</p>

- Fill vacancy by a vote during an open meeting of the Board before the 45<sup>th</sup> day (105 ILCS 5/10-10).
- Assist the appointed Board member in filing his or her statement of economic interest (5 ILCS 420/4A-105(c)).
- Announce the appointment to District staff and community.

Announcement	Explanation
<p>The Board appointed [<i>appointee's name</i>] to fill the vacancy on the Board.</p> <p>The appointment will be from [<i>date</i>] to [<i>date</i>].</p> <p>The Board previously established qualifications for the appointee in a careful and thoughtful manner. [<i>Appointee's name</i>] meets these qualifications and has demonstrated the willingness to accept the duties and responsibilities of a Board member. [<i>Appointee's name</i>] brings a clear understanding of the demands and expectations of being a Board member along with a constructive attitude toward the challenge.</p>	<p>The contents of the appointment announcement and length of time it is displayed are at the Board's sole discretion. The Board may want to consider announcing the appointment during its meeting and also by posting it in the same places that it posted the vacancy announcement.</p> <p>See Board policy 8:10, <i>Connection with the Community</i>.</p>

- Administer the Oath of Office and begin orientation.

Guidelines	Explanation
See Board policy 2:80, <i>Board Member Oath and Conduct</i> .	Each individual, before taking his or her seat on the Board, must take an oath in substantially the form given in 105 ILCS 5/10-16.5.
See Board policy 2:120, <i>Board Member Development</i> , and 2:120-E, <i>Guidelines for Serving as a Mentor to a New School Board Member</i> .	Orientation assists new Board members to learn, understand, and practice effective governance principles. See the IASB Foundational Principles of Effective Governance, available at: <a href="http://www.iasb.com/principles_popup.cfm">www.iasb.com/principles_popup.cfm</a> .

- Inform IASB of the newly appointed Board member's name and directory information.

# NEW TO THE DISTRICT

July 2016

2:120-E1

## School Board

### Exhibit - Guidelines for Serving as a Mentor to a New Board of Education Member

*On District letterhead*

Date

Dear Board of Education Member:

Thank you for agreeing to serve as a mentor to a new Board member. The goal of the mentoring program is to orient a new Board member to the Board and District and to help him or her be comfortable, develop self-confidence, and become an effective leader. Follow these guidelines to maximize your mentoring effectiveness.

1. Be a good mentor by sharing your knowledge and experiences with others. Take a personal interest in helping others succeed.
2. Try to develop an informal, collegial relationship with the new Board member – explain that you are there to help. Listen respectfully to all concerns and answer questions honestly.
3. During your first contact with the new Board member, introduce yourself and explain that you will serve as his or her mentor and are looking forward to sharing information about the Board and District. If possible, meet with the individual to become acquainted. Be available as needed to provide assistance, advice, and support. The Superintendent's office will have already provided the new Board member with a web link or paper copy of the Board's policies as well as other helpful material.
4. Be prepared to introduce the new Board member at upcoming Board events until he or she becomes a familiar face.
5. Be available and maintain a helpful attitude. You will assist the new Board member in becoming an effective member of the Board and ensuring skilled and knowledgeable future leadership for the District.

Being a mentor can bring rewards to you, the new Board member, and the District. Thank you for your assistance and commitment.

Sincerely,

School Board President

**Commented [AKL1]:** The board manual does not currently include this board exhibit. The board may wish to consider adding it.

**Issue 92, July 2016**

2:120-E1

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# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

2:120-E2

## Board of Education

### Exhibit - Website Listing of Development and Training Completed by Board Members

District webmaster: Post this template (including the explanatory paragraphs) on the District's website and update the table as information is provided.

All Each Illinois school board members who is elected or appointed to fill a vacancy of at least one year's duration must receive training in professional development leadership training (PDLT) (P.A. 97-8) and the Open Meetings Act (OMA) training (P.A. 97-504). Mandatory training willis also be required upon Performance Evaluation Reform Act implementation after the new teacher evaluation requirements are implemented in each school district. For additional information, see Board policy 2:120, Board Member Development.

The following table contains mandatory and non-mandatory training and development activities that were completed by each Board member. When the training was provided by the Illinois Association of School Boards, the acronym "IASB" follows the listed activity.

Name	Development and Training Activity and Provider	Date Completed (beginning in 2012 unless otherwise noted)

The Illinois Association of School Boards (IASB) is a voluntary organization of local boards of education dedicated to strengthening the Illinois public schools through local citizen control. Although not a part of State government, IASB is organized by member school boards as a private not-for-profit corporation under authority granted by Article 23 of the School Code. The mission vision of the IASB is excellence in local school governance in support of quality public education.

For more information regarding IASB and its programs visit [www.iasb.com](http://www.iasb.com).

DATED: May 14, 2012

We have the information posted on the district website so it conforms to the website structure and color scheme.

Commented [APowell1]:  
The exhibit is updated to clarify that each Illinois school board member who is elected or appointed to fill a vacancy of at least one year's duration must receive professional development leadership training, Open Meetings Act training, and training required upon Performance Evaluation Reform Act implementation.  
Issue 92, July 2016

NO  
AWW

# NEW TO THE DISTRICT

July 2016

2:240-E1

## Board of Education

### Exhibit - PRESS Issue Updates

This procedure is for **PRESS** subscribers. For subscribers to **PRESS Plus**, IASB's full-maintenance policy update service, the update instructions that arrive with a paid **PRESS Plus** subscription provide further guidance.

**Commented [AKL1]:** The board manual does not currently include this board exhibit. The board may wish to consider adding it.

**Issue 92, July 2016**

yes  
AW ✓

Actor	Action
Superintendent	<p>Manages the process for the Board to receive <b>PRESS</b> updates to policies.</p> <p>Manages the Board's compliance with the Open Meetings Act. Ensures that, as appropriate, the agendas for the Board Policy Committee and School Board include discussion and list action to consider, adopt, or revise Board policies and Board exhibits.</p> <p>Manages the process for approving new or revised administrative procedures, administrative procedure exhibits, and changes to employee and student handbooks.</p> <p>Communicates all policy and administrative procedure revisions or adoptions, as appropriate, to staff members, parents, students, and community members.</p>
Superintendent or Superintendent's Secretary	<p>Updates District's <i>Roster</i> as follows:</p> <ol style="list-style-type: none"> <li>Go to <a href="http://www.iasb.com">www.iasb.com</a> and click on <b>MY ACCOUNT</b>.</li> <li>Log in using your email address and password: <ul style="list-style-type: none"> <li>If you are signing in for the first time, your password is the 7-digit IASB ID number beginning with "2" that appears on all IASB mailing labels.</li> <li>If you have already changed your password, use the unique password you created.</li> <li>If you do not know your password, use the <b>forgot password</b> link.</li> </ul> </li> <li>Click on <b>districts you manage</b> and then the District name.</li> <li>Review and verify or change the District's existing records. Ensure that all current board members, administrators, and anyone else on staff who accesses <b>PRESS</b> are listed with their current email addresses.</li> </ol>
Designated support staff	<p><b>To each member of the Policy Committee (or full Board):</b> Emails or otherwise distributes the following:</p> <ol style="list-style-type: none"> <li><b>PRESS Online Information and Instructions</b> card;</li> <li><b>PRESS Update Memo</b>;</li> <li><b>PRESS Tutorial</b> video link at: <a href="http://www.iasb.com/policy">www.iasb.com/policy</a>;</li> <li>Committee worksheets and</li> <li>Current District policy in relevant areas.</li> </ol> <p><b>To any other Board member or interested school official:</b> Emails or</p>

2:240-E1

Page 1 of 2

Actor	Action
	<p>otherwise distributes numbers 1 through 5, above.</p> <p>As appropriate, includes new and revised policies in the Board meeting packets.</p> <p>After a policy is adopted or revised, updates the District's policy manual master electronic file and adds or updates adoption dates.</p> <p>Archives old policy.</p> <p>Follows district process for updating paper and online manuals.</p> <p>Considers distributing <b>PRESS Update Memo</b> to Building Principals.</p>
Policy Committee (or Full Board)	<p>Considers each <b>PRESS</b> update. Reviews all footnote changes.</p> <p>Decides which changes require School Board discussion and which are appropriate as consent agenda items.</p> <p>The following are appropriate for the consent agenda: changes to the Legal References and Cross References, and minor policy edits that do not require Board discussion.</p> <p>Requests review of recommended revisions by the Board Attorney, as appropriate.</p> <p>Presents recommendations regarding <b>PRESS</b> updates to the Board at a regularly scheduled meeting.</p>
Full Board	<p>Conducts a first reading of the policies that are recommended to be updated.</p> <p>During the next regular meeting, conducts a second reading.</p> <p>A second reading allows the Board to hear feedback from interested parties, including staff, parents, students, and community members; however, State law does not require two readings.</p> <p>After the second reading, consider and take action to approve the policies at a duly convened open meeting.</p>
Assistant Superintendents, Directors, Building Principals, and supervisory employees	<p>Reads <b>PRESS Update Memo (if applicable)</b>, adopted policies and follows the Superintendent's process for updating administrative procedures, and changes to employee and student handbooks within their assigned building(s).</p>
Anyone	<p>For further clarification, view the online tutorial for <b>PRESS</b>, available at <a href="http://www.iasb.com/policy">www.iasb.com/policy</a>.</p>

# NEW TO THE DISTRICT

July 2016

2:240-E2

## Board of Education

### Exhibit - Developing Local Policy

**Commented [AKL1]:** The board manual does not currently include this board exhibit. The board may wish to consider adding it.

**Issue 92, July 2016**

*YLD*  
*AHW*

Actor	Action
Anyone (Superintendent, School Board member, staff, parent, student, community member, or Board Attorney)	Brings a concern that may necessitate a new policy or a current policy's revision to the attention of the School Board.
Superintendent	<p>Confers with the Board Attorney as appropriate.</p> <p>Manages the Board's compliance with the Open Meetings Act. Ensures that, as appropriate, the agendas for the Board Policy Committee and School Board include discussion and action to consider, adopt, or revise Board policies.</p> <p>Manages the process for approving new or revised administrative procedures, and revisions to employee and student handbooks.</p> <p>Communicates all policy and procedure revisions or adoptions as appropriate to staff members, parents, students, and community members.</p>
Policy Committee (or Full Board)	<p><b>First</b>, answers these questions to decide whether new policy language is needed:</p> <ol style="list-style-type: none"> <li>1. Does the IASB Policy Reference Manual provide guidance?</li> <li>2. Is the request something that should be covered in policy (i.e., Board work) or is it something that should be handled by the staff (i.e., staff work)?</li> <li>3. Is it already covered in policy? Checks for policies that cover similar or connected topics using tools such as search engines, Tables of Contents, cross references, and indexes.</li> </ol> <p><b>Second</b>, uses a 4-step process to draft new policy language:</p> <ol style="list-style-type: none"> <li>1. Frames the question and discusses the topic.</li> <li>2. Requests the Superintendent to provide research, including appropriate data, and input from others, such as, those who may be affected by the policy and those who will implement the policy.</li> <li>3. Assesses existing policy and decides whether new or revised policy language is needed.</li> <li>4. Drafts or requests the Superintendent or Board Attorney to draft language addressing the concern that aligns with the Board's mission, vision, goals, and objectives.</li> </ol> <p><b>Third</b>, decides whether the new language should be included in an existing policy or added as a new policy. Assigns any new policy an appropriate location and number.</p> <p>The <b>PRESS</b> coding system reserves policy numbers ending in a '0'</p>

2:240-E2

Page 1 of 2

Actor	Action
	and '5' for <b>PRESS</b> material. Locally-developed District policies should use policy numbers ending in 2, 4, 6, or 8.
Full Board	<p>Conducts a first reading of the policy that is recommended for adoption or revision.</p> <p>During the next regular meeting, conducts a second reading.</p> <p>A second reading allows the Board to hear feedback from interested parties, including staff, parents, students, and community members; however, State law does not require two readings.</p> <p>After the second reading, consider and take action to approve the policies at a duly convened open meeting.</p>
Designated support staff	<p>After a policy is adopted or revised, updates the District's policy manual master electronic file and adds adoption dates.</p> <p>Archives previous version of revised policy.</p> <p>Follows district process for updating paper and online manuals.</p>
Assistant Superintendents, Directors, Building Principals, and supervisory employees	<p>Reads <b>PRESS Update Memo</b> (if applicable) and adopted policies and follows the Superintendent's process for updating administrative procedures, and changes to employee and student handbooks within their assigned building(s).</p>

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

6:100

## Instruction

### Using Animals in the Educational Program

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent or designee assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment.

#### Animal Experiments

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible.

#### Animal Dissection

The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project. An alternative project is required and will be assigned to the student.

LEGAL REF.: 105 ILCS 5/2-3.122, 5/27-14, and 112/1 et seq.

CROSS REF.: 6:40 (Curriculum Development)

ADOPTED: ~~July 10, 2006~~

#### **Commented [APowell1]:**

The policy is updated to include two subhead titles, Animal Experiments and Animal Dissection.

**Issue 92, July 2016**

yes  
AHW

### Students

#### Equal Educational Opportunities

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

#### Sex Equity

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

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

#### Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

LEGAL REF.: 42 U.S.C. §11431 et seq., McKinney Homeless Assistance Act.  
20 U.S.C. §1681 et seq., Title IX of the Education Amendments implemented by 34 C.F.R. Part 106.  
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.  
775 ILCS 35/5, Religious Freedom Restoration Act.  
Ill. Constitution, Art. I, §18.  
Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001).  
105 ILCS 5/3.25b, 3.25d(b), 10-20.12, 10-22.5, and 27-1.  
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.  
23 Ill.Admin.Code §1.240 and Part 200.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 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), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:20 (Community Use of School Facilities)

ADOPTED: February 16, 2016

No  
AHW  
This  
policy  
is  
unchanged  
since  
the  
adoption  
date  
below.

**Commented [APowell1]:**  
A new footnote has been added to this policy in response to inquiries from school board members for additional language to consider in their policies due to the spotlight on transgender issues. Please see the Update Memo for more information.  
  
The new footnote is provided here for informational purposes. No Board action is required for this policy, and it is not listed on your PRESS Plus Response Form.  
  
**New Footnote Information:**  
Adopting separate policies or inserting policy statements about accommodations and inclusion of transgender students in the educational program are unsettled areas of the law. Some lawyers believe doing so may open boards to equal protection challenges for not creating separate policies for other protected statuses, e.g., race, nationality, religion, etc.  
  
Consult the board attorney if your board wishes to adopt a separate policy or insert policy statements about accommodations and inclusion of transgender students.  
  
See 7:10-AP, *Accommodating Transgender Students or Gender Non-Conforming Students* for a case-by-case procedure that school officials may use when a student requests an accommodation based upon his or her gender identity.  
  
For a list of policies that address the equal educational opportunities, health, safety, and general welfare of students within the District, see 7:10-E, *Equal Educational Opportunities Within the School Community*.  
  
Issue 92, July 2016

**Students**

**Exhibit - Equal Educational Opportunities Within the School Community**

The School District welcomes diversity in its schools. 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:

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. 6:65, *Student Social and Emotional Development*, requires that social and emotional learning be incorporated into the District's curriculum and other educational programs.
3. 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.~~
4. 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.~~
5. 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.
6. 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.
7. 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, contains the comprehensive structure for the District's bullying prevention program.
8. 7:250, *Student Support Services*, directs the Superintendent to develop protocols for responding to students' social, emotional, or mental health problems that impact learning.
9. 7:330, *Student Use of Buildings - Equal Access*, grants student-initiated groups or clubs the free use of school premises for their meetings, under specified conditions.
10. 7:340, *Student Records*, contains the comprehensive structure for managing school student records, keeping them confidential, and providing access as allowed or required.

**Commented [AKL1]:** This exhibit is developed for school boards that want to highlight which of their policies address equal educational opportunities, health, safety, and general welfare of students within their district. The exhibit states that the list is not complete and that other policies may apply depending upon the factual context.

**Issue 92, July 2016**

AW  
yes

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:270

## Students

### Administering Medicines to Students

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

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

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

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

### Self-Administration of Medication

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

### School District Supply of Undesignated Epinephrine Auto-Injectors

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated epinephrine auto-injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine auto-injector* means an epinephrine auto-injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-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 Undesignated Opioid Antagonists

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of undesignated opioid antagonists in the name of the District and provide or administer them as necessary according to State law. *Opioid antagonist* means a drug that binds to opioid receptors and blocks or inhibits the effect of opioids acting on those receptors, including, but not limited to, naloxone hydrochloride or any other similarly acting drug approved by the U.S. Food and Drug Administration. *Undesignated opioid antagonist* is not defined by the School Code; for purposes of this policy it means an opioid antagonist prescribed in the name of the District or one of its schools. A

yes  
AHW

- Adopt language related to Epinephrine Injectors  
- Do not adopt language related to Undesignated Opioid Antagonists

no

No

**Commented [APowell1]:** 23 Ill Admin Code §1.540(e)(7)&(8)

Issue 92, July 2016

**Commented [APowell2]:**

Updated in response to 105 ILCS 5/22-30, amended by P.A. 99-480. The law permits school boards to maintain a supply of undesignated opioid antagonists in the name of a district and allows a school nurse or trained person to administer them to a person believed to be having an opioid overdose.

If the board chooses to implement an undesignated opioid antagonist program, and the district employs law enforcement, **consult the board attorney** about whether this subhead becomes required.

For boards that choose to implement an undesignated opioid antagonists program, **consult the board attorney** regarding the Safe and Drug-Free School and Communities Act of 1994 (20 U.S.C. §7101(b)). See the footnotes of this policy, available by logging into PRESS Online, for more information.

**OPTION:**

A school board must ensure that it does not adopt this section into the policy unless it is prepared to implement 105 ILCS 5/22-30, amended by P.A. 99-480. The consequences of informing the community that the district will obtain a prescription for a supply of opioid antagonists and implement a plan for their use, and then not doing it may be fraught with legal liabilities.

To remove this section, check the appropriate "yes" box on your PRESS Plus Response Form. Removing this section will also remove the **Void Policy; Disclaimer** section regarding Undesignated Opioid Antagonists, below.

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7:270

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# DRAFT UPDATE

school nurse or trained personnel, as defined in State law, may administer an undesignated opioid antagonist to a person when they, in good faith, believe a person is having an opioid overdose. Each building administrator and/or his or her corresponding school nurse shall maintain the names of trained personnel who have received a statement of certification pursuant to State law.

Void Policy: Disclaimer

The School District Supply of Undesignated Epinephrine Auto-Injectors This 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 auto-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 auto-injectors.

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

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

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

No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector and/or opioid antagonist. This policy does not guarantee the availability of an epinephrine auto-injector and/or opioid antagonist, students and their parents/guardians should consult their own physician regarding such this medication(s).

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30.23 Ill. Admin. Code §1-540.

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

ADOPTED: April 21, 2015

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

8:90

## Community Relations

### Parent Organizations and Booster Clubs

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the Board of Education welcomes their suggestions and assistance.

Parent organizations and booster clubs ~~are~~ may be recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative.

The Superintendent shall designate an administrative staff member to serve as the recognized liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

ADOPTED: July 10, 2006

#### Commented [APowell1]:

##### OPTION:

If the Board would like to require all parent organizations and booster clubs to have 501(c)(3) status, change the sentence preceding the numbered list to

Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club is a 501(c)(3) that has submitted proof of its status and has by-laws containing the following:

To make this change, check the appropriate "yes" box on the PRESS Plus Response Form.

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8:90

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# Update Memo

# PRESS

## Policy Reference Education Subscription Service

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### Instructions

You are encouraged to share this **PRESS** Update Memo with all board members and appropriate staff. **Note: On or before July 31, 2016**, the **PRESS** Update Memo may be viewed and downloaded from **PRESS Online** at [iasb.com/policy/login.cfm](http://iasb.com/policy/login.cfm), using the password mailed with this **PRESS** issue.

#### Effective on August 1, 2016, the way you log in to your **PRESS** subscription will change.

Please follow these three easy steps:

1. Go to [www.iasb.com](http://www.iasb.com) and click on **MY ACCOUNT**.
2. Log in using your email address and password:
  - If you are signing in for the first time, your password is the 7-digit IASB ID number beginning with "2" that appears on all IASB mailing labels.
  - If you have already changed your password, use the unique password you created.
  - If you do not know your password, do not create a new account; use the *forgot password* link.
3. Under *My Account Links*, click on **PRESS**.

Two other important components of **PRESS** may be viewed and downloaded from **PRESS Online** — the committee worksheets and the updated Policy Reference Manual pages. The committee worksheets show suggested changes to **PRESS** material (including administrative procedures and exhibits) by striking out deleted words and underscoring new words. The updated Policy Reference Manual pages contain all of the material in this **PRESS** issue; you can use them to update your district manuals.

This publication is designed to provide information only and is not a substitute for legal advice from the school board's legal counsel. If you have any questions, please contact Kimberly Small, IASB General Counsel and **PRESS** Editor, 630/629-3776, ext. 1226, or Maryam Brotine, Assistant General Counsel and Assistant **PRESS** Editor, 630/629-3776, ext. 1219.

### PRESS Terminology

#### What are the meanings of the "AP" and "E" after certain policy numbers?

The **PRESS** Policy Reference Manual (PRM) is an encyclopedia of sample board policies, administrative procedures, and exhibits. They are all in numerical order for easy reference. **PRESS** recommends that local school districts maintain separate board policy and administrative procedures manuals to help distinguish for the board, staff, students, parents, and community members, the distinction between board documents and staff documents, board work and staff work.

► **Policy.** The board develops policy with input from various sources like district administrators, the board attorney, and **PRESS** materials. The board then formally adopts the policy, often after more than one consideration.

**After adoption by the board, each policy should have an adoption date.**

- ▶ **Administrative Procedures.** Administrative procedures are developed by the superintendent, administrators, and/or other district staff members. The staff develops the procedures that guide implementation of the policies. Administrative procedures are not adopted by the board, which allows the superintendent and staff the flexibility they need to keep the procedures current. **PRESS** sample procedures are numbered to correspond with the policies that they implement for easy reference. For example, policy 6:190's related administrative procedure is 6:190-AP.

**It is important to remember that administrative procedures do not require formal board adoption and are not included in a board policy manual.**

- ▶ **Exhibits.** Both board policies and administrative procedures may have related exhibits. Exhibits provide information and forms intended to be helpful to the understanding or implementation of either a board policy or administrative procedure. **PRESS** sample exhibits are numbered to correspond to the related board policy or administrative procedure. For example, board policy 2:70 has a related exhibit numbered 2:70-E. Administrative procedure 7:340-AP1 has a related exhibit numbered 7:340-AP1, E.

**Board exhibits, always labeled with an "E" only, are those that provide guidance for board work and should be dated for implementation by the board.**

**Administrative procedures exhibits, always labeled with the "AP, E" format, do not require formal board adoption.**

## School Board

- ▶ **2:70, Vacancies on the School Board — Filling Vacancies.** The policy and footnotes are updated.
- ▶ **2:70-E, Exhibit — Checklist for Filling Board Vacancies by Appointment.** The exhibit was updated for continuous improvement.
- ▶ **2:120-E1, Exhibit — Guidelines for Serving as a Mentor to a New School Board Member.** The exhibit was updated for clarity.
- ▶ **2:120-E2, Exhibit — Website Listing of Development and Training Completed by Board Members.** The exhibit is updated to clarify that each Illinois school board member who is elected or appointed to fill a vacancy of at least one year's duration must receive professional development leadership training, *Open Meetings Act* training, and training required upon *Performance Evaluation Reform Act* implementation.
- ▶ **2:240-E1, Exhibit — PRESS Issue Updates.** The exhibit is updated to describe new **PRESS** login procedures, as well as to explain how the Superintendent or Superintendent's secretary must update their roster in IASB's new association management system. Please see

<http://iasb.com/services/ams.cfm> for instructions about how to access and update information in IASB's new association management system. It is important to update your district's list of individuals who will be authorized to access **PRESS** online in this system. The exhibit recommends that all assistant superintendents, directors, building principals, and supervisory employees read each **PRESS** Update Memo and policies adopted by the board to better understand any changes impacting their assigned building(s). The exhibit also clarifies that the full board considers and takes action to approve such policies at an open meeting following the second reading of revised policies.

- ▶ **2:240-E2, Exhibit — Developing Local Policy.** The exhibit is updated to clarify that: (1) districts, when adding a locally-developed policy, are encouraged to use policy numbers ending in 2, 4, 6, or 8; and (2) following the second reading of revised policies, the full board considers and takes action to approve such policies at a duly convened open meeting. The exhibit also recommends that all assistant superintendents, directors, building principals, and supervisory employees read each **PRESS** Update Memo and policies adopted by the board to better understand any changes impacting their assigned building(s).
- ▶ **2:240-E3, Exhibit — Policy Manual Updates. DELETED** The exhibit was deleted due to advances in technology.

## Operational Services

- ▶ **4:15-AP, Administrative Procedure — Protecting the Privacy of Social Security Numbers.** The Legal References are updated along with a title change to a document cited within the materials.
- ▶ **4:15-E2, Exhibit — Statement of Purpose for Collecting Social Security Numbers.** The exhibit is updated to provide consistency with language used in 4:15-AP, above.
- ▶ **4:15-E3, Exhibit — Statement for Employee Manual or District Website Describing the District's Purpose for Collecting Social Security Numbers.** The exhibit is updated to provide consistency with language used in 4:15-AP, above.
- ▶ **4:140-E1, Exhibit — Application for Fee Waiver.** The exhibit is updated to:
  1. Ask applicants to specify the number of adults and minors living in the home, in response to question no. two; and
  2. Add the option of responding "N/A" in response to question no. four, which is appropriate for applicants who have not applied for the federal meals program.

Further explanation of the differences between the two options available to districts for school fee waiver applications is added to the footnote.

- ▶ **4:140-E2, Exhibit — Response to Application for Fee Waiver, Appeal, and Response to Appeal.** The “Response to Application for Fee Waiver” portion of the exhibit is updated to allow for signature by either the Building Principal or Office Staff Member. The “Appeal of the Denial of a Fee Waiver” portion of the exhibit is amended to align with 23 Ill. Admin.Code §1.245(c)(3)(B)(the appeal results must be communicated in writing within 30 calendar days of receipt of the appeal).

## Personnel

- ▶ **5:40-AP, Administrative Procedure — Communicable and Chronic Infectious Disease.** A non-discrimination statement is added to the procedure. Following this statement, the procedure is updated to align with 5:40, *Communicable and Chronic Infectious Disease*, by stating “an employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position’s essential functions.” Grammar in a subhead title was also corrected.
- ▶ **5:170-AP3, Administrative Procedure — Instructional Materials and Computer Programs Developed Within the Scope of Employment.** The procedure is updated to align with 105 ILCS 5/10-23.10(b)(3) using the phrase *marketing or sale* instead of simply *sale*.
- ▶ **5:240-AP, Administrative Procedure — Suspensions.** A Legal Reference is edited.

## Instruction

- ▶ **6:100, Using Animals in the Educational Program.** The policy is updated to include two subhead titles, **Animal Experiments** and **Animal Dissection**.
- ▶ **6:100-AP, Administrative Procedure — Dissection of Animals.** The procedure is updated to include legal citations to 105 ILCS 112/25.
- ▶ **6:100-E1, Exhibit — Application and Guidelines for Using Animals in School Facilities for Educational Purposes.** The exhibit is **REWRITTEN**. The exhibit has also been renamed and renumbered. It clarifies that it applies only to the use of animals in school facilities for educational purposes. The **Guidelines for Using Animals in School Facilities** are supplemented with subheads and content addressing the following topics:
  - 1. Prohibited Animals** — Lists six categories of animals prohibited in school facilities.

- 2. Vaccination Requirements** — Requires current health records and/or proof of current vaccination for select animals.
- 3. General Guidelines** — Lists 13 general guidelines to protect students and staff from zoonotic diseases.
- 4. Procedures for the Housing, Care, and Handling of Specific Animals** — Identifies specific procedures applicable to the housing, care, and handling of select animals.
- 5. Animal-Related Injuries** — Lists actions that the building principal or designee will ensure occur if an animal bites, scratches, or otherwise injures someone at school and the skin is pierced.
- 6. Additional Applicant, Supervising Teacher, and Animal Owner Responsibilities** — Identifies specific responsibilities of each of these individuals, and clarifies that the applicant is responsible for submitting any required animal health records and/or proof of current vaccination.

By signing and submitting this application, the applicant, classroom teacher, and animal owner agree to abide by the **Guidelines**.

- ▶ **6:100-E2, Exhibit — Student Permission for Exposure to Animal(s).** **NEW.** Per the **Guidelines for Using Animals in School Facilities** set forth in 6:100-E1, above, this exhibit is to be used when animal(s) are brought into the classroom for educational purposes. This exhibit should be issued to the parent(s)/guardian(s) of all students who will be exposed to an animal for educational purposes.

Parent(s)/Guardian(s) who permit a student to be exposed to animal(s) must indemnify the District from liability arising out of the student’s exposure. For parent(s)/guardian(s) who do not permit a student to be exposed to animal(s), this exhibit provides that the student will be excused from classroom attendance without penalty and given an alternative educational activity. This practice is consistent with the treatment of students who object to dissecting animals.

- ▶ **6:190-AP, Administrative Procedure — Eligibility for Participation in Extracurricular Activities.** While the procedure is unchanged, alternative language in the footnotes is updated to reflect current IHSA scholastic standing requirements.
- ▶ **6:235, Access to Electronic Networks.** The policy, footnotes, Cross References, and administrative procedure references are updated. Many updates reflect the new titles for 6:235-AP1; 6:235-AP1, E1; and 6:235-AP1, E2 (see below).
- ▶ **6:235-AP1, Administrative Procedure — Acceptable Use of the District’s Electronic Networks.** The procedure is **RENAMED** to clarify that it governs acceptable use of the district’s electronic networks.

- ▶ 6:235-AP1, E1, Exhibit — **Student Authorization for Electronic Network Access to the District’s Electronic Networks**. The exhibit is RENAMED to clarify that it governs student authorization for access to the district’s electronic networks.
- ▶ 6:235-AP1, E2, Exhibit — **Staff Authorization for Electronic Network Access to the District’s Electronic Networks**. The exhibit is RENAMED to clarify that it governs staff authorization for access to the district’s electronic networks
- ▶ 6:235-AP2, Administrative Procedure — **Web Publishing Guidelines**. The procedure and references to other administrative procedures are updated to reflect the new names of 6:235-AP1; 6:235-AP1, E1; and 6:235-AP1, E2. Footnotes are also updated.
- ▶ 6:235-E4, Exhibit — **Keeping Yourself and Your Kids Safe On Social Networks**. Several web links are updated.
- ▶ 6:250-AP, Administrative Procedure — **Securing and Screening Resource Persons and Volunteers**. Language is updated to align with best practice.

## Students

- ▶ 7:10, Equal Educational Opportunities. A new footnote is added to the policy that directs boards to consult their attorneys if they want to provide specific policy language or adopt a policy specific to accommodations and inclusion of transgender students in the educational program. Whether adding such language and/or a policy is advisable remains an unsettled area of the law, and some lawyers believe that adding language and/or a policy regarding transgender students may open school boards to equal protection challenges for not creating separate policies for other protected statuses, e.g., race, nationality, religion, etc.

We added this information to the footnotes in response to inquiries from school board members for additional language to consider in their policies. The catalysts for these requests stem from the spotlight on transgender student issues after the U.S. Department of Education (ED) and U.S. Department of Justice (DOJ) issued a joint *Dear Colleague Letter on Transgender Students* on May 13, 2016. Inquiries have also increased since the release of sample transgender student policies being promulgated by various advocacy and healthcare organizations. PRESS has used 7:10-AP, *Accommodating Transgender Students or Gender Non-Conforming Students* (directly below), for accommodations and inclusion of transgender students.

- ▶ 7:10-AP, Administrative Procedure — **Accommodating Transgender Students or Gender Non-Conforming Students**. A new sentence under the **Terminology and Definitions** subhead notes that the definitions of *gender identity*, *sex assigned at birth*, *transgender*, and *gender transition* which appear in the ED and DOJ joint *Dear*

*Colleague Letter on Transgender Students* differ slightly from the definitions in the procedure, which come from the *Arcadia Resolution Agreement* (issued July 24, 2013). We added instruction to the footnotes about how administrative procedures are to be used by districts. Other text was deleted for continuous improvement. The list of **Resources** is supplemented with the following:

- *Gender Spectrum*, an organization whose mission is to help create gender sensitive and inclusive environments for all children and teens
- ED and DOJ *Dear Colleague Letter on Transgender Students*
- *Transgender Students in Schools: Frequently Asked Questions and Answers for Public School Boards and Staff*. April 2016 (Copyright © National School Boards Association)

- ▶ 7:10-E, **Equal Educational Opportunities Within the School Community**. NEW. This exhibit is developed for school boards that want to highlight which of their policies address equal educational opportunities, health, safety, and general welfare of students within their district. The exhibit states that the list is not complete and that other policies may apply depending upon the factual context.
- ▶ 7:270, **Administering Medicines to Students**. The policy, footnotes, Legal References, and administrative procedure references are updated in response to 105 ILCS 5/22-30, amended by P.A. 99-480. The law permits school boards to maintain a supply of undesignated opioid antagonists in the name of a district and allows a school nurse or trained person to administer them to a person believed to be having an opioid overdose.
- ▶ 7:270-AP1, **Administrative Procedure — Dispensing Medication**. The Legal References are updated in response to an ISBE rule. Minor information was deleted.
- ▶ 7:270-AP2, **Administrative Procedure — Checklist for District Supply of Undesignated Epinephrine Auto-Injectors and/or Opioid Antagonists**. The procedure is RENAMED and updated in response to P.A. 99-480, for school boards that choose to maintain a supply of undesignated opioid antagonists.
- ▶ 7:270-E, **Exhibit — School Medication Authorization Form**. The exhibit is updated in response to P.A. 99-480, for school boards that choose to maintain a supply of undesignated opioid antagonists.
- ▶ 7:285-AP, **Administrative Procedure — Implementing a Food Allergy Management Program**. Many outdated public acts were deleted throughout. A definition of *Individualized Educational Program/Plan (IEP)* is added.

► **7:340, Student Records.** Footnote seven is updated to explain a conflict between State and federal law regarding whether *gender* information may be designated as *directory information*. ISBE rules at 23 Ill.Admin. Code 375.80(a)(1) include *gender* as information which may be designated as *directory information*; however including *gender* within directory information may violate the federal Family Educational Rights and Privacy Act (FERPA). FERPA regulations provide that directory information “means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed” and it “includes, but is not limited to, the student’s name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time, or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational agency or institution attended.” 34 C.F.R. 99.3. Though FERPA regulations do not explicitly preclude the designation of *gender* as directory information, ED guidance has consistently advised schools not to disclose a student’s sex as directory information because it would be considered harmful or an invasion of privacy. Consult the board attorney about the practical implementation of this issue. Some attorneys, for example, believe photos of the “Girls Volleyball Team” may contradict ED guidance.

► **7:340-API, Administrative Procedure — School Student Records.** The procedure is updated to delete *gender* from the list of what constitutes directory information for the reasons discussed above.

► **7:340-API, E1, Exhibit — Notice to Parents/Guardians and Students of Their Rights Concerning a Student’s School Records.** The exhibit is updated to delete *gender* from the list of what constitutes directory information for the reasons discussed above.

## Community Relations

► **8:90, Parent Organizations and Booster Clubs.** The policy’s footnotes are updated to include optional language for school boards that want to require all parent organizations and booster clubs to have 501(c)(3) status.

► **8:110, Public Suggestions and Comments.** The policy is amended to clarify that while individuals may file a grievance under 2:260, *Uniform Grievance Procedure*, “the Board encourages, but does not require, individuals to follow the channels of authority prior to filing a grievance.”

## Five Year Review

There are 29 pieces of material from 2010 and 2011 needing a five year review. Please see page 10 for the table and explanations for five year reviews. If a five year review required a substantive update, it is discussed in the list above.