



## 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**

**FEBRUARY 6, 2018**

The Committee of the Whole Meeting of the Board of Education of Lincolnshire-Prairie View School District 103 will be held on Tuesday, February 6, 2018 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: 3 Hours
- B. Pledge of Allegiance
- C. Community Participation
- D. National Board Certification Recognition 2
- E. Celebrating Success 4  
Time: 15 Minutes
- F. Discussion Items  
Time: 2 Hours 15 Minutes
  - 1. Enrollment Projections 5
  - 2. Draft Staffing Plan 2018-19 45
  - 3. 1:1 Review Committee Update 49
  - 4. Full Day Kindergarten Discussion 71
  - 5. Press Policies 1st Reading 76
  - 6. Board Committee Assignments 143
  - 7. Grade 8 Field Trip 144
  - 8. Board Goals 146
  - 9. IASB Lake Division Meeting 147
- G. Community Participation
- H. Executive Session 149  
Time: 30 Minutes
- I. Adjournment



## Lincolnshire-Prairie View School District 103

TO: Board of Education

FROM: Scott Warren

DATE: February 1, 2018

RE: National Board Certification - Ashley Smidt, Half Day Music Teacher

The National Board for Professional Teaching Standards is recognized as the "gold standard" in teacher certification and believes higher standards for teachers means better learning for students. By attaining National Board Certification, teachers demonstrate that they are highly accomplished educators who meet high and rigorous standards through intensive study, expert evaluation, self-assessment and peer review.

Congratulations and thank you, **Ashley**, for raising the bar for teaching and learning, and helping to create a climate of professionalism and excellence for our student population by providing the skills needed to compete in the 21<sup>st</sup> century workplace.

# NATIONAL BOARD

*for Professional Teaching Standards*

December 16, 2017

Certification Area: **Music-Early and Middle Childhood-Vocal**

Candidate ID: **03036187**

Dear **Ashley Franz**,

I am pleased to inform you that you are a National Board Certified Teacher! On behalf of all of us at the National Board, congratulations on this significant achievement.

The National Board follows a comprehensive and detailed process to ensure all scoring decisions are valid, reliable and accurate before releasing score reports.

You can find details on your scores in the score report below. Your certificate should reach you early next year. It will be valid for a period of five years from the date printed on this letter.

In the meantime, I want to welcome you to the growing ranks of National Board Certified Teachers (NBCTs) who are transforming the profession. NBCTs still represent only a small fraction of our teaching workforce. To realize the dramatic improvements we all seek for students, Board certification must become the norm and the expectation in teaching as it is in other true professions from architecture to medicine. This vision must be embraced and driven by teachers like yourself. I hope you will help to advocate for supportive policies and programs in your district and state to enable more of your peers to follow in your footsteps.

As an NBCT, many doors will open to you, whether it is the chance to serve as a candidate mentor, a curriculum writer, or perhaps in a leadership position in your union or content association. I encourage you to see this milestone as part of your teacher leadership journey.

In addition, I hope you will stay in touch on Facebook and Twitter and consider joining an NBCT Network in your area or starting your own network. You will soon receive our monthly e-newsletter (The Boardroom), as well as other emails with information on opportunities to learn and lead targeted especially for you. We look forward to hearing from you, too. Again, congratulations and thank you for your dedication to your students, to teaching, and to our nation's future.

Warm regards,



Peggy Brookins, NBCT  
Mathematics – AYA Certified 2004, Renewed 2013  
President and CEO



Lincolnshire-Prairie View School District 103  
**Daniel Wright Junior High School**  
1370 N. Riverwoods Road • Lincolnshire, IL 60069  
847/295-1560 • FAX 847/295-7136  
[www.dw.d103.org](http://www.dw.d103.org)

**Scott H. Warren, Ed.D.**  
Superintendent

**Michelle Blackley**  
Principal

**Thomas Herion**  
Assistant Principal

**Melody Littlefair**  
Assistant Principal

Memo

To: Board of Education  
From: Daniel Wright Administrative Team  
Date: February 1, 2018  
Re: Celebrating Success

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**Topic: Advisory/Advisee Program, Social Emotional Learning & Mindfulness at DW**

Over the past two years, a Philosophy Development Committee (comprised of 20 staff members) and the SEL committee of teachers have been working to provide programming and structures at DW that maximize both academic and social-emotional learning for all students. The committee identified "Hopes" for DW in the fall of 2016 and listed below are two of those hopes.

**The staff will create a personalized environment that supports each student's intellectual, ethical, social, emotional and physical development.**

- **Adults and students are grouped into smaller communities (teams) for enhanced teaching and learning including problem solving and intervention support staff.**
- **These small learning communities are characterized by stable, close, and mutually respectful relationships.**

**All staff participation of Advisory/Mentor/Mentee time that addresses the needs at all three grade levels and incorporates SEL goals and activities, school wide community based projects/learning, and peer mentoring programs.**

Over the past two years, the team worked to develop a master schedule that would allow for an Advisory/Advisee program to be implemented for the 2017-2018 school year. With great excitement, we were able to assign every adult (including the administration) in the building to an advisory group of students (6-8 total students/group). The students meet with their assigned mentor at the beginning of each school day. 68 total advisory groups have been created and all 678 students have been assigned.

Once a month, we run an "advisory" schedule during which time the entire school meets in advisory groups for 45 minutes. Social Emotional lessons are developed and executed by NJHS students under the direction of our SEL Committee Leaders, Erinn Vincent & Abi Hendershot and our Advisor/Advisee Program Leader, Alissa Lyman. This team of teachers will be providing the board with an overview of the exciting programming that has been implemented during semester one of the 2017-18 school year.



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MEMO

**To:** Board of Education  
**From:** Patrick Palbicke  
**CC:** Dr. Scott Warren  
**Date:** February 6, 2018  
**Re:** Enrollment Projections

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Included are the enrollment projected increase from new construction by Decision Insite (DI), which we received back in July, as well as our internal projections. DI has not finished their enrollment projections for this year, as they stated that they are a few weeks behind. I will give an update once they provide the new report. Overall, please keep in mind that this is only K-8 projections. It does not (and cannot) include early childhood and out-of-district placements.

### Enrollment Drivers

The projections boil down to two very difficult things to estimate; kindergarten enrollment and growth from new developments.

Kindergarten remains difficult to estimate as we have seen the 130's, 140's and 150's over the years. The question will be where does Kindergarten go in the future. DI projects an increase of up to 10 new students in the upcoming years. In the past, the scenarios have revolved around the possibility of it being in the mid to upper 140's and 150's. It is looking more and more like we will be starting near 150 and reaching all the way up to 160.

This past year we had a bubble of 5<sup>th</sup> and 8<sup>th</sup> grade. While 8<sup>th</sup> moves on, if you look into the next five year's projections, you can see new bubbles being created in the lower grades. This will force us to look at new sections at various grades in the future. Next year will have increased numbers in 1<sup>st</sup> and 4<sup>th</sup> grade, on top of the 6<sup>th</sup> grade we get from this year's 5<sup>th</sup> moving on.

### Explanation of Reports

The next page has a summary of the total K-8 enrollment projection using kindergarten starting at 150 and 155. Using the 150K as our guide, you will see the enrollment grow from 1806 to 1954 over the next 5 years. We are still using the scenarios from DI that were provided last spring to help monitor our projections. It is clear from our internal projections and those provided by DI that we most likely will hit 1,800 students in K-8 by next year (if we do not sometime this year). In total enrollment (including EC and out-of-district placements), we are almost certain to hit the mid 1,800's for all students in the next year or two, but for enrollment projection purposes we only look at K-8.

The next report is the internal projections that shows a five-year history as well as a five-year projection of the grades with colors coordinating where and how they are moving along. This is for the 150 Kindergarten scenario. Survival ratios are the change from one year, one grade to the next. Now

that 5<sup>th</sup> grade is at Half Day, the historical enrollments for Half Day will also include 5<sup>th</sup> grade at this point, otherwise the report would be very messy.

For Teachers/Sections and Class Size, only K-5 was included as they are self-contained. These are used to directly calculate class sizes. We can use this as our basis for possible section increases by grade if we are to keep current class size targets, or make a decision to increase class sizes. I have already adjusted future sections to stay within the targeted class to help guide on what we may need to do in the coming years.

The next reports are just charts of the same information, merely presented visually if that helps.

### Analysis of Enrollment Projections

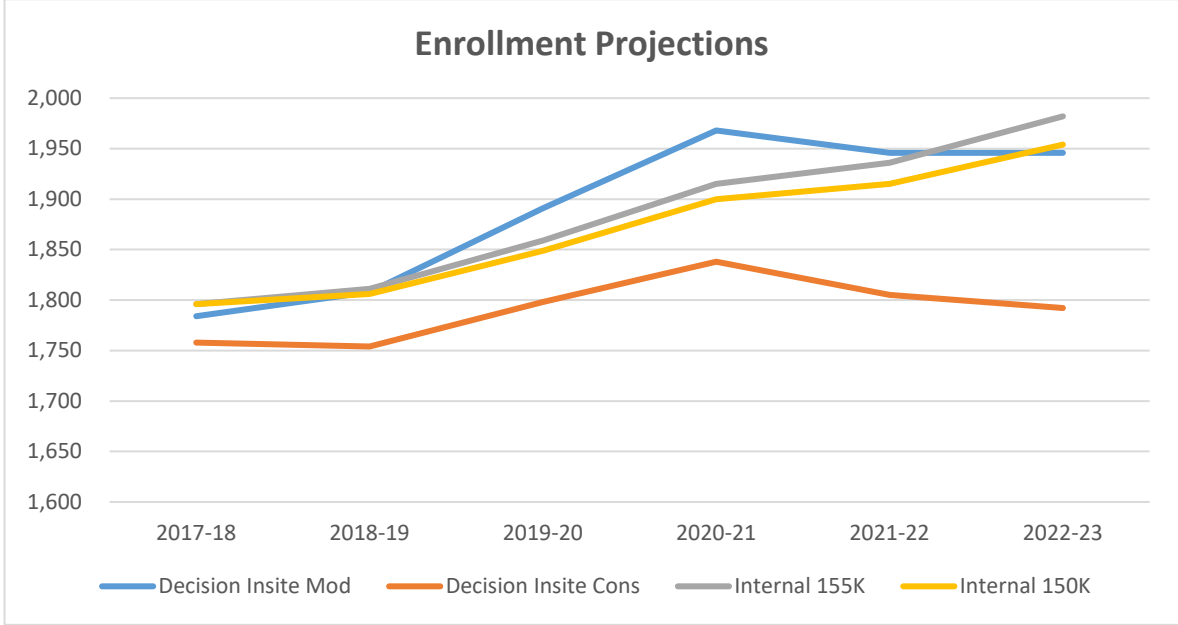
It is clear that enrollment continues to increase, and will in the foreseeable future. Only in the DI conservative model do we see a possible pull-back in 2021-2022. Our internal model essentially splits the two DI models down the middle using the survival cohort method.

At Sprague, the enrollment will directly depend on Kindergarten enrollment. As we have seen more demand for Kindergarten, including this year's enrollment of 158, it directly affects future class sizes. For class size, 2<sup>nd</sup> grade will continue to see pressure after next year (next year should not be an issue). The 2019-20 year is projected to be at 22.2, but only after adding a 9<sup>th</sup> section, otherwise we would be at 25.0, above the "trigger" point.

At Half Day, next year's enrollment looks to take a very small dip with the 5<sup>th</sup> grade bubble moving to DW. After that, we should see steady increases in the years to come. There are possible spots of class size concerns as we see the need to possibly add a 9<sup>th</sup> section next year in 4<sup>th</sup> grade. We will have to do the same in 2020-2021 for 3<sup>rd</sup> grade, which will carry forward in the years to follow. If you continue to watch this year's third grade class, it could grow to 282 by the time it reaches 8<sup>th</sup> grade.

With a k-5 enrollment trending up, Daniel Wright too will see enrollment increase, reaching into the 700's in 3-4 years. With constant changes and different schedules from potential teaming, it is too difficult to project section class sizes. We will continue to monitor enrollment each year so that we may adjust and stay as close to our goal class size as possible. For the next year or two, it appears the enrollment will increase slightly, then spike in 2020-2021.

Enrollment Projections	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Decision Insite Mod	1,784	1,808	1,891	1,968	1,946	1,946
Decision Insite Cons	1,758	1,754	1,798	1,838	1,805	1,792
Internal 150K	1,796	1,806	1,849	1,900	1,915	1,954
Internal 155K	1,796	1,811	1,859	1,915	1,936	1,982



**D103 Enrollment Projections**

Grade	Actual	Actual	Actual	Actual	Actual	Proj.	Proj.	Proj.	Proj.	Proj.
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	137	153	132	147	158	150	150	150	150	150
1	166	154	182	155	166	184	175	175	175	175
2	168	178	164	194	174	180	200	190	190	190
3	166	171	192	181	211	190	196	218	207	207
4	191	173	182	210	190	227	204	211	234	222
5	187	202	180	190	218	199	237	213	221	245
6	199	204	212	201	202	235	215	256	230	239
7	212	209	214	242	218	214	249	228	271	244
8	217	220	214	225	259	227	223	259	237	282
<b>Total</b>	<b>1,643</b>	<b>1,664</b>	<b>1,672</b>	<b>1,745</b>	<b>1,796</b>	<b>1,806</b>	<b>1,849</b>	<b>1,900</b>	<b>1,915</b>	<b>1,954</b>
Annual Change	45	21	8	73	51	10	43	51	15	39
% Change	2.82%	1.28%	0.48%	4.37%	2.92%	0.56%	2.38%	2.76%	0.79%	2.04%
<b>Total EC</b>	<b>29</b>	<b>31</b>	<b>31</b>	<b>38</b>	<b>36</b>	<b>34</b>	<b>35</b>	<b>36</b>	<b>36</b>	<b>36</b>
<b>SpEd Out of Dist.</b>	<b>7</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>Total Total</b>	<b>1,679</b>	<b>1,704</b>	<b>1,711</b>	<b>1,790</b>	<b>1,836</b>	<b>1,847</b>	<b>1,891</b>	<b>1,942</b>	<b>1,957</b>	<b>1,996</b>
<b>% Change</b>	<b>3.07%</b>	<b>1.49%</b>	<b>0.41%</b>	<b>4.62%</b>	<b>2.57%</b>	<b>0.60%</b>	<b>2.36%</b>	<b>2.73%</b>	<b>0.76%</b>	<b>2.02%</b>

∞

Grade	2013-14	2014-15	2015-16	2016-17	2017-18	3-yr Avg.	4-yr Avg.	5-yr Avg.	Avg. Avg.	Avg. Used
K										
1	1.20	1.12	1.19	1.17	1.13	1.16	1.15	1.16	1.16	1.16
2	1.09	1.07	1.06	1.07	1.12	1.08	1.08	1.08	1.08	1.08
3	1.06	1.02	1.08	1.10	1.09	1.09	1.07	1.07	1.08	1.09
4	1.12	1.04	1.06	1.09	1.05	1.07	1.06	1.07	1.07	1.07
5	1.02	1.06	1.04	1.04	1.04	1.04	1.05	1.04	1.04	1.05
6	1.07	1.09	1.05	1.12	1.06	1.08	1.08	1.08	1.08	1.08
7	1.02	1.05	1.05	1.14	1.08	1.09	1.08	1.07	1.08	1.06
8	1.09	1.04	1.02	1.05	1.07	1.05	1.05	1.05	1.05	1.04

**Enrollment by School**

	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17	Actual 2017-18	Proj. 2018-19	Proj. 2019-20	Proj. 2020-21	Proj. 2021-22	Proj. 2022-23
Sprague										
K	137	153	132	147	158	150	150	150	150	150
1	166	154	182	155	166	184	175	175	175	175
2	168	178	164	194	174	180	200	190	190	190
Sprague K-2 Total	471	485	478	496	498	514	525	515	515	515
EC	29	31	31	38	36	34	35	36	36	36
Sprague Total	500	516	509	534	534	548	560	551	551	551

**Half Day**

3	166	171	192	181	211	190	196	218	207	207
4	191	173	182	210	190	227	204	211	234	222
5	187	202	180	190	218	199	237	213	221	245
Half Day Total	544	546	554	581	619	616	637	642	662	674

**Daniel Wright**

6	199	204	212	201	202	235	215	256	230	239
7	212	209	214	242	218	214	249	228	271	244
8	217	220	214	225	259	227	223	259	237	282
DW Total	628	633	640	668	679	676	687	743	738	765

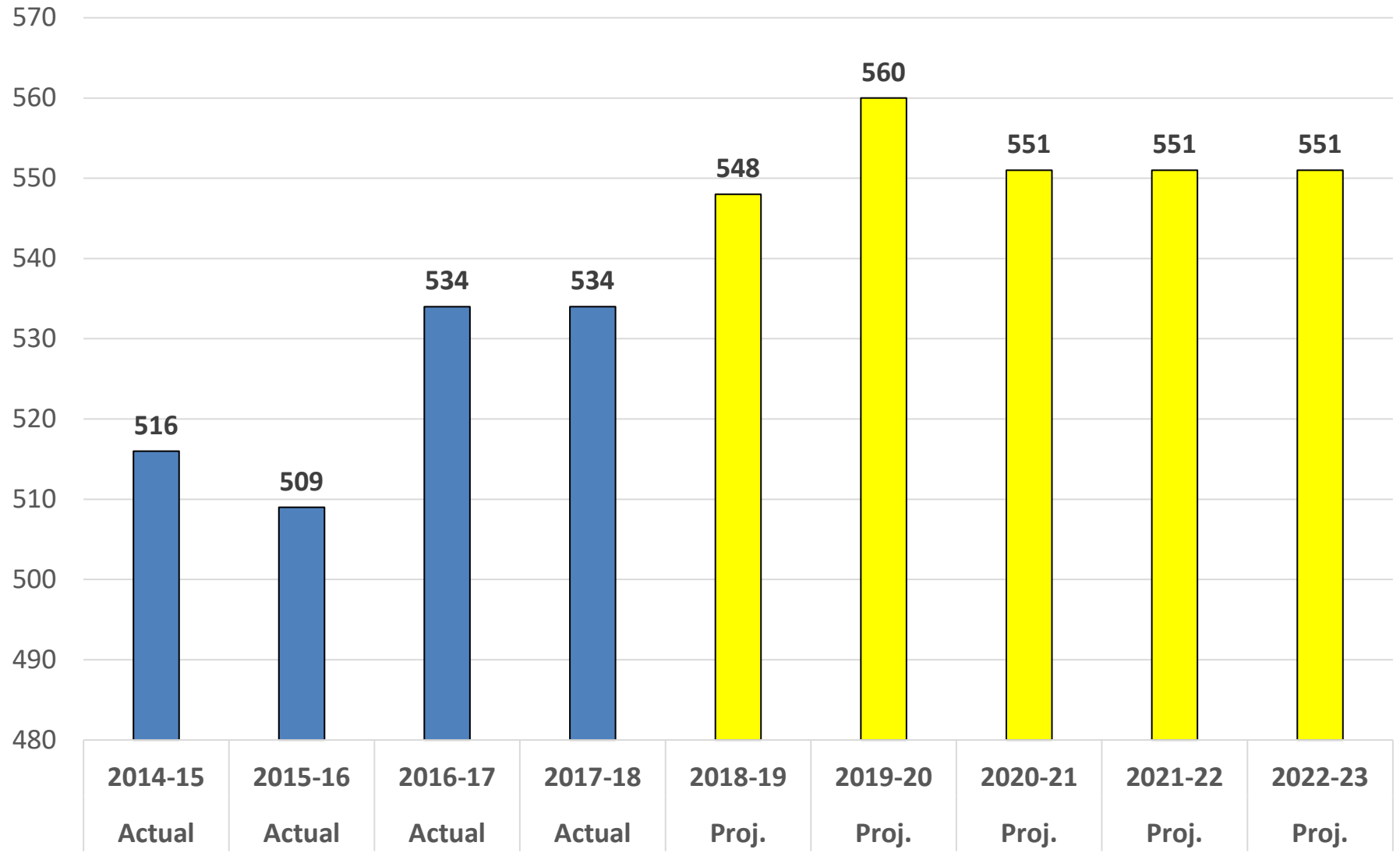
**Teachers/Sections**

**Teachers**

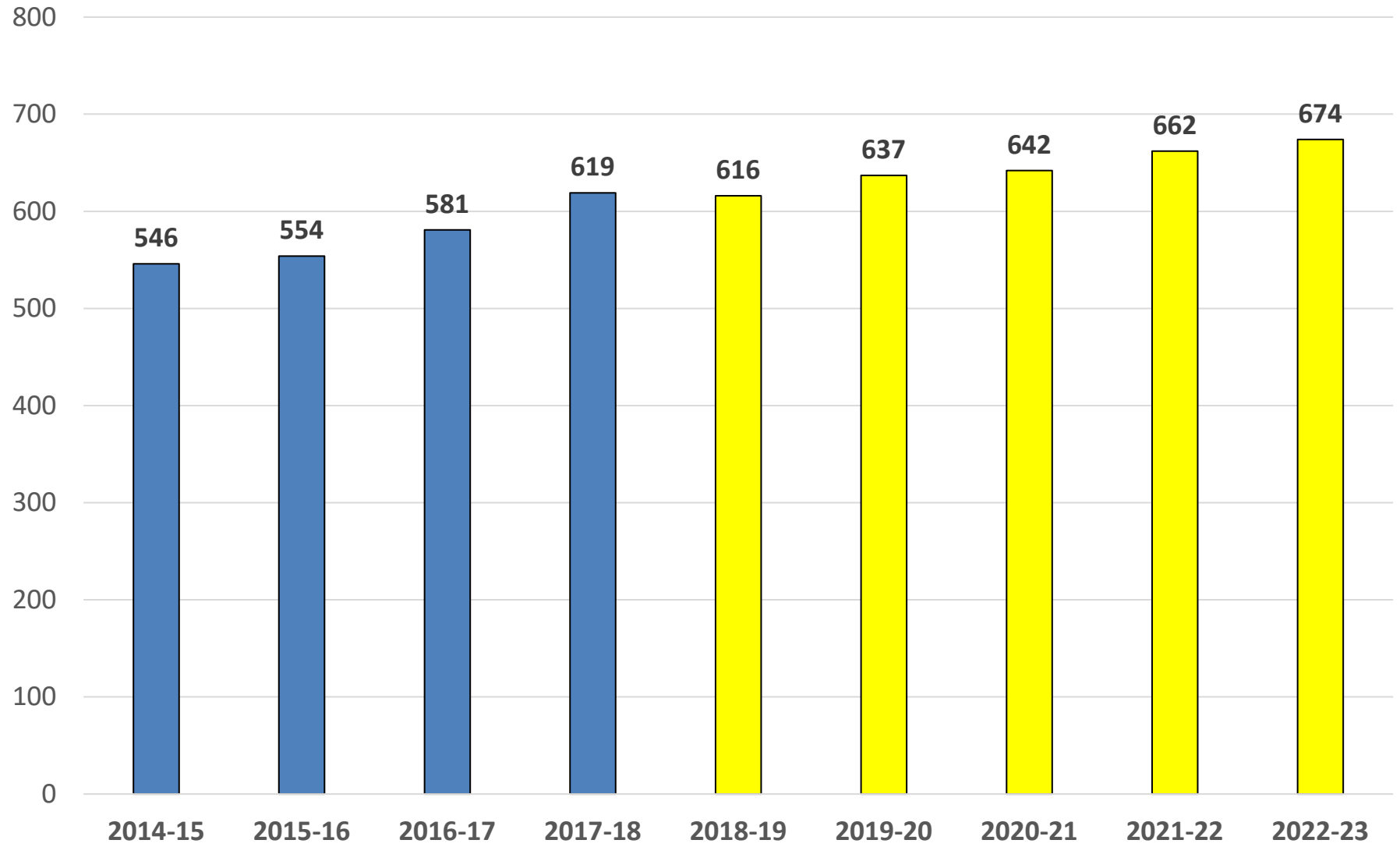
	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17	Actual 2017-18	Proj. 2018-19	Proj. 2019-20	Proj. 2020-21	Proj. 2021-22	Proj. 2022-23
K	8	8	7	8	8	8	8	8	8	8
1	8	8	8	8	8	8	8	8	8	8
2	8	8	8	8	8	8	9	8	8	8
3	8	8	8	8	9	8	8	9	8	8
4	8	8	8	8	8	9	8	8	9	8
5	8	8	8	8	9	8	9	8	8	9

Class/Section Size	Actual	Actual	Actual	Actual	Actual	<i>Proj.</i>	<i>Proj.</i>	<i>Proj.</i>	<i>Proj.</i>	<i>Proj.</i>
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	17.1	19.1	18.9	18.4	19.8	18.8	18.8	18.8	18.8	18.8
1	20.8	19.3	22.8	19.4	20.8	23.0	21.9	21.9	21.9	21.9
2	21.0	22.3	20.5	24.3	21.8	22.5	22.2	23.8	23.8	23.8
Sprague Avg	19.6	20.2	20.7	20.7	20.8	21.4	20.9	21.5	21.5	21.5
3	20.8	21.4	24.0	22.6	23.4	23.8	24.5	24.2	25.9	25.9
4	23.9	21.6	22.8	26.3	23.8	25.2	25.5	26.4	26.0	27.8
5	23.4	25.3	22.5	23.8	24.2	24.9	26.3	26.6	27.6	27.2
Half Day Avg.	22.7	22.8	23.1	24.2	23.8	24.6	25.4	25.7	26.5	26.9

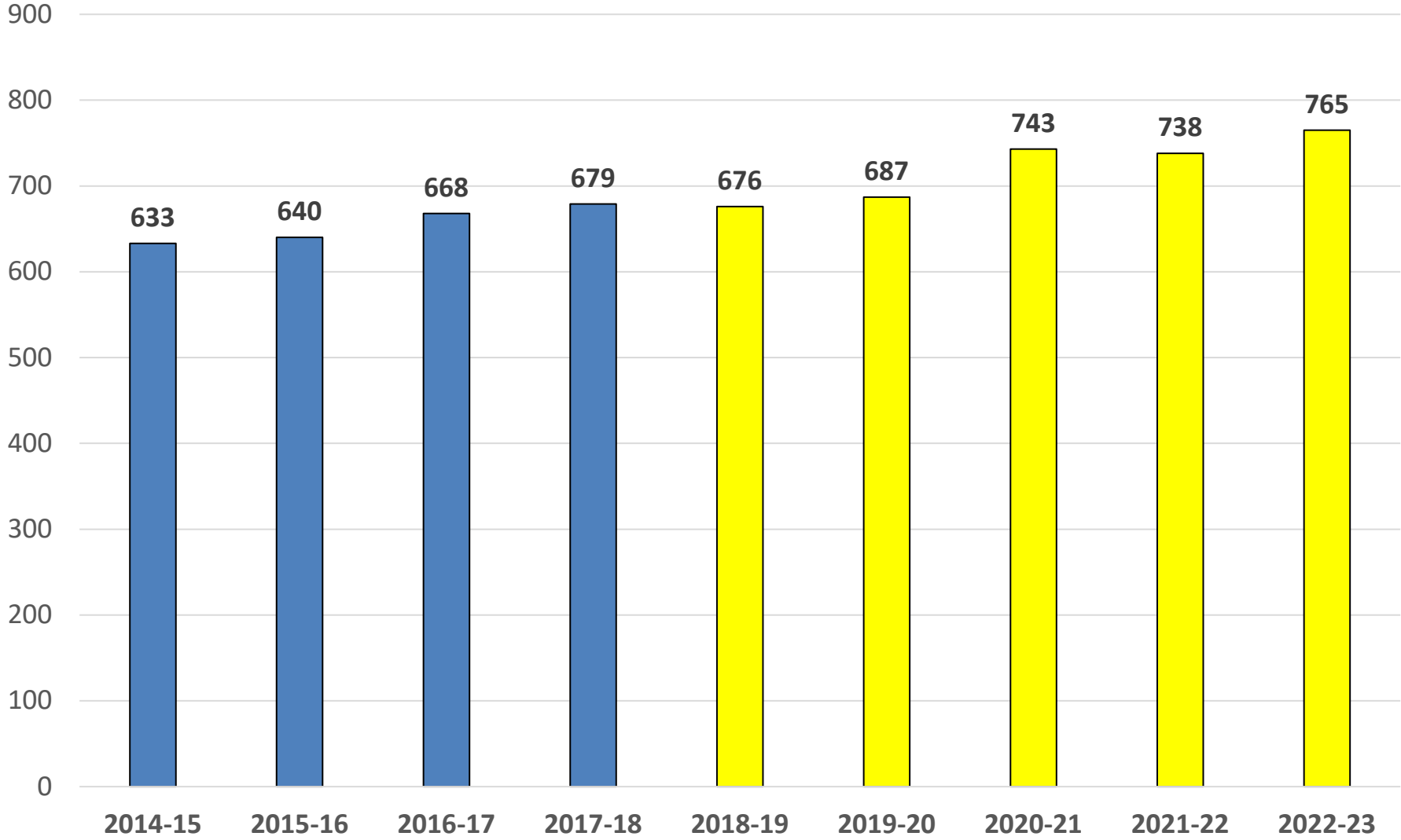
# Sprague Enrollment



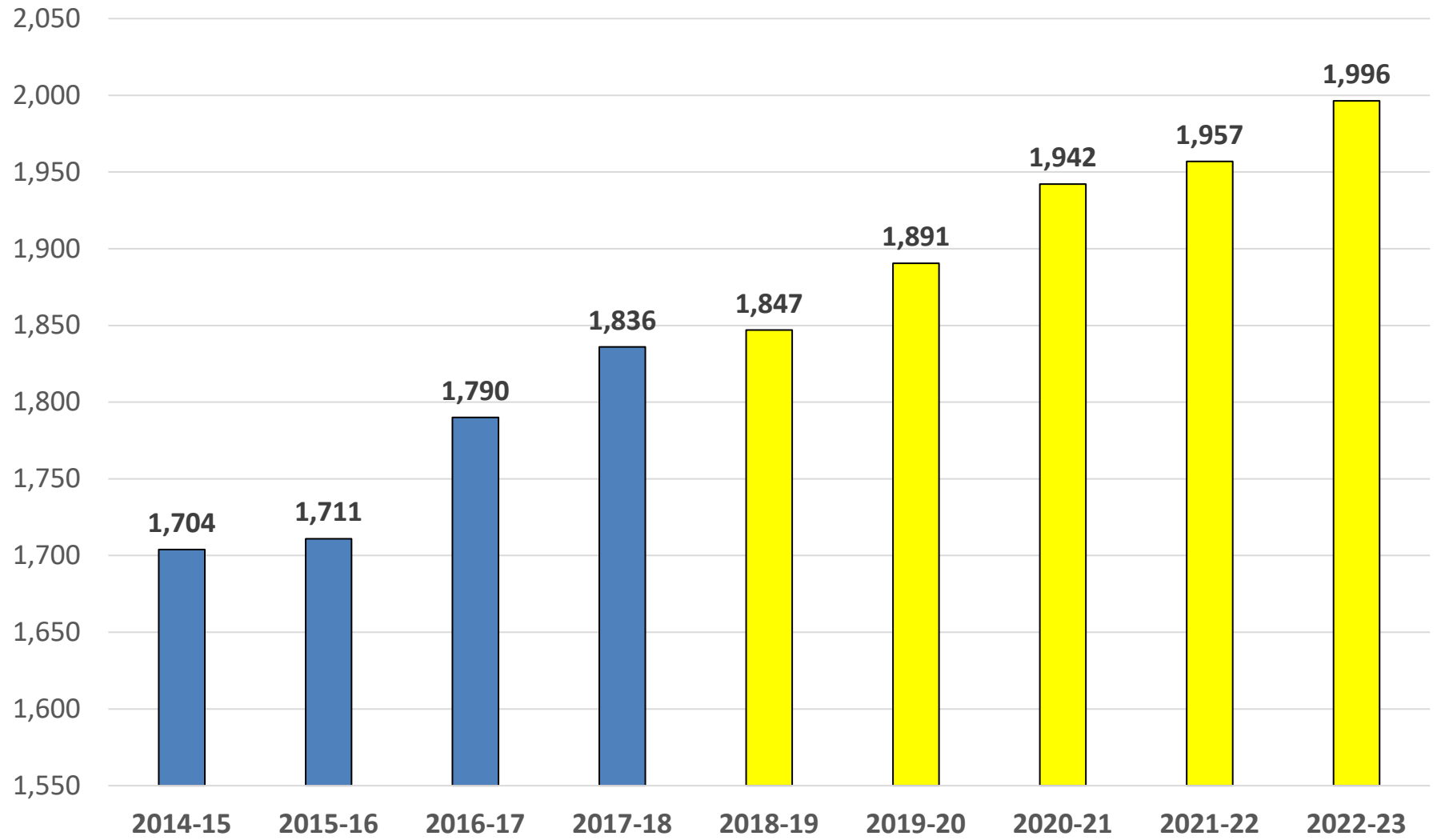
# Half Day Enrollment



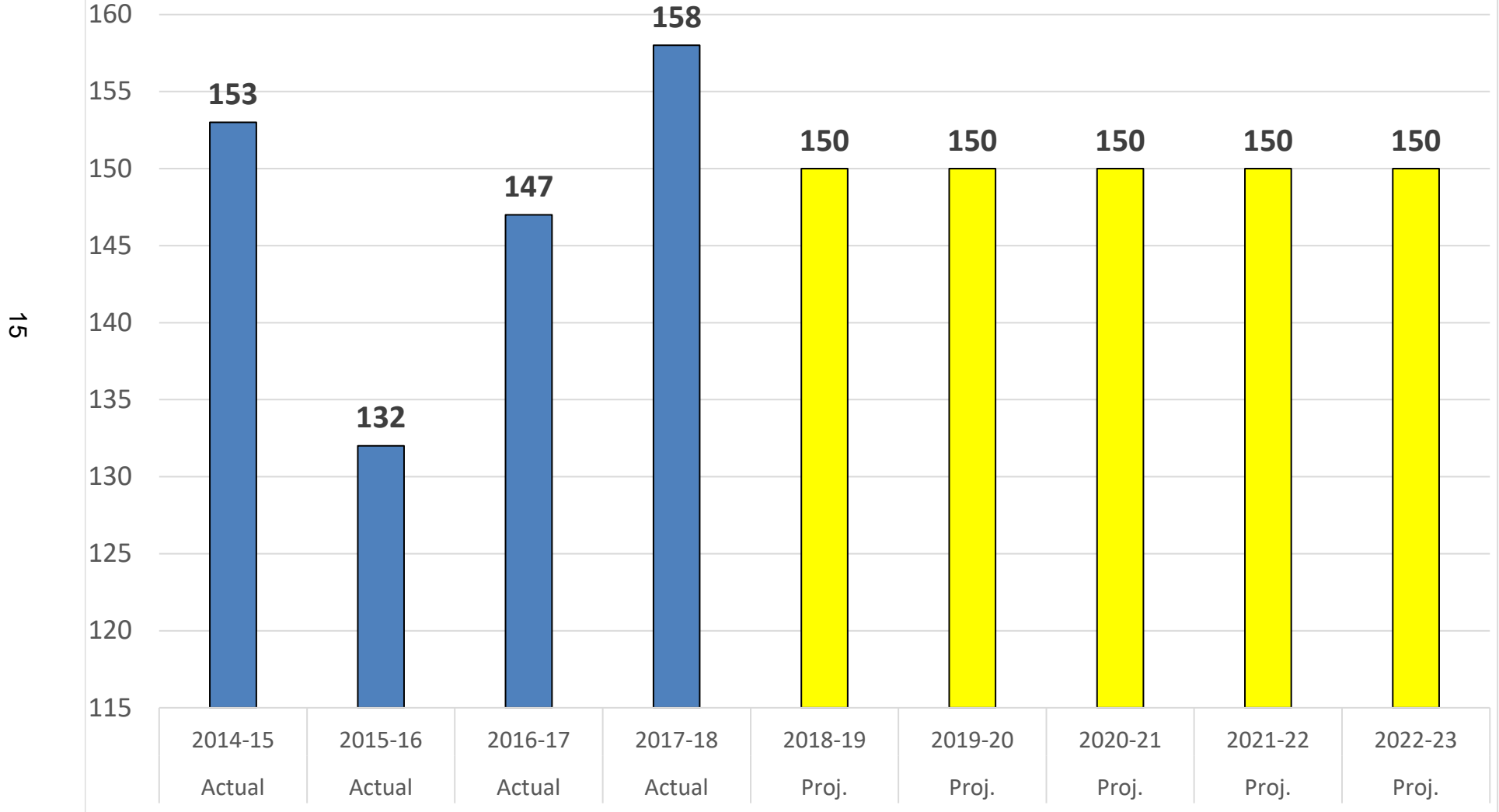
# Daniel Wright Enrollment



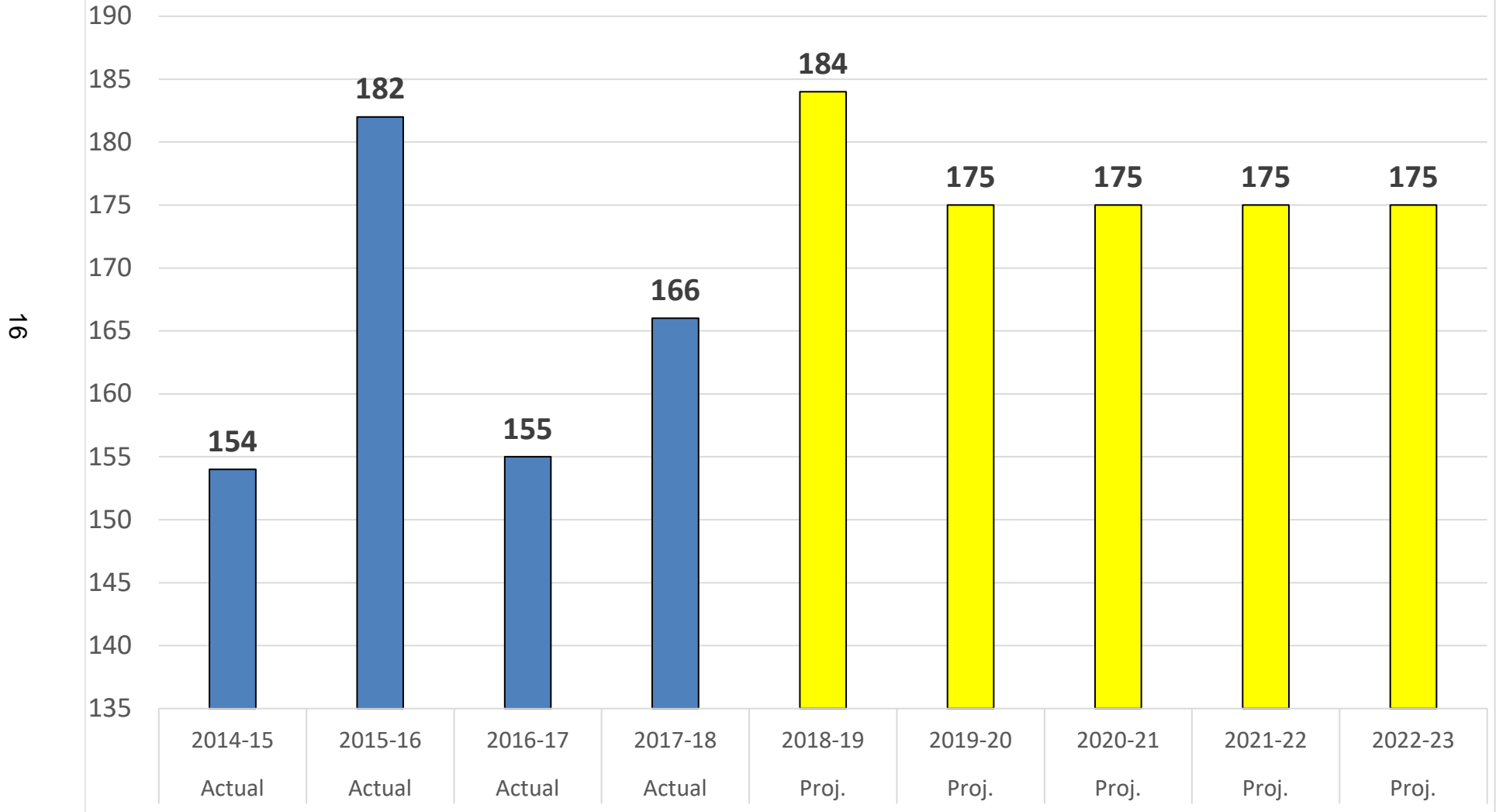
# District Enrollment



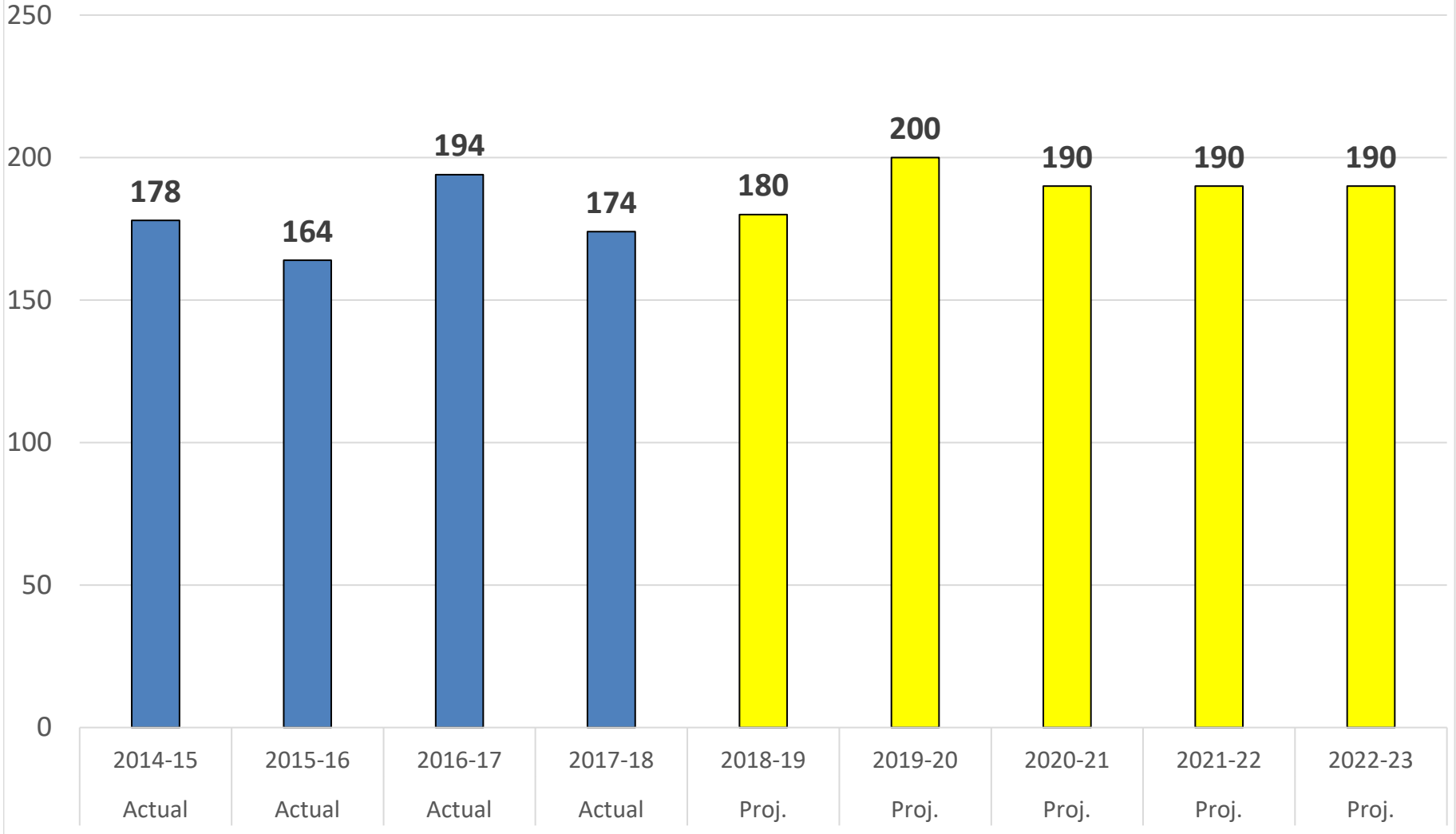
# Kindergarten Enrollment



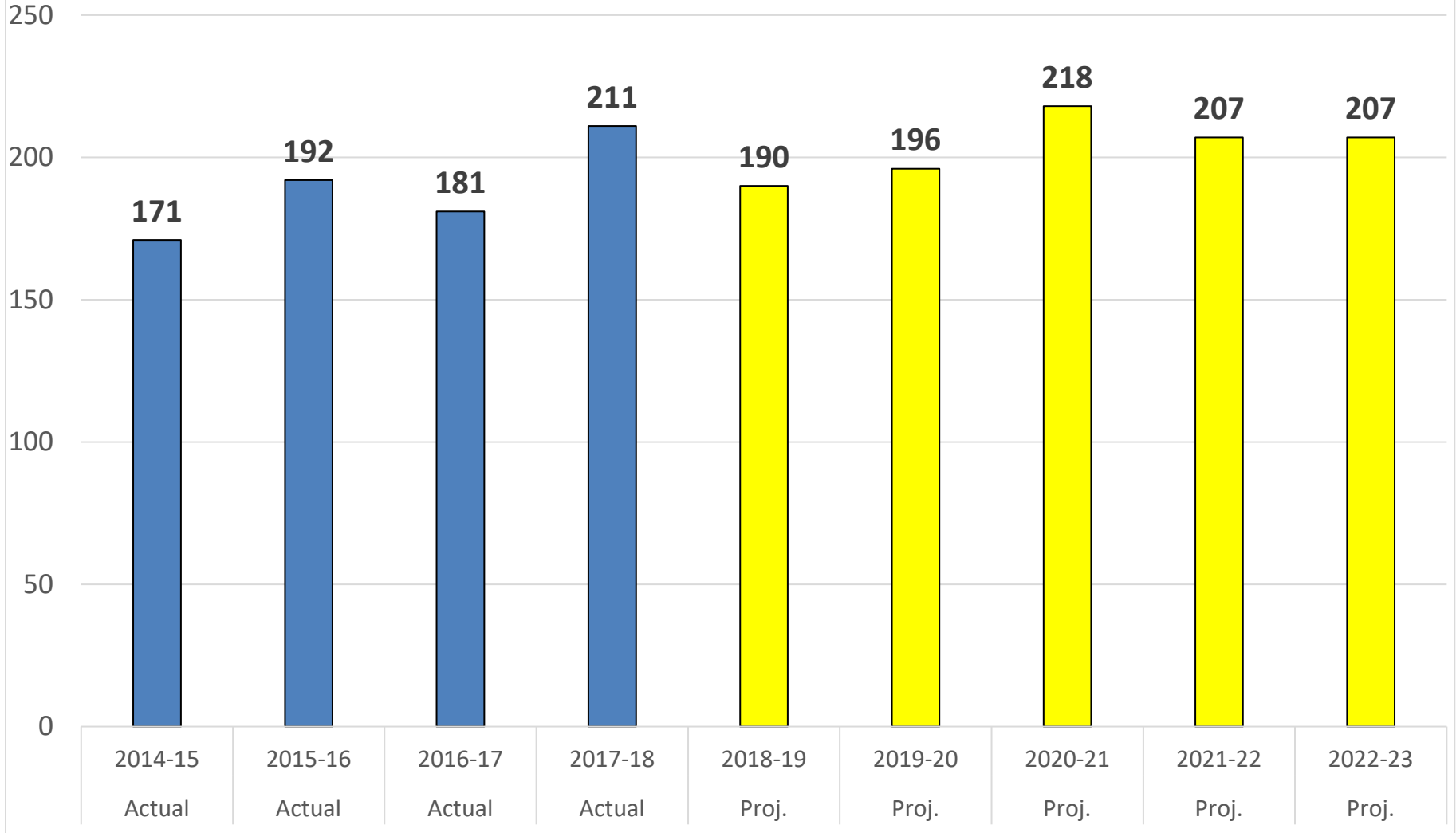
# 1st Grade Enrollment



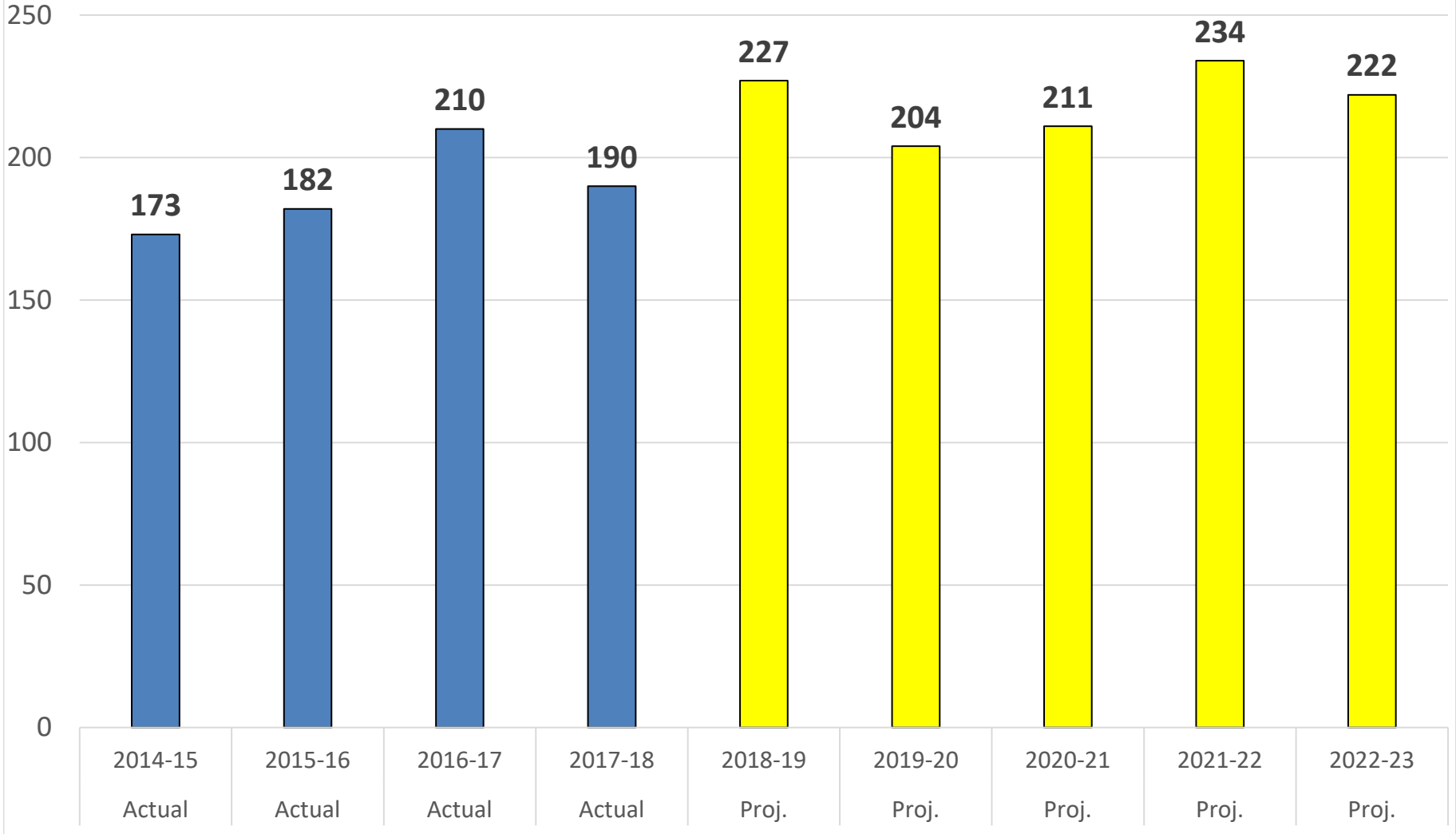
# 2nd Grade Enrollment



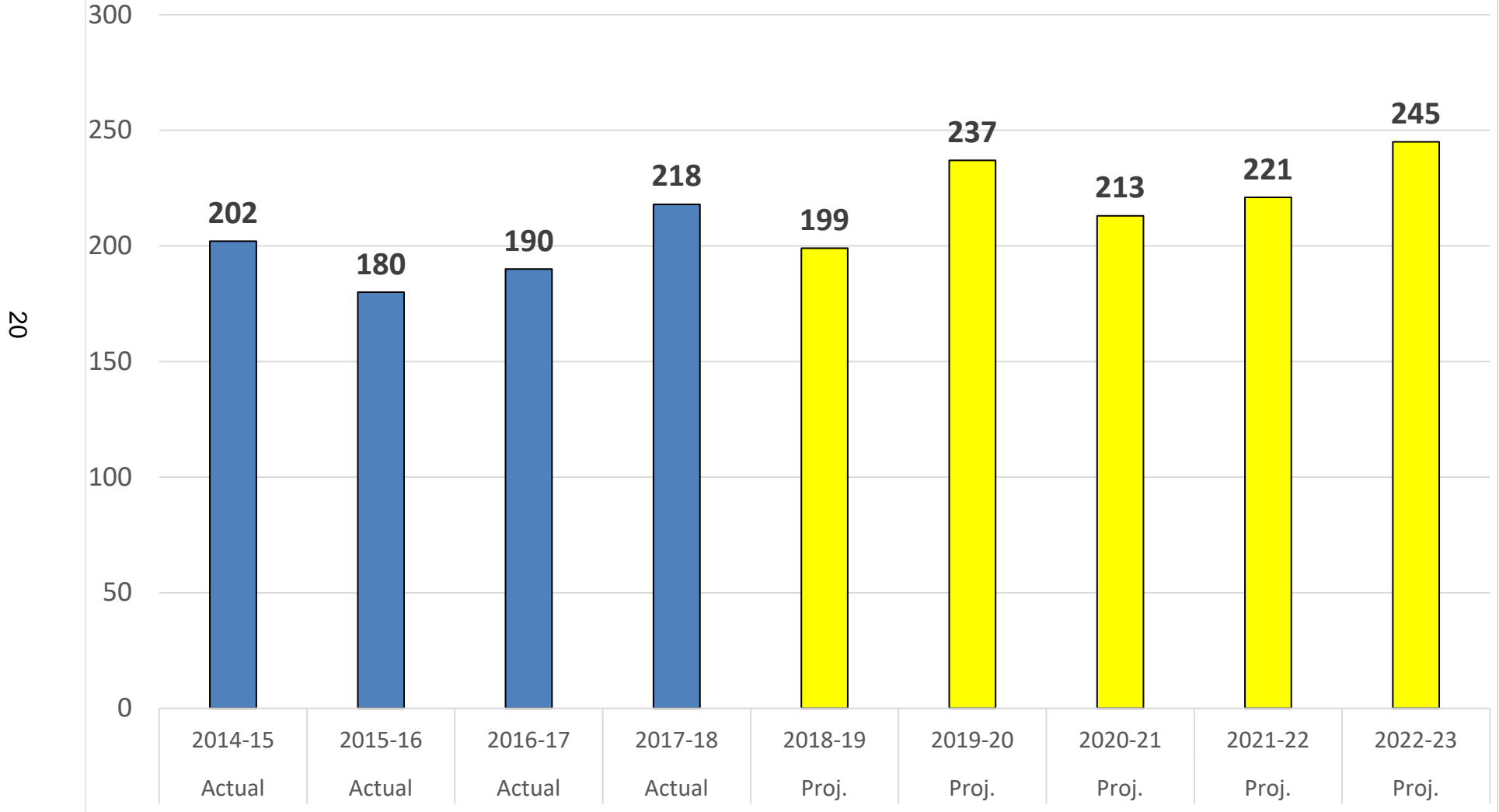
# 3rd Grade Enrollment



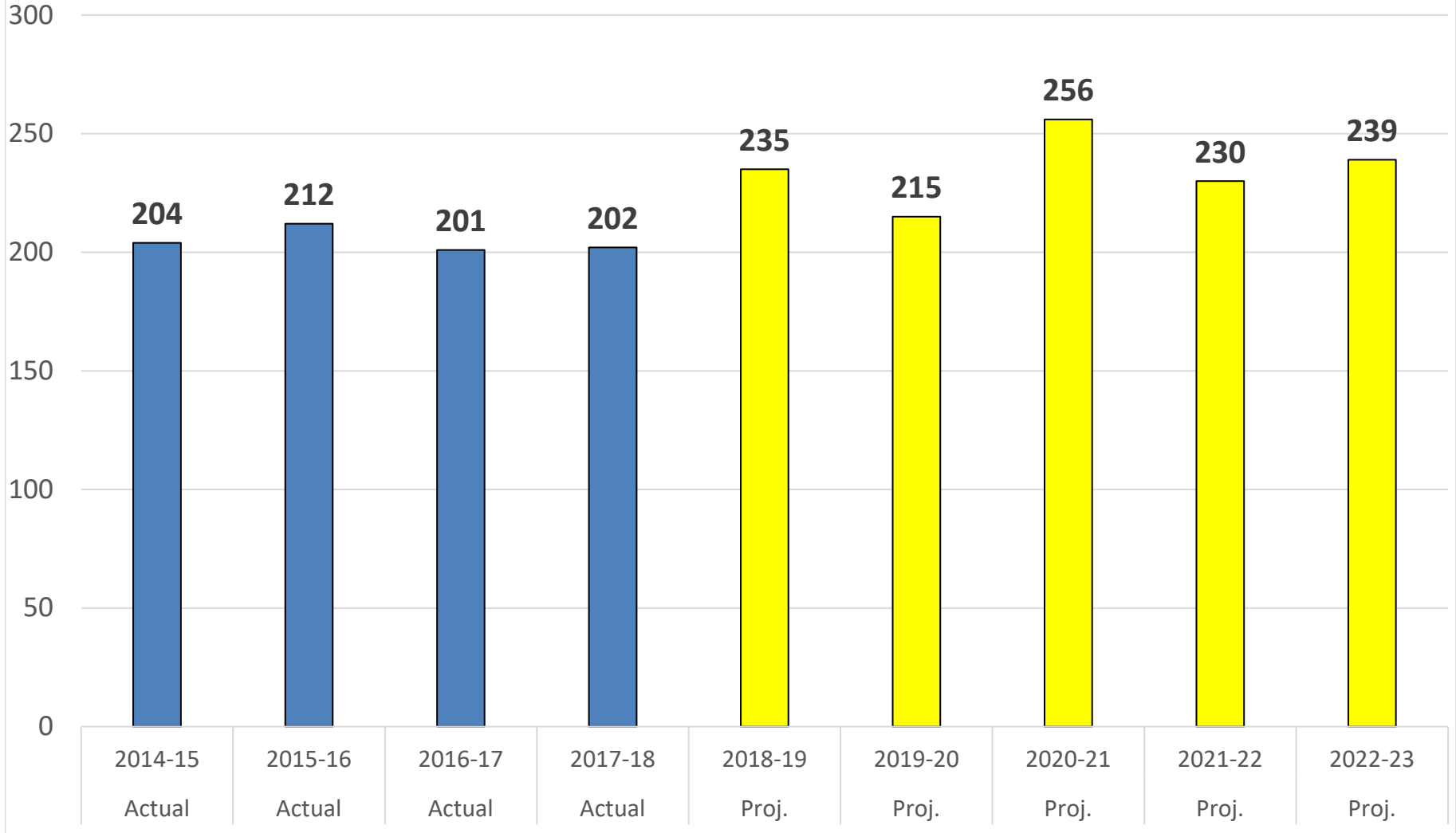
# 4th Grade Enrollment



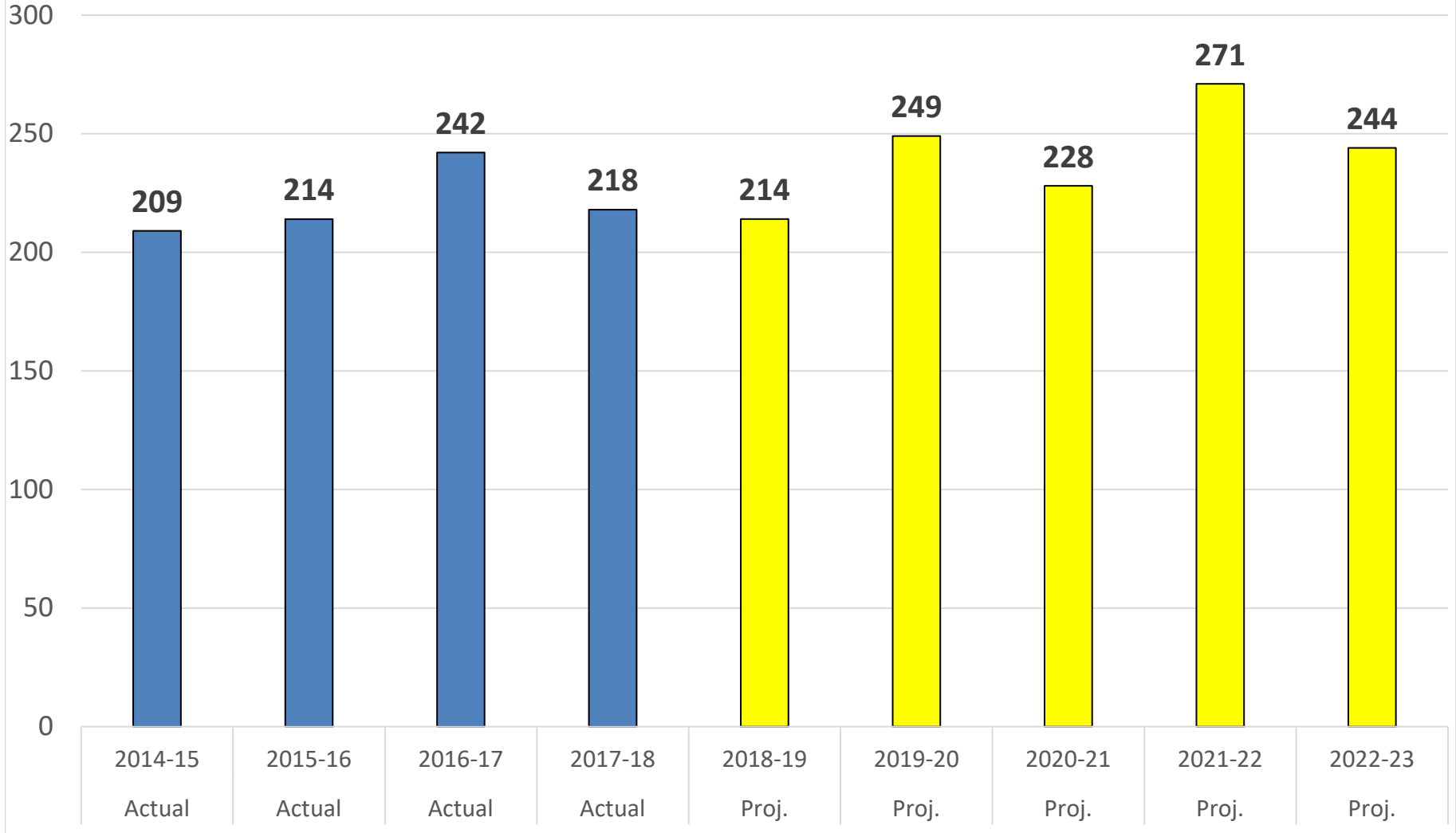
# 5th Grade Enrollment



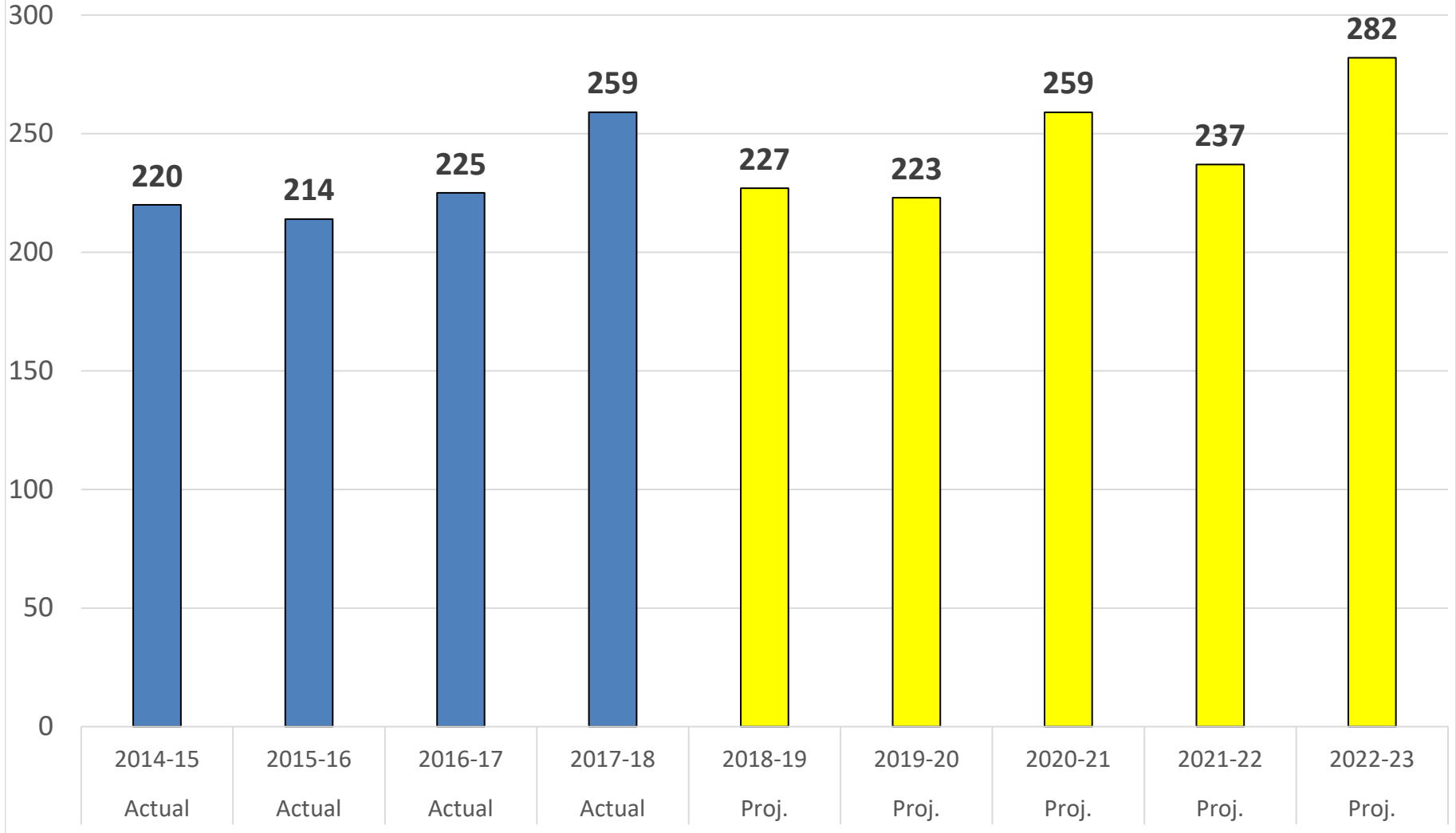
# 6th Grade Enrollment



# 7th Grade Enrollment

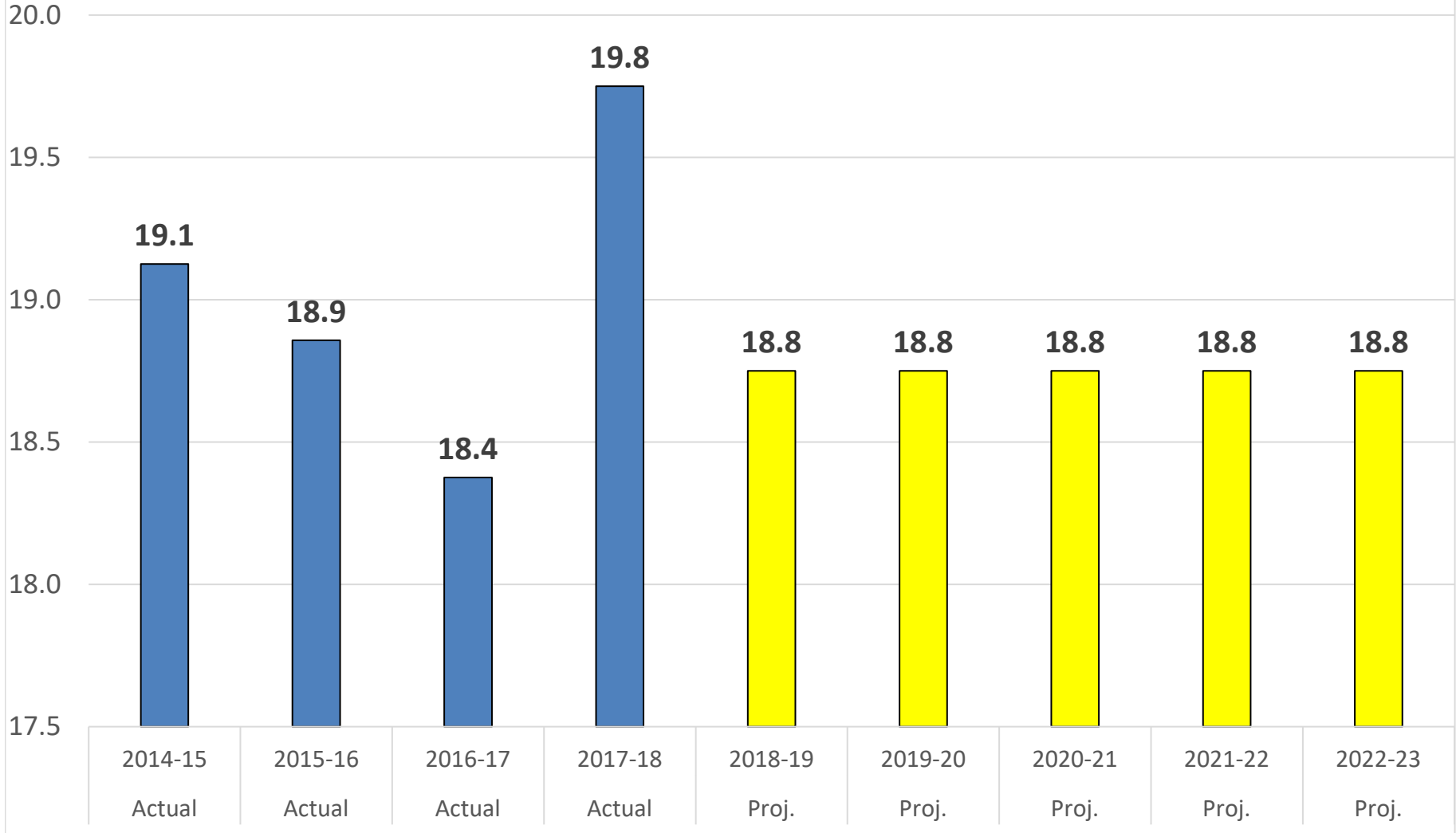


# 8th Grade Enrollment

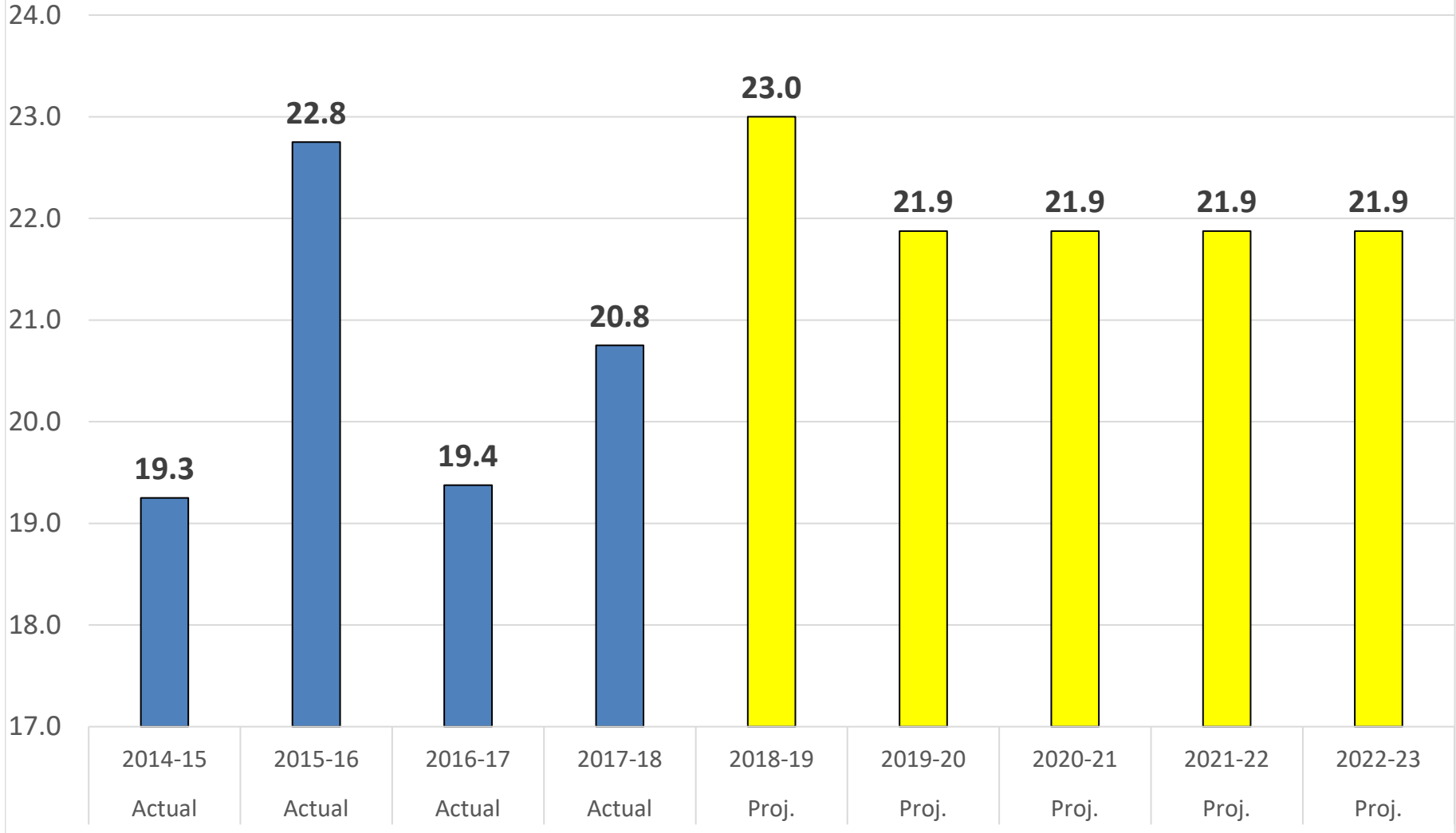


23

# Kindergarten Class Size

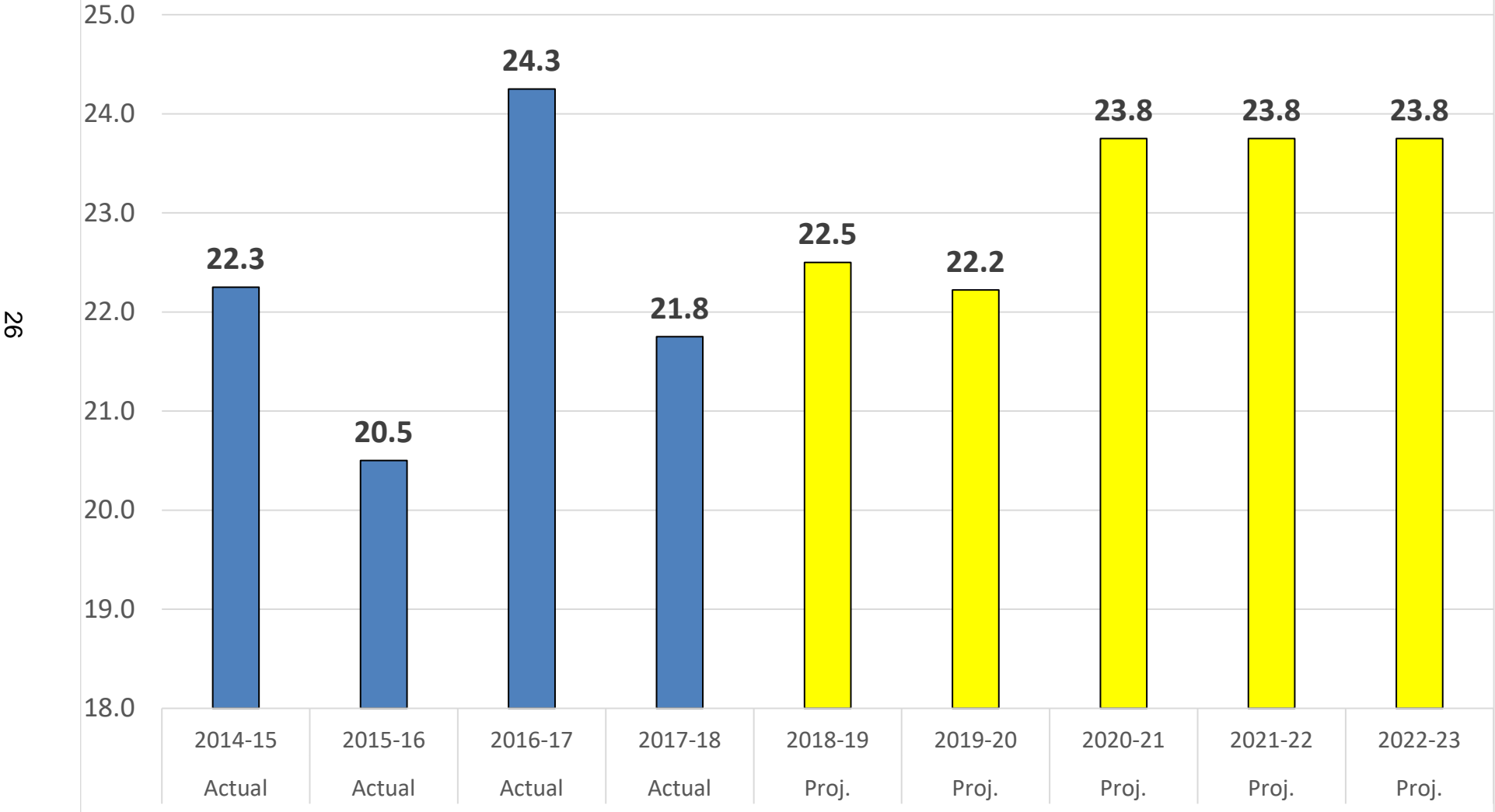


# 1st Grade Class Size

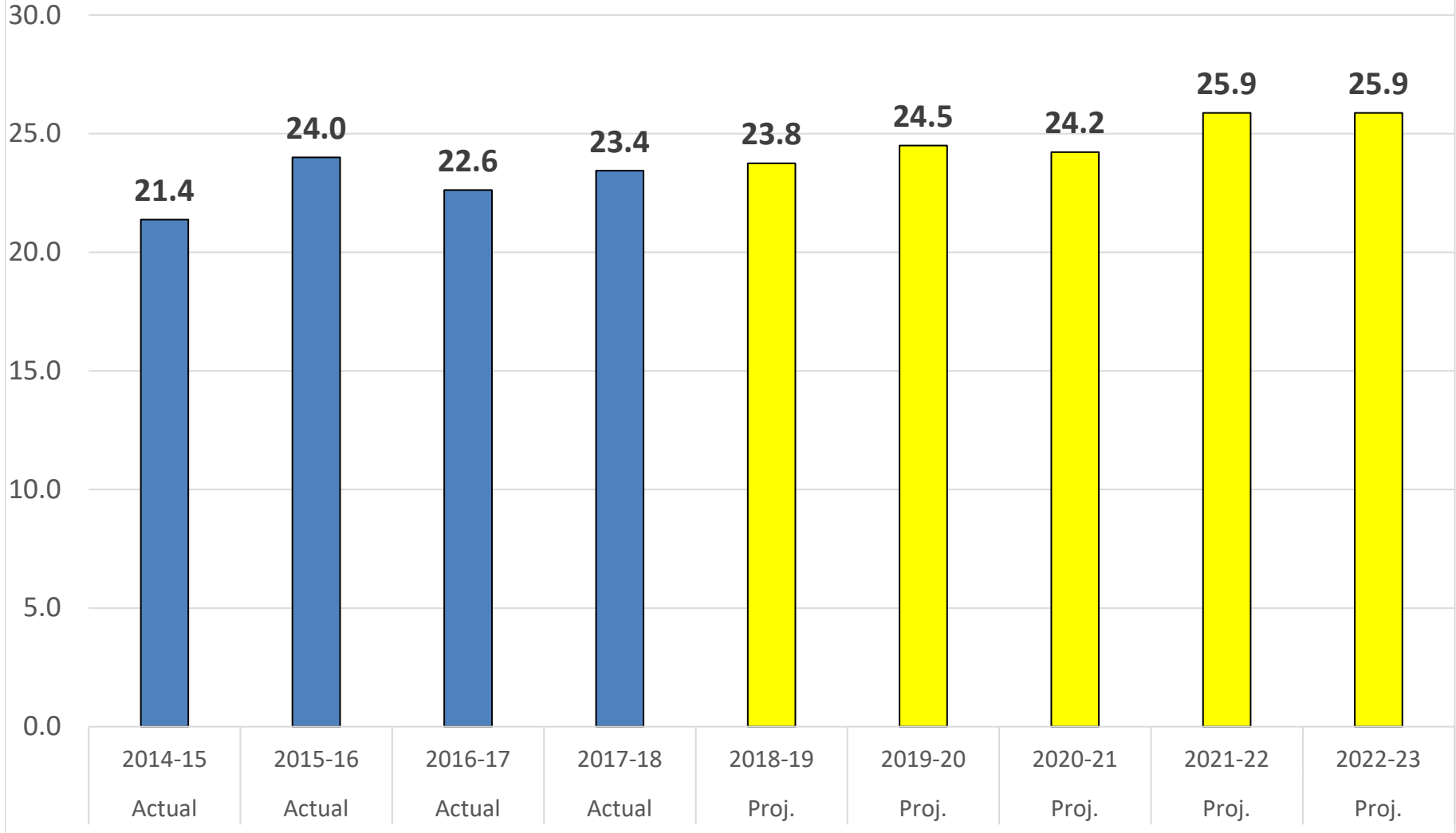


25

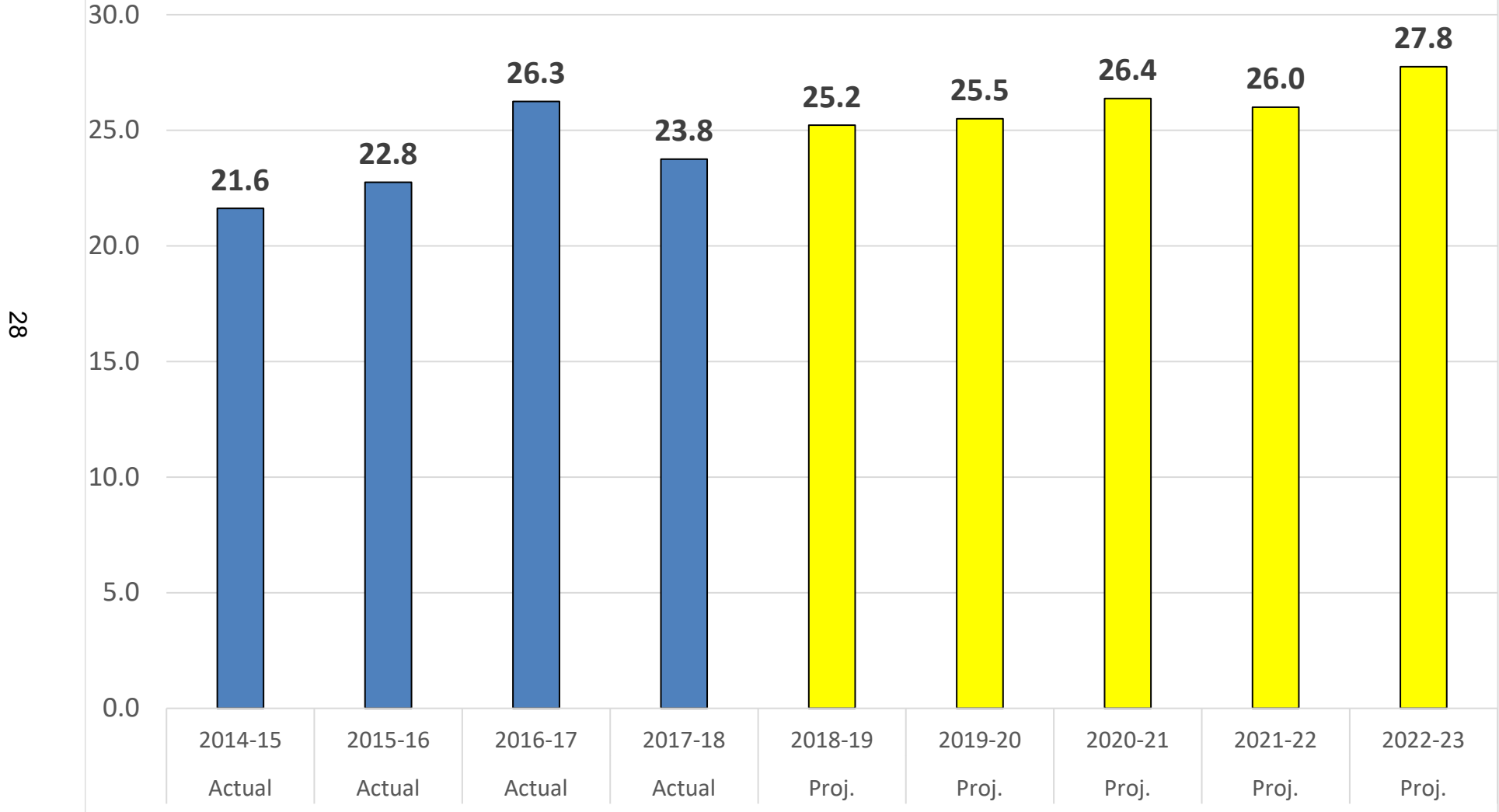
# 2nd Grade Class Size



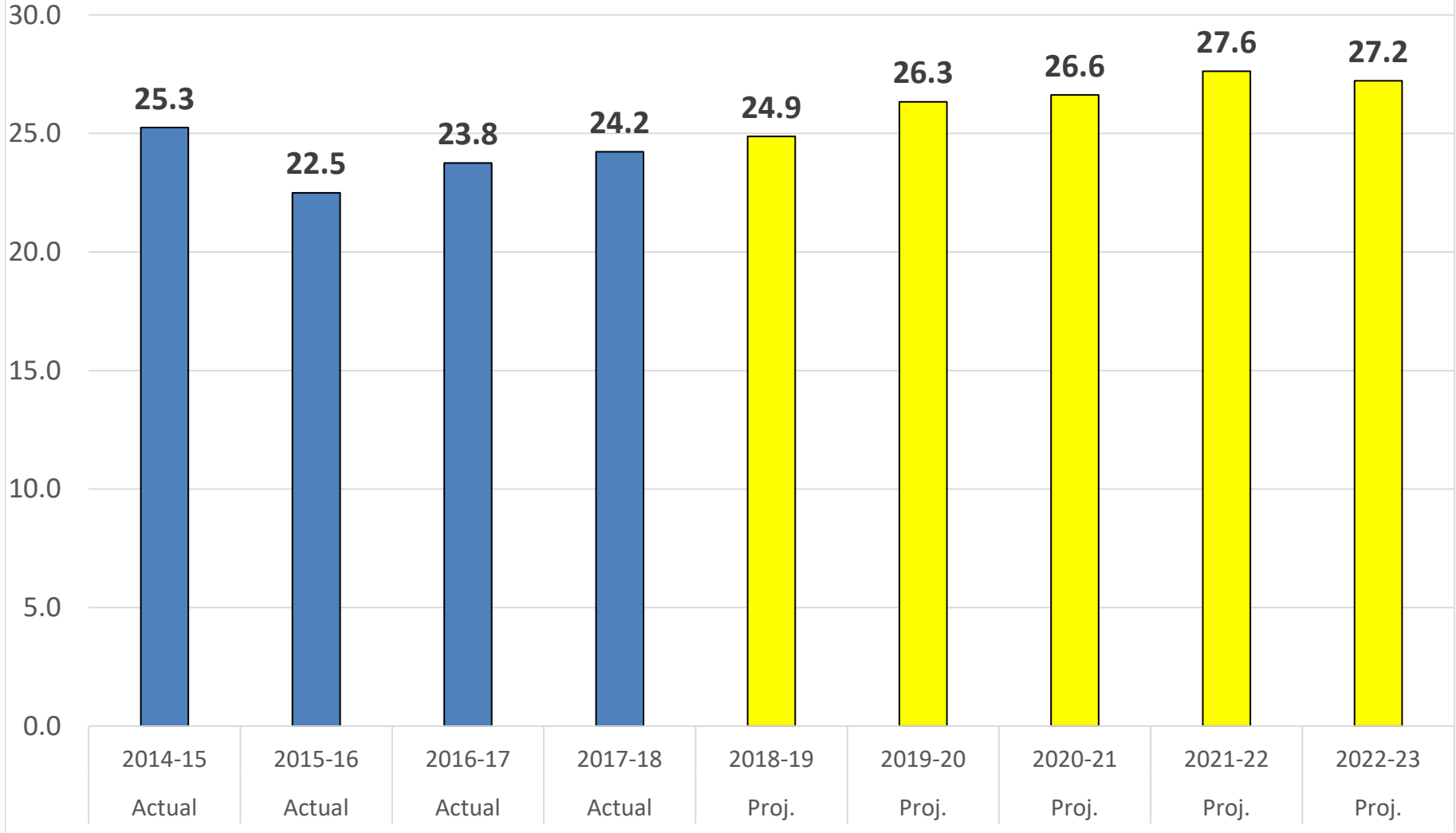
# 3rd Grade Class Size



# 4th Grade Class Size



# 5th Grade Class Size



RESIDENTIAL RESEARCH SUMMARY  
Summer 2017

**Prepared for:**  
Lincolnshire-Prairie View School District 103



101 Pacifica, Suite 380  
Irvine, CA

**Submitted: July 14, 2017**

# Lincolnshire-Prairie View School District 103

## Residential Research Summary for 2018 Projections

### Executive Summary

This Residential Research Summary report has been prepared for the Lincolnshire-Prairie View School District 103 based on information obtained from the local planning departments, as well as conversations with developers and sales offices in the area. (Please refer to the district map on the following page.) When putting together our list of future developments, we are interested only in the active, non-senior residential projects larger than 10 units. We believe this to be the most efficient way to build a picture of the district’s future residential changes, since smaller projects generally have a negligible impact on the district. These active projects would include developments either currently under construction, those with active entitlements, or any proposed future projects.

DecisionInsite had compiled this research on July 14, 2017, when it had been anticipated that the district could potentially experience the construction of 210 new dwelling units over the next 10 years. Please note that the exact location of these new development projects will be refined as additional information is made available to the district.

New dwelling units are categorized into the following three (3) housing types:

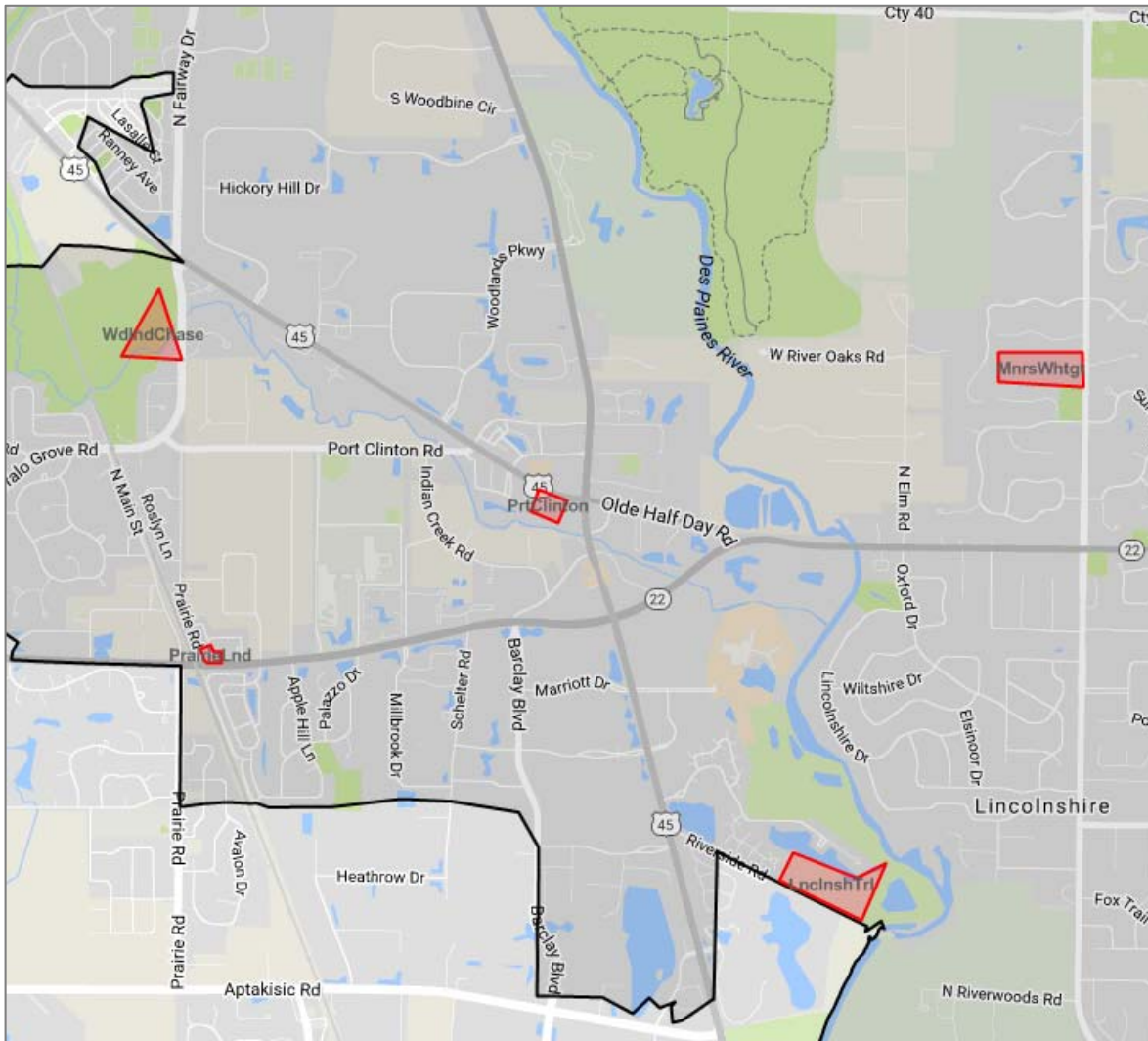
- **Single Family Detached (“SFD”)** – Units are stand-alone structures on their own lot with a unique Assessor’s parcel number.
- **Single Family Attached (“SFA”)** – Units share common walls, usually on both sides of the property, where each is assigned a unique Assessor’s parcel number (e.g., townhomes, condominiums, duplexes).
- **Multifamily (“MF”)** – Units share common walls in a building or structure designed to house several families in separate housing units. All units are on the same lot with one Assessor’s parcel number (e.g., apartments).

The following table distinguishes the proposed new dwelling units over the next 10 years by unit type. These totals are applied to the Moderate enrollment projections, and are based on the planner and developer’s estimated phasing and occupancy information. The totals applied to the Conservative enrollment projections are derived from the Moderate’s by assuming occupancies will occur over a longer period, which sometimes decreases the number of units anticipated to be occupied over the next 10 years. Please refer to Appendix A for more detailed information on the absorption of these units in the Moderate and Conservative Scenarios.

**Table 1  
New Dwelling Units by Unit Type**

Unit Type	Total New Dwelling Units
Single Family Detached	110
Single Family Attached	12
Multifamily	88
<b>Total</b>	<b>210</b>

**Map 1**  
**New Residential Development Projects within**  
**Lincolnshire-Prairie View School District 103**



Note: To discover more mapping features within the DecisionInsite System, please visit <http://decisioninsite.com>.

Student generation rates are determined for each product type for each school level: elementary and middle school. In general, student generation rates are based on similar product types where such exist; otherwise, a default generation rate is applied. The Moderate student generation rates are typical of students enrolled from existing developments of similar product type. However, if the district can supply student generation rates from some other source, please advise us to use those assumptions. Table 2 below shows the Moderate student generation rates by unit type. Although these default student generation rates are broken out by a K-5, 6-8 grade configuration, the calculated student impact from new development within the enrollment projection studies will be aligned with each school’s defined grade configurations.

**Table 2  
Moderate Student Generation Rates by Unit Type**

<b>School Level</b>	<b>SFD Units</b>	<b>SFA Units</b>	<b>MF Units</b>
Elementary School (K-5)	0.33	0.20	0.15
Middle School (6-8)	0.09	0.07	0.06
<b>Total</b>	<b>0.42</b>	<b>0.27</b>	<b>0.21</b>

Typically, the Conservative rates are calculated as a slight adjustment down from the Moderate rates to anticipate a diminution in family size over an extended period. A full list of the student generation rates applied over the next 10 years within the Conservative and Moderate Scenarios is shown in Appendix B.

To calculate the projected student enrollment from these new dwelling units, the number of each unit type was multiplied by the appropriate student generation rates for each of the next 10 years. Furthermore, student matriculation is considered to accurately model the student impact over the Studies’ 10-year timeframe. The results of these operations for both the Moderate and Conservative Studies are shown in Tables 3 and 4, respectively.

**Table 3**  
**Students Generated by Proposed Residential Development (Moderate)**

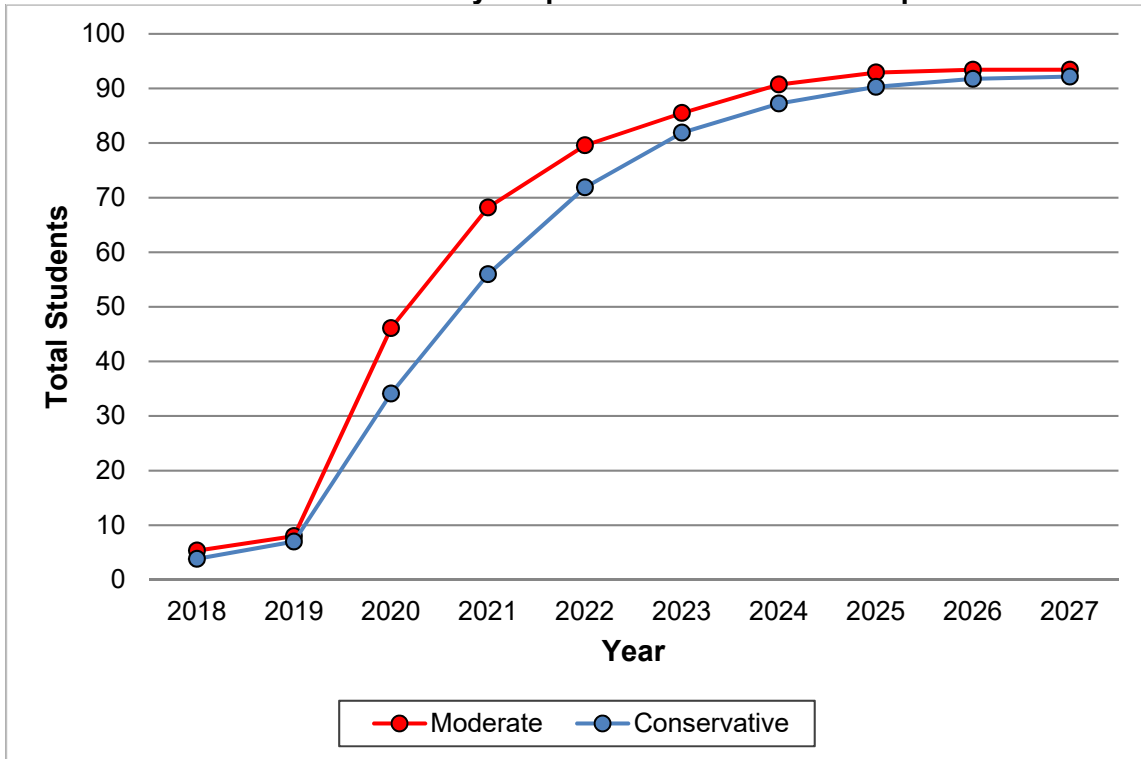
Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	1	1	7	10	10	10	10	10	10	10
1	1	1	7	10	10	10	10	10	10	10
2	1	1	7	10	10	10	10	10	10	10
3	1	1	7	10	10	10	10	10	10	10
4	1	1	7	10	10	10	10	10	10	10
5	0	1	4	8	10	10	10	10	10	10
6	0	0	3	5	8	10	10	10	10	10
7	0	0	3	4	5	8	10	10	10	10
8	0	0	2	4	4	5	8	10	10	10
Elementary:	4	7	38	55	62	62	62	62	62	62
Middle:	1	1	8	13	18	23	28	31	31	31
<b>Total:</b>	<b>5</b>	<b>8</b>	<b>46</b>	<b>68</b>	<b>80</b>	<b>86</b>	<b>91</b>	<b>93</b>	<b>93</b>	<b>93</b>

**Table 4**  
**Students Generated by Proposed Residential Development (Conservative)**

Grade	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
K	1	1	5	8	10	10	10	10	10	10
1	1	1	5	8	10	10	10	10	10	10
2	1	1	5	8	10	10	10	10	10	10
3	1	1	5	8	10	10	10	10	10	10
4	1	1	5	8	10	10	10	10	10	10
5	0	1	3	6	9	10	10	10	10	10
6	0	0	2	4	7	9	10	10	10	10
7	0	0	2	4	5	7	9	10	10	10
8	0	0	2	3	4	5	7	9	10	10
Elementary:	3	6	28	45	56	61	61	61	61	61
Middle:	1	1	6	11	16	21	26	29	30	31
<b>Total:</b>	<b>4</b>	<b>7</b>	<b>34</b>	<b>56</b>	<b>72</b>	<b>82</b>	<b>87</b>	<b>90</b>	<b>92</b>	<b>92</b>

The students generated by proposed dwelling units within the Moderate and Conservative scenarios is shown in Graph 1 below. Furthermore, the projected numbers of students generated by project and studyblock are shown in Appendices C and D, respectively.

**Graph 1**  
**Students Generated by Proposed Residential Development**



**Appendix A**  
**Absorption Information for Proposed Dwelling Units**

## Proposed Dwelling Units within Lincolnshire-Prairie View School District 103 Residential Research Summary for 2018

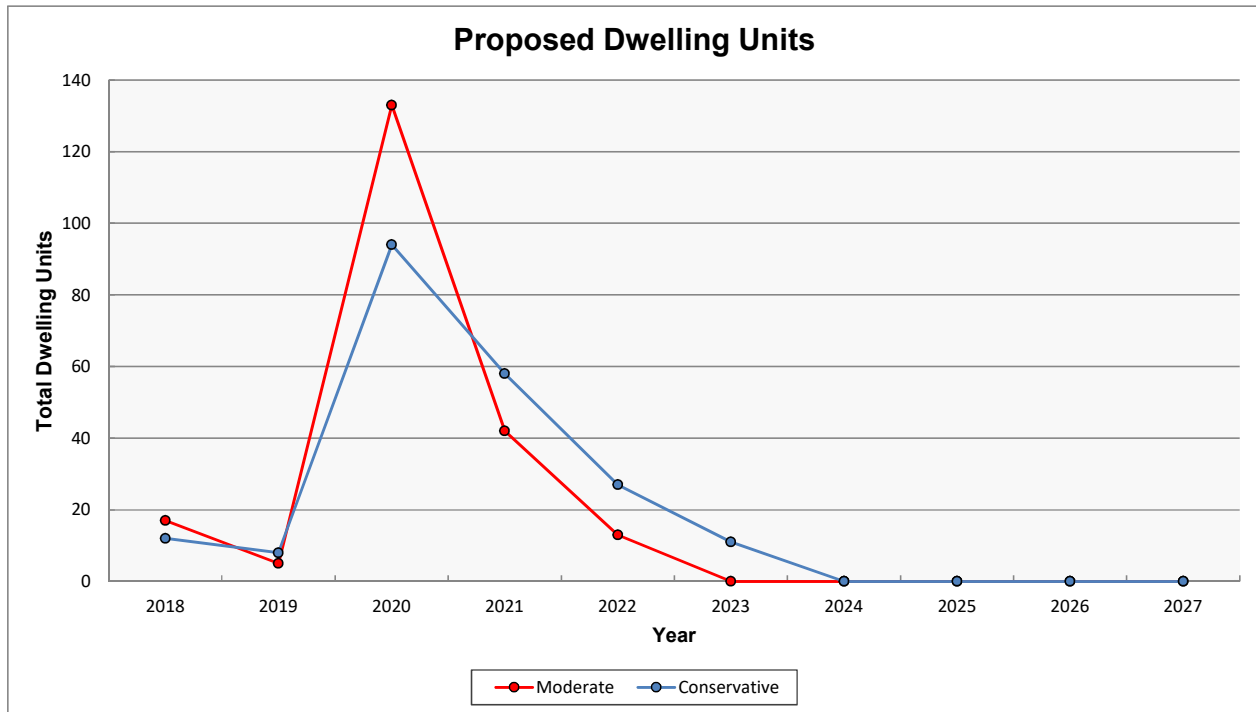
### Moderate Dwelling Unit Scenario

Project Name	DI System Label	Unit Type	Year (Expected Occupancy by October 1 of Year Indicated)									
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
			Lincolnshire Trails	LnclnshTrl	SFD	0	0	22	22	0	0	0
Manors of Whytegate	MnrsWhtgt	SFD	5	5	5	0	0	0	0	0	0	0
Prairie Landing	PrairieLnd	SFA	12	0	0	0	0	0	0	0	0	0
The Commons Tower II @ Port Clinto	PrtClinton	MF	0	0	88	0	0	0	0	0	0	0
Woodland Chase	WdlnChase	SFD	0	0	18	20	13	0	0	0	0	0
<b>Total:</b>			17	5	133	42	13	0	0	0	0	0

### Conservative Dwelling Unit Scenario

Project Name	DI System Label	Unit Type	Year (Expected Occupancy by October 1 of Year Indicated)									
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
			Lincolnshire Trails	LnclnshTrl	SFD	0	0	15	15	14	0	0
Manors of Whytegate	MnrsWhtgt	SFD	4	4	4	3	0	0	0	0	0	0
Prairie Landing	PrairieLnd	SFA	8	4	0	0	0	0	0	0	0	0
The Commons Tower II @ Port Clinto	PrtClinton	MF	0	0	62	26	0	0	0	0	0	0
Woodland Chase	WdlnChase	SFD	0	0	13	14	13	11	0	0	0	0
<b>Total:</b>			12	8	94	58	27	11	0	0	0	0

**Proposed Dwelling Units within Lincolnshire-Prairie View School District 103  
Residential Research Summary for 2018**



**Note:**

The Moderate Scenario's unit absorption and totals are based on information garnered from developers and/or planning agency approvals. The data shown in the Conservative Scenario are derived from the Moderate's by assuming occupancies will occur over a longer period of time. Because of this, the unit totals in the Conservative Scenario may be less than those of the Moderate if they are pushed out beyond the next 10 years. Similarly because of these adjustments, it may also be possible for the annual number totals of the Conservative Scenario to exceed those of the Moderate.

**Appendix B**  
**Student Generation Rates Assumptions**

**Lincolnshire-Prairie View School District 103  
Student Generation Rate Assumptions**

**Moderate Student Generation Rates**

Type	Level	Year									
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
SFD	E	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33	0.33
SFD	M	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09
SFA	E	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20	0.20
SFA	M	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07
MF	E	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.15
MF	M	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06

**Conservative Student Generation Rates**

Type	Level	Year									
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
SFD	E	0.33	0.33	0.33	0.32	0.32	0.32	0.32	0.32	0.32	0.31
SFD	M	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09
SFA	E	0.20	0.20	0.20	0.20	0.20	0.19	0.19	0.19	0.19	0.19
SFA	M	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07	0.07
MF	E	0.15	0.15	0.15	0.15	0.15	0.15	0.15	0.14	0.14	0.14
MF	M	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06	0.06

**Note:**

The Conservative rates are calculated as a slight adjustment down from the Moderate rates to anticipate a diminution in family size over an extended period of time.

**Appendix C**  
**Students Generated by Project**

**Lincolnshire-Prairie View School District 103**  
**Students Generated by Project**

**Moderate Dwelling Unit Scenario**

Lincolnshire Trails (226615 LauraB.)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	1	3	3	3	3	3	3	3	
1	0	0	1	3	3	3	3	3	3	3	
2	0	0	1	3	3	3	3	3	3	3	
3	0	0	1	3	3	3	3	3	3	3	
4	0	0	1	3	3	3	3	3	3	3	
5	0	0	1	2	3	3	3	3	3	3	
6	0	0	0	1	2	3	3	3	3	3	
7	0	0	0	1	1	2	3	3	3	3	
8	0	0	0	1	1	1	2	3	3	3	
Elementary	0	0	8	17	17	17	17	17	17	17	
Middle	0	0	1	3	4	6	8	9	9	9	
<b>Total</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>20</b>	<b>22</b>	<b>23</b>	<b>25</b>	<b>26</b>	<b>26</b>	<b>26</b>	

Manors of Whytegate (226615 LauraB.)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	1	1	1	1	1	1	1	1	1	
1	0	1	1	1	1	1	1	1	1	1	
2	0	1	1	1	1	1	1	1	1	1	
3	0	1	1	1	1	1	1	1	1	1	
4	0	1	1	1	1	1	1	1	1	1	
5	0	0	1	1	1	1	1	1	1	1	
6	0	0	1	1	1	1	1	1	1	1	
7	0	0	0	1	1	1	1	1	1	1	
8	0	0	0	0	1	1	1	1	1	1	
Elementary	2	4	6	6	6	6	6	6	6	6	
Middle	0	1	1	2	2	3	3	3	3	3	
<b>Total</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	

Prairie Landing (226615 LauraB.)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	0	0	0	0	0	0	0	0	
1	0	0	0	0	0	0	0	0	0	0	
2	0	0	0	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	0	0	
Elementary	3	3	3	3	3	3	3	3	3	3	
Middle	1	1	1	1	1	1	1	1	1	1	
<b>Total</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	

The Commons Tower II @ Port Clinton (226615 LauraB.)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	3	3	3	3	3	3	3	3	
1	0	0	3	3	3	3	3	3	3	3	
2	0	0	3	3	3	3	3	3	3	3	
3	0	0	3	3	3	3	3	3	3	3	
4	0	0	3	3	3	3	3	3	3	3	
5	0	0	2	3	3	3	3	3	3	3	
6	0	0	1	2	3	3	3	3	3	3	
7	0	0	1	1	2	3	3	3	3	3	
8	0	0	1	1	1	2	3	3	3	3	
Elementary	0	0	15	16	16	16	16	16	16	16	
Middle	0	0	4	4	6	7	8	8	8	8	
<b>Total</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>20</b>	<b>21</b>	<b>23</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	

Woodland Chase (226615 LauraB.)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	1	3	3	3	3	3	3	3	
1	0	0	1	3	3	3	3	3	3	3	
2	0	0	1	3	3	3	3	3	3	3	
3	0	0	1	3	3	3	3	3	3	3	
4	0	0	1	3	3	3	3	3	3	3	
5	0	0	0	2	3	3	3	3	3	3	
6	0	0	0	1	2	3	3	3	3	3	
7	0	0	0	1	1	2	3	3	3	3	
8	0	0	0	1	1	1	2	3	3	3	
Elementary	0	0	6	14	20	20	20	20	20	20	
Middle	0	0	1	3	4	6	8	10	10	10	
<b>Total</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>17</b>	<b>24</b>	<b>26</b>	<b>28</b>	<b>30</b>	<b>30</b>	<b>30</b>	

**Conservative Dwelling Unit Scenario**

Lincolnshire Trails (226615 LauraB.)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	1	2	3	3	3	3	3	3	
1	0	0	1	2	3	3	3	3	3	3	
2	0	0	1	2	3	3	3	3	3	3	
3	0	0	1	2	3	3	3	3	3	3	
4	0	0	1	2	3	3	3	3	3	3	
5	0	0	0	1	2	3	3	3	3	3	
6	0	0	0	1	2	2	3	3	3	3	
7	0	0	0	1	1	2	2	3	3	3	
8	0	0	0	1	1	1	2	2	3	3	
Elementary	0	0	5	11	17	17	17	17	17	17	
Middle	0	0	1	2	4	5	7	8	9	9	
<b>Total</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>13</b>	<b>20</b>	<b>22</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>26</b>	

Manors of Whytegate (226615 LauraB.)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	1	1	1	1	1	1	1	1	1	
1	0	1	1	1	1	1	1	1	1	1	
2	0	1	1	1	1	1	1	1	1	1	
3	0	1	1	1	1	1	1	1	1	1	
4	0	1	1	1	1	1	1	1	1	1	
5	0	0	1	1	1	1	1	1	1	1	
6	0	0	0	1	1	1	1	1	1	1	
7	0	0	0	1	1	1	1	1	1	1	
8	0	0	0	0	1	1	1	1	1	1	
Elementary	1	3	5	6	6	6	6	6	6	6	
Middle	0	1	1	2	2	3	3	3	3	3	
<b>Total</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	

Prairie Landing (226615 LauraB.)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	0	0	0	0	0	0	0	0	
1	0	0	0	0	0	0	0	0	0	0	
2	0	0	0	0	0	0	0	0	0	0	
3	0	0	0	0	0	0	0	0	0	0	
4	0	0	0	0	0	0	0	0	0	0	
5	0	0	0	0	0	0	0	0	0	0	
6	0	0	0	0	0	0	0	0	0	0	
7	0	0	0	0	0	0	0	0	0	0	
8	0	0	0	0	0	0	0	0	0	0	
Elementary	2	3	3	3	3	3	3	3	3	3	
Middle	0	1	1	1	1	1	1	1	1	1	
<b>Total</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	

The Commons Tower II @ Port Clinton (226615 LauraB.)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	2	3	3	3	3	3	3	3	
1	0	0	2	3	3	3	3	3	3	3	
2	0	0	2	3	3	3	3	3	3	3	
3	0	0	2	3	3	3	3	3	3	3	
4	0	0	2	3	3	3	3	3	3	3	
5	0	0	1	2	3	3	3	3	3	3	
6	0	0	1	2	2	3	3	3	3	3	
7	0	0	1	1	2	2	3	3	3	3	
8	0	0	1	1	1	2	2	3	3	3	
Elementary	0	0	10	16	16	16	16	16	16	16	
Middle	0	0	3	4	5	6	8	8	8	8	
<b>Total</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>24</b>	<b>24</b>	

Woodland Chase (226615 LauraB.)

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	0	0	1	2	3	3	3	3	3	3	
1	0	0	1	2	3	3	3	3	3	3	
2	0	0	1	2	3	3	3	3	3	3	
3	0	0	1	2	3	3	3	3	3	3	
4	0	0	1	2	3	3	3	3	3	3	
5	0	0	0	1	2	3	3	3	3	3	
6	0	0	0	1	2	2	3	3	3	3	
7	0	0	0	1	1	2	2	3	3	3	
8	0	0	0	1	1	1	2	2	3	3	
Elementary	0	0	5	10	15	19	20	20	20	20	
Middle	0	0	1	2	3	5	7	9	9	10	
<b>Total</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>12</b>	<b>18</b>	<b>25</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	

**Appendix D**  
**Students Generated by Studyblock**

**Lincolnshire-Prairie View School District 103**  
**Students Generated by Studyblock**

**Moderate Dwelling Unit Scenario**

226615 LauraB.

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	1	1	7	10	10	10	10	10	10	10	
1	1	1	7	10	10	10	10	10	10	10	
2	1	1	7	10	10	10	10	10	10	10	
3	1	1	7	10	10	10	10	10	10	10	
4	1	1	7	10	10	10	10	10	10	10	
5	0	1	4	8	10	10	10	10	10	10	
6	0	0	3	5	8	10	10	10	10	10	
7	0	0	3	4	5	8	10	10	10	10	
8	0	0	2	4	4	5	8	10	10	10	
Elementary	4	7	38	55	62	62	62	62	62	62	
Middle	1	1	8	13	18	23	28	31	31	31	
<b>Total</b>	<b>5</b>	<b>8</b>	<b>46</b>	<b>68</b>	<b>80</b>	<b>86</b>	<b>91</b>	<b>93</b>	<b>93</b>	<b>93</b>	

**Conservative Dwelling Unit Scenario**

226615 LauraB.

Grade	Year										
	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	
K	1	1	5	8	10	10	10	10	10	10	
1	1	1	5	8	10	10	10	10	10	10	
2	1	1	5	8	10	10	10	10	10	10	
3	1	1	5	8	10	10	10	10	10	10	
4	1	1	5	8	10	10	10	10	10	10	
5	0	1	3	6	9	10	10	10	10	10	
6	0	0	2	4	7	9	10	10	10	10	
7	0	0	2	4	5	7	9	10	10	10	
8	0	0	2	3	4	5	7	9	10	10	
Elementary	3	6	28	45	56	61	61	61	61	61	
Middle	1	1	6	11	16	21	26	29	30	31	
<b>Total</b>	<b>4</b>	<b>7</b>	<b>34</b>	<b>56</b>	<b>72</b>	<b>82</b>	<b>87</b>	<b>90</b>	<b>92</b>	<b>92</b>	



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Scott Warren  
Date: January 31, 2018  
Re: Draft Staffing Plan 2018-2019

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Included are the DRAFT staffing plans for the 2018-2019 school year. The current list focuses on teaching staff. The administration staffing will not change for 2018-2019. Classified staff is still being analyzed and the current staffing is provided for your review. The teaching staff list consists of the actual positions (blue) along with a separated itemization of the reasons for the changes. The total changes are calculated (in yellow) to determine the proposed staffing (blue+yellow=green)

Sprague school does not require any staffing changes for certified staff. Half Day school will require a shift of staffing in third, fourth and fifth grades due to student enrollment changes. Third grade will drop from 9 sections to 8. Fourth grade will increase from 8 sections to 9. Fifth grade will decrease from 9 sections to 8. No other certified staffing changes are planned for Half Day.

Daniel Wright has reviewed the minute allocation for the Core subject areas. One area we are proposing to change is the allocation of minutes in math. The current allocation for math is 48 minutes per class. Our consortium average for math is 60 minutes per day. To stay consistent with our consortium and ensure our students receive a more equitable allocation of math minutes (bring our average up to 66 minutes per day), we would need to **increase our staffing by 1.5 FTE in math**. To get these minutes, we would reduce ELA by 2 minutes, passing period time reduction due to less passing between classes (blocked time for math and ELA), and reduction of CAPE minutes by 4 minutes each class, two times per day.

The approved staffing plan for this year was 163.65 FTE for teachers. Due to scheduling adjustments, the District filled 163.35 FTE, leaving 0.3 FTE unfilled.

With the changes in the schedule and student enrollment, the overall change in FTE from the beginning of the year to the proposed staffing plan is 0.6 FTE.

Student data, which informs position needs, is not yet available in two areas:

- EL – ACCESS data will be available late April. However, at this time, we are not anticipating a change.
- Special Ed – IEP meeting completions data will be available late May at the earliest.

We are continuing to review the staffing and will discuss the topic again at the February Regular meeting.

**DRAFT 2018-19 Teacher Staffing Plan - Updated 01/31/18**

Title	Actual		DW Minutes Adj.		Other Changes		Total Changes		Proposed	
	2017-18		2018-19		2018-19		2018-19		2018-19	
	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions
Adaptive P.E. Teacher	1.00	1							1.00	1
Art Teacher	3.30	4							3.30	4
Early Childhood Teacher	3.00	3							3.00	3
EL Teacher	4.80	5							4.80	5
REACH Coordinator	3.90	5	0.80	0			0.80	0.00	4.70	5
English Language Arts Teacher	8.60	10	-1.10	0			-1.10	0.00	7.50	10
Family And Consumer Science Teacher	1.00	1							1.00	1
Guided Teacher	2.00	2							2.00	2
Health Teacher	1.00	3							1.00	3
Learning Behavior Specialist	15.00	15							15.00	15
Librarian	2.70	3	0.30	0			0.30	0.00	3.00	3
Math Teacher	6.00	6	1.50	2			1.50	2.00	7.50	8
Music Teacher	7.95	8							7.95	8
Nurse	1.00	1							1.00	1
P.E. Teacher	6.50	7							6.50	7
Performing Arts Teacher	0.80	1							0.80	1
Psychologist	4.00	4							4.00	4
RTI Teacher	8.70	10	0.30	0			0.30	0.00	9.00	10
Science Teacher	5.50	6							5.50	6
Self-Contained Kindergarten Teacher	7.00	8							7.00	8
Self-Contained 1st Grade Teacher	8.00	8							8.00	8
Self-Contained 2nd Grade Teacher	8.00	8							8.00	8
Self-Contained 3rd Grade Teacher	9.00	9			-1.00	-1	-1.00	-1.00	8.00	8
Self-Contained 4th Grade Teacher	8.00	8			1.00	1	1.00	1.00	9.00	9
Self-Contained 5th Grade Teacher	9.00	9			-1.00	-1	-1.00	-1.00	8.00	8
Service Learning Teacher	0.00	0							0.00	0
Social Studies Teacher	5.50	6							5.50	6
Social Worker	4.50	5							4.50	5
Spanish Teacher	10.00	10							10.00	10
Speech Language Pathologist	4.60	5							4.60	5
Tech Resource Teacher	0.00	0							0.00	0
Technology Integration Specialist	3.00	3							3.00	3
<b>Grand Total</b>	<b>163.35</b>	<b>174.00</b>	<b>1.80</b>	<b>2.00</b>	<b>-1.00</b>	<b>-1.00</b>	<b>0.80</b>	<b>1.00</b>	<b>164.15</b>	<b>175.00</b>

**DRAFT 2018-19 Classified Staffing Plan - Updated 01/31/2018**

Title	Actual		DW Teaming		Other Changes		Total Changes		Proposed	
	2017-18		2018-19		2018-19		2018-19		2018-19	
	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions
103 Club Associates	4.00	16							4.00	16
103 Club Asst. Director	1.00	1							1.00	1
103 Club Director	1.00	1							1.00	1
103 Club Supervisor	3.00	3							3.00	3
1st Grade Associate	2.00	2							2.00	2
2nd Grade Associate	2.00	2							2.00	2
Admin Assistant	3.00	3							3.00	3
Bookkeeper	2.50	3							2.50	3
Bus Aide	0.57	1							0.57	1
Bus Driver	28.00	28							28.00	28
Clerical Aide	2.02	4							2.02	4
Communications Coordinator	0.80	1							0.80	1
Custodian	10.50	11							10.50	11
Data/SIS Manager	0.00	0							0.00	0
EL Associate	2.50	3							2.50	3
Kindergarten	6.00	7							6.00	7
HDK Associate	0.50	1							0.50	1
Head Custodian	3.00	3							3.00	3
Human Resources Coordinator	1.00	1							1.00	1
Library Associate	2.50	3							2.50	3
Lunchroom Associate	1.91	4							1.91	4
Maintenance	1.00	1							1.00	1
Network System Manager	1.00	1							1.00	1
Nurse	2.00	2							2.00	2
Occupational Therapist	1.00	1							1.00	1
Occupational Therapist Asst.	1.00	1							1.00	1
PE Associate	2.42	4							2.42	4
Physical Therapist	1.00	1							1.00	1
Receptionist	0.50	1							0.50	1
Rivershire Coordinator	1.00	1							1.00	1
RTI Associate	2.78	5							2.78	5
Secretary	5.92	6							5.92	6
SpEd Associate	17.79	18							17.79	18
SpEd EC Associate	4.66	5							4.66	5
SpEd Guided Associate	12.00	12							12.00	12
Tech Support Specialist	3.00	3							3.00	3
<b>Grand Total</b>	<b>134.87</b>	<b>160</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>134.87</b>	<b>160</b>

## DRAFT 2018-19 Administration Staffing Plan - Updated 1/31/2018

Title	Actual		DW Teaming		Other Changes		Total Changes		Proposed	
	2017-18		2018-19		2018-19		2018-19		2018-19	
	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions	FTE	Positions
Superintendent	1.00	1							1.00	1
Principal	3.00	3							3.00	3
Asst. Principal - Elementary	0.00	0			1.60	2	1.60	2	1.60	2
Asst. Principal - Junior High	2.00	2			-0.50	-0.5	-0.50	-0.5	1.50	2
Director of Student Services	1.00	1							1.00	1
Asst. Director of Student Services	1.00	1			-0.50	-0.5	-0.50	-0.5	0.50	1
Asst. Supt. for Business	1.00	1							1.00	1
Asst. Supt. for Curriculum & Instruction	1.00	1							1.00	1
Curriculum Coordinator	0.50	1							0.50	1
Director of Technology	1.00	1							1.00	1
Director of Transportation	1.00	1							1.00	1
Director of Facilities	1.00	1							1.00	1
<b>Grand Total</b>	<b>13.50</b>	<b>14.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.60</b>	<b>1.00</b>	<b>0.60</b>	<b>1.00</b>	<b>14.10</b>	<b>15.00</b>



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: RJ Bialk  
Date: February 1, 2018  
Re: 1:1 Participation Options for SY 2018-2019

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### **1:1 Participation Options for SY 2018-2019**

The 1:1 Teaching & Learning Review Committee is proposing the below framework for the continuation of our 1:1 program. The recommendation is based on input from: faculty, students and families, our district's Technology Department and comparisons to neighboring school districts.

Beginning in the 2018-2019 school year, we recommend updating our current 1:1 participation option to follow a new, Stevenson High School like model. The below is not a final determination, but it is a roadmap for the main ideas...

1. All students in grades 1-8 pay a yearly technology fee. This fee could either be independent of other school fees, or infused into the general registration fee. We are currently reviewing the impact of different fee amounts on the overall budget.

The technology fee will include the purchase and support of all classroom technology needs, high speed wireless network access with a 99% uptime, and:

- a. Access to a school endorsed 1:1 learning device.
  - b. A standard, cohort specific device case (of the District's choosing).
    - i. *The case is never to be removed or altered (in any way) by any person other than District Technology Department personnel.*
  - c. The purchase, installation and support of all required grade level specific apps.
  - d. All required software and application support.
  - e. Access to a "loaner" device should the original device need extended (longer than 24 hours) support.
  - f. The management of all student information required to interact with the learning device. For example: *G-Suite* applications (*Gmail*-5th grade and above, *Docs*, *Slides*, etc.), Apple IDs for the Apple *Classroom* environment, *PowerSchool Learning*-5th grade and above, etc.
  - g. Remote website filtering. Student devices will filter all internet traffic consistent with District policies.
2. Students are given a brand new 1:1 device in grade 1 and grade 5, with the intention of completing a 4-year cycle. This iPad will follow the student throughout grades 2, 3 & 4, and 6, 7 & 8.

3. When students complete a consecutive 4-year cycle (grade 1-4 or grade 5-8), they are gifted their device. The District will remove all management software. Families can either keep the device for personal use or the District will facilitate a “buy back” program with a 3rd party vendor. Typically, after a 4-year period, iPad devices are returning around 10-15% of their original value.
4. Students who do not complete a 4-year cycle (typically due to a move-in or move-out), will not be gifted a device.
5. We also propose to dissolve the recognition of the label, *1-to-1 Teaching & Learning* program. Although the program originally needed a title for District families to identify with, as we approach our 4th full year of implementation, our 1-to-1 program has quickly woven itself into the fabric of our District’s identity. The expectations of our 1-to-1 program are now a cornerstone of the learning environment we offer our families, so there is no reason to recognize it with a special, independent label.

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### **Implementation Schedule**

Because this will be a big change and potential fiscal burden to some of our current District BYO families, we would phase in the above over multiple years, according to student cohort. Beginning with the 2018-2019 school year, the preliminary direction for the phase in would be as follows:

**Grade 1** - 100% participation in the New Model

**Grade 2** - 100% participation in the New Model

**Grade 3** - All current (SY 2017-2018) 2nd grade student who “Rent” will be automatically enrolled in the New Model. Any student currently participating through “BYO iPad” will have the choice to continue as a BYO through the 2018-2019 school year, but will be required to participate in the New Model for the 2019-2020 school year. This cohort of students (current 2nd grade) is 72% Rent and 28% RtO.

**Grade 4** - All current (SY 2017-2018) 3rd grade student who “Rent” will be automatically enrolled in the New Model. Any student currently participating through “BYO iPad” will have the choice to continue as a BYO through the 2018-2019 school year, but will be required to participate in the New Model for the 2019-2020 school year. This cohort of students (current 3rd grade) is 28% Rent, 64% BYO and 8% RtO.

**Grade 5** - 100% participation in the New Model

**Grade 6** - Lower “Rent” fee to align with “Tech Fee” and continue BYO as an option for those already enrolled. Once BYO device ages out, the “Rent” option is required.

**Grade 7** - Lower “Rent” fee to align with “Tech Fee” and continue BYO as an option for those already enrolled. Once “BYO” device ages out, the “Rent” option is required.

**Grade 8** - Lower “Rent” fee to align with “Tech Fee” and continue BYO as an option for those already enrolled. Once “BYO” device ages out, the “Rent” option is required.

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The above recommendation takes into account a number of factors pertaining to how iPads are used in the classrooms. By charging a consistent *Technology Fee*, we can provide one device for each child in 1st grade and 5th grade. This will allow the District to manage all devices consistently. It will significantly reduce the inequalities and recurring possibility of strain on classroom instruction. It will reduce the burden on BYO

families to purchase and maintain apps across grade levels. It will also allow District security and management policies to be applied for all families, not just those who choose to “Rent”. Below is an outline of how our 1-to-1 program has evolved over the last three years.

	<b>Rent</b>	<b>Rent-to-Own</b>	<b>Bring Your Own (BYO)</b>
<b>2015-2016</b>	Grades 1&2 = \$125 (pilot) Grades 3-8 = \$150	Grades 1-8, \$600	Minimum iPad 2 (2011-2014)
<b>2016-2017</b>	Grades 1&2 = \$125 Grades 3-8 = \$150	Grades 1-8, \$495	Minimum iPad 4 (2012-2014)
<b>2017-2018</b>	Grades 1&2 = \$115 Grades 3-8 = \$140	(removed)	Minimum iPad Air (2013-2016)
<b>2018-2019</b>	<i>Grades 1-8 = Fee Amount TBD (device cycle 1-4, 5-8)</i>	<i>n/a</i>	<i>(remove)</i>

*\*Recommended*

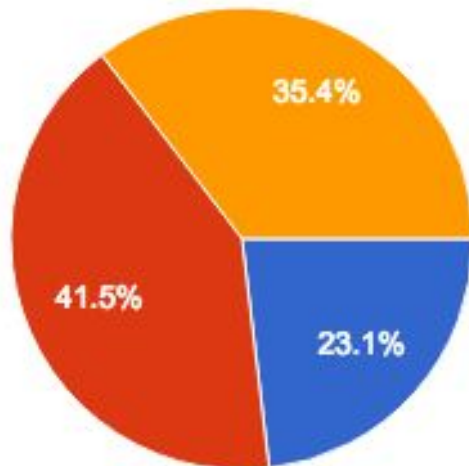


# 1:1 Teaching & Learning - *Instructional Goals*

- Leverage existing and emerging technology for individualizing instruction,
- Promote and strengthen collaboration,
- Increase student engagement,
- Foster creativity and the communication necessary to future success,
- Provide access to a broad spectrum of informational resources
- Promote student choice
- Empower students to reason and critically analyze subject matter

# 1. What school does your child attend?

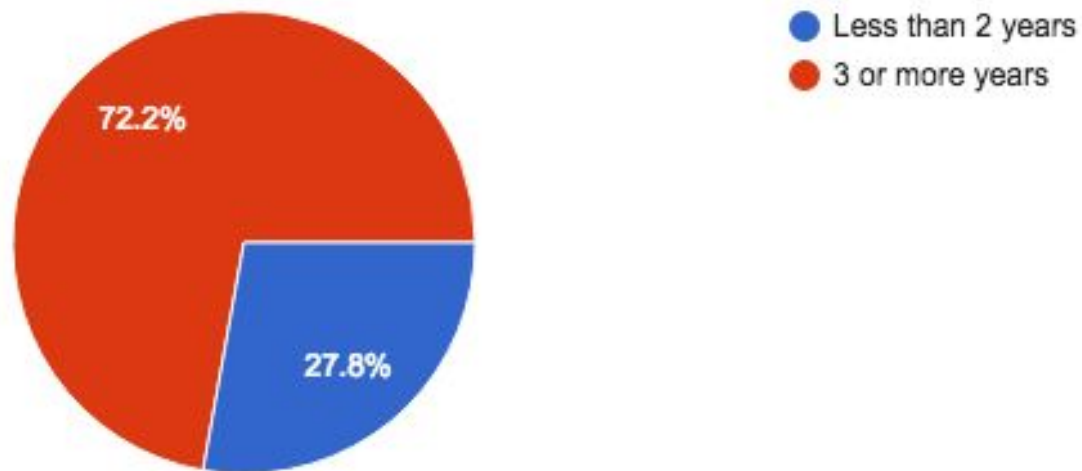
212 responses



- Laura B. Sprague School
- Half Day School
- Daniel Wright Jr High

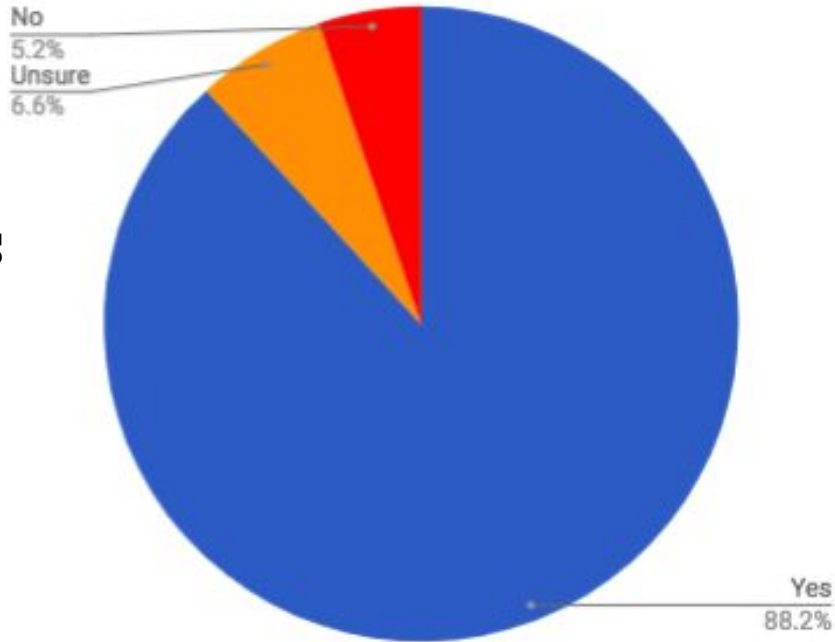
## 2. How long has your child attended a Lincolnshire-Prairie View District school?

212 responses

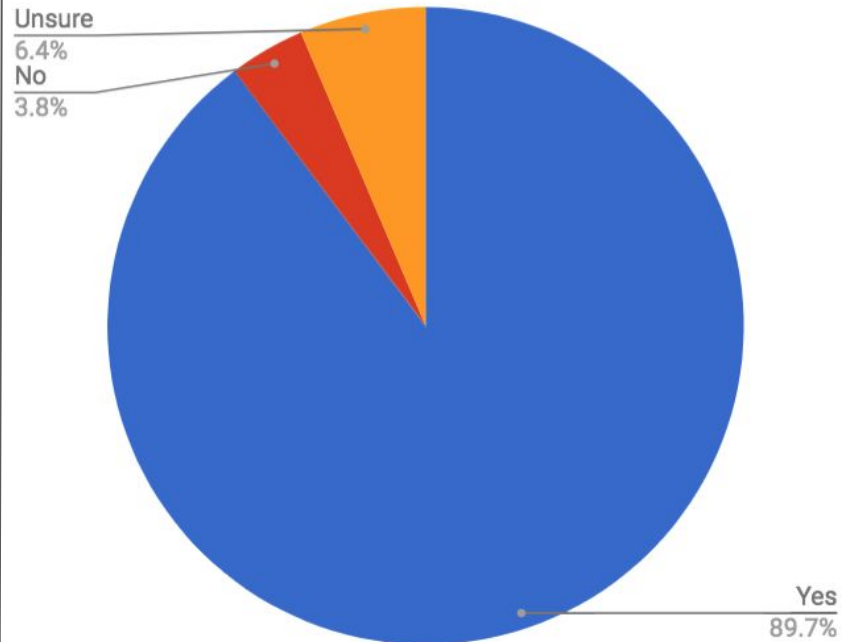


### 3. Does your child use technology to support their learning and/or foster general inquiry of the world?

Parent/Family Survey



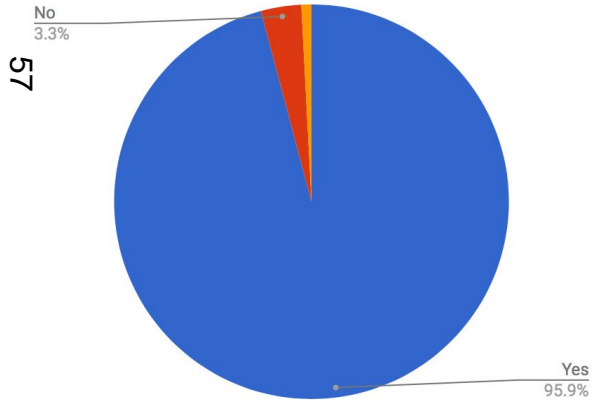
Faculty Survey



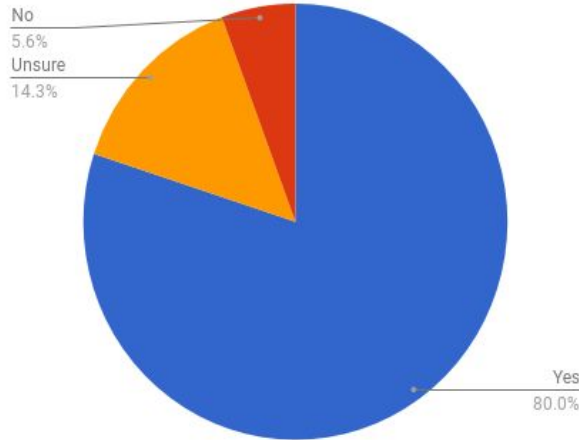
### 3. Does your child use technology to support their learning and/or foster general inquiry of the world?

#### SP Students

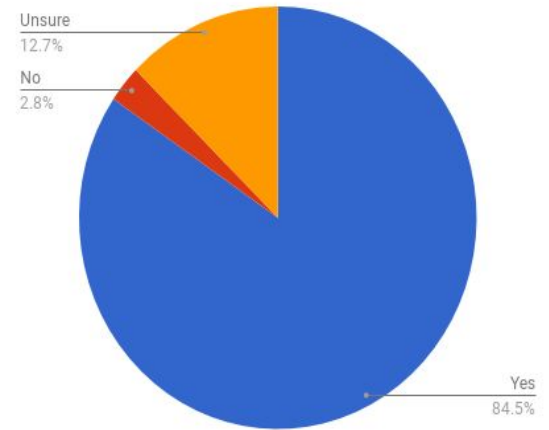
1. Does using your iPad at school help you learn?



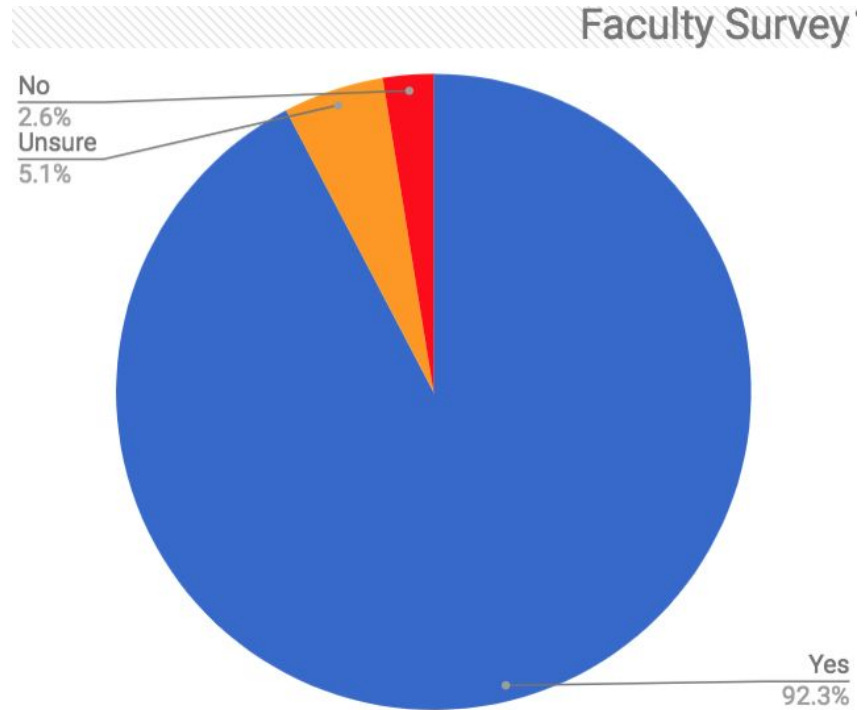
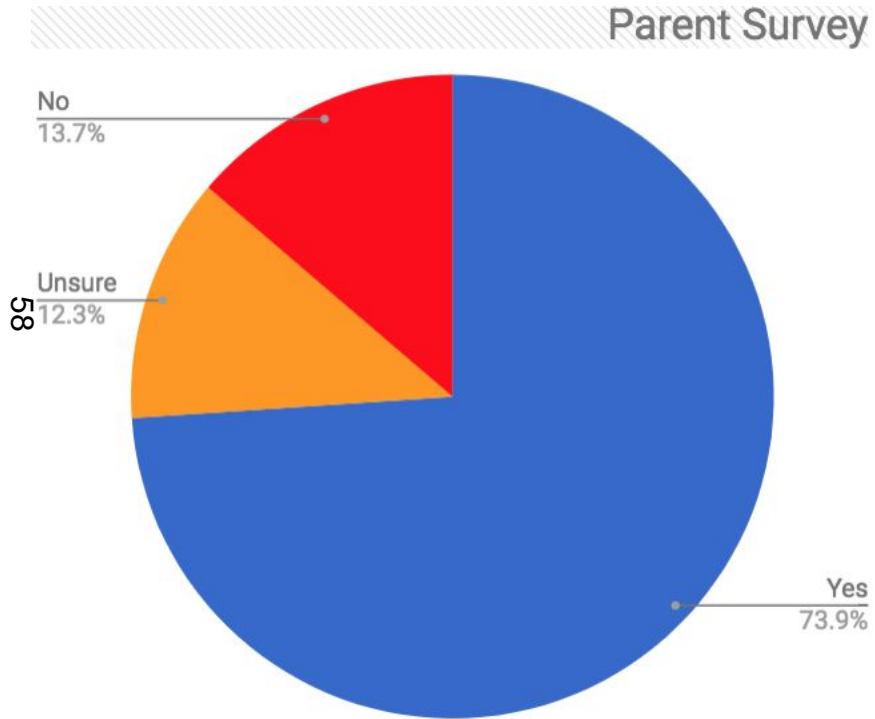
#### HD Students



#### DW Students

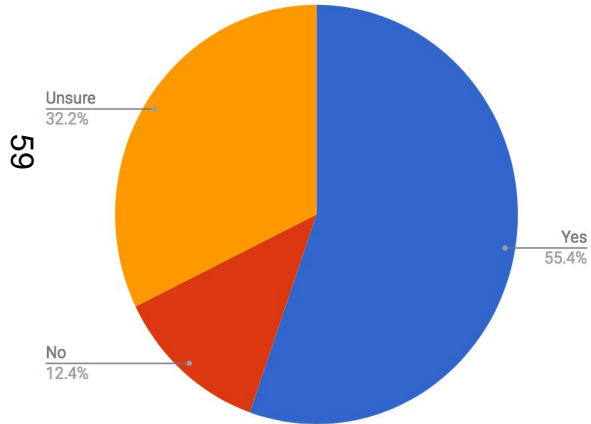


## 4. Does your child use technology as a collaboration tool?

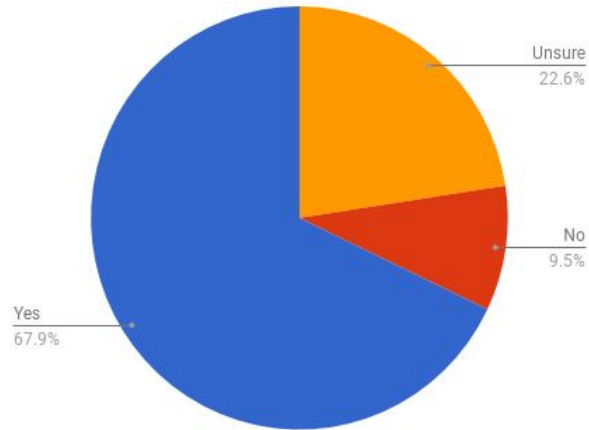


## 4. Does your child use technology as a collaboration tool?

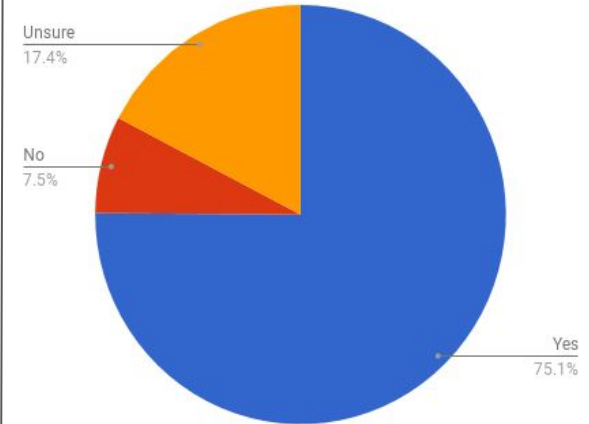
Sprague Students



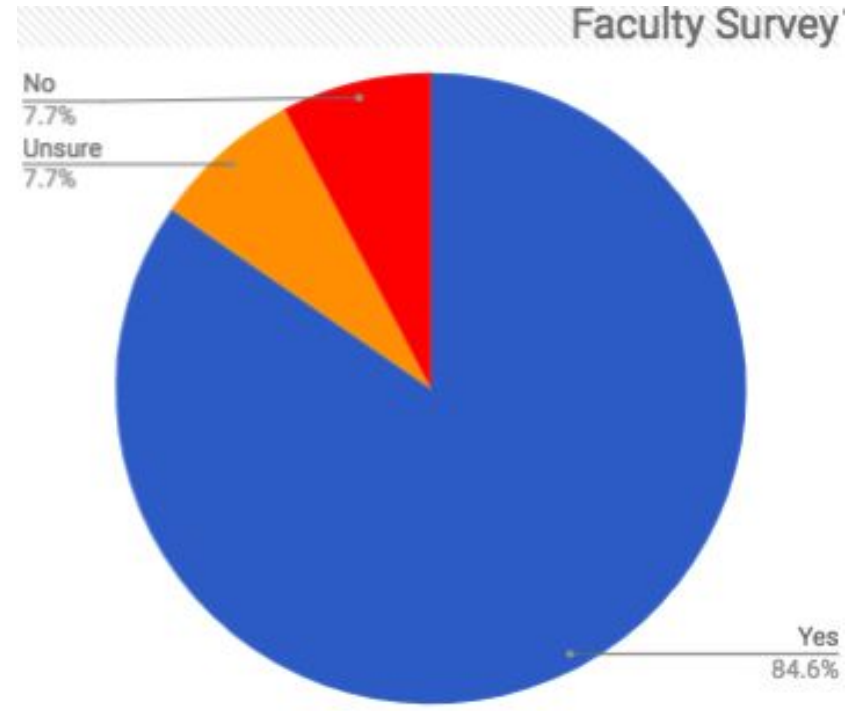
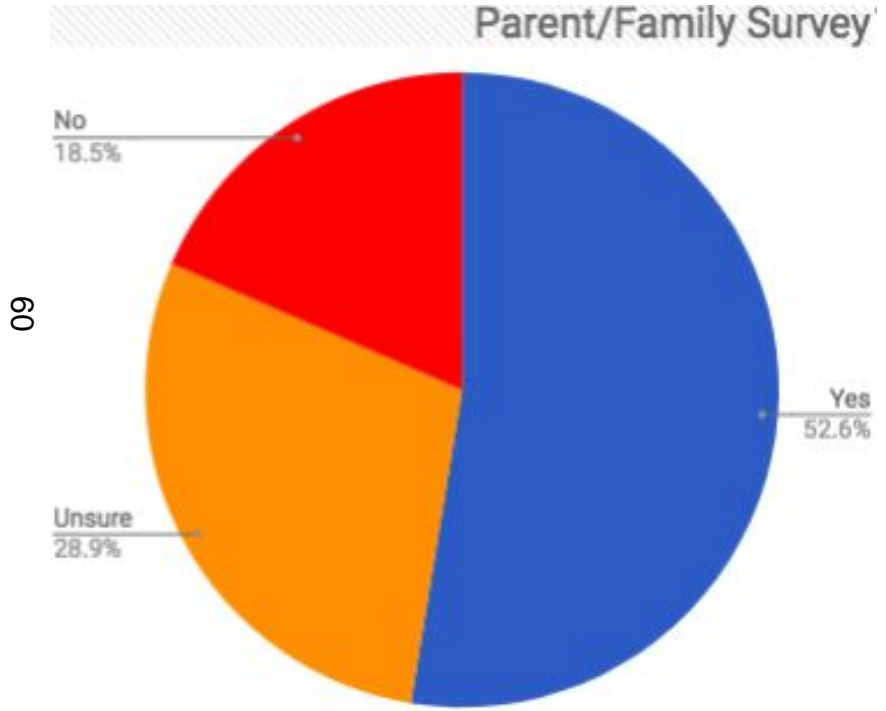
HD Students



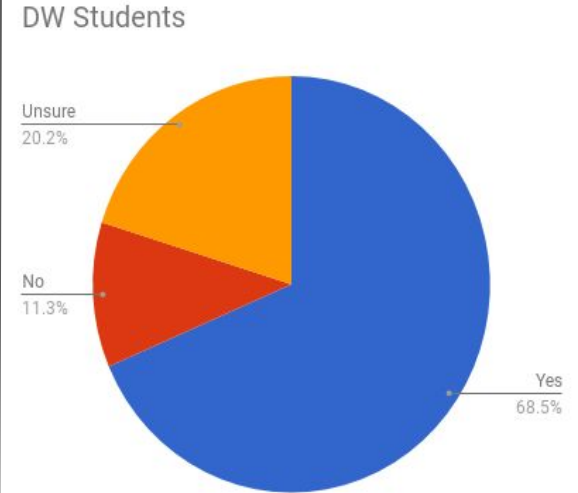
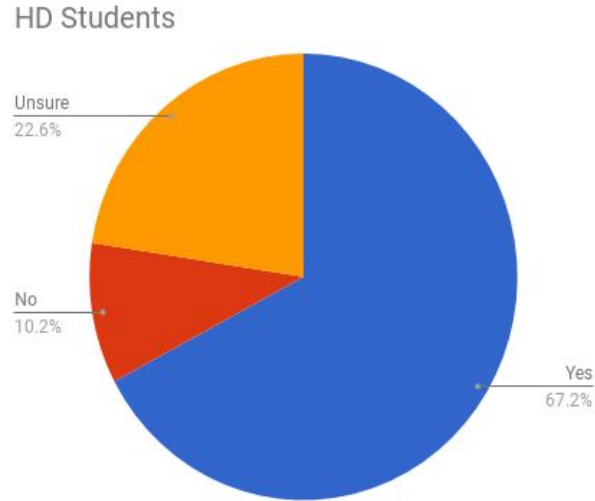
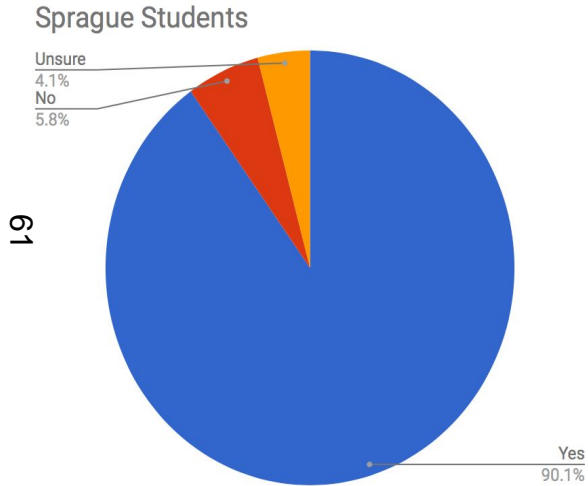
DW Students



## 5. Does technology help your child stay engaged in their learning?

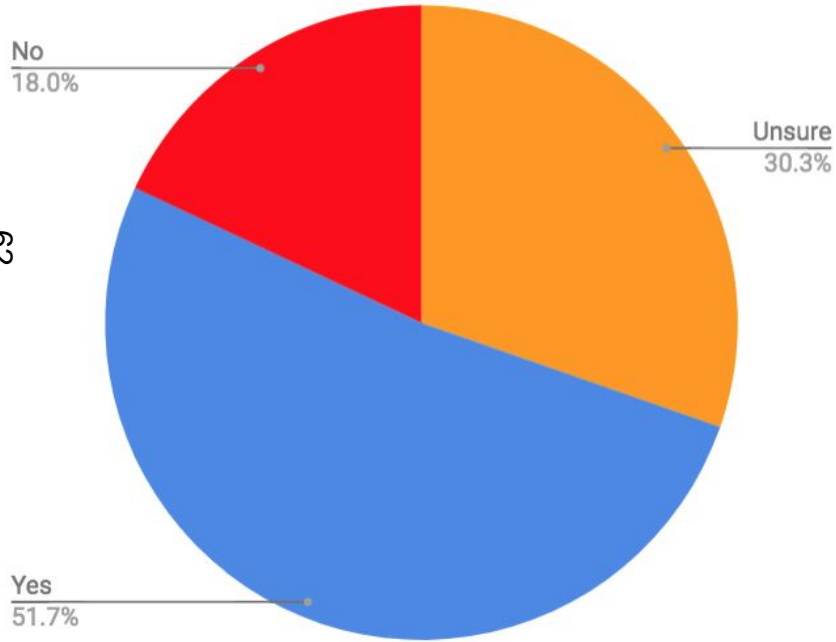


## 5. Does technology help your child stay engaged in their learning?

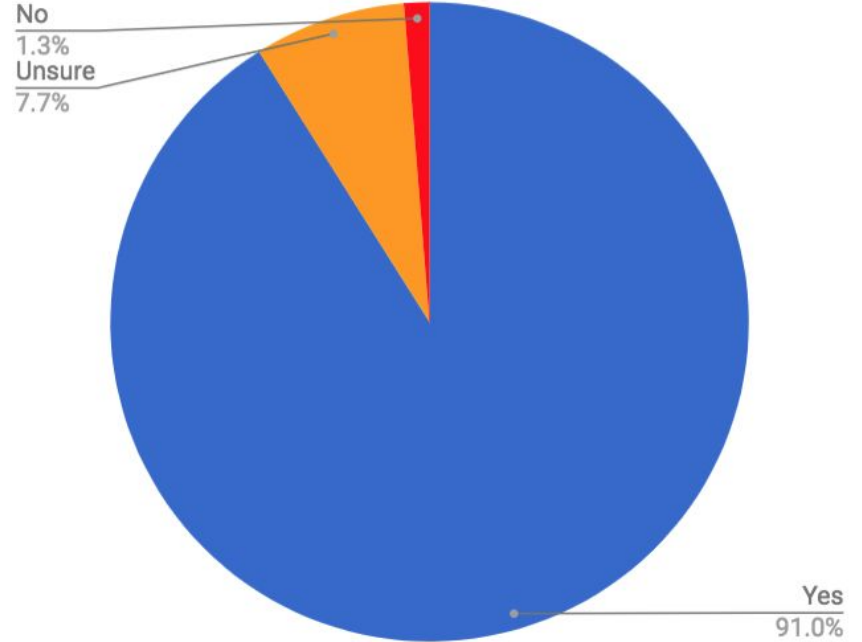


## 6. Does your child's current technology experience support the collaboration and communication needs of their grade level and provide the foundation for future success?

Parent/Family Survey

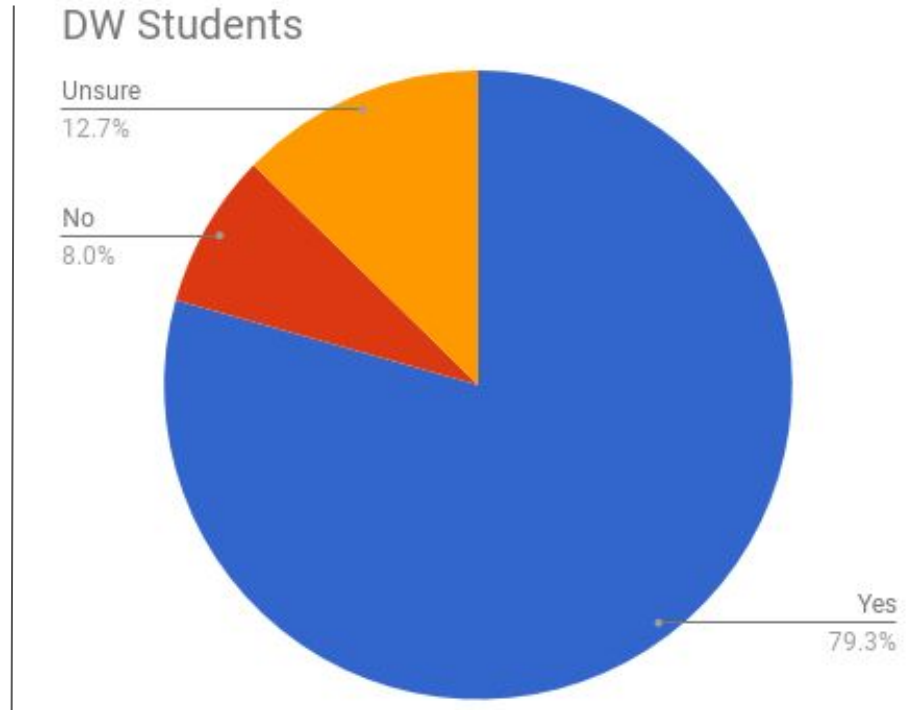


Faculty Survey

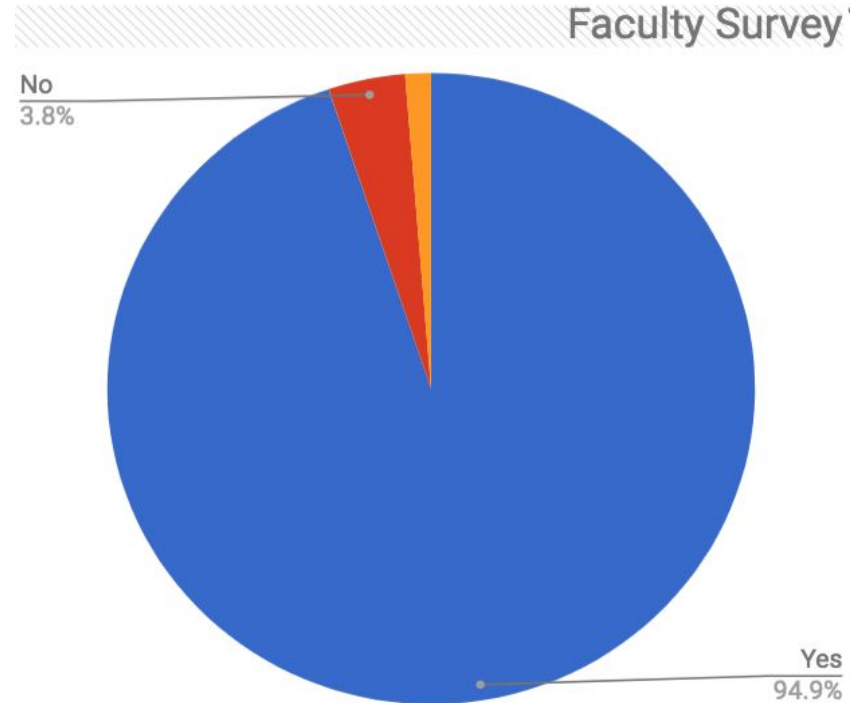
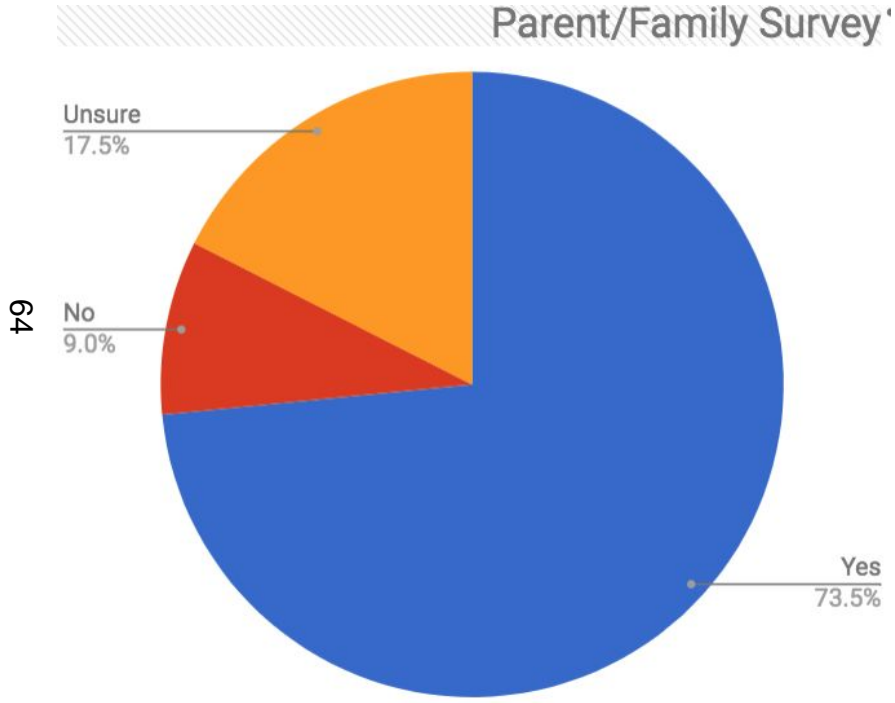


**6. Collaboration and communication are cornerstones of effective technology integration.  
Does the technology available to you, support your learning needs?**

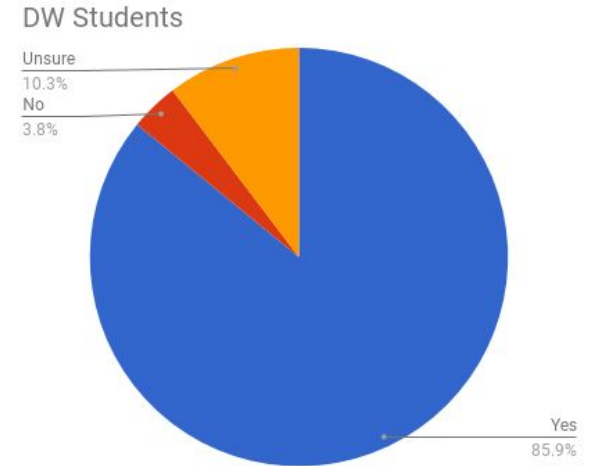
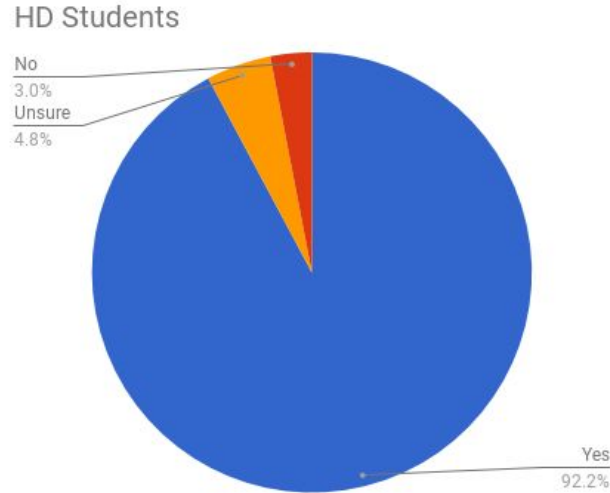
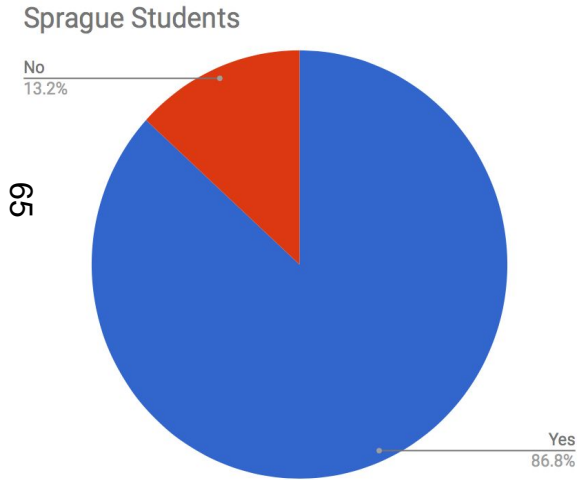
Laura B. Sprague - N/A  
Half Day School - N/A



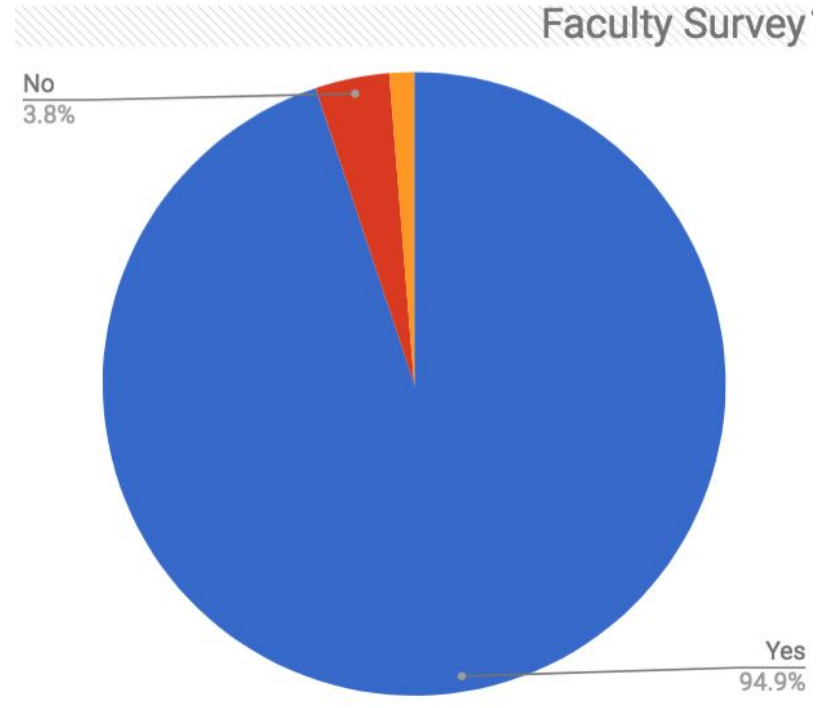
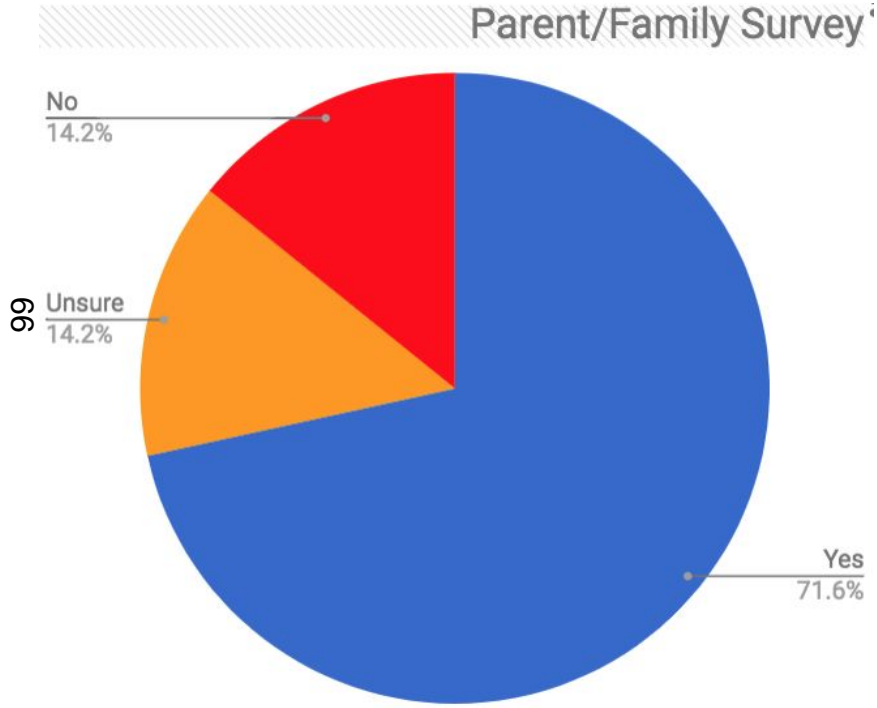
## 7. Does technology provide easy access to quality information and/or quality information resources?



# 7. Does technology provide easy access to quality information and/or quality information resources?



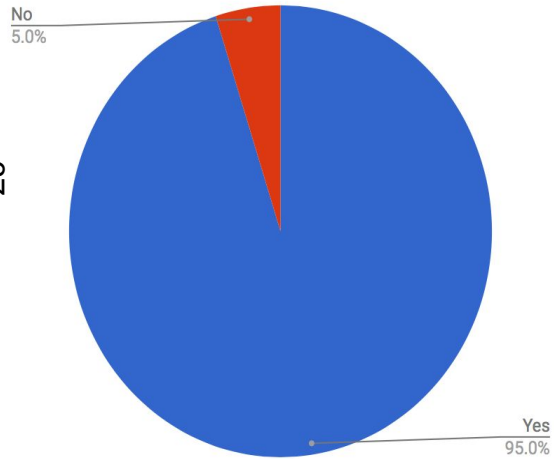
## 8. Does technology help expand your child's options for learning?



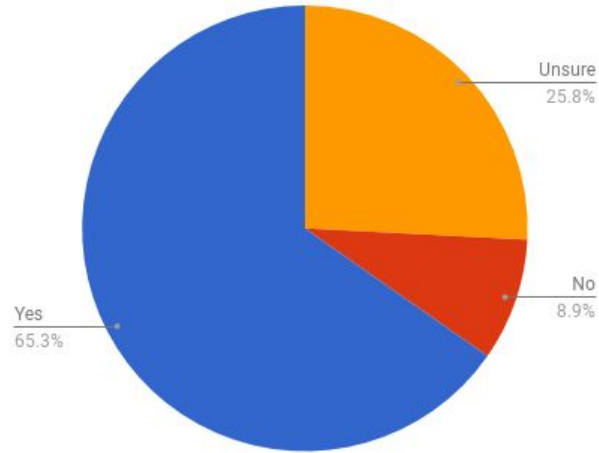
## 8. Does technology help expand your child's options for learning?

67

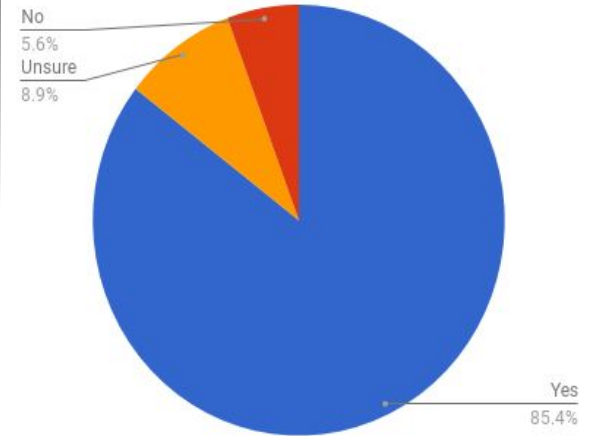
Sprague Students



HD Students

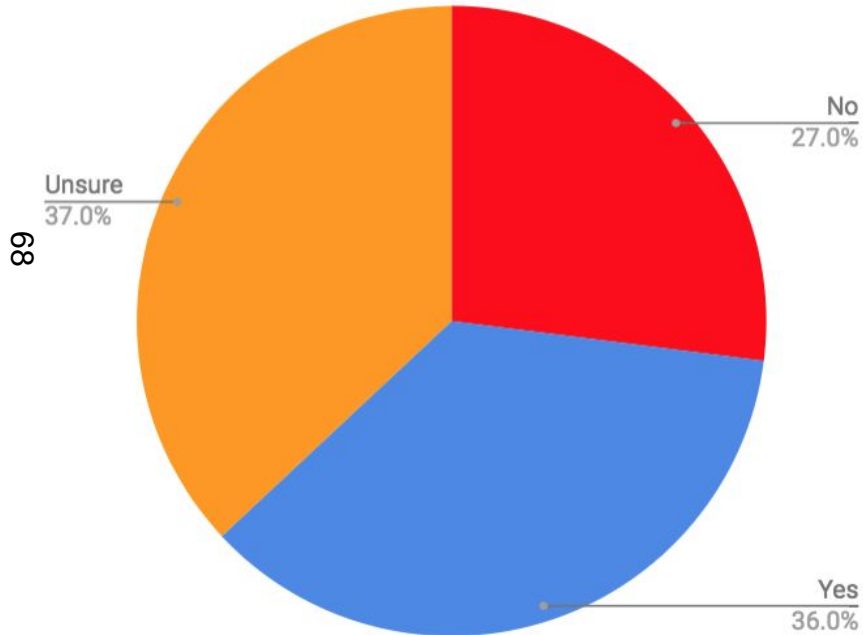


DW Students

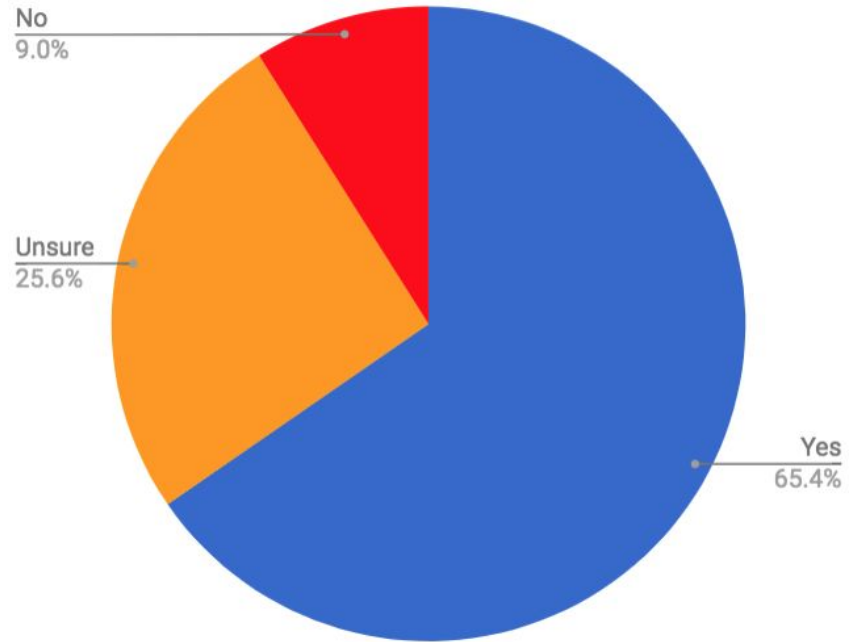


## 9. Does your child leverage technology to help them reason and/or critically analyze their subject matter?

Parent/Family Survey

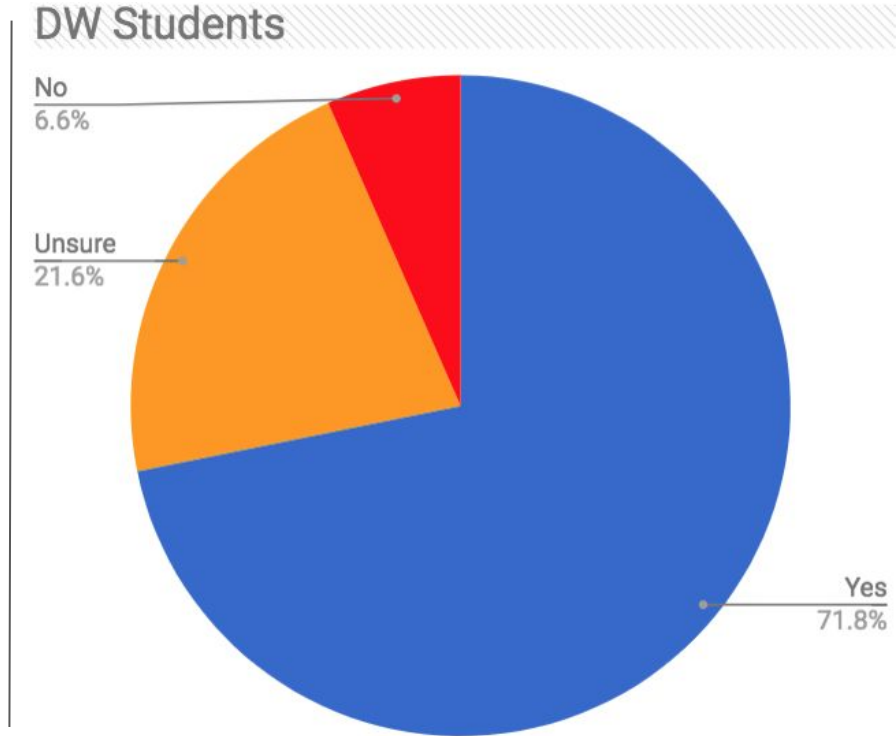


Faculty Survey



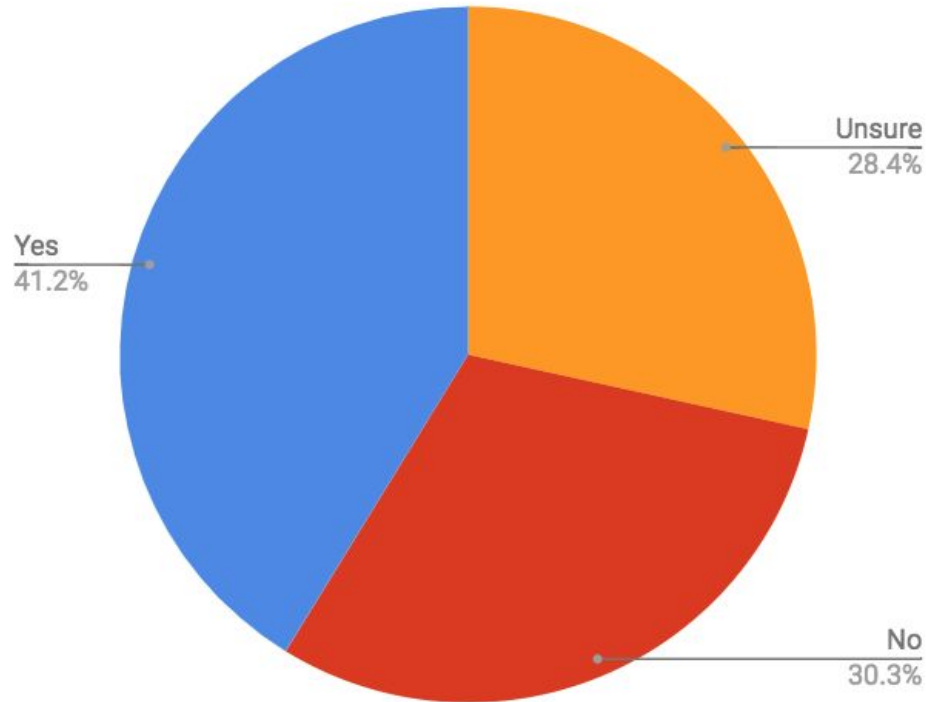
## 9. Does your child leverage technology to help them reason and/or critically analyze their subject matter?

Laura B. Sprague - N/A  
Half Day School - N/A



**10. Would you participate in a “Parent University” type of support model, provided by District 103, to help you learn more about technology use?**

Parent/Family Survey





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

Memo

To: Board of Education  
From: Scott Warren  
Date: January 31, 2018  
Re: Full Day Kindergarten

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A discussion regarding the increase of families in the district requesting the Full Day Kindergarten option and possible solutions will occur.



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
 From: Scott Warren  
 Date: January 31, 2018  
 Re: Full Day Kindergarten Review

A Full Day Kindergarten (FDK) program was piloted for the 2007-2008 school year with two classes. After the pilot, the District implemented an FDK program while maintaining a State required Half Day Kindergarten (HDK) option for parents.

Over the years, the request for FDK has increased. In the past 5 years, the sections of FDK have moved from 5 to 6. Additionally, the total number of students in Kindergarten has steadily increased, with a dip in 2015.

	2013		2014		2015		2016		2017	
	Enrolled	Sections	Enrolled	Sections	Enrolled	Sections	Enrolled	Sections	Enrolled	Sections
HDK AM	19	1	16	1	21	1	16	1	19	1
HDK PM	19	1	16	1	0	0	12	1	20	1
FDK	100	5	120	6	111	6	119	6	120	6
<b>Total</b>	<b>138</b>	<b>7</b>	<b>152</b>	<b>8</b>	<b>132</b>	<b>7</b>	<b>147</b>	<b>8</b>	<b>159</b>	<b>8</b>

The class size for FDK sections was set at 20 students at the February 2008 Board meeting. When the number of families requesting FDK exceeds 20, the District either creates another section, or students are placed on a waiting list. Since 2014, the District increased the number of FDK sections to 6. Each year, a wait list, usually less than 5 people, is created. Up to this year, we have been able to accommodate almost all students on the wait list.

The enrollment numbers as of January 30, 2018 for the 2018-2019 are as follows:

	2018	
	Current	Sections
HDK AM	15	1
HDK PM	9	1
FDK	120	6
<b>Total</b>	<b>144</b>	<b>8</b>

The wait list for the 2018 school year is 12. This is the highest number of students on the wait list since the inception of the FDK program. To try and accommodate our families, we have reviewed several options.

**Option 1 Maintain the current sections (6 FDK, 2 HDK)**

Impacts:

- Class sizes will remain at 20 for FDK and will be variable for HDK
- Financial impact will remain constant
- Room availability will remain the same
- 12 students will not experience the FDK program who request it

**Option 2: Increase FDK sections by one and reduce HDK sections by one (7 FDK, 1 HDK)**

Impacts:

- Class sizes will decrease to 18-19 students per section for FDK
- There will be one HDK morning section with 12 students
- 0.5 FTE increase for one teacher and one associate will be needed
- An additional classroom will be needed to house the extra section of FDK

**Option 3: Increase FDK sections to 7, eliminate separate HDK classrooms (7 FDK, 0 HDK)**

Impacts:

- Class sizes will increase to 21 students per section (assuming 144 students)
- Families who opt for a HDK experience will attend school in the morning with the FDK students and leave mid-day
- FTE will remain the same as Option 1. However, the part time teacher and associate positions will merge into full time positions.
- No additional classroom will be needed to house the extra section of FDK due to the elimination of the HDK classrooms

Should enrollment increase, the class size numbers would change. For instance, if 160 Kindergarten students enrolled, the class sizes would be as follows:

	<b>Option 1 6 FDK, 2 HDK</b>		<b>Option 2 7 FDK, 1 HDK</b>		<b>Option 3 7 FDK, 0 HDK</b>	
	<b>Class Size</b>	<b>Sections</b>	<b>Class Size</b>	<b>Sections</b>	<b>Class Size</b>	<b>Sections</b>
HDK AM	20	1	20	1	0	0
HDK PM	20	1	0	0	0	0
FDK	20	6	20	7	23	7
<b>Total</b>	<b>160</b>	<b>8</b>	<b>160</b>	<b>8</b>	<b>160</b>	<b>7</b>

Assuming 160 students, options 1 and 2 maintain the District’s practice of limiting FDK to 20 students per class. Option 3 would raise the class size to 23 students during the morning sessions. When the HDK students leave for the day, the class sizes would decrease in the afternoon.

One of the aspects of the Kindergarten program in District 103 program has been the support provided by associates. Each Kindergarten classroom has an associate. Our current model brings the adult-to-student ratio to 10:1.

**Comparison Districts with FDK**

For our analysis, we reviewed three of our local Districts that also have FDK programs. We looked at associate support as well as class size:

<b>District</b>	<b>Class Size</b>	<b>Associate Support</b>	<b>Other Support</b>
96 - Kildeer	23-24	Shared support	Coaches, RtI, IEP
102 - Aptakisic	23-25	No	Coaches, RtI, IEP
109 - Deerfield	23-24	No	Coaches, RtI, IEP
103 – Lincolnshire	20	Yes	Coaches, RtI, IEP

**Next Steps**

The administrative team will continue to review the program through February and early March. A final recommendation will come to the Board no later than the March 20, 2018 Board meeting.

## FULL DAY KINDERGARTEN FINANCIAL ANALYSIS

Historical Analysis			
	Revenue	Expenses	Amount Over (under)
2013-14	\$417,957	\$536,005	-\$118,048
2014-15	\$331,695	\$542,338	-\$210,643
2015-16	\$352,106	\$481,865	-\$129,759
2016-17	\$499,870	\$543,048	-\$43,178

### 6 Full Day Sections @20 cap + 2 Half Day Sections

	Budgeted Revenue	Teacher Impact EXP	Amount Over (under)
2017-18	\$445,200	\$573,259	-\$128,059

	Budgeted Salaries	Budgeted Taxes	Budgeted Benefits
2017-18	\$497,967	\$14,491	\$60,801

### 6 Full Day Sections @20 cap + 2 Half Day Sections

2018-19	Proposed Revenue	Teacher Impact EXP	Amount Over (under)
	\$454,560	\$592,486	-\$137,926

2018-19	Proposed Salaries	Proposed Benefits	Budgeted Benefits
	\$512,906	\$15,131	\$64,449

### 7 Full Day Sections @20 cap + 1 Half Day Section

2018-19	Proposed Revenue	Teacher Impact EXP	Amount Over (under)
	\$530,320	\$648,122	-\$117,802

2018-19	Proposed Salaries	Proposed Benefits	Budgeted Benefits
	\$557,115	\$16,435	\$74,572

### 7 Full Day Sections (no separate half day section)

2018-19	Proposed Revenue	Teacher Impact EXP	Amount Over (under)
	\$530,320	\$612,090	-\$81,770

2018-19	Proposed Salaries	Proposed Benefits	Budgeted Benefits
	\$526,932	\$15,544	\$69,614



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Scott Warren  
Date: February 1, 2018  
Re: Press Policy 1st Reading

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Press Policy is an Illinois Association of School Board (IASB) service that provides updates to policies regarding changes in state and federal law and as a regular review to keep the district's policies current. The Board reviews the policies in two readings: the first to discuss the policies and make changes as necessary, and the second to finalize any changes and adopt new policies. The following policies are presented for the Board's first reading.

### Section 2 - Board of Education

2:260 Uniform Grievance Procedure

### Section 4 - Operational Services

4:15 Identity Protection  
4:110 Transportation  
4:150 Facility Management and Expansion Programs  
4:170 Safety

### Section 5 - Personnel

5:20 Workplace Harassment Prohibited  
5:90 Abused and Neglected Child Reporting  
5:100 Staff Development Program  
5:200 Terms and Conditions of Employment and Dismissal  
5:220 Substitute Teachers  
5:240 Suspension  
5:290 Employment Termination and Suspensions

### Section 6 - Instruction

6:60 Curriculum Content  
6:150 Home and Hospital Instruction  
6:180 Extended Instructional Programs  
6:210 Instructional Materials  
6:340 Student Testing and Assessment Program  
6:50 School Wellness

## Section 7 - Students

- 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
- 7:190 Student Behavior
- 7:250 Student Support Services
- 7:260 Exemption from Physical Education
- 7:275 Orders to Forgo Life-Sustaining Treatment
- 7:305 Student Athlete Concussions and Head Injuries
- 7:340 Student Records

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

2:260

## Board of Education

### Uniform Grievance Procedure

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

1. Title II of the Americans with Disabilities Act
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.;
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.;
6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
7. Breastfeeding accommodations for students, 105 ILCS 5/10-20.60 (P.A. 100-29, final citation pending)
- 7.8. Bullying, 105 ILCS 5/27-23.7
- 8.9. The misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
- 9.10. Curriculum, instructional materials, programs;
- 10.11. Victims' Economic Security and Safety Act, 820 ILCS 180;
- 11.12. Illinois Equal Pay Act of 2003, 820 ILCS 112;
- 12.13. Provision of services to homeless students; or
- 13.14. Illinois Whistleblower Act, 740 ILCS 174/.
- 14.15. 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 procedure, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this procedure may forego any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

### Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed hereunder 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 procedure 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.

AKW  
yca

#### Commented [APowell1]:

Title II of the ADA of 1990 also includes website accessibility. Addressing website accessibility is complicated. Many entities addressing website accessibility use *Web Content Accessibility Guidelines* (WCAG) 2.0, a frequently cited accessibility standard that contains guidelines developed by a private group of accessibility experts. WCAG 2.0 is the standard the U.S. Dept. of Justice referenced in its recent Title II rulemaking. While it is not adopted as the formal legal standard for public accommodation websites, it has been used in many consent decrees and settlement agreements. Find it at [www.w3.org/TR/WCAG20/](http://www.w3.org/TR/WCAG20/).

To avoid allegations that a district violated Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA of 1990, many attorneys suggest that school districts' websites meet the WCAG 2.0 guidelines.

See also policy 8.70, *Accommodating Individuals with Disabilities*.

Issue 95, July 2017

**Commented [AP2]:** Added to the list because (new) Section 10-20.60 states that schools must process student complaints under the Ill. sex equity rules (23 Ill. Admin Code § 200), which require a school to follow a written grievance procedure. Section 10-20.60 provides a separate basis for a complaint, although Title IX may also apply.

Issue 96, October 2017

#### Commented [APowell3]:

Edits are made throughout to clarify that, although titled "Uniform Grievance Procedure," this is a Board policy.

Issue 95, July 2017

# DRAFT UPDATE

## Filing a Complaint

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

For bullying and cyber-bullying, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

## Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student, under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, ~~or~~ this policy, ~~or~~ (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

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

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this ~~procedure policy~~ about the status of the investigation. Within 30 school business days of 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. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board of Education, which will make a decision in accordance with the following Section 3- of this policy. The Superintendent will keep the Board informed of all complaints.

## Decision and Appeal

Within ~~5~~ five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board of Education by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board of Education. Within 30 school business days, the Board of Education shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information for the Board. Within ~~5~~ five school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

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

## Appointing a Nondiscrimination Coordinator and Complaint Managers

The Superintendent shall appoint at least two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator, if any, may be appointed a Complaint Manager. The

**Commented [APowell4]:** While the names and contact information are required by law to be listed in policy, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. Best practice is that throughout the district's board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs. Please indicate your current Nondiscrimination Coordinator and Complaint Manager information on your PRESS Plus Response Form, attaching additional pages if necessary.

Issue 96, October 2017

# DRAFT UPDATE

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

## Nondiscrimination Coordinator:

Name Gina Finaldi  
Address 1370 Riverwoods Rd.  
Lincolnshire, IL 60069  
Email gfinaldi@d103.org  
Telephone 847-295-4030

**Commented [AP5]:** Publicizing the contact information for the Nondiscrimination Coordinator and Complaint Managers through personnel handbooks, student handbooks, and/or on the district's website is a best practice.

**OPTION:** The board may add the following sentence to address publication of such contact information:  
"The Superintendent or designee shall ensure that students, parents/guardians, employees, and members of the community are informed of the contact information for the District's Nondiscrimination Coordinator and Complaint Managers on an annual basis."

Issue 96, October 2017

## Complaint Managers

Name	<u>Dan Stanley</u>	<u>Julie Postma</u>
Address	<u>1370 Riverwoods Rd.</u> <u>Lincolnshire, IL 60069</u>	<u>1370 Riverwoods Rd.</u> <u>Lincolnshire, IL 60069</u>
Email	<u>dstanley@d103.org</u>	<u>jpostma@d103.org</u>
Telephone	<u>847/295-4030</u>	<u>847/295-4030</u>

Patrick Palbiske

Gina Finaldi

# ***DRAFT UPDATE***

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.  
Americans With Disabilities Act, 42 U.S.C. §12101 et seq.  
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.  
Equal Pay Act, 29 U.S.C. §206(d).  
Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.  
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.  
Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.  
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.  
105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-20.60 (P.A. 100-29, final citation pending), 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.  
Illinois Genetic Information Privacy Act, 410 ILCS 513/.  
Illinois Whistleblower Act, 740 ILCS 174/.  
Illinois Human Rights Act, 775 ILCS 5/.  
Victims' Economic Security and Safety Act, 820 ILCS 180/, 56 Ill.Admin.Code Part 280.  
Equal Pay Act of 2003, 820 ILCS 112/.  
Employee Credit Privacy Act, 820 ILCS 70/.  
23 Ill.Admin.Code §§1.240 and 200.40.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), 6:120 (Education of Children with Disabilities), 6:140 (Education of Homeless Children), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities), 8:110 (Public Suggestions and Concerns)

ADOPTED: ~~February 16, 2016~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

4:15

## Operational Services

### 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.

DHW  
yes

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. ~~Notification to an individual as required by 815 ILCS 530/42 whenever his or her personal information was acquired by an unauthorized person; personal information means either:~~
  - f. ~~An individual's first name or first initial and last name in combination with any one or more of his or her (i) social security number, (ii) driver's license number or State identification card number, (iii) financial account information (with any required security codes or passwords), (iv) medical information, (v) health insurance information, and/or (vi) unique biometric data or other unique physical or digital representation of biometric data, when either the name or the data elements are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the name or data elements have been acquired through the breach of security; or~~
  - g. ~~An individual's username or email address, in combination with a password or security question and answer that would permit access to an online account, when either the username or email address or password or security question and answer are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the data elements have been obtained through the breach of security.~~
8. ~~Disposal of materials containing personal information in a manner that renders the personal information unreadable, unusable, and undecipherable; personal information has the meaning stated in #5. above.~~
9. ~~Notification, within 45 days of the discovery of a security breach, to the Illinois Attorney General.~~

**Commented [AP1]:** In response to some Ill. Council of School Attorneys' opinions regarding the questionable application of the Personal Information Protection Act (PIPA, 815 ILCS 530/) to school districts, PIPA requirements have been deleted.

**Consult the Board attorney before adoption of this policy.** Districts may choose to provide or implement more protections than the statutory requirements outlined here.

**OPTION:** For Boards that have consulted with their attorney and want to include PIPA mandates in this Policy, "815 ILCS 530/, Personal Information Protection Act" will be added to the Legal References, and the following will be added as another paragraph immediately after this numbered list:

The Superintendent is also responsible for ensuring the District complies with the Personal Information Protection Act, 815 ILCS 530/. Compliance measures shall include each of the following:

1. Written or electronic notification to an individual as required by 815 ILCS 530/12 whenever his or her personal information was acquired by an unauthorized person; personal information means either:
  - a. An individual's first name or first initial and last name in combination with any one or more of his or her (i) social security number, (ii) driver's license number or State identification card number, (iii) financial account information (with any required security codes or passwords), (iv) medical information, (v) health insurance information, and/or (vi) unique biometric data or other unique physical or digital representation of biometric data, when either the name or the data elements are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the name or data elements have been acquired through the breach of security; or
  - b. An individual's username or email address, in combination with a password or security question and answer that would permit access to an online account, when either the username or email address or password or security question and answer are not encrypted or redacted or are encrypted or redacted but the keys to unencrypt or unredact or otherwise read the data elements have been obtained through the breach of security.
2. Disposal of materials containing personal information in a manner that renders the personal information unreadable, unusable, and undecipherable; personal information has the meaning stated in #1. above.
3. Notification, no later than 45 days of the discovery of a security breach, to the Illinois Attorney General:
  - a. If the District suffers a breach of more than 250 Illinois residents; or
  - b. When the District provides notice as required in #1. above.

Issue 96, October 2017

# DRAFT UPDATE

- ~~j. If the District suffers a breach of more than 250 Illinois residents; or~~
- ~~k. When the District provides notice as required in #5, above.~~

~~42.5~~ 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. 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.

Commented [AP2]: Items #5 and #6 are not required to be in policy, but districts are required to perform the described actions. 5 ILCS 179/35(b). These compliance measures are covered in 4:15-AP, *Protecting the Privacy of Social Security Numbers*.

Issue 96, October 2017

LEGAL REF.: 5 ILCS 179/, Identity Protection Act.  
50 ILCS 205/3, Local Records Act.  
105 ILCS 10/, Illinois School Student Records Act.  
~~815 ILCS 530/, Personal Information Protection Act.~~

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records)

ADOPTED: ~~June 20, 2017~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

4:110

## Operational Services

### Transportation

AAV  
yes

The District may provide free transportation for all students in the District subject to any limitations imposed by the Illinois School Code. The District may provide transportation for other students residing within one and one-half miles from their assigned school. A student's parent(s)/guardian(s) may file a petition with the School Board requesting transportation due to the existence of a serious safety hazard. Free transportation services and vehicle adaptation for special education students shall be provided if included in the students' individualized educational programs. The District may provide transportation to and from school-sponsored activities. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

If a student is at a location within the District, other than his or her residence, for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the 1½ miles from the school attended. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District's regular routes. The District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives' homes, or neighbors' homes.

Bus schedules and routes shall be determined by the Director of Transportation or designee and shall be altered only with the Director of Transportation or designee's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Illinois Department of Transportation regulations. The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students. The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving.

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

### Pre-Trip and Post-Trip Vehicle Inspection

The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection procedure to ensure that the school bus driver: (1) tests the two-way radio or cellular radio telecommunication device and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

4:110

Page 1 of 2

# DRAFT UPDATE

LEGAL REF.: Elementary and Secondary Education Act, 20 U.S.C. §6312(c)(5)(B);  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
105 ILCS 5/10-22.22 and 5/29-1 et seq.  
105 ILCS 45/1-15 and /1-17.  
625 ILCS 5/1-148.3a-5, 5/1-182, 5/11-1414.1, 5/12-813, 5/12-813.1, 5/12-815,  
5/12-816, 5/12-821, and 5/13-109.  
23 Ill.Admin.Code §§1.510 and 226.750; Part 120.  
92 Ill.Admin.Code §440-3.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 5:120 (Employee Ethics;  
Conduct; and Conflict of Interest), 5:280 (Educational Support Personnel -  
Duties and Qualifications), 6:140 (Education of Homeless Children), 6:170 (Title  
I Programs), 7:220 (Bus Conduct)

ADOPTED: February 21, 2017

**Commented [APowell1]:** The Legal References have been updated.

Issue 96, October 2017

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

4:150

## Operational Services

### Facility Management and Expansion Programs

The Superintendent or designee shall manage the District's facilities and grounds as well as facility construction and building programs in accordance the law, the standards set forth in this policy, and other applicable Board policies. The Superintendent or designee shall cooperate with and facilitate: (1) inspections of schools by the Regional Superintendent and State Fire Marshal or designee, and (2) review of plans and specifications for future construction or alterations of a school if requested by the relevant municipality, county (if applicable), or fire protection district.

### Standards for Managing Buildings and Grounds

All District buildings and grounds shall be adequately maintained in order to provide an appropriate, safe, and energy efficient physical environment for learning and teaching. The Superintendent or designee shall provide the Board with periodic reports on maintenance data and projected maintenance needs that include cost analysis. Prior Board of Education approval is needed for all renovations or permanent alterations to buildings or grounds when the total cost will exceed \$5,000, including the cost equivalent of staff time. This policy is not intended to discourage efforts to improve the appearance of buildings or grounds that are consistent with the designated use of those buildings and grounds.

### Standards for Green Cleaning

For each District school with 50 or more students, the Superintendent or designee shall establish and supervise a green cleaning program that complies with the guidelines established by the Illinois Green Government Coordinating Council.

### Standards for Facility Construction and Building Programs

As appropriate, the Board of Education will authorize the production of a comprehensive study to determine the need for facility construction and expansion. On an annual basis, the Superintendent or designee shall provide the Board with projected facility needs, enrollment trends, and other data impacting facility use. Board of Education approval is needed for all new facility construction and expansion.

When making decisions pertaining to design and construction of school facilities, the Board of Education will confer with members of the staff and community, the Illinois State Board of Education, and educational and architectural consultants, as it deems appropriate. The Board's facility goals are to:

1. Integrate facilities planning with other aspects of planning and goal-setting.
2. Base educational specifications for school buildings on identifiable student needs.
3. Design buildings for sufficient flexibility to permit new or modified programs.
4. Design buildings for maximum potential for community use.
5. Meet or exceed all safety requirements.
6. Meet requirements on the accessibility of school facilities to disabled persons as specified in State or federal law.
7. Provide for low maintenance costs and energy efficiency.

### Naming Buildings and Facilities

Recognizing that the name for a school building, facility, or ground or field reflects on its public image, the Board's primary consideration will be to select a name that enhances the credibility and

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stature of the school or facility. Any request to name or rename an existing facility should be submitted to the Board of Education. When a facility is to be named or renamed, the Board President will appoint a special committee to consider nominations and make a recommendation, along with supporting rationale, to the Board. The Board will make the final selection. The Superintendent or designee may name a room or designate some area on a school's property in honor of an individual or group that has performed outstanding service to the school without using this policy.

LEGAL REF.: 42 U.S.C. §12101 et seq. Americans with Disabilities Act of 1990, implemented by 28 C.F.R. Parts 35 and 36.  
20 ILCS 3130/, Green Buildings Act.  
105 ILCS 5/2-3.12, 5/10-20.49, 5/10-22.36, 5/10-20.60 (P.A. 100-163, final citation pending), and 5/17-2.11.;  
105 ILCS 140/, Green Cleaning Schools Act; and  
105 ILCS 230/, School Construction Law.  
410 ILCS 25/, Environmental Barriers Act.  
820 ILCS 130/, Prevailing Wage Act.  
23 Ill.Admin.Code Part 151, School Construction Program; Part 180, Health/Life Safety Code for Public Schools; and Part 2800, Green Cleaning for Elementary and Secondary Schools.  
71 Ill.Admin.Code Part 400, Ill. Accessibility Code.

CROSS REF.: 2:150 (Committees), 2:170 (Procurement of Architectural, Engineering, and Land Surveying Services), 4:60 (Purchases and Contracts), 8:70 (Accommodating Individuals with Disabilities)

ADOPTED: April 21, 2015

**Commented [AP1]:** The Legal References have been updated for continuous improvement, and in response to 105 ILCS 5/10-20.60, (added by P.A. 100-163, eff. 1-1-18, final citation pending), which requires school districts to make feminine hygiene products (defined as tampons and sanitary napkins for use in connection with the menstrual cycle) available, at no cost to students, in the bathrooms of school buildings serving students in grades 6 through 12. Note: The statute does not delineate between types of bathrooms (student, staff, girls, boys, unisex, etc.) Consult with the board attorney about implementing this law.

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## Operational Services

### Safety

#### Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations and crisis response plan(s) addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

#### School Safety Drill Plan

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act (105 ILCS 128/):

1. Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.
2. One bus evacuation drill.
3. One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.
4. One law enforcement drill to address a school shooting incident.

#### Annual Review

The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act (105 ILCS 128/) and the Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education (29 Ill. Admin. Code Part 1500).

#### Automated External Defibrillator (AED)

The Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act and shall file a copy of the plan with the Ill. Dept. of Public Health (IDPH). The plan shall provide for at least one automated external defibrillator (AED) to be available at every physical fitness facility on the premises according to State law requirements.

The District shall have an AED on site as well as a trained AED user: (1) on staff during staffed business hours; and (2) available during activities or events sponsored and conducted or supervised by the District. The Superintendent or designee shall ensure that every AED on the District's

**Commented [AP1]:** The term *emergency operations and crisis response plan* is used because federal agencies refer to school *emergency operations plans* and the School Safety Drill Act (105 ILCS 128/) refers to *emergency and crisis response plans*.

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**Commented [AP2]:** The numbered list is updated to more accurately reflect statutory requirements.

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**Commented [AP3]:** The Annual Review section has been moved up to clearly indicate that it is related to the emergency operations and crisis response plan(s) and to the school safety drill plan.

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**Commented [AP4]:** 77 Ill Admin Code §527.600(d), (f)

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~~premises is properly tested and maintained in accordance with rules developed by the IDPH. This policy does not create an obligation to use an AED nor is it intended to create any expectation that an AED will be present or a trained person will be present and/or able to use an AED.~~

**Commented [AP5]:** 210 ILCS 74/15(e); 77 Ill. Admin. Code §527.700  
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## Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

## Soccer Goal Safety

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the Illinois Department of Public Health (IDPH). Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

## Unsafe School Choice Option

The unsafe school choice option provided in State law permits students to transfer to another school within the District in certain situations. This transfer option is unavailable in this District because each grade is in only one attendance center. A student, who would otherwise have qualified for the choice option, or such a student's parent/guardian, may request special accommodations from the Superintendent or designee.

## Lead Testing in Water

~~The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Illinois Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.~~

**Commented [AP6]:** Added in response to 225 ILCS 320/35.5, added by P.A. 99-922 and amended by P.A. 100-103, which requires that each source of potable water in school buildings constructed on or before 1-1-00, which may be occupied by more than 10 children in grades pre-K through 5, be tested for lead.

Testing for buildings constructed prior to 1-1-87 must be conducted by 12-31-17.

Testing for buildings constructed between 1-2-87 and 1-1-00 must be conducted by 12-31-18.

By 6-30-19, the IDPH will determine whether it is necessary and appropriate to require testing for buildings constructed after 1-1-00.

See the footnotes available at PRESS Online for more information.

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## Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.

## Annual Review

~~The Board or its designee will annually review each school building's safety and security plans, protocols, and procedures, as well as each building's compliance with the school safety drill plan.~~

**Commented [APowell7]:** The Annual Review section has been moved up to clearly indicate that it is related to the emergency operations and crisis response plan(s) and to the school safety drill plan.

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# ***DRAFT UPDATE***

LEGAL REF.: 105 ILCS 5/10-20.2, 5/10-20.56, 5/18-12, and 5/18-12.5, and  
105 ILCS 128/ School Safety Drill Act, implemented by 29 Ill. Admin. Code Part  
1500.  
210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act.  
225 ILCS 320/35.5, Ill. Plumbing License Law.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Screening;  
Notifications), 4:180 (Pandemic Preparedness), 5:30 (Hiring Process and  
Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations  
with Other Organizations and Agencies)

ADOPTED: ~~April 19, 2016~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:20

## General Personnel

### 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 race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or 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 policy 7:20, *Harassment of Students Prohibited*.

Commented [AP1]: Added to clarify that harassment is a form of discrimination.

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### Sexual Harassment Prohibited

The School District shall provide a workplace environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal 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 or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which has the effect of humiliation, embarrassment or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

### Making a Complaint: Enforcement

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, up to and including discharge. An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing bona fide complaints or providing information about harassment is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees should report claims of harassment to the Nondiscrimination Coordinator and/or use the Board policy 2:260, *Uniform Grievance Procedure*. Employees may choose to report to a person of the employee's same sex. There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

### Whom to Contact with a Report or Complaint

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

Commented [AP2]: While the names and contact information are required by law to be listed in policy, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. Best practice is that throughout the district's board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs. Please indicate your current Nondiscrimination Coordinator and Complaint Manager information on your PRESS Plus Response Form, attaching additional pages if necessary.

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## Nondiscrimination Coordinator:

Name Gina Finaldi  
Address 1370 Riverwoods Rd.  
Lincolnshire, IL 60069  
Email gfinaldi@d103.org  
Telephone 847/295-4030

## Complaint Managers:

Name	<u>Patrick Palbicke</u>	<u>Gina Finaldi</u>
Address	<u>1370 Riverwoods Rd.</u> <u>Lincolnshire, IL 60069</u>	<u>1370 Riverwoods Rd.</u> <u>Lincolnshire, IL 60069</u>
Email	<u>ppalbicke@d103.org</u>	<u>gfinaldi@d103.org</u>
Telephone	<u>847/295-4030</u>	<u>847/295-4030</u>

The Superintendent shall also use reasonable measures to inform staff members and applicants of this policy, which shall include reprinting this policy in the appropriate handbooks.

LEGAL REF.: Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq.; implemented by 29 C.F.R. §1604.11.  
Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq.; implemented by 34 C.F.R. Part 106§1604.11.  
Ill. Human Rights Act, 775 ILCS 5/2-101(E), 5/2-102(D), 5/2-102(1-5), 5/5-102, and 5/5-102.2.  
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.  
Burlington Industries v. Ellerth, 448 S.Ct. 2257524 U.S. 742 (1998).  
Crawford v. Metro. Gov't of Nashville & Davidson County, 129 S. Ct. 816555 U.S. 271 (2009).  
Fragher v. City of Boca Raton, 448 S.Ct. 2275524 U.S. 775 (1998).  
Franklin v. Gwinnett Co. Public Schools, 442 S.Ct. 1028503 U.S. 60 (1992).  
Harris v. Forklift Systems, 444 S.Ct. 367510 U.S. 17 (1993).  
Jackson v. Birmingham Board of Education Educ., 425 S.Ct. 1497544 U.S. 167 (2005).  
Meritor Savings Bank v. Vinson, 406 S.Ct. 2399477 U.S. 57 (1986).  
Oncala v. Sundown Offshore Services, 448 S.Ct. 998523 U.S. 75 (1998).  
Porter v. Erie Foods International, Inc., 576 F.3d 629 (7th Cir. 2009).  
Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 908 N.E.2d 39233 Ill.2d 125 (Ill., 2009).  
Vance v. Ball State University, 133 S. Ct. 2434 (2013).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 7:20 (Harassment of Students Prohibited)

ADOPTED: October 15, 2013

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:90

## General Personnel

### Abused and Neglected Child Reporting

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child shall: (1) immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) on its Child Abuse Hotline ~~1-800-25-ABUSE (1-800-252-2873)(within Illinois); or 1-217-524-2606 (outside of Illinois); or 1-800-358-5117 (TTY)~~, and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office.- Any District employee who believes a student is in immediate danger of harm, shall first call 911. The employee shall also promptly notify the Superintendent or Building Principal that a report has been made.

The report shall include, if known:

1. The name and address of the child, parent/guardian names, or other persons having custody;
2. The child's age;
3. The child's condition, including any evidence of previous injuries or disabilities; and
4. Any other information that the reporter believes may be helpful to DCFS for its investigation.

The employee shall also promptly notify the Superintendent or Building Principal that a report has been made.

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 1-800-THE-LOST (1-800-843-5678), or online at report.cybertip.org/ or www.cybertipline.com. The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made.

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students.

### Abused and Neglected Child Reporting Act (ANCRA), School Code, and Erin's Law Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect.

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.
2. Complete mandated reporter training as required by law within one year of initial employment and at least every five years after that date.

The Superintendent will encourage all District educators to complete continuing professional development that addresses the traits and identifiers that may be evident in students who are victims of child sexual abuse, including recognizing and reporting child abuse and providing appropriate follow-up and care for abused students as they return to the classroom setting.

**Commented [AP1]:** Updated to include more hotline numbers and a directive for employees to immediately call 911 if they believe a student is in immediate danger of harm.

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**Commented [AP2]:** 105 ILCS 5/10-23.12(b), amended by P.A.s 100-413 (eff. 1-1-18) and 100-468 (eff. 6-1-18), permits DCFS to cooperate with school officials to distribute informational ANCRA materials in school buildings.

**OPTION:** Add the following sentence:  
"The Superintendent or designee will display DCFS-issued materials that list the DCFS toll-free telephone number and methods for making a report under ANCRA in a clearly visible location in each school building."

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## Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS.

The Superintendent shall notify the State Superintendent and the Regional Superintendent in writing when he or she has reasonable cause to believe that a license holder was dismissed or resigned from the District as a result of an act that made a child an abused or neglected child. The Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the license holder.

## Special School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse.

LEGAL REF.: 105 ILCS 5/10-21.9,  
20 ILCS 1305/1-1 et seq., Department of Human Services Act,  
~~20 ILCS 2435/~~  
325 ILCS 5/, Abused and Neglected Child Reporting Act,  
720 ILCS 5/12C-50.1, Criminal Code of 2012.

CROSS REF.: 2:20 (Powers and Duties of the Board of Education; Indemnification), 5:20 (Workplace Harassment Prohibited), 5:100 (Staff Development Program), 5:120 (Employee Ethics; Conduct; and Conflict of Interest), 5:150 (Personnel Records), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Police Interviews)

ADOPTED: April 19, 2016

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:100

## General Personnel

### Staff Development Program

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

The staff development program shall provide, at a minimum, at least once every 2 years, the in-service training of licensed school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children.

The staff development program shall provide, at a minimum, once every 2 years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct.

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

1. At least, once every 2 years, training of all District staff by a person with expertise on anaphylactic reactions and management.
2. At least every 2 years, an in-service to train school personnel, at a minimum, to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence.
3. Training that, at a minimum, provides District staff with a basic knowledge of matters relating to acquired immunodeficiency syndrome (AIDS) and the availability of appropriate sources of counseling and referral.
4. Training for school personnel who work with students in grades 7 through 8 to identify the warning signs of mental illness and suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques.
5. Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training as follows:
  - a. Staff development for local school site personnel who work with students in grades kindergarten through 8, in the detection, reporting and prevention of child abuse and neglect (see policy 5:90, *Abused and Neglected Child Reporting*).
  - b. Within one year 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 5 years (see policy 5:90, *Abused and Neglected Child Reporting*).
  - c. Informing educators about the recommendation in the *Erin's Law* Taskforce Report requesting them to attend continuing professional development programs that address the prevention and identification of child sexual abuse (see policy 5:90, *Abused and Neglected Child Reporting*).
6. Education for staff instructing students in grades 7 through 8, concerning teen dating violence as recommended by the District's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, or Complaint Manager.

AHW  
yes

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7. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
8. 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. ~~Individuals covered by this training mandate were to initially complete the training by 9-1-16.~~
9. Every two years, school personnel who work with students must complete an in-person or online training program on the management of asthma, the prevention of asthma symptoms, and emergency response in the school setting.

10. Training for school personnel to develop cultural competency, including understanding and reducing implicit racial bias.

11. For school personnel who work with hazardous or toxic materials on a regular basis, training on the safe handling and use of such materials.

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

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

**Commented [AP1]:** Updated in response to mandates added to the Youth Sports Concussion Safety Act, 105 ILCS 5/22-80, amended by P.A. 100-309.

**Issue 96, October 2017**

**Commented [AP2]:** Training required by 105 ILCS 5/10-20.60, (added by P.A. 100-14, final citation pending).

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**Commented [AP3]:** Training required by 105 ILCS 5/10-20.17a and 23 Ill.Admin.Code §1.330.

**Note:** All of the in-services and trainings in the numbered list are required by law, but they are not required to be listed in policy.

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LEGAL REF.: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, Pub. L. 111-296, 7 C.F.R. Parts 210 and 235,  
105 ILCS 5/2-3.62, 5/10-20.17a, 5/10-20.60 (P.A. 100-14, final citation pending),  
5/10-22.6(c-5), 5/10-22.39, 5/10-23.12, 5/22-80(h), 5/10-23.12, 5/ and 5/24-5,  
105 ILCS 25/1.15, Interscholastic Athletic Organization Act, and  
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.  
~~7 C.F.R. Part 210.~~  
23 Ill.Admin.Code §§ ~~22.20, 226.800,~~ and Part 525.  
77 Ill.Admin.Code §527.800.

CROSS REF.: 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 5:20 (Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child Reporting), 5:120 (Employee Ethics; 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), 7:270 (Administering Medicines to Students), 7:285 (Food Allergy Management Program), 7:290 (Suicide and Depression Awareness and Prevention), 7:305 (Student Athlete Concussions and Head Injuries)

ADOPTED: February 21, 2017

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:200

## Professional Personnel

### Terms and Conditions of Employment and Dismissal

The Board of Education delegates authority and responsibility to the Superintendent to manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

### Duty-Free Lunch, Holidays, School Year and Day, Salary, Assignments and Transfers, Evaluation

Please refer to the current "Master Contract between the Lincolnshire – Prairie View Teachers' Association and the Board of Education of Lincolnshire - Prairie View School District 103."

### School Social Worker Services Outside of District Employment

School social workers may not provide services outside of their District employment to any student(s) attending school in the District. School social worker has the meaning stated in 105 ILCS 5/14-1.09a.

### Dismissal

The District will follow State law when dismissing a teacher.

LEGAL REF.: 105 ILCS 5/10-19, 5/14-1.09a, 5/18-8, 5/22.4, 5/24-16.5, 5/24-2, 5/24-8, 5/24-9, 5/24-11, 5/24-12, 5/24-21, 5/24A-1 through 24A-20.  
820 ILCS 260/1 et seq.  
23 Ill.Admin.Code Parts 50 (Evaluation of Certified Employees) and 51 (Dismissal of Tenured Teachers).  
Cleveland Board of Education v. Loudermill, 470 U.S. 532+05 S.Ct. 1487(1985).

CROSS REF.: 5:290 (Employment Termination and Suspensions)

ADOPTED: July 10, 2006

REVISED: February 13, 2012; December 17, 2013

**Commented [AP1]** Optional New subsection provides information to district employees and the community that 105 ILCS 5/14-1.09a, amended by P.A. 100-356, prohibits school social workers from moonlighting by providing services to students attending the districts in which they are employed.

Issue 96, October 2017

AHV  
No

# DRAFT UPDATE

## Professional Personnel

### Substitute Teachers

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

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

1. A substitute teacher holding a substitute license may teach for any one licensed teacher under contract with the District only for a period not to exceed 90 paid school days in any one school term.
2. A teacher holding a Professional Educator License or Educator License with Stipulations may teach for any one licensed teacher under contract with the District only for a period not to exceed 120 paid school days.

The Illinois Teachers' Retirement System (TRS) limits a substitute teacher who is a TRS annuitant to substitute teaching for a period not to exceed 100 paid days or 500 paid hours in any school year, unless the subject area is one where the Regional Superintendent has certified that a personnel shortage exists.

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

### Emergency Situations

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

LEGAL REF.: 105 ILCS 5/21B-20(2) and 5/21B-20(3) and 24-5.  
23 Ill.Admin.Code §1.790 (Substitute Teacher) and §25.520 (Substitute Teaching License).

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

ADOPTED: April 21, 2015

Commented [AP1]: Amended to clarify requirements stated in 23 Ill.Admin.Code § 1.790.  
Issue 96, October 2017

AHV  
yes

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

5:240

## Professional Personnel

### Suspension

#### Suspension Without Pay

The Board of Education may suspend without pay: (1) a professional employee pending a dismissal hearing, or (2) a teacher as a disciplinary measure for misconduct that is detrimental to the School District. Administrative staff members may not be suspended without pay as a disciplinary measure in less than full-week increments.

Misconduct that is detrimental to the School District includes:

- Insubordination, including any failure to follow an oral or written directive from a supervisor;
- Violation of Board policy or Administrative Procedure;
- Conduct that disrupts or may disrupt the educational program or process;
- Conduct that violates any State or federal law that relates to the employee's duties; and
- Other sufficient causes.

The Superintendent or designee is authorized to issue a pre-suspension notification to a professional employee. This notification shall include the length and reason for the suspension as well as the deadline for the employee to exercise his or her right to appeal the suspension to the Board or Board-appointed hearing examiner before it is imposed. At the request of the professional employee made within five calendar days of receipt of a pre-suspension notification, the Board or Board-appointed hearing examiner will conduct a pre-suspension hearing. The Board or its designee shall notify the professional employee of the date and time of the hearing. At the pre-suspension hearing, the professional employee or his/her representative may present evidence. If the employee does not appeal the pre-suspension notification, the Superintendent or designee shall report the action to the Board at its next regularly scheduled meeting.

#### Suspension With Pay

The Board of Education or Superintendent or designee may suspend a professional employee with pay: (1) during an investigation into allegations of disobedience or misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the School District as defined above, or (3) pending a Board hearing to suspend a teacher without pay.

The Superintendent shall meet with the professional employee to present the allegations and give the professional employee an opportunity to refute the charges. The professional employee will be told the dates and times the suspension will begin and end.

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

#### Employees Under Investigation by Illinois Dept. of Children and Family Services (DCFS)

Upon receipt of a DCFS recommendation that the District remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment with the District, the Board or Superintendent or designee, in consultation with the Board Attorney, will determine whether to:

- Let the employee remain in his or her position pending the outcome of the investigation; or

AW  
No

**Commented [AP1]:** Optional 325 ILCS 5/7.4(c-5), amended by P. A. 100-176, eff. 1-1-18, allows DCFS to recommend to districts that they remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment in the school district in which he or she is employed

Consult the board attorney about suspending an employee without pay pursuant to a DCFS 325 ILCS 5/7.4(c-5)-recommendation. This language balances the interests of student safety and employee due process when the district receives a recommendation to a remove an employee who is the subject of a DCFS investigation from employment.

**Note:** Liability may exist when a district receives a 325 ILCS 5/7.4(c-5)-recommendation and does not remove the employee as a result. See the footnotes available at PRESS Online for more information.

This information also appears in policy 5:290, *Educational Support Personnel – Employment Termination and Suspensions*. Consult the board attorney before removing this optional section in one policy but not the other.

**Issue 96, October 2017**

**Commented [AP2]:** The text "Board or Superintendent or designee" allows flexibility if the Superintendent were the subject of a DCFS investigation.

**Issue 96, October 2017**

# ***DRAFT UPDATE***

2. Remove the employee as recommended by DCFS, proceeding with:

- a. A suspension with pay; or
- b. A suspension without pay.

LEGAL REF.: 5 ILCS 430/5-60(b).  
105 ILCS 5/24-12.  
325 ILCS 5/7.4(c-10).  
Cleveland Board of Education v. Loudermill, 470 U.S. 532 405 S.Ct. 1487 (1985).  
Barszcz v. Community College District No. 504, 400 F.Supp. 675 (N.D. Ill., 1975).  
Massie v. East St. Louis School District No.189, 203 Ill.App.3d 965 (5th Dist.564  
N.E.2d 246 (Ill.App.5: 1990).

CROSS REF.: 5:290 (Educational Support Personnel - Employment Termination and  
Suspensions)

ADOPTED: October 21, 2011

# DRAFT UPDATE

## Educational Support Personnel

### Employment Termination and Suspensions

#### Resignation and Retirement

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

#### Non-RIF Dismissal

The District may terminate an at-will employee at any time for any reason, subject to State and federal law.

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

The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff.

#### Reduction in Force and Recall

The Board may, as necessary or prudent, decide to decrease the number of educational support personnel or to discontinue some particular type of educational support service and, as a result of that action, dismiss or reduce the hours of one or more educational support employees. When making decisions concerning reduction in force and recall, the Board will follow Sections 10-22.34c (outsourcing non-instructional services) and 10-23.5 (procedures) of the School Code, to the extent they are applicable and not superseded by legislation or an applicable collective bargaining agreement.

#### Final Paycheck

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

#### Suspension

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

1. Let the employee remain in his or her position pending the outcome of the investigation; or
2. Remove the employee as recommended, proceeding with:

DAW  
No

**Commented [AP1]** Optional 325 ILCS 5/7.4(c-5), amended by P.A. 100-1, 0, eff. 1-1-18, allows DCFS to recommend to districts that they remove an employee from his or her position when he or she is the subject of a pending DCFS investigation that relates to his or her employment in the school district in which he or she is employed.

Consult the board attorney about suspending an employee without pay pursuant to a *DCFS 325 ILCS 5/7.4(c-5)-recommendation*. This language balances the interests of student safety and employee due process when the district receives a recommendation to a remove an employee who is the subject of a DCFS investigation from employment.

**Note:** Liability may exist when a district receives a *325 ILCS 5/7.4(c-5)-recommendation* and does not remove the employee as a result. See the footnotes available at PRESS Online for more information.

This information also appears in policy 5.240, *Professional Personnel - Suspension*. Consult the board attorney before removing this optional sentence in one policy but not the other.

Issue 96, October 2017

# ***DRAFT UPDATE***

- a. A suspension with pay; or
- ~~a-b. A suspension without pay.~~

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

LEGAL REF.: 5 ILCS 430 et seq.  
105 ILCS 5/10-22.34c and 5/10-23.5  
325 ILCS 5/7.4(c-10).  
820 ILCS 105/4a.

CROSS REF.: 5:240 (Professional Personnel - Suspension), 5:270 (Educational Support Personnel - Employment At-Will, Compensation, and Assignment)

ADOPTED: ~~February 16, 2016~~

# DRAFT UPDATE

## Instruction

### Curriculum Content

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

1. In each grade, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention. A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level.
2. In kindergarten through grade 8, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
3. In grades kindergarten through 8, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, Access to Electronic Networks and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
4. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship, in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. Instruction in all grades should include educating students about behaviors that violate Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.
5. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
6. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, but at a minimum of three days per five-day week. For exemptions and substitutions, see policy 7:260, *Exemption from Physical Education*.
7. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.
8. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.

ΔHW  
yes

**Commented [APowell1]:** Updated in response to P A 100-465

The phrase "after recommendation by the Superintendent" is optional. If a superintendent does not bring this topic to the board for discussion, the board may not have a trigger to make the determination.

**OPTION:** If the Board engages in block scheduling, the second-to-last sentence will be replaced with the following: "Unless otherwise exempted, all students are required to engage with such frequency as determined by the Board, but at a minimum of three days per five-day week, during the school day, except on block scheduled days, in a physical education course."

Issue 96, October 2017

No

# ***DRAFT UPDATE***

9. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.
10. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.
11. In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.
12. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
13. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
14. In all schools, a unit of instruction must be included on the history, struggles, and contributions of women.
15. In all schools, a unit of instruction must be included on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
16. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

# ***DRAFT UPDATE***

LEGAL REF.: 5 ILCS 465/3 and 465/3a.  
20 ILCS 2605/2605-480.  
105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-24.2, 435/, and 110/3.  
625 ILCS 5/6-408.5.  
23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.  
Consolidated Appropriations Act of 2005, Pub. L. No. 108-447, Section 111 of Division J.  
Protecting Children in the 21<sup>st</sup> Century Act, Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008).  
47 C.F.R. §54.520.

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

ADOPTED: ~~February 21, 2017~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

6:150

## Instruction

### 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 physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

**Commented [APowell1]:** Updated in response to 105 ILCS 5/14-13.01(a), amended by P.A. 100-443.

P.A. 100-513 amended the definition in the Nurse Practice Act, 225 ILCS 65/50-10, to advanced practice registered nurse. This policy reflects that change in terminology, even though Section 22-80 was not similarly amended.

**Issue 96, October 2017**

LEGAL REF.: 105 ILCS 5/10-22.6a, 5/14-13.01, and 5/18-4.5; and 5/18-8.05.  
23 Ill.Admin.Code §§1.520, 1.610, and 226.300.

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunity), 7:280 (Communicable and Chronic Infectious Disease)

ADOPTED: October 21, 2014

## ***DRAFT UPDATE***

Lincolnshire - Prairie View School District 103

6:180

### **Instruction**

#### **Extended Instructional Programs**

The District may offer the following programs in accordance with State law and the District's educational philosophy:

1. Before-and after-school programs for students in grades K-8.
2. Tutorial program.
3. Adult education program.
4. Outdoor education program.
5. Summer school, whether for credit or not.
6. Activities to address intergroup conflict.

LEGAL REF: 105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20a, 5/10-22.20b, 5/10-22.20c, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-22.1, 5/27-22.3, 5/27-23.6, 110/3, and 433/.

ADOPTED: September 18, 2012

**Commented [APowell1]:**

The Legal References have been updated.

**Issue 95, July 2017**

DHW  
yes

## DRAFT UPDATE

Lincolnshire - Prairie View School District 103

6:210

### Instruction

#### Instructional Materials

DHW  
yes

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list or description of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.

Teachers are encouraged to use ~~age-appropriate~~ supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate. No R-rated movie shall be shown to students unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances. These restrictions apply to television programs and other media with equivalent ratings. The Superintendent or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating.

Commented [APowell1]:  
Edited for clarity.  
Issue 95, July 2017

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-20.8-~~5/10-20.9~~, and 5/28-19.1.

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 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), 8:110 (Public Suggestions and Concerns)

ADOPTED: March 19, 2013

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

6:340

## Instruction

### Student Testing and Assessment Program

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

The Superintendent or designee shall develop and supervise a student assessment program and shall provide appropriate data to the Board to allow it to monitor the program's results. The program will:

1. Use the State assessment system and any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Conform to the schedule required by State law and State Board of Education rules. It may include testing of students in grades not required by State law to be tested.
3. Be uniformly applied to all students who are required to be tested, including: (a) students in a State approved transitional bilingual education or transitional program, and (b) students who have an Individualized Educational Plan (IEP).
4. Emphasize the code of ethics for test administration.

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

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.  
Illinois School Student Records Act, 105 ILCS 107.  
105 ILCS 5/2-3.63a-5, 5/2-3.64a-5, 5/10-17a, 5/22-82, and 5/27-1.

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

ADOPTED: February 21, 2017

Commented [APowell1]: The Legal References have been updated.  
Issue 96, October 2017

ΔHW  
yca

# DRAFT UPDATE – REWRITTEN

6:50

## Instruction

### School Wellness<sup>1</sup>

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school-based activities, and meal programs.<sup>2</sup> This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA).<sup>3</sup>

The Superintendent will ensure:<sup>4</sup>

*or designee*

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>1</sup> State or federal law requires this subject matter to be covered in policy and controls its content. The federal Child Nutrition and WIC Reauthorization Act of 2004 (Child Nutrition Act) requires school districts participating in a program authorized by the National School Lunch Act (NSLA, 42 U.S.C. §1751 et seq.) or the Child Nutrition Act to have a school wellness policy. Pub. L. 108-265, Sec. 204. State law required ISBE to "establish a State goal that all school districts have a wellness policy." 105 ILCS 5/2-3.139. ISBE complied in October 2007 by "instruct[ing] all public school districts to establish a School Wellness Policy." The federal and State laws list mandatory topics for the policy. The second sentence of this policy should be deleted if the district does not participate in the NSLA or the Child Nutrition Act.

See ISBE's numerous resources at: [www.isbe.net/Pages/Nutrition-and-Wellness.aspx](http://www.isbe.net/Pages/Nutrition-and-Wellness.aspx). Action for Healthy Kids is a national organization dedicated to overcoming the "epidemic of overweight, undernourished and sedentary youth by focusing on changes in schools;" see its resources at: [www.actionforhealthykids.org/index.php](http://www.actionforhealthykids.org/index.php).

This sample policy seeks to be both legally compliant and consistent with good governance principles. Both federal and State laws allow each school district to determine how the required topics are addressed. Good governance principles suggest that the board should establish goals with community and stakeholder input. The administration should determine how to achieve the goals. The board should monitor this policy by requesting and reviewing periodic implementation data.

The Ill. Dept. of Agriculture and ISBE are directed to create the Farm Fresh Schools Program. 105 ILCS 124/, Farm Fresh Schools Program Act; 30 ILCS 105/5.728, Farm Fresh Schools Program Fund. They are also directed to administer a grant program to further the Program's intent of "reduc[ing] obesity and improv[ing] nutrition and public health, as well as strengthen[ing] local agricultural economies by increasing access to and promoting the consumption of locally grown fruits and vegetables in schools and increasing physical activities and programs that promote pupil wellness." 105 ILCS 124/10.

<sup>2</sup> 7 C.F.R. §210.31(a) and (c)(1). The law does not require school-based activities to be listed in policy – only that boards implement them. Federal law requires consideration of evidence-based strategies and techniques when implementing school-based activities. A board that chooses to list these activities must update them as they change by readopting the policy.

For boards that have developed and wish to list their chosen evidence-based school-based activities, add the following sentence to the paragraph as the second sentence: "The District's school-based activities include: [list the chosen evidence-based school-based activities]."

For boards that have not yet developed and implemented their evidence-based school-based activities and need technical assistance, see the websites for:

1. The U.S. Dept. of Agriculture (USDA) at: <https://healthymeals.fns.usda.gov/local-wellness-policy-resources/wellness-policy-elements/other-school-based-activities>; and
2. The Alliance for a Healthier Generation (AHG) at: <https://www.healthiergeneration.org/>.

<sup>3</sup> Healthy Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. §1758b (Pub.L. 111-296); 7 C.F.R. §§210.10 and 210.31(a).

<sup>4</sup> *Id.*; 7 C.F.R. §210.31(c)(4) (identification of school official responsible for implementation of the policy), §210.31 (d)(2) (informing the public about the policy and making it available on an annual basis), §210.31 (d)(3) (informing the public of the progress toward meeting the goals of the policy by making triennial assessments available), and §210.31(e) (policy implementation, assessments, and updates). See also *fn* 20, below.

This sample policy identifies the superintendent as the school official responsible to ensure compliance and oversee the policy. When the rules require specific identification of a school official, the policy does not include the delegation language *or designee*. [School boards] must identify the [school official(s)] responsible for oversight of [its wellness policy] to ensure compliance. [Boards] have discretion and are the most qualified to identify the best candidate for [their wellness] policy leadership as size, resources, and needs vary greatly among [school districts]. See Federal Register Vol. 81, No. 146 at 50155 at: [www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf](http://www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf).

For boards that wish to identify a school official other than the superintendent, delete *Superintendent* and replace it with the responsible school official's title.

**Commented [AP1]:** This policy and its footnotes, Legal References, and Cross References are updated in response to the 12-22-16 re-designation of 7 C.F.R. §§ 210.30 and 210.31 to §§ 210.31 and 210.30, respectively (wellness policy requirements, i.e., *Smart Snacks* regulations)

In addition, the PRESS Sample was revised to better align with the Alliance for Healthier Generation's (AHG) model policy after consultation with their field consultants. While AHG's model policy is mentioned in the federal *Smart Snack* regulations as a benchmark for school districts to use for comparison to their own wellness policies, **AHG and its field consultants are not a regulatory agency or agents and has/have no power to require school districts to adopt its recommendations or suggested best practices**

The footnotes are provided here for your information; once this policy has been adopted, they will be removed

A redlined version showing the changes made can be accessed at PRESS Online

Consult the board attorney, the footnotes, and the *Smart Snacks* regulations themselves to make decisions based upon local needs.

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**Commented [AP2]:** **OPTION:** For boards that have developed and wish to list their chosen evidence-based school-based activities, add the following sentence to the paragraph as the second sentence: "The District's school-based activities include: [list the chosen evidence-based school-based activities]"

See footnote 2 for more information

*No*

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**Commented [AP3]:** **OPTION:** For boards that wish to identify a school official other than the superintendent, delete *Superintendent* and replace it with the responsible school official's title

See footnote 4 for more information

*to yes*

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*(or designee)*

*DAW  
yes*

# DRAFT UPDATE – REWRITTEN

Use this language



1. Each school building complies with this policy;
2. The policy is available to the community on an annual basis through copies of or online access to the Board Policy Manual<sup>5</sup>; and
3. The community is informed about the progress of this policy's implementation.

**Commented [AP4]:** OPTION: For boards that distribute their wellness policies via student handbooks and want to list that in the text of their policies, insert "and distributed to students and their parents/guardians through student handbooks".

See footnote 5 for more information.

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## Goals for Nutrition Education and Nutrition Promotion <sup>6</sup>

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

- Schools will support and promote sound nutrition for students.
- Schools will foster the positive relationship between sound nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum. See Board policy 6:60, *Curriculum Content*. <sup>7</sup>

## Goals for Physical Activity <sup>8</sup>

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

The intent of the rule is that schools "notify households on an annual basis of the availability of the local school wellness policy information and provide information that would enable *interested households* to obtain additional details." Fed. Reg. Vol. 81, No. 146 at 50160. However, the rule states, "[i]nform the *public* about the content and implementation of the local school wellness policy, and make the policy and any updates to the policy available to the public on an annual basis."

To achieve the intent of this requirement, the regulations suggest several methods for districts, which include a common method many districts likely already use: post the policy on the websites for the *public*, and use the student handbook to distribute important information to *interested households*.

<sup>5</sup> For boards that distribute their wellness policies via student handbooks and want to list that in the text of their policies, insert "and distributed to students and their parents/guardians through student handbooks". For sample handbook language, see the Illinois Principals Association *Online Model Student Handbook (MSH)* at: [www.ilprincipals.org/resources/model-student-handbook](http://www.ilprincipals.org/resources/model-student-handbook).

<sup>6</sup> Goals for nutrition education and nutrition promotion are required topics, but the local board may determine what goals are appropriate. Pub. L. 108-265, Sec. 204(a)(1) and Pub. L. 111-296; 105 ILCS 5/2-3.139(a)(2); and 7 C.F.R. §210.31(c)(1). Replace this policy's text with a board's own locally-developed nutritional education and promotion goals.

*Nutrition promotion*, required by Pub. L. 111-296, is not well-described or defined. The Food Nutrition Service (FNS) describes *nutrition promotion* more clearly in its technical assistance materials and the proposed 7 C.F.R. Part 210 rules (Fed. Reg. Vol. 79, No. 38 at 10695), dated Feb. 26, 2014, which state, "... evidence based techniques and scientifically-based nutrition messages targeted to a specific audience to inspire and motivate them to take action and use these techniques and messages to create environments and food service venues (classroom, cafeteria, a la carte, vending machines, school stores, snack bars, fundraisers, home, etc.) that encourage healthy nutrition choices, as well as enhance and encourage participation in school meal programs."

More specific materials about nutrition education and promotion, including songs, games, posters, videos, event-planning booklets, wellness communication toolkits, school garden activities, and a graphics library, have also been developed by the FNS' Team Nutrition at: [www.fns.usda.gov/tn/resource-library](http://www.fns.usda.gov/tn/resource-library).

Technical assistance for:

1. *Nutritional education* at: [healthymeals.fns.usda.gov/nutrition-education-9](http://healthymeals.fns.usda.gov/nutrition-education-9).
2. *Nutritional promotion* at: [healthymeals.fns.usda.gov/local-wellness-policy-resources/wellness-policy-elements/nutrition-promotion](http://healthymeals.fns.usda.gov/local-wellness-policy-resources/wellness-policy-elements/nutrition-promotion).
3. Goals development for and implementation of nutrition education and promotion are available from AHG at: [www.healthiergeneration.org/](http://www.healthiergeneration.org/).

<sup>7</sup> 105 ILCS 110/3 and 23 Ill.Admin.Code §1.420(n).

<sup>8</sup> This is a required topic, but the local board may determine what goals are appropriate. Pub.L. 108-265, Sec. 204(a)(1); 105 ILCS 5/2-3.139(a)(2); and 7 C.F.R. §210.31(a) and (c)(1).

## DRAFT UPDATE – REWRITTEN

healthy lifestyle. See Board policy 6:60, *Curriculum Content* and Board policy 7:260, *Exemption from Physical Education*.<sup>9</sup>

- During the school day, all students will be required to engage in a daily physical education course, unless otherwise exempted. See Board policy 6:60, *Curriculum Content* and Board policy 7:260, *Exemption from Physical Education*.<sup>10</sup>
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Illinois State Board of Education (ISBE).<sup>11</sup>

### Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited<sup>12</sup>

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are consistent with Board policy 4:120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rules).<sup>13</sup>

In addition, in order to promote student health and reduce childhood obesity,<sup>14</sup> the Superintendent or designee shall:

1. Restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and
3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, *Food Services*, i.e., in-school marketing of food and beverage items must meet *competitive foods* standards.<sup>15</sup>

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The footnotes are not intended to be part of the adopted policy: they should be removed before the policy is adopted.

<sup>9</sup> 105 ILCS 5/27-5 and 27-6; 23 Ill.Admin.Code §1.425 (added at 40 Ill. Reg. 2990). See also f/n 19 in policy 6:60, *Curriculum Content*. For standards-based lesson plans and curricula for pre-kindergarten through grade eight, classroom-based lesson plans, recipes, guidance to improve the quality of school meals, and other materials for nutrition education and promotion, including songs, games, posters, videos, event-planning booklets, wellness communication toolkits, school garden activities, and a graphics library, see the resources developed by the FNS' Team Nutrition at: [www.fns.usda.gov/tn/resource-library](http://www.fns.usda.gov/tn/resource-library).

<sup>10</sup> *Id.*

<sup>11</sup> Schools must "set student learning objectives which meet or exceed goals established by the State." 105 ILCS 5/2-3.63. The *Learning Standards* can be found on ISBE's website at: [www.isbe.net/Pages/Learning-Standards.aspx](http://www.isbe.net/Pages/Learning-Standards.aspx). See State Goal 20: *Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment* at: [www.isbe.net/Pages/PE-Health-Learning-Standards.aspx](http://www.isbe.net/Pages/PE-Health-Learning-Standards.aspx).

<sup>105</sup> ILCS 5/27-6.5 describes physical fitness assessments required, beginning with the 2016-17 school year and every school year thereafter, for grades 3-12 in an effort to meet State Goal 20 of the *Illinois Learning Standards for Physical Development and Health* at: [www.isbe.net/Pages/PE-Health-Learning-Standards.aspx](http://www.isbe.net/Pages/PE-Health-Learning-Standards.aspx). See also 23 Ill.Admin.Code §1.425 (g), (h); ISBE's *IL Fitness Assessments and Data Reporting Requirements Questions and Answers (Rev. 5-22-17)* at: [www.isbe.net/Documents/fitness-asmt-faq.pdf](http://www.isbe.net/Documents/fitness-asmt-faq.pdf).

<sup>12</sup> The policy must include the nutrition guidelines selected by the board for "all foods available during the school day with the objective of promoting student health and reducing childhood obesity." Pub. L. 108-265, Sec. 204(a)(2); 105 ILCS 5/2-3.139(a)(1); and 7 C.F.R. §210.10 and 210.31(a), (c)(2), and (c)(3)(i)-(iv). 42 U.S.C. 1758b(b)(2)(A) requires that each local school wellness policy include nutrition guidelines for all foods and beverages available for sale on the school campus during the school day to ensure they are consistent with the statutory and regulatory provisions governing school meals (7 C.F.R. §§210.10, 220.8 and 220.10) and competitive foods (7 C.F.R. §210.11) as applicable.

Prior to July 2016 when 7 C.F.R. § 210.10 and 7 C.F.R. § 210.31(c) (respectively) became effective, the current *Dietary Guidelines for Americans* published jointly by the U.S. Depts. of Health and Human Services and Agriculture (USDA) were used as nutrition guidelines.

<sup>13</sup> 7 C.F.R. §§210.10 (meal requirements for lunches and after-school snacks); 210.11(c) (general nutrition standards for competitive food, i.e., *Smart Snacks*); and 210.31(a) and (c) (encompassing all other nutrition requirements, including foods not sold to students during the school day (classroom parties)).

<sup>14</sup> 7 C.F.R. §210.31(c)(3)(iv).

<sup>15</sup> 7 C.F.R. §§210.11(a)(2) and 210.31(c)(3)(iii); 23 Ill. Admin. Code §305.5. For a definition of *competitive foods*, see 4:120-AP, *Food Services; Competitive Foods; Exemptions*.

# DRAFT UPDATE – REWRITTEN

*Competitive foods* standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives.<sup>16</sup>

## Exempted Fundraising Day (EFD) Requests <sup>17</sup>

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law.

ISBE rules prohibit EFDs for grades 8 and below in participating schools.

## Guidelines for Reimbursable School Meals <sup>18</sup>

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program. <sup>19</sup>

Do not use optional language

**Commented [AP5]:** OPTION: For boards that wish to adopt standards that conform to the competitive food standards or apply even more stringent standards to foods available, but not sold during the school day, delete the last sentence of this subhead: ~~Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., foods for classroom parties, school celebrations, and reward incentives.~~ and choose one of the following sentences to replace it:  
**Option 1:** The District applies *competitive foods* standards listed in Board policy 4:120, *Food Services*, to foods available, but not sold, in schools.  
**Option 2:** The District applies more stringent standards than the *competitive foods* standards to foods available, but not sold, in schools. These include *[list the chosen standards to foods available, but not sold, in schools]*.

See footnote 16 for more information.

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No

The footnotes are not intended to be part of the adopted policy: they should be removed before the policy is adopted.

<sup>16</sup> 7 C.F.R. §210.31(c)(2). This sample policy does not apply competitive food standards to foods not sold in schools; i.e., foods that students bring into the school from home, etc.

The final [federal] rule does not require that local school wellness policy standards for foods provided in schools during the school day but not available for sale conform to the school meal requirements or the competitive foods standards. In fact, the preamble to the final rule reiterates this saying, “[a]gain, it should be noted that with regard to foods provided, but not sold, in schools, local jurisdictions have the discretion to adopt standards that conform to [the competitive food standards] or to adopt more or less stringent standards.” Similarly, the preamble to the final rule clearly states the rule does not require school boards to address standards for food brought from home for individual consumption. See Federal Register Vol. 81, No. 146 at 50158 at: [www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf](http://www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf). Emphasis added.

This sample policy adopts less stringent standards for foods not sold in schools. For boards that wish to adopt standards that conform to the competitive food standards or apply even more stringent standards to foods available, but not sold during the school day, delete the last sentence of this subhead: ~~Competitive foods standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., foods for classroom parties, school celebrations, and reward incentives.~~ and choose one of the following sentences to replace it:

**Option 1:** The District applies *competitive foods* standards listed in Board policy 4:120, *Food Services*, to foods available, but not sold, in schools.

**Option 2:** The District applies more stringent standards than the *competitive foods* standards to foods available, but not sold, in schools. These include *[list the chosen standards to foods available, but not sold, in schools]*.

The AHG encourages school officials to consider prohibiting foods as a reward and using the *Smart Snacks* standards for foods available, but not sold during the school day. However, enforcing such standards against students who are sent to school with snacks from their parents/guardians is difficult and may be considered overreach. Further, such a standard may open the district to challenges. Consult the board attorney about enforcement of standards that meet the *competitive foods* standards – or even more stringent standards – upon foods available, but not sold during the school day, i.e., choosing Options 1 or 2, above.

<sup>17</sup> Required by 23 Ill.Admin.Code §305.15(c)(2), 7 C.F.R. §§210.11(b)(4), (c)(2) and 210.30(c)(2) for participating schools that want to grant EFDs.

Detailed procedures are subject to change and are too complicated for policy text. This policy seeks to balance the requirement to include procedures in the policy for requesting an EFD by providing information about the initial steps and directing the superintendent or designee to inform the requestor of the current procedure. For a list of the number of available EFDs and a more detailed sample step-by-step procedure to request them, see 4:120-AP, *Food Services; Competitive Foods; Exemptions*.

<sup>18</sup> Inclusion in the policy is required for only those districts that participate in a program authorized by the NSLA or the Child Nutrition Act.

<sup>19</sup> Child Nutrition Act of 1966 (42 U.S.C. §1771 *et seq.*) and NSLA (42 U.S.C. §1758).

# ***DRAFT UPDATE – REWRITTEN***

## **Monitoring** <sup>20</sup>

At least every three years, the Superintendent shall provide implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy (a triennial report).<sup>21</sup> This triennial report must include without limitation each of the following:

- An assessment of the District's implementation of the policy
- The extent to which schools in the District are in compliance with the policy
- The extent to which the policy compares to model local school wellness policies
- A description of the progress made in attaining the goals of the policy
- How the District will make the results of the assessment available to the public
- Where the District will retain records of the assessment <sup>22</sup>

The Board will monitor and adjust the policy pursuant to policy 2:240, *Board Policy Development*.

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>20</sup> The policy must establish a plan for measuring implementation of the local wellness policy, including designation of one or more persons within the local educational agency at each school, as appropriate, charged with operational responsibility for ensuring that the school meets the local wellness policy. Pub. L. 108-265, Sec. 204(a)(4); 105 ILCS 5/2-3.139(a)(4); and 7 C.F.R. §210.31(e)(5), (6), and (e)(1). 105 ILCS 110/3.5(a) requires ISBE to develop and maintain a nutrition and physical activity best practices database. Materials may be found at: [www.isbe.net/Pages/Nutrition-and-Wellness.aspx](http://www.isbe.net/Pages/Nutrition-and-Wellness.aspx).

<sup>42</sup> U.S.C. §1758b (Pub. L. 111-296) requires the public to receive periodic measures with the listed items. The accepted practice is annual reports. There is very little guidance to assist school districts in complying with this requirement, and school districts were expected to be working toward developing a reasonable method to implement this requirement by the end of the 2011-2012 school year. Without guidance, to ensure compliance, superintendents should contact their Regional Office of Education regarding their school districts' efforts to comply with this requirement. A guide to help school districts conduct an evaluation of local wellness policies is available, along with more guidance at: [www.fns.usda.gov/tn/healthy/wellnesspolicy\\_tools.html](http://www.fns.usda.gov/tn/healthy/wellnesspolicy_tools.html).

<sup>21</sup> 7 C.F.R. §210.31(e)(2)(i)-(iii) and (3).

<sup>22</sup> *Id.* and §210.31(f); see also the Local Records Act, 50 ILCS 205/. It governs retention of district records; its definition of *public record* is narrower than the definition in the Freedom of Information Act. These communications must be retained only when they contain: (1) evidence of the district's organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. Consult the board attorney for a more thorough analysis and a legal opinion about how to meet both of the federal records retention requirements discussed in *f/n* 25, below, and the Local Records Act.

# DRAFT UPDATE – REWRITTEN

## Community Involvement <sup>23</sup>

The Board and Superintendent will actively invite suggestions and comments concerning the development, implementation, periodic reviews, and updates of the school wellness policy from parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the community. Community involvement methods shall align their suggestions and comments to policy 2:140, *Communications To and From the Board* and/or the **Community Engagement** subhead in policy 8:10, *Connection with the Community*. <sup>24</sup>

**Commented [AP6]: OPTION** For a district that wants to appoint or approve a local school wellness committee, add the following optional sentence as the last sentence of this subhead: "As necessary, the Superintendent or designee will convene a Wellness Committee with at least one representative from each of the listed groups."

See footnote 23 for more information.

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**Commented [AP7]: OPTION** If a board wants to comply with the USDA's *encouragement* to include Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators or educators in the group to provide input about the policy, add: ", Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators, educators" to the end of the first sentence in this subhead, immediately before: ", and community."

See footnote 23 for more information

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The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

<sup>23</sup> A board must establish a plan in its wellness policy for involving parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development of the school wellness policy. Pub.L. 108-265, Sec. 204(a)(5), amended by 42 U.S.C. §1758b (Pub.L. 111-296); 105 ILCS 5/2-3.139(a)(3); 7 C.F.R. §210.31(c)(5) (requirement to describe involvement plan in policy) and 7 C.F.R. §210.31(d)(1)(requirement to allow certain stakeholders to participate in policy development, etc.).

School districts have discretion in exactly how they implement this requirement, and [each [school district] is best suited to determine the distinctive needs of the community it serves. See Federal Register Vol. 81, No. 146 at 50155 at: [www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf](http://www.gpo.gov/fdsys/pkg/FR-2016-07-29/pdf/2016-17230.pdf).

This requirement's awkward wording notwithstanding, a board may take compliance steps by:

1. Seeking community input or involvement during this policy's adoption and monitoring phases, and inviting suggestions and comments during the public comment portion of board meetings from time to time. This method aligns with 2:140, *Communications To and From the Board* and 2:240, *Board Policy Development*.
2. Establishing a "local school wellness committee." This method is discussed in the preamble to 7 C.F.R. §210.31(d)(1), which suggests "identifying individuals" to serve on a "local school wellness policy committee." However, the final text of 7 C.F.R. §210.31(d)(1) does not specifically require districts to establish a local school wellness policy committee – only that they "permit [groups listed in the policy above] to participate ... ." See also the citation to the Federal Register, in the second paragraph of this *f/n*, above, discussing policy implementation discretion.

The default text of this policy follows item #1 above and does not establish a local school wellness committee. For a district that wants to appoint or approve a local school wellness committee, add the following optional sentence as the last sentence of this subhead: "As necessary, the Superintendent or designee will convene a Wellness Committee with at least one representative from each of the listed groups." Also list the Wellness Committee in 2:150-AP, *Superintendent Committees*. As much of the work of developing a plan to involve local stakeholders is administrative/staff work rather than governance work, best practice is for a Wellness Committee be an administrative committee, but consult the board attorney for guidance. See *f/n* 3 in policy 2:150, *Committees* for a discussion of Open Meetings Act implications of the Wellness Committee being a board committee.

If a board wants to comply with the USDA's *encouragement* to include Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators or educators in the group to provide input about the policy, add:

" , Supplemental Nutrition Assistance Program Education (SNAP-ED) coordinators, educators" to the end of the first sentence in this subhead, immediately before: ", and community."

<sup>24</sup> If a board has not adopted the **Community Engagement** subhead in policy 8:10, *Connection with the Community*, delete the phrase at the end of the second sentence: "Individuals shall align their suggestions and comments to policy 2:140, *Communications To and From the Board* ~~and/or the Community Engagement subhead in policy 8:10, *Connection with the Community*~~."

A board may also choose to post this policy on its website and include it in the student handbook.

# DRAFT UPDATE – REWRITTEN

## Recordkeeping 25

The Superintendent shall retain records to document compliance with this policy, the District's records retention protocols, and the Local Records Act.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, Pub. L. 108-265, Sec. 204.  
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.  
National School Lunch Act, 42 U.S.C. §1751 et seq.  
Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, Pub. L. 111-296.  
42 U.S.C. §1779, as implemented by 7 C.F.R. §§210.11 and 210.31.  
Local Records Act, 50 ILCS 205/  
105 ILCS 5/2-3.139.  
23 Ill. Admin. Code Part 305, Food Program.  
ISBE's "School Wellness Policy" Goal, adopted Oct. 2007.

CROSS REF.: 2:140 (Communications To and From the Board), 2:150 (Committees), 2:240 (Board Policy Development), 4:120 (Food Services), 5:100 (Staff Development Program), 6:60 (Curriculum Content), 7:260 (Exemption from Physical Education), 8:10 (Connection with the Community)

ADOPTED:

**Commented [AP8]: OPTION:** While 7 C.F.R. §210.311(f) does not require the policy text to state what records must be kept, a board that wants to include that information may insert the following text: "Records must include: (1) this policy; (2) documentation demonstrating compliance with community involvement, including requirements to make the policy and triennial assessments available to the public; and (3) documentation of the triennial assessment of this policy for each school under its jurisdiction."

See footnote 25 for more information.

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A  
No

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

25 7 C.F.R. §210.31(f). Records must include: (1) the policy; (2) documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public; and (3) documentation of the triennial assessment of the local school wellness policy for each school under its jurisdiction.

See fn 22, above regarding the Local Records Act and 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*.

While 7 C.F.R. §210.311(f) does not require the policy text to state what records must be kept, a board that wants to include that information may insert the following text: "Records must include: (1) this policy; (2) documentation demonstrating compliance with community involvement, including requirements to make the policy and triennial assessments available to the public; and (3) documentation of the triennial assessment of this policy for each school under its jurisdiction."

# DRAFT UPDATE

## 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.

AHW  
yes

### 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.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.  
29 U.S.C. §791 et seq., Rehabilitation Act of 1973.  
42 U.S.C. §11431 et seq., McKinney-Vento Homeless Assistance Act.  
Good News Club v. Milford Central Sch., 533 U.S. 98 (2001).  
Ill. Constitution, Art. I, §18.  
105 ILCS 5/3.25b, 5/3.25d(b), 5/10-20.12, 5/10-20.60 (P.A.s 100-29 and 100-163, final citations pending), 5/10-22.5, and 5/27-1.  
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.  
775 ILCS 35/5, Religious Freedom Restoration Act.  
23 Ill.Admin.Code §1.240 and Part 200.

Commented [APowell1]: The Legal References have been updated  
Issue 96, October 2017

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:130 (Student Rights and Responsibilities), 7:160 (Student Appearance), 7:165 (Student Uniforms), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:250 (Student Support Services), 7:340 (Student Records), 8:20 (Community Use of School Facilities)

ADOPTED: February 16, 2016

# DRAFT UPDATE

## Students

### Student and Family Privacy Rights

#### Surveys

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in Board policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

#### Surveys Created by a Third Party

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

#### Survey Requesting Personal Information

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, and/or
2. Refuse to allow their child ~~or ward~~ to participate in the activity described above. The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

#### Instructional Material

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

**Commented [APowell1]:** Updated throughout in response to the Governor's Executive Order, 2016-10 (8-19-16), and P.A. 100-159, which mandate that the use of the term *ward* be eliminated in laws referring to children who are under the care of DCFS.

Issue 96, October 2017

# ***DRAFT UPDATE***

## Physical Exams or Screenings

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification.
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 *et seq.*).
3. Is otherwise authorized by Board policy.

## Selling or Marketing Students' Personal Information Is Prohibited

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term "personal information" means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card.

The above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following:

1. College or other postsecondary education recruitment, or military recruitment.
2. Book clubs, magazines, and programs providing access to low-cost literary products.
3. Curriculum and instructional materials used by elementary schools and secondary schools.
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
5. The sale by students of products or services to raise funds for school-related or education-related activities.
6. Student recognition programs.

Under no circumstances may a school official or staff member provide a student's "personal information" to a business organization or financial institution that issues credit or debit cards.

## Notification of Rights and Procedures

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child ~~or ward~~ out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled.
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

# ***DRAFT UPDATE***

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor.

LEGAL REF.: Protection of Pupil Rights, 20 U.S.C. §1232h.  
Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/1 et  
seq.  
105 ILCS 5/10-20.37.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:210 (Instructional Materials), 6:220  
(Instructional Materials Selection and Adoption), 6:260 (Complaints About  
Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and  
Responsibilities)

ADOPTED: July 10, 2006

# DRAFT UPDATE

## Students

### Harassment of Students Prohibited

#### Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; national origin; military status; unfavorable discharge status from military service;; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing , intimidating conduct, or bullying , whether verbal, physical, sexual, or visual, that affects 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, threatening or 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

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
  - a. Substantially interfering with a student's educational environment;
  - b. Creating an intimidating, hostile, or offensive educational environment;
  - c. Depriving a student of educational aid, benefits, services, or treatment; or
  - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

Verbal or physical conduct of a sexual or sex-based nature includes, but is not limited to: sexually-oriented verbal "kidding" remarks, innuendoes, leers, gestures, jokes, graffiti, or questions of a sexual nature; sexually-oriented touching, patting, pinching, pulling of clothing, or intentionally brushing against another individual; suggesting or insinuating, sexual involvement; or subjecting an individual to embarrassment, hostility, humiliation, or intimidation because of his or her gender. The term *sexual violence* includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

#### Making a Complaint; Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, ~~or a Complaint Manager, or any staff member with whom the student is comfortable speaking.~~ A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

**Commented [APowell1]:** Using "or any staff member with whom the student is comfortable speaking" is consistent with 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. By including "any staff member" 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 96, October 2017

# DRAFT UPDATE

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, for appropriate action.

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

## *Nondiscrimination Coordinator:*

Name Gina Finaldi  
Address 1370 Riverwoods Rd.  
Lincolnshire, IL 60069  
Email gfinaldi@d103.org  
Telephone 847/295-4030

## *Complaint Managers:*

Name	<u>Patrick Palbicke</u>	<u>Gina Finaldi</u>
Address	<u>1370 Riverwoods Rd.</u>	<u>1370 Riverwoods Rd.</u>
	<u>Lincolnshire, IL 60069</u>	<u>Lincolnshire, IL 60069</u>
Email	<u>ppalbicke@d103.org</u>	<u>gfinaldi@d103.org</u>
Telephone	<u>847/295-4030</u>	<u>847/295-4030</u>

The Superintendent shall use reasonable measures to inform staff members and students of this policy, such as, by including it in the appropriate handbooks.

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 District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the behavior policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

**Commented [AP2]:** While the names and contact information are required by law to be listed in policy, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. Best practice is that throughout the district's board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs. Please indicate your current Nondiscrimination Coordinator and Complaint Manager information on your PRESS Plus Response Form, attaching additional pages if necessary.

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# ***DRAFT UPDATE***

LEGAL REF.: 20 U.S.C. §1681 *et seq.*, Title IX of the Educational Amendments of 1972.  
34 C.F.R. Part 106.  
105 ILCS 5/10-20.12, 10-22.5, 5/27-1, and 5/27-23.7.  
775 ILCS 5/1-101 *et seq.*, Illinois Human Rights Act.  
23 Ill.Admin.Code §1.240 and Part 200.  
Davis v. Monroe County Board of Education, 526 U.S. 629 (1999).  
Franklin v. Gwinnett Co. Public Schools, 503 U.S. 60 (1992).  
Gebser v. Lago Vista Independent School Dist., 524 U.S. 274 (1998).  
West v. Derby Unified School Dist. No. 260, 206 F.3d 1358 (10th Cir.: 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Sexual Harassment), 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)

ADOPTED: ~~October 21, 2014~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:180

## Students

### Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals.

Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is **prohibited** in each of the following situations:

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

### Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

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

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

*Cyberbullying* means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyberbullying* includes the

Commented [APowell1]: Note: Every two years, each district must review and re-evaluate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, make necessary and appropriate revisions, and file the updated policy with ISBE. This notice serves as a courtesy to **PRESS Plus** subscribers to contact ISBE about this requirement. Boards may submit their policies to [bullyingpolicy@isbe.net](mailto:bullyingpolicy@isbe.net). If individuals need to speak to someone directly, they can contact Schena Warren Harris at [swarren@isbe.net](mailto:swarren@isbe.net) or 1-312-814-0940; Jeff Aranowski at [jaranows@isbe.net](mailto:jaranows@isbe.net); or the Safe & Healthy Climate division.

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# DRAFT UPDATE

creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyberbullying* also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

*Restorative measures* means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

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

## Bullying Prevention and Response Plan

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

1. Using the definition of *bullying* as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. **Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District ~~Nondiscrimination~~ Coordinator, Building Principal, Assistant Building Principal, ~~Dean of Students~~, a Complaint Manager, or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District ~~named officials~~ Complaint Manager 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.**

**Commented [APowell2]:** The Nondiscrimination Coordinator has been added for consistency with Policy 2:260, *Uniform Grievance Procedure*

While the names and contact information are required by law to be listed in policy, they are not part of the adopted policy and do not require board action. This allows for additions and amendments to the names and contact information when necessary. It is important for updated names and contact information to be inserted into this policy and regularly monitored. Best practice is that throughout the district's board policy manual, the same individual be named as Nondiscrimination Coordinator. In contrast, Complaint Managers identified in individual policies may vary depending upon local district needs. **Please indicate your current Nondiscrimination Coordinator and Complaint Manager information on your PRESS Plus Response Form, attaching additional pages if necessary.**

**Issue 96, October 2017**

**Commented [APowell3]:** By including all staff members 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 96, October 2017**

# DRAFT UPDATE

## Nondiscrimination Coordinator:

Name Gina Finaldi  
Address 1370 Riverwoods Rd.  
Lincolnshire, IL 60069  
Email gfinaldi@d103.org  
Telephone 847/295-4030

## Complaint Managers:

<u>Dr. Christy Adler</u>	<u>Mrs. Jill Mau</u>	<u>Ms. Michelle Blackley</u>
Name <u>Sprague</u>	Name <u>Half Day</u>	Name <u>Daniel Wright</u>
Address <u>cadler@d103.org</u>	Address <u>jmau@d103.org</u>	Address <u>mblackley@d103.org</u>
Email	Email	Email
Telephone	Telephone	Telephone

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
  - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
  - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
  - c. Notifying the Building Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
  - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported act 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.

# DRAFT UPDATE

6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's ~~Internet~~ 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 ~~also be distributed annually to parents/guardians, students, and school personnel (including new employees when hired), and must also be provided periodically throughout the school year to students and faculty.~~
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
  - a. The frequency of victimization;
  - b. Student, staff, and family observations of safety at a school;
  - c. Identification of areas of a school where bullying occurs;
  - d. The types of bullying utilized; and
  - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.
12. The Superintendent or designee shall fully implement the Board policies, including without limitation, the following:
  - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
  - b. 6:60, *Curriculum Content*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
  - c. 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.
  - d. 6:235, *Authorization for Access to District's 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.

Commented [APowell4]: 105 ILCS 5/27-23.7(b)(10), amended by P.A. 100-137.

Issue 96, October 2017

# DRAFT UPDATE

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

LEGAL REF.: 405 ILCS 49/, Children's Mental Health Act.  
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.  
23 Ill.Admin.Code §§1.240 and §1.280.

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

ADOPTED: ~~October 21, 2014~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:190

## Students

### 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 medical cannabis, marijuana, and hashish).
  - 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.

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- 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 a cellular telephone, electronic signaling device, two-way radio, video recording device, and/or other telecommunication device, unless authorized and approved by the Building Principal.
- 6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
- 7. 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.
- 8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
- 9. 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.
- 10. 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.
- 11. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.

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12. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
13. Entering school property or a school facility without proper authorization.
14. 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.
15. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
16. 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.
17. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
18. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
19. 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.
20. 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.
21. 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.

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## 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 may also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program if the student is expelled 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.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily

**Commented [APowell1]:** Districts that receive early childhood block grant funding (authorized by 105 ILCS 5/1C-2 of the School Code) are prohibited from expelling children from their early childhood programs. 105 ILCS 5/2-3 71(a)(7) and 105 ILCS 5/10-22.6, amended by P.A. 100-105, eff. 1-1-18

**OPTION:** For districts that receive early childhood block grant funding, add the following:  
Students enrolled in the District's State-funded preschool program(s) may be temporarily removed or transitioned to a new program in accordance with federal and State law. State law prohibits the expulsion of students from the program(s)

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No

We do not run a State funded program.

# ***DRAFT UPDATE***

harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

## **Weapons**

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

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look-alikes" of any firearm as defined above.

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

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

## **Re-Engagement of Returning Students**

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall 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. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

## **Delegation of Authority**

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

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defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

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

## Student Handbook

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

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

LEGAL REF.: Gun-Free Schools Act, 20 U.S.C. §7961+54 et seq.  
Pro-Children Act of 1994, 20 U.S.C. §6081.  
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.  
410 ILCS 647/, Powdered Caffeine Control and Education Act.  
430 ILCS 66/, Firearm Concealed Carry Act.  
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.36, 5/10-21.7, 5/10-21.10,  
5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/24-24, 5/26-12, 5/27-23.7, 5/31-3, and  
110/3.10.  
23 Ill.Admin.Code §1.280.

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)

ADOPTED: ~~April 19, 2016~~

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:250

## Students

### Student Support Services

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

1. Health services supervised by a qualified school nurse. The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease.
2. Educational and psychological testing services and the services of a school psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a school social worker. A student's parent(s)/guardian(s) must consent to regular or continuing services from a social worker.

**Commented [APowell1]:** The policy now clarifies that the student support services which may be provided are from a *school nurse, school psychologist, school social worker, or school counselor*.

For more information and licensing requirements for these school service providers, see the footnotes available at PRESS Online

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LEGAL REF.: Children's Mental Health Act of 2003, 405 ILCS 49/  
Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/  
105 ILCS 5/10-20.58.

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

ADOPTED: February 21, 2017

DKW  
yca

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:260

## Students

### Exemption from Physical Education

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. The excuse may be based on medical or religious prohibitions. An excuse because of medical reasons must include a signed statement from a person licensed under the Medical Practice Act that corroborates the medical reason for the request. An excuse based on religious reasons must include a signed statement from a member of the clergy that corroborates the religious reason for the request.

Special activities in physical education will be provided for students whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents their participation in the physical education courses.

State law prohibits a school board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District.

A student who is eligible for special education may be excused from physical education courses in either of the following situations:

1. He or she (a) is in grades 3-8, (b) his or her IEP requires that special education support and services be provided during physical education time, and (c) the parent/guardian agrees or the IEP team makes the determination; or
2. He or she (a) has an IEP, (b) is participating in an adaptive athletic program outside of the school setting, and (c) the parent/guardian documents the student's participation as required by the Superintendent or designee.

A student requiring adapted physical education must receive that service in accordance with his or her Individualized Educational Program/Plan (IEP).

Students in grades 7 and 8 may submit a written request to the Building Principal to be excused from physical education courses because of his or her ongoing participation in an interscholastic or extracurricular athletic program. The Building Principal will evaluate requests on a case-by-case basis.

The Superintendent or designee shall maintain records showing that the criteria set forth in this policy were applied to the student's individual circumstances, as appropriate.

LEGAL REF.: 105 ILCS 5/27-6.  
225 ILCS 60/, Medical Practice Act.  
23 Ill.Admin.Code §1.420(p) and §1.425(d), (e), (f).

CROSS REF.: 6:60 (Curriculum Content)

ADOPTED: February 21, 2017

**Commented [APowell1]:** State law does not define interscholastic athletic program or extracurricular athletic program; however, 105 ILCS 5/22-80 defines interscholastic athletic activity as "any organized school-sponsored or school-sanctioned activity for students, generally outside of school instructional hours, under the direction of a coach, athletic director, or band leader, including, but not limited to, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling."

**OPTION:** For boards that want to explain the meaning of interscholastic or extracurricular athletic program, insert the following option:  
Interscholastic or extracurricular athletic programs are organized school-sponsored or school-sanctioned activities for students that are not part of the curriculum, not graded, not for credit, generally take place outside of school instructional hours, and under the direction of a coach, athletic director, or band leader

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**Commented [APowell2]:** 105 ILCS 5/27-6(b)(1), 105 ILCS 5/27-6(b), amended by P.A. 100-465, now states "on a case-by-case basis, excuse pupils in grades 7 through 12 who participate in an interscholastic or extracurricular athletic program." It does not require such participation to be ongoing. Common sense, however, would allow the exemption to continue only until the end of the grading period during which the athletic program is active

Issue 96, October 2017

DHW  
No

### Students

#### Orders to Forgo Life-Sustaining Treatment

AHW  
yee

Written orders from parent(s)/guardian(s) to forgo life-sustaining treatment for their child or ward must be signed by the ~~child's~~ student's physician and given to the Building Principal or Superintendent or designee. This policy shall be interpreted in accordance with the Illinois Health Care Surrogate Act, (755 ILCS 40/).

**Commented [APowell1]:** Updated in response to the Governor's Executive Order, 2016-10 (8-19-16), and P.A. 100-159, which mandate that the use of the term *ward* be eliminated in laws referring to children who are under the care of DCFS.  
**Issue 96, October 2017**

Whenever an order to forgo life-sustaining treatment is received, the Superintendent shall convene a multi-disciplinary team that includes:

1. The student, when appropriate;
2. The student's ~~child's~~ parent(s)/guardian(s); and
3. Other medical professionals, e.g., licensed physician, physician's assistant, or nurse practitioner;
4. Local first responders for the building in which the student is assigned to attend school;
5. The school nurse;
6. Clergy, if requested by the student or his or her parent(s)/guardian(s);
7. Other individuals to provide support to the student or his or her parent(s)/guardian(s); and  
well as
8. School personnel designated by the Superintendent.

**Commented [APowell2]:** This optional policy is updated with suggestions from the PRESS Advisory Board (PAB). More members of the multidisciplinary team are added.  
Consult the board attorney regarding the establishment of a multi-disciplinary team and whether attendance at meetings is necessary.  
**Issue 95, July 2017**

The team shall determine ~~guidelines~~ specific interventions to be used by school staff members in the event the child suffers a life-threatening episode at school or a school event.

**Commented [APowell3]:** Consult the board attorney about requiring teachers and other non-administrative school employees to administer medical care and/or treatment to students who are the subject of orders to forgo life-sustaining treatment. Generally, only licensed (formerly certificated) school nurses and non-licensed (formerly non-certificated) registered professional nurses may be required to administer medication to students. See 105 ILCS 5/10-22.21b.  
**Issue 95, July 2017**

The District personnel shall convey orders to forgo life-sustaining treatment to the appropriate emergency or healthcare provider.

**Commented [APowell4]:** Either or both of the following optional sentences may be added at the end of this paragraph:  
**Option 1:** The Superintendent or designee will ensure minutes are taken that summarize the decisions and guidelines made during multi-disciplinary meetings and obtain signatures of the child's parent(s)/guardian(s) on the minutes of each multi-disciplinary meeting.  
**Option 2:** The Superintendent or designee will monitor the effectiveness of the guidelines established during the multi-disciplinary meetings at times the multi-disciplinary team determines are necessary.  
**Issue 95, July 2017**

LEGAL REF.: Health Care Surrogate Act, 755 ILCS 40/  
Cruzan v. Director, Missouri Dept. of Health, 497 U.S. 261 (1990).  
In re: C.A., a minor, 236 Ill.App.3d 594603 N.E.2d 4471 (Ill.App.1st Dist. 1992).

ADOPTED: September 18, 2012

# DRAFT UPDATE

Lincolnshire - Prairie View School District 103

7:305

## Students

### Student Athlete Concussions and Head Injuries

The Superintendent or designee shall develop and implement a program to manage concussions and head injuries suffered by students. The program shall:

1. Fully implement the Youth Sports Concussion Safety Act, that provides, without limitation, each of the following:
- a. The Board must appoint or approve members of a Concussion Oversight Team for the District.
  - b. The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention:
    - i. A return-to-play protocol governing a student's return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol.
    - ii. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol.
  - c. Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity.
  - d. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official, an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol.
  - e. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student's return-to-play or return-to-learn.
  - f. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses, licensed healthcare professionals or non-licensed healthcare professionals who serve on the Concussion Oversight Team (whether or not they serve on a volunteer basis); athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team.
  - g. The Board shall approve school-specific emergency action plans for interscholastic athletic activities to address the serious injuries and acute medical conditions in which a student's condition may deteriorate rapidly.

AHW  
yes

**Commented [APowell1]:** 105 ILCS 5/22-80(h), added by P.A. 99-245, amended by P.A.s 99-486 and 100-309. Individuals covered by this training mandate must take a training course from an authorized training provider prior to serving on a Concussion Oversight Team (Team) and at least once every two years (or if not serving on the Team, at least once every two years).

Physicians on Teams are required, to the greatest extent practicable, to periodically take an appropriate medical course on concussions. 105 ILCS 5/22-80(h)(3).

**Note:** *Licensed healthcare professionals* includes nurses and licensed clinical psychologists, physical therapists, occupational therapists, physicians' assistants, and athletic trainers working under the supervision of a physician. 105 ILCS 5/22-80(b). *Non-licensed healthcare professionals* is not specifically defined. As a matter of best practice and to reduce liability, all Team members should receive concussion training; however, consult with the board attorney for further guidance.

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2. Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association, including its *Protocol for Implementation of NFHS Sports Playing Rules for Concussion*, which includes its *Return to Play (RTP) Policy*. These specifically require that:
  - a. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.
  - b. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
  - c. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a **physician licensed to practice medicine in all its branches in Illinois, ~~advanced practice registered nurse, physician assistant~~ or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois.**
3. Require that all high school coaching personnel, including the head and assistant coaches, and athletic directors obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15.
4. Require all student athletes to view the Illinois High School Association's video about concussions.
5. Inform student athletes and their parents/guardians about this policy in the *Agreement to Participate* or other written instrument that a student athlete and his or her parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition.
6. Provide coaches and student athletes and their parents/guardians with educational materials from the Illinois High School Association regarding the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury.
7. Include a requirement for staff members to notify the parent/guardian of a student who exhibits symptoms consistent with that of a concussion.

**Commented [APowell2]:** The Youth Sports Concussion Safety Act, 105 ILCS 5/22-80, amended by P.A. 100-309, permits advanced practice nurses and physician assistants (in addition to physicians and athletic trainers working under physicians' supervision) to clear students who have suffered a concussion to return to play.

P.A. 100-513 amended the definition in the Nurse Practice Act, 225 ILCS 65/50-10, to advanced practice **registered** nurse. This policy reflects that change in terminology, even though Section 22-80 was not similarly amended.

**Issue 96, October 2017**

LEGAL REF.: 105 ILCS 5/22-80.  
105 ILCS 25/1.15.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 7:300 (Extracurricular Athletics)

ADOPTED: ~~February 24, 2017~~

# DRAFT UPDATE

## Students

### 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 that are used only as a personal memory aid of the maker thereof and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
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 17 years who has been arrested or taken into custody.

State and federal law grant students and parent(s)/guardian(s) certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be of clear educational relevance to the student. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but parent(s)/guardian(s) shall have the right to object to the release of information regarding their child. However, the District will comply with an ex parte court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the students' parent(s)/guardian(s). Upon request, the District discloses school student records without consent to officials of another school district in which a student has enrolled or intends to enroll, as well as to any person as specifically required 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.

AW  
yes

# DRAFT UPDATE

LEGAL REF.: Chicago Tribune Co. v. Chicago Bd. of Ed., 332 Ill. App.3d 60 (1st Dist. 2002).  
Owasso I.S.D. No. 1-011 v. Falvo, 534 U.S. 426 (2002).  
Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; ~~implemented by~~ 34  
C.F.R. Part 99.  
Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/.  
105 ILCS 5/10-20.21b, 5/20.37, 5/20.40, and 5/14-1.01 ~~et seq.~~ ~~and 107/~~  
105 ILCS 107/ Illinois School Student Records Act.  
50 ILCS 205/7.  
750 ILCS 5/602.11.  
23 Ill.Admin.Code Parts 226 and 375.

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct)

ADOPTED: April 19, 2016

**Commented [APowell1]:** The Legal References have been updated.

Issue 96, October 2017



**Lincolnshire-Prairie View School District 103**

TO: Board of Education  
FROM: Scott Warren  
DATE: February 1, 2018  
RE: Board Committee Assignments

The Board will discuss committee assignments at the meeting.



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

Memo

To: Board of Education  
From: Scott Warren  
Date: January 31, 2018  
Re: Grade 8 Field Trip to Chicago

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A discussion regarding the Grade 8 Field Trip to Chicago will occur.



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
From: Scott Warren  
Date: January 31, 2018  
Re: Grade 8 Field Trip to Chicago

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With the Social Studies Curriculum change, the annual 8<sup>th</sup> grade trip to Springfield was switched to 7<sup>th</sup> grade. Due to this switch, the current 8<sup>th</sup> grade students never attended Springfield, and thus did not have a local “capstone” experience in 8<sup>th</sup> grade. After receiving requests from both students and parents for such a trip, the 8<sup>th</sup> grade team worked with the administration and a travel agency to create an overnight field trip experience to Chicago. These discussions and planning began in November and a final plan was developed in early January. Parents were notified of the trip in late January. Because it is an overnight trip, I am requesting that the Board approve the trip.

During the planning of the trip, I spoke with Anne van Gerven as to whether the trip would be an issue for the Board. Anne spoke with several Board members who asked some logistical questions (timing and cost). Anne relayed the information to me and stated that the concerns were not in opposition to the request and that the Board seemed supportive. With this information, I assumed that the trip would be supported, whether the changes were made or not. I spoke again with the 8<sup>th</sup> grade team and administration to discuss the concerns and see if there could be changes. After a review of the schedule, timing of other instruction that was occurring, and that the cost was as low as it could go for the activities presented, I gave the approval to the team to move forward.

On January 26, I spoke with Malathy regarding possibly surveying parents about their input on the 8<sup>th</sup> grade trip. Following the discussion, the sign up went out in the afternoon, which was a misstep in that I had not yet determined the logistics of a survey.

At this point, we are looking into an option of providing a day-only trip for people who wish their children to attend but not spend the night in Chicago. This would lower the cost as well as alleviate worries that the students would be too tired from the events of that week. The sponsors of the trip are looking into that possibility. Additionally, this will be a school-sponsored trip as it occurs during the school day.

As with all field trips, this is optional. Students who do not go on the trip will attend school as usual. We will make sure this is clearer for parents.

Again, I am sorry about the misstep with the communication. We are seeking solutions for those that feel that the trip is too expensive or too long for the students. Additionally, this is a one-time trip this year since the current 7<sup>th</sup> grade students are attending Springfield this year.



## Lincolnshire-Prairie View School District 103

Memo

To: Board of Education  
 From: Scott Warren  
 Date: February 1, 2018  
 Re: Board Goals - Communication Flow Chart

The District follows a “chain of command” with regards to communication when issues or concerns arise. Depending on the topic, the “chain” will move through different channels. Below is a summary of the process that families follow when an issue arises. Families begin at “First Level” and only move up to another level if a solution was not found. If an individual starts a complaint process at a higher level, the individual is directed to start at the lowest level possible to solve the issue. This process is used to encourage communication and improve efficiency with solving the problem where it originated.

Area of Concern	First Level	Second Level	Third Level	Fourth Level	Fifth Level
103 Club	103 Club Director	Asst. Principal or Principal	Asst. Superintendent for Business	Superintendent	Board
After School Activities	Principal	Asst. Superintendent for C&I	Superintendent	Board	
Athletics	Coach	Athletic Director	Asst. Principal or Principal	Superintendent	Board
Business Office	Business Office personnel	Asst. Superintendent for Business	Superintendent	Board	
Classroom Curriculum/Academic	Teacher	Asst. Principal or Principal	Asst. Superintendent for C&I	Superintendent	Board
Communications – District Specific	Communications Coordinator	Superintendent	Board		
Discipline	Teacher	Asst. Principal or Principal	Principal	Superintendent	Board
Facilities	Principal	Director of Facilities	Superintendent	Board	
Student Concerns	Teacher	Asst. Principal or Principal	Principal	Superintendent	Board
Special Education	Teacher	Asst. Principal or Principal	Director of Special Education	Superintendent	Board
Technology	Teacher	Tech Coach	Asst. Principal or Principal or Director of Technology	Superintendent	Board
Transportation	Bus Driver	Transportation Office	Director of Transportation	Superintendent	Board



Field Services

## LAKE DIVISION MEETING

### Redefining Ready: Indicators for College, Career and Life Readiness

Wednesday, March 14, 2018 • Mundelein High School • Mundelein

#### PROGRAM:

### Redefining Ready: Indicators for College, Career and Life Readiness

America's schools have a profound responsibility to ensure that our nation's 50 million public school students are college ready, career ready, and life ready. Like the global economy, today's students are driven by ideas and innovations. Standardized test scores – traditionally used as the primary readiness indicator – do not always provide an accurate representation of our students' potential. Students should not be reduced down to, or defined by, a single test score. The Redefining Ready! indicators provide a research-based framework for districts to create pathways from elementary school through high school that ensures students are ready for life.



Dr. David R. Schuler is the superintendent of High School District 214, located in the northwest suburbs of Chicago. The nationally recognized district delivers relevant, innovative education to more than 12,000 students in six comprehensive high schools and four alternative programs in Chicago's northwest suburbs. During the 2015-2016 school year, he served as the President of the American Association of School Administrators – The School Superintendents Association, representing public school leaders across the U.S. and Canada. The Illinois Association of School Administrators named Dr. Schuler the 2018 Illinois Superintendent of the Year.



**March 14, 2018**

**Mundelein High School  
1350 W. Hawley St.  
Mundelein IL. 60060  
847/949-2200**

Please enter through the Main  
Entrance Door and Door #5.

## AGENDA:

5:30 p.m. Tour – New STEM Labs

5:45 p.m. Registration

6:15 p.m. Business Meeting

Presiding: Marc Tepper, Chair

### Reports of the:

Board of Directors: Ann Dingman, Director

Resolutions Committee: John Armstrong, Resolutions Chair

Recognition of Delegates

Statewide Officers: Joanne Osmond, IASB President

Executive Director: Roger Eddy, Executive Director

6:30 p.m. Dinner

Program – Redefining Ready: Indicators for College, Career and Life Readiness

## Mark Your Calendar:

April 7-9, 2018 – NSBA Conference, San Antonio

April 28, 2018 – The Equity Event, Hyatt Regency Lisle

November 15, 2018 – School Board Members' Day

November 16-18, 2018 – IASB/IASA/IASBO Joint Annual Conference, Chicago

Be sure to visit the IASB website for a complete list of events and locations: [www.iasb.com/calendar](http://www.iasb.com/calendar)

## Your Lake Division Officers:

The following dedicated school board members represent you and serve your Association:

**Ann Dingman**, Director, Grayslake CHSD 127

**Marc Tepper**, Chair, Kildeer-Countryside CCSD 96

**Brian Battle**, Vice Chair, Barrington CUSD 220

**John Armstrong**, Resolutions Chair, Wauconda CUSD 118

**Kevin Daniels**, Director-at-Large, Round Lake CUSD 116

**Odie Pahl**, Director-at-Large, Gurnee SD 56

**Dr. Scott Warren**, IASA Representative, Lincolnshire-Prairie View SD 103

## Mundelein CHSD 120 Board of Education:

**Joanne Anderson**, Board President

**Al Hitzke**, Vice President

**Laura Vogt**, Secretary

**Sara Davalos**

**Laura Mellon**

**Thomas Ouimet**

**Jane Siegal**

**Dr. Kevin Myers**, Superintendent



**Dee Molinare, Ed.D.**

**Field Services Director**



**Field Services**

The vision of the Illinois Association of School Boards is excellence in local school board governance supporting quality public education.

## REGISTRATION:

**Event date: March 14, 2018**

**Registration Fee: \$37**

All registrations must be completed online. You will be using the IASB database management system to register. Please follow these 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 do not know your password or do not have a password, do not create a new account; use the **forgot password** link.
  - If you are still having difficulty logging in, please contact your district's superintendent or administrative assistant to make sure you are listed on the district roster.
3. Click on Events Calendar tab, find and click on the event title, and continue with your registration.


**Waiver:** Registration constitutes your consent that any picture/recording taken during IASB sponsored events can be used in any manner consistent with IASB's mission without remuneration.

Payment may be made by credit card or the district can request that it be billed if a P.O. number is provided. This is a legitimate school board expense. Registration fees will be refunded only for cancellations received two days prior to the meeting. To cancel, please email [registrar@iasb.com](mailto:registrar@iasb.com).

Attendance at this event earns participants five points in IASB's Master Board Member Program.

**If you have any questions,** please contact:

Nancy J. Johnson at [njohnson@iasb.com](mailto:njohnson@iasb.com) or 630/629-3776, ext. 1220.

 If you need a special meal or arrangements, please note when registering online or call/email the contact listed above.

**Superintendent 2017-2018 Goals  
Update  
February 1, 2018**

<b>Goal 1 Area: Curriculum and Instruction. Work with key personnel to:</b>		
		<b>Progress</b>
Sub Goal 1 : Explore opportunities to increase speaking and listening skills across all content areas by:		
	Task 1.1 Create report card language by June 2018	Grade level teams are completing grade level language to conform to Standards Based Grading. This will be completed by the end of the year.
	Task 1.2 Implement identified speaking and listening skill teaching strategies in curriculum units by January 2018	On the November 28 <sup>th</sup> Teacher Institute Day, K-5 teachers aligned speaking and listening activities with the standards. When applicable, resources and rubrics were added. During curriculum content meetings, teachers in grades 6-8 have completed the same task. 6-8 ELA teachers have included speaking and listening standards in the proposed standards-based report card language. Individuals who completed the Summer 2017 student engagement strategies training (Kagan) are implementing the strategies.
	Task 1.3 Continue to offer speaking and listening skill professional development to be completed by January 2018	Teachers worked in collaborative teams in November to discuss the standards, share resources, and assessments.
Sub Goal 2: Explore opportunities to increase writing skills across all content areas by:		
	Task 2.1 Implement common writing tasks by grade level in ELA and Social Studies by May 2018	Common writing anchor tasks have been implemented by grade level. K-5 teachers have created exemplar papers. Teachers are integrating evaluating sources and using evidence from Inquiry Standards into

		social studies instruction	
Sub Goal 3: Work with key personnel to implement district enrichment model by:			
	Task 3.1 Monitoring the development and use of pre-assessments in math, English Language Arts, science in all grade levels through curriculum, school and enrichment meetings by May 2018	Teachers continue to create pre-assessments in grade level meetings and curriculum meetings.	
	Task 3.2 Provide enrichment specialists training on how to use MAP assessment results for differentiation in November 2017	Teachers have been provided with access to the ECRA data portal. Teachers in grades K-2, 3-5 and 6-8 have been provided training on accessing and using the data in the ECRA portal.	
Sub Goal 4: Provide professional development for staff on best practices in English as a Second Language Instruction by:			
	Task 4.1 Host ESL classes from local universities that enable teachers to receive the ESL endorsement from the State starting in January 2018	Classes have been formed for the ESL endorsement this Spring. Eight staff members are taking the course.	
	Task 4.2 ESL teachers will provide training to all teachers through staff and grade level meetings throughout the year	ESL teachers are presenting during staff meetings and sending supportive best practice information to teachers.	
	Task 4.3 Implement co-teaching for language level students 2-5 starting in September 2017	Co-teaching is occurring in grades 2-5.	
	Task 4.4 Support co-teaching partnerships through professional development for ESL and co-teaching partners in September 2017 and February 2018	The September meeting was held and the second one will occur in March.	
	Task 4.5 Implement engagement strategy skill professional development to all certified staff throughout the year	Kagan strategy training will happen this summer.	
	Task 4.6 Continue to offer speaking and listening skill professional development	Kagan strategy training will happen this summer.	

<b>Goal 1 Area (cont): Curriculum and Instruction. Work with key personnel to:</b>	<b>Goal 1 Area (cont): Curriculum and Instruction. Work with key personnel to:</b>	<b>Goal 1 Area (cont): Curriculum and Instruction. Work with key personnel to:</b>
Sub Goal 5: Optimize professional learning opportunities by minimizing teacher absences from the classroom utilizing meetings before and after school and staff meeting times during the year		
Task 5.1 Provide DW teachers with Powerschool training	This will occur on the March Professional Day.	
Sub Goal 6: Strengthen and expand district Science, Technology, Engineering, Arts, Mathematics (STEAM) offerings by:		
Task 6.1 Collaborating with Stevenson Consortium Districts to create curriculum units aligned to the Illinois Arts Learning Standards throughout the year	Meetings continue throughout the year.	
Sub Goal 7: Enhance education in Social Emotional Literacy (SEL), Digital Citizenship, and Leadership		
Task 7.1 Align SEL Standard to one major project (Q2, Q3, Q4) in grades 6-8 in all courses by May 2018	This is complete.	
Task 7.2 Implement social emotional evaluation rubric in grades 6-8 and report to parent by parent/teacher conferences in November 2017.	This is complete.	

<b>Goal 2: Culture and Climate. Work with key personnel to:</b>			
		<b>Progress 2/1/2018</b>	<b>Progress</b>
Sub Goal 1: Increase opportunities to involve students, parents and staff in decisions regarding the students' school experience throughout the year by:			
	Task 1.1 Conducting surveys around student/parents/staff input into school/district issues (i.e. climate, food, and others)	The 5Essentials survey is conducted annually to gather extensive climate information about the schools/district.	
	Task 1.2 Provide forums for students/parents/staff to provide feedback regarding school/district decisions and initiatives through Transportation, Start/End time, 5 <sup>th</sup> grade and food committees.	Food committees were held at each school this fall. A second round of committees will be held in the Spring. Transportation, Start/End time, 5 <sup>th</sup> grade committees will occur this spring.	
	Task 1.3 Work with parent groups on parent education opportunities regarding technology through parent education presentations	The 1:1 committee has been formed and met to help create the Vision for technology in the district. A Cyber Safety night was coordinated with and provided by the PTO in January.	
Sub Goal 2: Create opportunities for students, families and staff to build understanding and appreciation between cultures by:			
	Task 2.1 Implement SEL lessons regarding cultural differences in all grade level classes	Sprague and Half Day use the Second Step SEL curriculum. There are SEL lessons that address cultural differences in each grade level. DW SEL lessons. September SEL lesson was focused on what is community and how do we all contribute to community? March SEL lesson at DW will be focused on acceptance of all	
	Task 2.2 Continue with multicultural events to improve stakeholder satisfaction through evening events	SACEE committee is hosting a Parent/Cultural evening on 2/1/2018. Schools are planning events for this spring.	
	Task 2.3 Provide opportunities for parents/students/staff to discuss cultural differences through evening events, staff meetings, and classroom instruction	Throughout summer curriculum writing staff were encouraged to incorporate cultures and choice into lessons During a Spanish lesson when students were learning about breakfast foods, the teachers made connections what people in different countries eat for breakfast. During a civil rights unit, students	

		are given the choice to study any Civil Rights Connections have been made between the stories in the Wonders reading curriculum materials in grades 3-5 and family traditions & cultures. For example, after reading a story about family traditions, students were asked to discuss at home and on the next school day share a family tradition.	
	Task 2.4 Provide a speaker/facilitator to discuss cultural differences with the community at staff meetings and parent information nights	SACEE committee is hosting a Parent/Cultural evening on 2/1/2018.	
	Task 2.5 Monitor student/staff attendance on secular and non-secular holidays	A report to the Board on Oct. 3, 2017 showed the absence rates for Rosh Hashanah with the recommendation to keep the calendar schedule as planned for the next 2 years.	

<b>Goal 3: Facilities. Work with key personnel to:</b>		
	<b>Progress</b>	<b>Progress</b>
Sub Goal 1: Continue to complete items identified during the Security Assessment by:		
Task 1.1	Reviewing existing assessment document	A new 5-year plan is being developed and will be presented to the Board in April 2018.
Task 1.2	Establishing options to optimize existing systems	See above
Task 1.3	Identifying issues with existing camera angles	See above
Task 1.4	Remediating security issues as able with existing funds	See above. Additional cameras at Sprague were put on hold due to construction overage.
Sub Goal 2: Revise and update facility assessment needs by:		
Task 2.1	Prioritizing needs	A new 5-year plan is being developed and will be presented to the Board in April 2018.
Task 2.2	Recommending schedule for completion of assessment needs	See above.
Task 2.3	Reviewing and recommending solutions regarding space for Environmental Education Program	We are partnering with Rivershire to help provide our Environmental Education Program.

<b>Goal 4: Fiscal Responsibility. Work with key personnel to:</b>		
	<b>Progress</b>	<b>Progress</b>
Sub Goal 1: Monitor State legislation regarding school funding by:		
Task 1.1 Communicating with elected officials the impact of proposed legislation on the district through phone calls, email and face-to-face meetings	I have communicated with elected officials (Senate and House of Representatives) regarding the impact of the 2 year freeze on the District's programming. I have communicated with the Village of Lincolnshire and Vernon Hills regarding the impact of additional housing in the District.	
Task 1.2 Communicate changes to the Board and community as needed through email, meetings and reports	The potential 2-year freeze was communicated to the Board when it was being discussed. It was not imminent, so no communication was made to the community.	
Task 1.3 Create options that maintain Board policy of 20% on fund balances by adjusting the budget as necessary	With the cost of the construction project coming in over budget, future projects and expenditures set for the 2017-2018 school year were either delayed, reduced in scope or eliminated. A 5% reduction supplies, materials, etc. was implemented to help offset the construction overage. Over \$130,000 is being contested from the architects and construction managers regarding errors and omissions.	

<b>Goal 5: Transportation. Work with key personnel to:</b>		
		<b>Progress</b>
Sub Goal 1: Monitor new busing configurations related to the district guidelines and report changes for improvement as needed by May 2018.		
	Task 1.1 Review daily ridership	Bus drivers take daily ridership for each route. As new students are routed, we review the Student Ridership doc to see if the route can handle more students based on actual ridership versus planned.
	Task 1.2 Monitor growth of new developments in the district	A plan continues to develop for when Woodland Chase is operational. Other areas are being monitored for completion times.
	Task 1.3 Review bus arrival times at schools	Ongoing. Route times adjust to ensure students do not arrive too early or late.
	Task 1.4 Review student population	Ongoing.
	Task 1.5 Review feedback from community and schools	Phone calls and emails from parents are received and responded to in a timely manner. Principals connect with the Transportation Director when issues arise.
	Task 1.6 Adjust routes/stops when able to increase efficiency/safety	Ongoing
Sub Goal 2: Adjust bus configurations to maintain district established guidelines and report changes for improvement as needed by May 2018.		
	Task 2.1 Review bus stops/students to surrounding routes where ridership is low	Daily ridership is taken for each route.
	Task 2.2 Review stops to maintain appropriate walk to stop distances for students	Ongoing
	Task 2.3 Review ride times to maintain established guidelines	Ongoing
	Task 2.4 Maintain fleet to coincide with district guidelines	Ongoing

<b>Goal 6: Support the Board in accomplishing Board goals</b>		
	<b>Progress</b>	<b>Progress</b>
Sub Goal 1: Create opportunities for Board to engage with constituents		
Task 1.1 Inform Board members of D103 community events	The Board is informed regarding D103 events through the Week at a Glance. Additional	
Task 1.2 Work with Board members to participate in D103 community committees	Board members have been invited to the SACEE parent event and 1:1 Committee.	
Sub Goal 2: Prepare relevant information/reports to facilitate Board decisions		
Task 2.1 Provide reports on goals as outlined in the Board calendar	Board reports are presented at each Board meeting.	